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The Effectiveness of Academic Supervision of Principals in Improving Teachers' Pedagogic Competence

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Abstract: This study aims to analyze the effectiveness of school principals' academic supervision in improving teachers' pedagogical competence at Madrasah Aliyah Negeri 1 Jembrana. The research uses a descriptive qualitative approach with the research subjects including the principal, deputy principal for curriculum, school supervisors, and ten teachers. Data collection was carried out through classroom observations, in-depth interviews, and documentation of supervision tools and teacher learning tools. Data analysis was carried out using the Miles and Huberman model through the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that academic supervision has been carried out in a planned and systematic manner through the stages of planning, learning observation, evaluation, and follow-up. Supervision is also delivered through various forms, including class visits, learning administration checks, coaching, mentoring, and reflective discussions. Academic supervision has been proven to improve teachers' pedagogical competence, especially in learning planning, the variety of teaching methods, the use of learning media, classroom management, and more structured learning evaluation. Key supporting factors include open communication by principals, teacher motivation, collaborative school culture, and internal training. The obstacles found include limited time for school principals, psychological pressure on teachers, and supervision instruments that are not optimal. This study recommends academic supervision through continuous coaching to ensure consistent improvement in learning quality.

Key Words: Academic supervision, principal, pedagogical competence, teacher development, Educational Management.

Abstrak: Penelitian ini bertujuan untuk menganalisis efektivitas supervisi akademik kepala sekolah dalam meningkatkan kompetensi pedagogik guru di Madrasah Aliyah Negeri 1 Jembrana. Penelitian menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian meliputi kepala sekolah, wakil kepala sekolah bidang kurikulum, pengawas sekolah, serta sepuluh orang guru. Pengumpulan data dilakukan melalui observasi kelas, wawancara mendalam, dan dokumentasi perangkat supervisi serta perangkat pembelajaran guru. Analisis data dilakukan menggunakan model Miles dan Huberman melalui tahapan reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa supervisi akademik telah dilaksanakan secara terencana dan sistematis melalui tahapan perencanaan, observasi pembelajaran, evaluasi, dan tindak lanjut. Supervisi juga diterapkan melalui berbagai bentuk pembinaan seperti

24 kunjungan kelas, pemeriksaan administrasi pembelajaran, coaching, mentoring, dan diskusi reflektif. Supervisi akademik terbukti memberikan dampak positif terhadap peningkatan kompetensi pedagogik guru, terutama dalam perencanaan pembelajaran, variasi metode mengajar, penggunaan media pembelajaran, pengelolaan kelas, serta evaluasi pembelajaran yang lebih terstruktur. Faktor pendukung utama meliputi komunikasi kepala sekolah yang terbuka, motivasi guru, budaya sekolah yang kolaboratif, dan pelatihan internal. Adapun hambatan yang ditemukan mencakup keterbatasan waktu kepala sekolah, tekanan psikologis guru, serta instrumen supervisi yang belum optimal. Penelitian ini merekomendasikan supervisi akademik berbasis pembinaan berkelanjutan agar peningkatan mutu pembelajaran dapat berlangsung secara konsisten.

27 **Kata Kunci:** Supervisi akademik, kepala sekolah, kompetensi pedagogik, pembinaan guru, manajemen pendidikan.

INTRODUCTION

32 Teachers' pedagogical competence primarily determines the quality of learning in schools. Teachers are not only responsible for delivering material but also the leading actors who direct the learning process to run effectively and meaningfully, in line with students' needs. As teachers' pedagogical competencies develop, the classroom learning process tends to be more lively, structured, and capable of producing more optimal learning outcomes.

Pedagogical competence itself includes the ability of teachers to design learning, conduct teaching and learning activities, manage classrooms, use learning media, and evaluate learning outcomes. This competency is the primary foundation that determines whether learning moves toward the goal or remains stagnant in old patterns (Purwanto et al., 2006). Thus, improving teachers' pedagogical competence is one of the primary keys to improving the quality of education at the educational unit level.

31 However, in reality, various schools still face problems related to teachers' pedagogic competence. Some teachers still use a monotonous approach, lack variety in their methods, and tend to focus on delivering material rather than actively involving students. In addition, learning evaluation is often not conducted in a structured manner and may even be limited to assessing the outcome, without attention to the process (Purwanto, Yuliana, et al., 2025). This condition makes learning less interesting and may reduce students' motivation to learn.

In the context of educational management, academic supervision by school principals is an important strategy for enhancing teacher quality. Academic supervision is seen as a form of professional coaching that aims to help teachers improve the learning process, both in planning and in classroom implementation (Terry, 1986). With proper supervision, teachers can gradually receive relevant direction, input, and support to improve the quality of their teaching.

Academic supervision should not be understood as a mere supervisory activity, but as a process of professional mentoring grounded in feedback. Through supervision, the principal can observe learning directly and provide constructive feedback to help teachers develop their competencies (Usman, 2013). If done consistently and dialogically, academic supervision can be a space for reflection that encourages teachers to be more open to learning improvements and innovations (James et al., 2021).

Nevertheless, implementing academic supervision in the field still faces various

obstacles. Supervision is often seen as an administrative formality intended solely to meet the requirements of school documents. In fact, in some cases, supervision is carried out only before accreditation or teacher performance assessment, so the process does not occur continuously (Adeyoye et al., 2025). In addition, teachers still perceive supervision as judgmental rather than guided, which makes them feel pressured and uncomfortable when supervised.

Another problem found was that not all schools implemented a systematic academic supervision model that covered planning, implementation, evaluation, and follow-up. Supervision that lacks clear follow-up is less likely to have a significant impact on improving teacher competence (Buxarrais, 2021). As a result, academic supervision loses its primary function as a professional coaching strategy and becomes merely a routine that does not significantly enhance learning quality.

Therefore, this research is important to conduct because academic supervision is a core task of the principal as an instructional leader. The principal is not only responsible for the administrative aspects of the school, but also plays a role in shaping the quality of learning through teacher development (Abubakar, 2024). This research is needed to provide empirical evidence on the extent to which academic supervision is genuinely effective in improving teachers' pedagogical competence, as well as to identify factors that support and hinder its implementation.

Based on this background, this research is focused on several problem formulations, namely how to implement academic supervision carried out by school principals, the condition of teachers' pedagogic competencies before and after supervision, the extent to which academic supervision is efficacious in improving teachers' pedagogic competence, and what factors support and hinder the effectiveness of academic supervision. This study aims to describe the academic supervision process, analyze changes in teachers' pedagogic competencies, and assess the effectiveness of academic supervision as a strategy to improve the quality of learning. Theoretically, this research is expected to strengthen the study of academic supervision in education management. At the same time, practically, it can serve as a recommendation for schools in designing more effective and sustainable supervision strategies.

METHODOLOGY

This study uses a descriptive qualitative approach to describe in depth the implementation of academic supervision for school principals and its effectiveness in improving teachers' pedagogical competence. This approach was chosen because the research does not focus on statistical measurement but on understanding the supervision process in the school environment, including the implementation pattern (Huzali et al., 2025), the form of coaching provided (Budiyanto et al., 2024), and the changes in teachers' learning practices after supervision (Ristianey et al., 2021).

This research was conducted at Madrasah Aliyah Negeri (MAN) 1 Jembrana, the central location, as the school actively runs an academic supervision program to improve learning quality. The research subjects consisted of the principal as the implementer of academic supervision, ten teachers as the party who received supervision, the deputy principal for curriculum as a supporter of the learning policy, and the school supervisor as an additional informant who provided an external perspective related to the implementation of academic supervision in the madrasah.

Data collection is conducted using several techniques to obtain comprehensive

information. The first technique is classroom observation to observe firsthand the implementation of teacher learning and changes in teaching behavior after the supervision process is completed. The second technique is an in-depth interview conducted with principals and teachers to explore their experiences, perceptions, and responses to the implementation of academic supervision. In addition, the research uses documentation techniques, including collecting supervision documents such as supervision instruments, supervision schedules, supervision evaluation results, learning tools (lesson plans/teaching modules), and supervision follow-up reports, as supporting evidence to strengthen research findings.

The instruments used in this study include several data-collection support devices. The researcher used interview guidelines to explore the academic supervision process, principal coaching strategies, and changes in teachers' pedagogical competencies following supervision. In addition, the researcher also used learning observation sheets compiled based on pedagogic competency indicators to assess aspects of planning, implementing, and evaluating teacher learning. Other instruments are document checklists to assess the completeness of supervision and learning administration devices, as well as field notes used to record situations, teacher responses, and supervision dynamics during the research process.

The data analysis in this study was carried out using an interactive analysis model from Miles and Huberman, which consists of three main stages. The first stage is data reduction, the process of sorting, simplifying, and selecting relevant data to the research focus. The second stage is data presentation, which involves organizing data in narratives or tables to make it easier to understand and analyze. The last stage is conclusion drawing and verification, which is the process of formulating research findings based on emerging patterns, then re-ascertaining their accuracy through re-examination of the data, so that the conclusions produced are valid and accountable.

To ensure data validity, this study employs several strategies to enhance trustworthiness. First, source triangulation was carried out by comparing information from school principals, teachers, and available supervision documents. Second, technical triangulation is carried out by combining the results of observations, interviews, and documentation so that the data obtained is not one-sided. In addition, the researcher conducts member checking, which reconfirms the provisional findings with the informant to ensure the researcher's interpretation aligns with the experience and reality in the field.

The effectiveness of academic supervision in this study was measured through several indicators directly related to improving teachers' pedagogical competence. These indicators include teachers' ability to prepare learning plans more systematically, improving strategies or variations of teaching methods, being able to use learning media and technology more optimally, classroom management skills more effectively, improving the quality of learning evaluation, and following up on learning improvements made by teachers after receiving input from the principal. This indicator is used as a basis for analysis to assess whether academic supervision actually affects the quality of teacher learning.

RESULT AND DISCUSSION

Result

The results of the study show that academic supervision by school principals has been carried out in a structured manner and has a real impact on improving teachers'

pedagogical competence. Supervision does not run solely as a formal activity; it is carried out through the stages of planning, class observation, evaluation, and follow-up, which are pretty consistent. The impact of supervision can be seen in changes in teacher learning practices, especially in the preparation of teaching materials, variations in teaching methods, and improvements in the quality of learning evaluation. However, the effectiveness of supervision still faces several obstacles, such as limited time available to the principal, psychological pressure on teachers during supervision, and underutilization of detailed supervision instruments.

11 Academic Supervision Carried Out in a Planned and Systematic Manner

The results of the study show that academic supervision at MAN 1 Jembrana has been implemented in a planned manner rather than incidentally. The school schedules supervision, which is generally conducted at least once a semester. This scheduling indicates that academic supervision is positioned as an important coaching program rather than just an administrative activity. During implementation, teachers already know the supervision agenda, so they can prepare the required learning tools before observation activities are conducted.

The initial stage of academic supervision begins with planning carried out by the principal and the curriculum team. The planning includes preparing a supervision schedule, identifying the teachers who are the target of supervision, and adjusting supervision time to avoid interference with overall learning activities. In addition, the principal also ensures that supervision is carried out in line with teachers' needs and observed classroom conditions. At this stage, documents such as teaching tools, learning modules, and supervisory assessment formats are prepared as part of a systematic observation process.

Furthermore, academic supervision is carried out through classroom learning observation activities. The principal conducts a class visit to see firsthand the learning process, from the opening of the lesson through the delivery of material, the use of methods, and the interaction between teachers and students. Observations focused on pedagogical indicators related to classroom management, variations in teaching strategies, and the effectiveness of instructional delivery. This observation activity shows that the principal plays an active role as a monitor of the learning process, not only as a manager of school administration.

After the observation, the principal continued supervising activities through reflective evaluations and discussions with teachers. At this stage, the principal provides feedback on the learning observed, both in the form of appreciation for what has gone well and input on areas that need improvement. The discussion was conducted in a professional, open atmosphere so that teachers did not feel they were being assessed unilaterally. The principal also encourages teachers to reflect on the weaknesses and advantages of the learning that has been carried out, so that the supervision evaluation becomes more meaningful.

The final stage of academic supervision is a follow-up that is carried out through gradual learning improvement. The principal not only provides supervision notes but also offers recommendations for concrete actions that teachers can apply in the next lesson. This follow-up is usually directed at improving learning planning, strengthening teaching strategies, and improving evaluation techniques. Thus, the supervision pattern applied tends to lead to a collaborative, clinical approach, because the principal does not

just assess the teacher's performance but also guides through a continuous mentoring process.

Supervision is applied through various forms of teacher professional development

The results of the study show that academic supervision at MAN 1 Jembrana is not only carried out through class visits but also implemented in various forms of coaching that are broader and address teacher professionalism as a whole. The principal views that improving the quality of learning cannot be achieved through brief observation alone but must be accompanied by a continuous mentoring process. Therefore, supervision is carried out through various activities, both direct classroom activities and those conducted through learning administration examinations.

The most common form of supervision is classroom visitation. In this activity, the principal is directly present in the classroom during the learning process and observes how teachers manage the class, deliver materials, and engage students. Observation not only focuses on teaching methods but also on how teachers build an active, conducive learning atmosphere. The presence of the principal in learning is also an indicator that supervision is carried out with a practical approach and grounded in field practice.

In addition to class visits, supervision is also carried out through teacher learning administration examinations. The principal evaluates the completeness of teaching tools, including teaching modules or lesson plans, teaching materials, learning media, and assessment instruments used by teachers. This document is checked to ensure that learning has a clear direction and is in accordance with the applicable curriculum standards. The documentation shows that administrative supervision emphasizes not only the completeness of the files but also the quality of the learning tools prepared by the teacher.

Other findings show that school principals also apply coaching strategies through personal coaching and mentoring. This assistance is usually given to teachers who are still having difficulty in developing learning strategies, compiling evaluations, or managing classes. In practice, coaching is carried out through informal conversations and scheduled discussions that emphasize practical solutions. This approach makes teachers feel more supported than just assessed, so supervision is received more positively.

After the supervision activity, the principal conducted a reflective discussion with the teacher as a follow-up to the observation. This discussion was conducted to openly review supervision results, including opportunities for teachers to explain the obstacles they faced during learning. From the interviews, some teachers said the reflection session helped them identify previously unrealized learning weaknesses. Thus, academic supervision at MAN 1 Jembrana appears to be a professional development process that is not only technical but also builds teacher awareness to continue improving the quality of learning.

Supervision Has a Positive Impact on Teachers' Pedagogic Competence, but Is Still Influenced by Supporting Factors and Obstacles

The results of the study show that academic supervision by school principals has a

positive impact on teachers' pedagogical competence. These changes do not always appear drastically in a short period of time, but can be seen gradually in the teacher's work pattern, both in planning and implementing learning. Teachers are increasingly aware of the importance of teaching readiness and are paying closer attention to the quality of the teaching and learning process in the classroom. This strengthens the indication that academic supervision serves as a stimulus to encourage teachers to improve.

The improvement in teachers' pedagogical competence is clearly evident in learning planning. Based on the documentation, the teacher's learning tools become more systematic and organized, especially in preparing learning objectives, activity steps, and evaluation designs. Teachers also begin to adjust their teaching materials to students' characteristics and allocate learning time more realistically. These findings show that academic supervision encourages teachers to be more serious in preparing for learning, so that the teaching process is no longer spontaneous or just routine.

The impact of supervision is also evident in classroom learning. Teachers begin to apply a variety of teaching methods and are no longer fixated on one monotonous learning pattern. Some teachers showed increased use of group discussion strategies, interactive question-and-answer sessions, and learning activities that actively engaged students. In addition, the use of learning media has increased, both through simple digital devices and more creative teaching materials. This indicates that supervision encourages teachers to enrich students' learning experiences.

In the aspect of learning evaluation, academic supervision also provides significant changes. Teachers begin preparing assessment instruments that are more targeted and aligned with the learning objectives, and pay attention to the suitability of the material taught and the evaluation method used. In addition, the evaluation does not focus solely on the final assessment but also begins to assess the process through small tasks and reflective activities. Teachers are also more aware of the importance of follow-up evaluation results to improve subsequent learning, so that the assessment process is no longer a formality.

However, the effectiveness of academic supervision is inseparable from the supporting factors and obstacles that affect its sustainability. The main supporting factors are open communication between the principal and teachers' motivation to develop, internal training, and a school culture that supports improvement. On the other hand, the obstacles identified include the principal's busy schedule, which sometimes delays supervision; teachers' nervousness during supervision; supervision that is not entirely consistent; and limitations of more detailed supervision instruments. Thus, although academic supervision has been proven to have a positive impact on teachers' pedagogic competence, its implementation still needs to be strengthened to be more optimal and sustainable.

Discussion

Based on the research results, the academic supervision carried out at MAN 1 Jembrana shows that supervision activities do not run solely as an administrative routine but are also directed as a strategy for the professional development of teachers. The study's findings show that academic supervision is carried out through systematic stages and employs a variety of coaching forms, thereby improving teachers' pedagogical competence. However, the effectiveness of supervision is also influenced by supporting

factors and ²⁸obstacles that arise during implementation. Therefore, this discussion focuses on an in-depth interpretation of the three main findings outlined in the research results section.

First, research findings indicating that academic supervision is carried out in a ¹²planned and systematic manner confirm that the principal has actively fulfilled managerial and instructional leadership roles. Supervision carried out across the planning, classroom observation, evaluation, and follow-up stages ³⁰reflects that these activities are designed to ensure continuous learning improvement. This aligns with the concept of academic supervision, which emphasizes ³⁵that supervision is not just supervision but a coaching process that aims to improve the quality of teaching and learning (Harapan et al., 2024). In this context, scheduled supervision at least once a semester demonstrates the institution's commitment to improving learning quality (M Bambang Purwanto et al., 2025). However, the intensity of supervision can still be increased to more evenly distribute its impact across all teachers.

In addition, the pattern of supervision that leads to a collaborative and clinical approach gives meaning to supervision as a professional space for collective reflection. Supervision carried out through dialogue and mentoring shows that the principal not only acts as an evaluator but also as a facilitator of learning improvement (Dita Rahmawati et al., 2025). This approach is important because teachers tend to receive more supervision when they feel engaged and valued as professional partners. Thus, systematic supervision can increase the likelihood of changes in teachers' teaching behavior, as teachers receive not only assessments but also clear directions for development.

Second, the study's findings, which show that supervision is delivered through various forms of professional coaching, indicate that school principals have used a relatively flexible, adaptive supervision strategy. Supervision is not only carried out through class visits, but also through administrative examinations of learning, coaching, mentoring, and post-observation reflective discussions (Astirini Swarastuti et al., 2024). This variation in supervision is important because improving teachers' pedagogical competence cannot be achieved solely through classroom observation (Satriah et al., 2025). Teachers need technical guidance on learning tools as well as psychological support in developing teaching confidence. In this case, coaching and mentoring are relevant approaches because they can bridge the needs of different teachers (Jamilah et al., 2026).

The combination of classroom supervision and learning administration supervision also shows that the school is trying to balance the process and planning aspects. Classroom observation allows principals to assess teaching practices directly, while document checks ensure that learning is designed with clear objectives, methods, and evaluations (Purwanto, Yuliana, et al., 2025). When these two aspects are done simultaneously, supervision becomes stronger because teachers are judged not only by teaching performance but also by the pedagogical readiness that underlies learning (Sherly Malini et al., 2026). These findings show that comprehensive academic supervision tends to yield more effective coaching than supervision that focuses on a single aspect (Purwanto, Umar, et al., 2025).

Third, research findings showing an increase in teachers' pedagogical competence after academic supervision confirm that supervision makes a real contribution to the quality of learning. Improvements can be seen in learning planning,

15 the use of a variety of teaching methods, the use of learning media, classroom management, and more structured learning evaluation. These changes show that academic supervision serves as a professional stimulus, encouraging teachers to improve their teaching practices. In the context of education management, improving teachers' pedagogical competence is an indicator that supervision is aligned with its primary goal: improving the quality of learning through direct guidance by school principals.

However, this study also shows that the effectiveness of academic supervision does not stand alone, but is influenced by the internal conditions of the school. Supporting factors such as open communication from the principal, teachers' motivation to develop, a school culture that supports improvement, and the presence of internal training are important factors that strengthen the success of supervision (Purwanto & Handayani, 2022). These factors create a more conducive work atmosphere so supervision is not seen as pressure but as an opportunity to improve competence (Sinta Bella Agustina & M Bambang Purwanto, 2025). This shows that the success of academic supervision is not only determined by the supervision procedures themselves, but also by the school's organizational climate that supports collaboration and professional learning.

On the other hand, obstacles encountered include the busy schedules of school principals, teachers' nervousness under supervision, inconsistent supervision, and limitations in the effectiveness of detailed supervision instruments, indicating that supervision implementation still needs strengthening (Fitria Marisya et al., 2025; Purwanto, Marsinah, et al., 2025). A high workload for school principals can reduce the intensity of supervision and make supervision follow-up less effective. In addition, teachers' perceptions of pressure when supervised suggest that supervision can still be seen as a purely evaluative activity (Indriani et al., 2025; Taufiqi & Purwanto, 2024). Therefore, schools need to adopt a more humanistic, communicative supervision approach so that teachers feel comfortable and more open to receiving input.

Overall, this discussion strengthens the argument that the academic supervision of school principals at MAN 1 Jembrana has been effective in improving teachers' pedagogical competence, mainly when carried out systematically, using a variety of coaching methods, and accompanied by clear follow-up. However, academic supervision still needs improvement in terms of program consistency and in strengthening supervision instruments to be more standardized. With these improvements, academic supervision can become a stronger education management strategy for improving learning quality and sustainably achieving educational goals.

CONCLUSION

Academic supervision carried out by school principals at MAN 1 Jembrana has been well planned and has made a real contribution to improving teachers' pedagogical competence. Supervision is not only carried out as a formal activity but also through systematic stages, including planning, learning observation, evaluation, and follow-up. This shows that academic supervision can be an effective school management tool when it focuses on teachers' professional development rather than just administrative control. The effectiveness of supervision is increasingly evident as school principals use various forms of coaching, such as class visits, learning administration checks, coaching, mentoring, and reflective discussions. The impact can be seen in improved learning planning, variations in

teaching methods, the use of learning media, classroom management, and more systematic learning evaluation. However, this study also shows that the success of supervision is influenced by supporting factors, such as open communication, a collaborative school culture, and teacher motivation, as well as by obstacles, such as limited principals' time, teachers' psychological pressure, inconsistent supervision, and poorly detailed supervision instruments. Thus, academic supervision needs to be carried out on an ongoing basis and followed up with measurable improvement programs to ensure optimal teacher quality improvement.

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