

Implementation of Academic Supervision in Elementary Schools

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ABSTRACT

This study aims to determine and analyze: (a) Academic Supervision Planning by the principal of Alexa Lotta Elementary School. (b) Implementation of academic supervision in the process at Alexa Lotta Elementary School. (c) Follow-up of Academic Supervision results at Alexa Lotta Elementary School. (d) Evaluation of Academic Supervision at Alexa Lotta Elementary School. The method used in this study is a descriptive qualitative research method. The data collection and recording procedures are carried out through the stages; (1) orientation stage, (2) exploration stage, (3) member check stage. The data collection techniques used are: observation, documentation and interviews. The main instrument in this study is the researcher himself who is equipped with interview guidelines, a camera, a mobile phone, and field notes. The data obtained are then read, studied, reviewed and analyzed then with the following steps: (1) data reduction, (2) data presentation, (3) drawing conclusions. Based on the results of data analysis, the following conclusions were obtained: (1) Supervision always begins with providing information to teachers and the Principal conveying the things to be supervised including supervision techniques (2) Supervision is carried out directly when teachers are teaching. In the implementation of supervision, the principal provides direction/input related to effective learning activities (3) and the principal evaluates whether the implementation of supervision is in accordance with the planning that has been prepared. (4) Follow-up to supervision activities where teachers always improve inappropriate teaching methods. Teachers are required to complete any deficiencies found during supervision such as administration in teaching and learning activities.

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INTRODUCTION

Various efforts to improve the quality of school education can be considered less useful if they have not touched on improving the learning process. Therefore, in order to improve the quality of school education, the government, in this case the Ministry of National Education, has developed various programs that are expected to improve the quality of learning. Among all components in learning, teachers are organic components that are very decisive (Sahertian, 2008:56). Teachers are elements of education that are very closely related to students in daily educational efforts at school and greatly determine the success of students in achieving goals.

In order to carry out these duties and responsibilities, a teacher is required to have certain abilities and skills. These abilities and skills are part of the teacher's professional competence. Competence is an absolute ability that must be possessed by teachers so that their duties as educators can be carried out properly. One of the programs that can be held in order to empower teachers is supervision.

As a supervisor, the principal must understand the characteristics, essence and objectives of academic supervision (Rusdianan, et al., 2025). In addition, the principal must be able to plan, implement and follow up on the supervision practices that have been carried out. In this case, the principal's attention as a supervisor is very much needed to assist teachers in teaching and learning activities. The involvement of the principal in supervision activities is an effort to foster and develop teachers towards professionalism which is displayed in the teacher's appearance in the teaching and learning process (Kambey, 2006:40). This means that the Principal's assistance in coaching teachers through supervision will make teachers experience changes and improvements in teaching activities from time to time. Thus, the principal has the authority and responsibility to carry out academic supervision of teachers.

In reality, academic supervision practices have not been implemented optimally. In addition, researchers also see the fact that academic practices have not been implemented seriously according to their demands and targets (Purwanto, 2005:120). It is often found that a principal in carrying out academic supervision only comes to school with a performance measurement instrument. Then goes into the classroom to measure the performance of the teacher who is teaching. After that, his task is finished, as if academic supervision is the same as measuring teachers in implementing learning (Bafadal, 2006:46).

Academic supervision behavior as described is one example of academic supervision practices that are not in accordance with demands and targets (Manab, 2013:21). Such academic supervision practices will not have much influence on improving the quality of teacher performance in managing the learning process. If they do have an influence, the influence is very small in terms of improving the quality of teacher performance in managing the learning process (Glickman, Gordon & Ross-Gordon, 2014:76). Academic supervision is not at all an assessment of teacher performance. Especially if the main purpose of the assessment is solely in the narrow sense, namely calculating the quality of teacher existence in fulfilling accreditation interests alone.

METHOD

The method that will be used in this study is "naturalistic inquiry research", meaning it is carried out in natural conditions (Sugiono, 2010:14). The approach is qualitative, meaning it tries to find and interpret the real, actual and natural conditions of the object or subject being studied. The chosen research location is the Principal of Alexa Lotta Elementary School. In the context of this study, the data needed are descriptive data, documents, field notes, and interview results with informants, and through supporting data in the form of written sources in the form of official documents such as school development plans (RPS), school programs, supervision reports, school profiles, annual reports, recordings, personal documents, photos, and other data that are in accordance with and support the research.

The data analysis process in this study will begin since the researcher entered the research field. The data obtained is categorized. In analyzing data, the researcher will follow the steps proposed by Moleong (2000:241), namely: (1). reading, analyzing and studying data; (2) reducing data. After all data has been studied, the researcher will reduce it by summarizing it in the form of an abstraction. An abstraction is a summary of the main points, processes and statements that need to be maintained so that they remain in it. Raw data needs to be matured through patterns, categories and made systematic. The data analysis technique in this study, the researcher uses three data acquisition procedures, namely: data reduction, data presentation, and data verification.

RESULT AND DISCUSSION

Academic Supervision Planning by the principal of Alexa Lotta Elementary School

The planning stage of academic supervision at SD Alexa Lotta begins with the stage of providing information about the supervision to teachers so that teachers can know about it. This information is conveyed by the Principal either in the teacher's room informally, in meetings or through existing WhatsApp groups. This is intended so that teachers can prepare themselves well, especially regarding things that teachers need to prepare at SD Alexa Lotta.

The next stage is identifying supervision needs where the principal or supervisor needs to identify areas that require academic supervision, including if there are teachers who have difficulty in designing innovative learning, then academic supervision can focus on developing learning tools.

Determining Goals and Indicators is the planning stage. Determine the goals of academic supervision that you want to achieve, for example improving the quality of learning, improving teacher competency, or developing better learning practices. Create measurable indicators of success, for example the percentage of teachers who can design innovative learning, or the number of teachers who participate in self-development training.

The next stage is the preparation of the schedule and instruments. Prepare a regular academic supervision schedule, including the frequency and duration of supervision. Prepare supervision instruments, such as observation sheets, checklists, or interview guidelines, which will be used to collect data during supervision. The things that are prepared according to the guidelines from the Minahasa Regency Education Office are: (1) Education Calendar, (2) Annual Program and Semester Program, (3) Utilization of Adidagnostic Assessment Results, (4) Learning Objective Flow, (5)

Teaching Module or RPP, (6) Teaching Materials, (7) Lesson Schedule, (8) Assessment Program, (9) List of Values / Assessment Results, (10) Daily Agenda / Journal, (11) Student Absences, (12) Class Performance and (13) Teacher Performance Management.

Planning is one of the functions of management which is the elaboration of the vision, mission and objectives of an organization or institution and becomes the basis for the process of other management functions. Planning includes activities to determine the targets to be achieved, the actions that should be taken, the right form of organization to achieve them and the people who will be responsible for the activities to be carried out.

In relation to the principal's duties, planning an academic supervision program includes the stages of preparing a supervision schedule and program (annual and semester) and the preparation stage such as preparing the supervision format/instrument, preparing coaching materials and preparing previous supervision/coaching data.

In order for the principal to be able to carry out his duties well in relation to academic supervision, the principal needs to have knowledge of the following things: (1) the concept of academic supervision planning, (2) the benefits of academic supervision planning, (3) the principles of academic supervision planning, (4) the scope of academic supervision, (5) academic supervision instruments.

Academic supervision planning by the Principal at Alexa Lotta Elementary School plays a very important role in 3 main things, namely: (1) formulating the direction and objectives of academic supervision, (2) determining the allocation of activities, (3) determining the parties who will be involved as supervisors together with the principal. In addition to the above, the principal needs to pay attention to the following things in planning academic supervision.

a) Clarity of Educational Goals in Schools

What will be achieved in school, in what direction the education of children in school should be carried out, are important points of thought in supervision. The thing that needs to be realized as clearly as possible by the Principal as a supervisor is what must be achieved by his students in school. All actions in his school are for the success of his students. Also the assistance given to his teachers, efforts to improve the abilities of teachers, all of that is to help his students achieve the goals of education in school. Therefore the goals of education in school must be clear to the Principal, teachers and students.

b) Knowledge of Effective Teaching

The principal as a supervisor must truly master the principles used in the teaching and learning process, must be able to choose and use appropriate methods to activate students to learn. In other words, a supervisor must be a good teacher, who can and always wants to teach well. The principal must realize that any supervision activity must ultimately result in a better teaching and learning process. Finally, supervision activities must lead to the use of better and more effective teaching methods to improve the learning success of his students. The supervision plan will not be adequate if it is not based on knowledge of effective teaching.

c) Knowledge about Students

Supervision knowledge must be based on knowledge of students. Supervision planning must be aimed at improving student learning. The ultimate goal of supervision is not only improving teacher skills, but improving student learning activities and learning outcomes. Teacher improvement is only a temporary goal. Therefore, what needs to be planned in supervision is not only what teachers need to learn and how the teacher's learning ability is, but it must also be taken into account what students need and how their learning ability is. A principal must not only know and understand his teachers, but no less importantly, know and understand his students. This knowledge of students is the basis for knowledge about the needs of his teachers to determine what assistance is necessary and can be given to his teachers.

d) Knowledge about Teachers

Teachers are participants and partners of supervisors' efforts to improve teaching and learning situations and student learning outcomes. To be able to work together effectively, supervisors must really know the teachers they are working with. The principal must know where the teacher's abilities and weaknesses are, what their needs are to become a better teacher. The planned supervision activities must be based on the teacher's abilities, interests, and needs. For this reason, it is also necessary to know the teacher's views and attitudes towards education, towards their duties as educators and their attitudes towards society. Because before the supervisor can start improving the teacher's abilities, there must be an effort to first change the teacher's attitudes and views towards education and towards their duties as educators in society.

e) Knowledge of Potential Sources for Supervision

Supervision activities require expertise in various fields and cannot be handled by the principal alone, whose expertise is limited. Supervision planning must be complete with what tools will be needed and will be used, where the activities will be held, who will be involved, how much the costs are, and so on. Therefore, a principal must not only be able to plan what is needed, but must also know how to get what is needed: where the source is and how to get it.

f) Ability to Calculate Time Factors

Academic supervision takes time, sometimes quite a long time, depending on the goals to be achieved and depending on the situation and conditions. If only adding and improving knowledge, it may be achieved in a few months. Improving skills may take longer. Changing attitudes will take even longer. In preparing a plan, a supervisor must not ignore this time factor, he must not be too quick to determine a deadline for an activity that is long-term in nature. And he must dare to end a certain activity if he thinks it must be able to produce something.

Implementation of Academic Supervision at Alexa Lotta Elementary School

The implementation of supervision at SD Alexa Lotta is carried out directly by the principal by visiting the class when the teachers are teaching. This is intended so that the principal can witness directly the condition or situation of the class where teachers at SD Alexa Lotta carry out learning activities.

In the implementation of supervision, the principal provides direction/input related to effective learning activities so that children can more easily understand what

the teacher says. This is mainly done by the principal, especially for teachers who tend to use the lecture learning model, which is considered less interesting for students. The principal also informs teachers of several things that need to be fixed for the purpose of improving the quality of the learning process, including paying special attention to several children who are not serious in listening or participating in learning in class.

There are several challenges and obstacles in implementing supervision at SD Alexa Lotta. These challenges include: (a) In reality, not all teachers in elementary schools can use media such as laptops/LCDs. (b) Teachers have not maximized the use of Information and Technology in learning media. (c) The class situation is still not orderly, due to the lack of interest and children about the learning material in the classroom. (d) There are still teachers who are not well prepared when teaching in class. (e) There are students who also experience challenges/obstacles in using learning media such as Android phones because in this school, there are still many students who do not have them.

To achieve the objectives of academic supervision, a Principal as a supervisor must be able to control and implement the steps of supervision implementation effectively, efficiently and consistently. Because by controlling and implementing the steps of supervision, it is expected that supervision activities will run smoothly.

In order for the implementation of supervision to take place effectively and efficiently in order to achieve the objectives of supervision, the principal must be able to implement the principles of supervision in the implementation of academic supervision. The Ministry of National Education (2007:13-15) describes the principles of academic supervision as follows:

- a. Academic supervision must be able to create harmonious human relations. The human relations that must be created must be open, friendly, and informal. Such relations are not only between supervisors and teachers, but also between supervisors and other parties related to the academic supervision program. Therefore, in its implementation, supervisors must have characteristics such as being helpful, understanding, open, honest, patient, enthusiastic, and full of humor.
- b. Academic supervision must be carried out continuously. Academic supervision is not a part-time task that is only done occasionally if there is an opportunity. It should be understood that academic supervision is one of the essential functions in the entire school program. If the teacher has succeeded in developing himself, it does not mean that the supervisor's task is finished, but must continue to be fostered continuously. This is logical, considering that problems in the learning process always arise and develop.
- c. Academic supervision must be democratic. Supervisors must not dominate the implementation of their academic supervision. The emphasis of democratic academic supervision is active and cooperative. Supervisors must actively involve the teachers they supervise. The responsibility for improving academic programs lies not only with supervisors but also with teachers. Therefore, academic supervision programs should be planned, developed and implemented cooperatively with teachers, principals, and other related parties under the coordination of the supervisor.
- d. Academic supervision programs must be integrated with educational programs. In every educational organization, there are various behavioral

systems with the same goal, namely educational goals. These behavioral systems include administrative behavioral systems, academic behavioral systems, student behavioral systems, counseling development behavioral systems, and academic supervision behavioral systems. Between one system and another system must be implemented integrally. Thus, the academic supervision program is integrated with the educational program as a whole. In an effort to realize this principle, a good and harmonious relationship is needed between the supervisor and all parties implementing the educational program.

- e. Academic supervision must be comprehensive. The academic supervision program must cover all aspects of academic development, although there may be an emphasis on certain aspects based on the results of previous academic development needs analysis. This principle is nothing more than to meet the demands of multi-purpose academic supervision, in the form of quality control, professional development, and motivating teachers, as explained above.
- f. Academic supervision must be constructive. Academic supervision is not at all to find teacher mistakes. Indeed, in the process of implementing academic supervision there are teacher performance assessment activities, but the goal is not to find mistakes. Academic supervision will develop teacher growth and creativity in understanding and solving academic problems faced.
- g. Academic supervision must be objective. In compiling, implementing, and evaluating, the success of the academic supervision program must be objective. Objectivity in program preparation means that the academic supervision program must be prepared based on the real needs of teacher professional development. Likewise in evaluating the success of the academic supervision program. This is where the importance of measurement instruments that have high validity and reliability lies to measure how capable teachers are in managing the learning process.

To achieve the objectives of academic supervision, there are many ways or techniques that can be done and developed. To be able to implement various supervision techniques in schools wisely, the principal must be truly able to understand the characteristics of each technique. Thus, the principal can choose a certain type of technique or combine various academic supervision techniques. Various supervision techniques can be used by a principal as a supervisor as long as these techniques are truly able to support the achievement of academic supervision objectives.

In implementing academic supervision activities, the principal must also be able to mobilize and empower other parties to help carry out supervision activities. Hasibuan in Kambey (2006:70) emphasized that mobilization is making all group members willing to work together and be enthusiastic to achieve goals in accordance with predetermined plans and organized efforts. In this sense, mobilization is one of the important management functions. Mobilization occupies an important position for management steps to realize goals.

Based on the above, the principal must be able to empower and motivate teachers to involve themselves in academic supervision activities. However, the main actors are the supervisor and the principal, because the others function to enrich the data needed by both. Regarding academic supervision which is the task of these two

educational personnel, Arikunto views that academic supervision is better carried out by the principal than by the school supervisor considering that the principal is closer to the school and is even attached to school life, while the supervisor is relatively less likely to come to school, especially if the number of schools under his supervision is quite large (Pidarta, 2009).

In this context, the Principal of Alexa Lotta Elementary School, in carrying out his duties at school is not only a supervisor, more than that he is an administrator or manager. Therefore, he must not only carry out the function of supervision (controlling), but also must carry out other administrative or management functions such as planning, organizing, actuating, coordinating, and directing, which are applied to educational managerial activities at school.

Evaluation of the Implementation of Academic Supervision at Alexa Lotta Elementary School

Evaluation of the implementation of academic supervision at SD Alexa Lotta was carried out by the principal. Evaluation of academic supervision is considered necessary to improve teacher performance and the quality of learning. Through evaluation, the effectiveness of supervision can be known, where collaboration between the principal and teachers can encourage improved performance and can be adjusted to achieve better educational goals.

The evaluation conducted is based on the implementation of academic supervision whether it is in accordance with the planned planning. Evaluation of academic supervision also helps teachers evaluate their shortcomings in the learning process and improve their professional abilities so as to enable higher quality education.

Follow-up of Academic Supervision Results at Alexa Lotta Elementary School

Follow-up to the supervision results at Alexa Lotta Elementary School, where teachers continue to improve inappropriate teaching methods. The criteria for appropriate teaching methods are none other than making Alexa Lotta Elementary School students active and creative in learning activities. Even teachers are asked to be able to use student-centered media or learning methods or fun learning media for students. For example, through games in the learning process.

As part of the follow-up supervision held at Alexa Lotta Elementary School, the Principal gave awards and reinforcement to teachers in their daily duties and responsibilities. On the other hand, the Principal firmly also gave educational reprimands to both students and teachers in order to support the improvement of better learning quality in the future. When carrying out the supervisory function (controlling) applied in education into academic supervision, the principal acts as a supervisor. One of the main parts of the supervision is supervising teachers in carrying out learning activities.

The final stage of academic supervision activities, then what the principal must do is follow up on the results of the supervision that has been implemented through information obtained from the results of supervision to be used as a basis for making decisions. In this case, through a teacher meeting there was a discussion between the principal and the teachers to follow up on the results of supervision in the classes at SD Alexa Lotta.

Thus, in the follow-up of academic supervision at this school, there are the following things:

- a. In its implementation, the main target of academic supervision follow-up is teaching and learning activities.
- b. The results of the analysis and notes from the principal can be used to develop teachers' teaching skills or improve teachers' professionalism, at least to minimize obstacles that arise or that may arise.
- c. Feedback will provide assistance to supervisors in carrying out supervisory follow-up.
- d. From this feedback, a communication atmosphere can be created that does not cause tension or emphasize authority, but provides an opportunity to encourage teachers to improve their appearance and performance.

Finally, the ways to implement follow-up on the results of academic supervision are as follows:

- a. Reviewing the assessment results.
- b. If it turns out that the objectives of academic supervision and learning standards have not been achieved, then a re-evaluation of the knowledge, skills and attitudes of teachers who are the objectives of the coaching should be carried out.
- c. If it turns out that the objectives have not been achieved, then start redesigning the teacher academic supervision program for the next period.
- d. Create an action plan for the next academic supervision.
- e. Implement the action plan in the next period.

Thus, academic supervision is an activity that focuses on efforts to improve conditions that affect the improvement of teacher teaching performance, and student learning performance in order to improve the quality of the learning process and outcomes. Intensification of academic supervision is focused on providing assistance or services to teachers so that the implementation of teaching and learning activities can run better and be able to improve the quality of the learning process and outcomes.

As an effort to improve the quality of the learning process and results, then theoretically the perpetrator of academic supervision can be anyone, for example if searched carefully, every element in each school as an educational institution, is more or less related to learning. Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals requires principals to have five dimensions of competence, namely personality, managerial, entrepreneurship, supervision (academic) and social. The dimensions of the principal's academic supervision competency include: a) Planning a supervision program; b) academic in order to improve teacher professionalism; c) Carrying out academic supervision of teachers using the right supervision approach and techniques; s) Following up on the results of academic supervision of teachers in order to improve teacher professionalism.

CONCLUSION

Supervision planning always begins with providing information to teachers so that teachers can know it. This information is conveyed either in the teacher's room informally, in meetings or through existing WhatsApp groups. Teachers are asked to prepare matters related to academic supervision, especially in terms of administration.

The principal conveys the matters to be supervised, supervision techniques, parties to be involved and assessment instruments.

The implementation of supervision is carried out by directly visiting the class when the teachers are teaching. Supervision activities have been conveyed to the teacher concerned. In the implementation of supervision, the principal provides direction/input related to effective learning activities so that children can more easily understand what the teacher is saying. The principal directly informs the teacher concerned about things that need to be improved for the purpose of improving the quality of the learning process. Thus in this supervision. Through supervision, the principal can see the direct performance of the teacher concerned. Challenges and obstacles in the implementation of supervision where not all teachers use media such as laptops/LCDs. Teachers have not maximized the use of technology, information and communication (ICT) in learning media. The class situation is still not orderly, due to the lack of interest and children about the learning material in the classroom. There are still teachers who are not well prepared when teaching in class. There are students who also experience challenges/obstacles in the use of learning media such as Android phones because in this school, there are still many students who do not have them.

The evaluation of the supervision carried out is in accordance with the planning prepared with reference to existing instruments so that the principal and teachers can see the measurable results of supervision.

Follow-up supervision activities where teachers always improve inappropriate teaching methods. Teachers are required to complete any deficiencies found during supervision such as administration in teaching and learning activities. The principal always invites teachers to use learning media that are fun for students. Teachers need to pay attention to seeing students' interests in learning activities. Teachers are invited to use tools/resources that are appropriate for student-centered learning.

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