

Implementation of Academic Supervision by Principals in Elementary Schools

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ABSTRACT

This study aims to describe the implementation of academic supervision by elementary school principals. This study uses a qualitative approach and case study method. The location of the study was Tiniawangko State Elementary School in South Minahasa Regency. The sources of research data were informants of the principal, homeroom teacher and subject teacher. The data of this study were collected using interviews, observation, and documentation study techniques and processed using qualitative data analysis techniques of the interaction model. The results of the study indicate that the implementation of academic supervision by the principal is reflected in class visits and is oriented towards directives, collaboratives, and non-directives supported by factors originating from the principal, teachers, and school supervisors and inhibiting factors categorized as originating from teachers, the principal personally, and the school environment. Then, after discussing the results of the study, it was continued by compiling research conclusions and suggestions that were recommendatory in nature.

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INTRODUCTION

Formal education is a structured, systematic, and tiered educational path organized by official educational institutions such as schools and colleges (Sanglah 2021). Schools are formal educational institutions to carry out all activities to achieve educational goals. Implementing educational goals involves the role of principals and teachers in carrying out their duties. As a formal educational institution, schools are also a place to carry out the teaching and learning process, which involves the Principal, teachers and students. The function of the school is not only to provide knowledge to students, but also to develop teacher work performance in improving

the teaching and learning process (Lalupanda, 2019). In carrying out activities at school, of course there are differences between one teacher and another.

Teachers are one of the most important components in driving an educational institution such as a school, teachers are also required to be professional in carrying out their duties as teachers (Yusman, 2016:12). The task of teachers as a profession, requires teachers to develop their professionalism in accordance with the development of science and technology. Educating, teaching, and training students is the task of teachers as a profession. The task of teachers as educators, continues and develops life values to students, the task of teachers as teachers means continuing and developing science and technology to students (Adiyono et al., 2023). The teacher's task as a trainer means developing skills and applying them in life for the future of students, and has a role who are active in order to become professional workers. But in reality, the quality of education in Indonesia has not reached the quality expected by the government, all parties realize that teacher performance is directly proportional to the improvement of the quality of education (Armani & Margunani, 2017:11).

Professional teachers have a high commitment to dedicate themselves to education so that they produce a quality education process because it is supported by the competencies they have so that they produce quality and quality graduates. Based on this review, it can be understood that to produce quality education output, it must be supported by competent educational resources in each of their fields of expertise, (Harianto, et al., 2015:9). The presence of teachers in the classroom is expected to create changes in learning experienced by students so as to create a prosperous education paradigm (Musyadad et al., 2022). In its implementation, the success of learning is also influenced by the style and managerial role practiced by the principal. The principal as a leader in the school plays a full role in implementing all activities carried out including teacher teaching activities.

Therefore, the principal is required to be able to collaborate with teachers and supervise the curriculum, carry out supervision of teacher teaching activities by seeing how they explore the learning materials. using appropriate teaching methods, encouraging teachers to reflect, using learning outcome evaluations, encouraging teachers to develop teaching methods and processes according to the needs and abilities of children and assessing the characteristics and abilities of teachers so that the principal can help them towards better teaching (Indriani et al., 2022).

In addition, efforts to improve teacher performance can be done through education and training, (Slameto, et al., 2017:10). Based on the results of observations, the lack of frequency of supervision carried out by the principal on teachers, lack of collaboration, so that the quality and potential of teachers do not increase which has an impact on the learning process in schools does not increase so that students' interest in learning decreases and learning outcomes decrease which has an impact on low education reports (Lengkong, 2023:3). This is a highlight for the principal in an effort to evaluate teacher performance. Teacher performance evaluation is usually called supervision activities.

Supervision is something to help ensure that the quality of teaching and learning can run well, this supervision is given from superiors to subordinates with the aim of improving the quality of work (Bermawi, Yoserizal & Fauziah, 2015:24). The principal is a form of supervisor who will supervise and provide guidance to all teacher performance in the school. Teacher performance as a reference to see whether the teacher has carried out his duties well. Teacher performance is the ability of a

teacher to carry out learning tasks at school and be responsible for students under his guidance by improving student learning achievement (Yusman, 2016).

The function of academic supervision is an effort to improve as a process that... continuous and carried out continuously. According to (Harianto, et al., 2015) the purpose of teaching supervision is to help teachers learn to improve their own abilities in order to achieve the learning objectives that have been set for their students. The important emphasis of the purpose of teaching supervision is to ensure the teaching and learning process, curriculum development in learning, and personnel development are increasingly qualified.

The role of academic supervision by the principal and teacher professionalism in schools is very large, because supervision carried out by the principal continuously and continuously can improve the quality of learning which can ultimately improve the quality of education in schools (Djuhartono et al., 2021). Academic supervision is the basis or foundation for professional supervision activities, which is being studied is the system of providing assistance carried out by the principal to improve the professional abilities of teachers, so that teachers become more capable of handling the main task of teaching their students (Suwartini, 2017).

Research Results of Herawati, Murniati & Yusrizal (2015), The results of the study showed that: (1) the principal in compiling the academic supervision work program by involving the participation of all school personnel, the preparation of the supervision program was carried out at the beginning of the school year for two semesters. (2) the principal's strategy in implementing academic supervision, namely: preparing academic supervision instruments, by carrying out techniques that are individual and group both directly, indirectly and collaboratively. (3) implementing follow-up to the principal's academic supervision by providing coaching, attending courses or MGMP to teachers who are not yet professional. (4) inhibiting factors, teachers who are unable to attend the supervision implementation due to illness, permission and attending training.

Another study conducted by Nasmin, Arifin & Rahman (2023) showed that academic supervision can improve teacher competence so that the quality of learning can be better. Through academic supervision, teachers will become more skilled in developing their personality, pedagogical, professional, and social competencies. Therefore, the development of all teacher competencies must be included in academic supervision.

Tiniawangko State Elementary School is an elementary school based on multiple intelligences. This school is also a school that is in great demand by students. Tiniawangko State Elementary School has implemented academic supervision to improve teacher performance. Not only that, the school also has teacher report cards and performance evaluations that are carried out twice a year. Therefore, researchers are interested in conducting research on the Implementation of Academic Supervision by the Principal at Tiniawangko State Elementary School in South Minahasa Regency.

METHOD

This research is relevant to use a qualitative approach type considering its characteristics, namely being carried out in a natural setting, with the type of research method to be used is a case study with a single case study design type (Creswell, 2012; Gay, Mills & Airasian, 2012). The case in this study is Tiniawangko State Elementary

School as an educational unit or formal educational organization located in South Minahasa Regency.

The research data to be collected in this study are qualitative data in the form of words, text data, and images derived from observations, interviews, and documentation studies (Creswell, 2014). The sources of this research data are the principal and class teachers. In addition, research data can also come from non-human sources, namely written documents and images in the form of photos of school activities.

The data analysis technique that will be used by the researcher is adapted from the interaction model from Miles & Huberman (Sugiyono, 2014). Qualitative data analysis activities start from data collection then to data reduction and to data presentation. Between data reduction, data presentation, and drawing conclusions, there is mutual interaction. Every time a conclusion is drawn and/or verified, it means that the data collected through interviews, observations, documentation, and audio-visual materials from various data sources has reached saturation point. Therefore, after drawing conclusions According to Sugiyono (2014:267), data validity testing in qualitative research is based on the criteria of "credibility, transferability, dependability and confirmability".

RESULT AND DISCUSSION

1. Implementation of Academic Supervision by the principal.

Based on the findings of the researcher, it shows that the implementation of academic supervision by the principal is carried out through class visits according to the principal's work program and is oriented towards directive, collaborative, and non-directive. Directive orientation is shown from the behavior of the principal who gives direction to teachers, encourages following the learning process standards, demonstrates good teaching in the classroom, and provides reinforcement to teachers. Collaborative orientation is shown from the behavior of the principal who helps solve problems faced by teachers, negotiates with teachers, and presents examples to teachers. While non-directive orientation is shown from the behavior of the principal who listens more to teacher complaints, encourages teachers, and provides explanations to teachers.

Basically, the results of research on the implementation of academic supervision through class visits are relevant to the theory of academic supervision techniques. Sahertian & Mataheru (1981) and Soetopo & Soemanto (1984) divide class visits into three types, namely:

- a. unannounced visits are visits by supervisors who suddenly come directly to the class while the teacher is teaching.
- b. a previously notified visit is a visit by a supervisor who comes directly to the class based on a schedule that has been planned and given to each class to be visited.
- c. a visit based on a teacher invitation, namely a visit by a supervisor who comes directly to the class because he was invited by the teacher.

According to Neagley (Pidarta, 1986), the class visit technique can be applied by the principal through:

- a. class visits conducted on the teaching and learning process. This visit can be done before lessons start in the morning or after lessons finish in the afternoon. Things that are considered by the principal as a supervisor include the students'

seats and tables to review their learning models, student items such as papers and so on, writings on the board, and files of educational media usage, student work results that have been collected and so on.

- b. conducting a number of short visits, namely 5-10 minutes for a class in several classes during several work results. This visit was carried out on classes that were studying.
- c. visiting a number of classes of different levels and participating in the teaching and learning process. During these visits, supervisors sometimes help teachers with their work and help students who are having difficulties.

When the results of this study are examined, it shows that it is in line with the theory of academic supervision that has been developed by experts. For example, the theory of development supervision from Glickman (Lengkong, 2023). In this theory of development supervision, three orientations of academic supervision are developed as follows

- a. Directive, namely the prominent supervisory orientation of directive supervisors includes: demonstrating, directing, standardizing, and reinforcing.
- b. Collaborative, prominent supervisory orientations of collaborative supervisors include: presenting, problem solving, and negotiating.
- c. Nondirective, namely the prominent supervision orientation of nondirective supervisors includes: listening, encouraging, and clarifying.

It is further explained that the orientation of academic supervision is a sequence of supervisory behavior continuum that reflects the supervisor's control or power. The continuum is explained as follows.

If the principal as a supervisor, then listens to the teacher, explains what the teacher says, encourages the teacher to speak more about concerns, and reflects through verification of the teacher's perceptions, then it is clear that the teacher participates in making decisions about professional practice. The role of the academic supervisor is an investigator or examiner for the teacher to make his/her decisions. The teacher has high control and the supervisor has low control over the actual decisions. This situation is seen as a nondirective approach.

If the principal as a supervisor, then uses a nondirective approach to find out the teacher's views, but then participates in the discussion by showing his ideas, solving problems by answering which suggests possible actions, and then negotiating to find a course of action that satisfies the teacher and the supervisor, then control over the decision is shared. This is seen as a collaborative approach.

If the principal is the supervisor, then directs the teacher to the alternative that the teacher chooses, and after the teacher chooses, the supervisor standardizes the time schedule and criteria of the expected results, then the supervisor is the main source of information, which provides the teacher with limited choices. This is seen as a directive informational approach.

If the principal as supervisor directs teachers to do the task, standardizes the time schedule and criteria for expected results, and reinforces the consequences of action or inaction, then the instructional supervisor takes responsibility for the decision. The academic supervisor clearly determines the actions for the teacher to follow. This is described as a directive control approach.

2. Supporting Factors for the Implementation of Academic Supervision by the Principal

The research findings on supporting factors for the implementation of academic supervision by the principal are shown in factors that include work motivation as a

supervisor, self-commitment to improve teacher teaching skills, and responsibility to improve the quality of learning, and supervision work programs and commitment to improve the quality of learning. These supporting factors are categorized as factors originating from the principal.

Other factors found were having a professional teacher certificate, the teacher's willingness to receive class visits from the principal, and having a mobile phone (HP) that facilitates digital communication. These supporting factors are categorized as factors originating from the teacher.

In addition, supervision factors for the principal and teachers were also found to indicate the nature of cooperation or collaboration from the supervisor, not conducting supervision at school by means of inspection or finding fault, and good interpersonal communication during school visits. These supporting factors are categorized as factors originating from the school supervisor.

Research on supporting factors for the implementation of academic supervision by the principal can be explained by the Force Field Analysis (FFA) theory developed by Kurt Lewin (Siswanto, E, 2020). In application, the FFA theory can be used as a framework for thinking to see the factors (strengths) that influence a situation of implementing academic supervision by the principal. FFA looks at the forces that drive movement towards a goal (supporting forces) or that hinder movement towards a goal (inhibiting forces).

If the FFA theory is linked to the findings of this research, it can be seen in Figure 1 below:

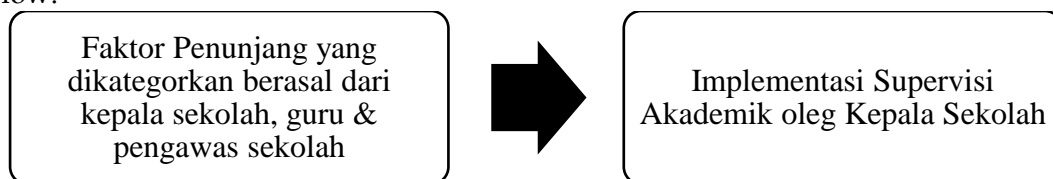


Figure 1. Supporting Factors

3. Factors Inhibiting the Implementation of Academic Supervision by the Principal

Research findings on supporting factors for the implementation of academic supervision by the principal are shown in factors that include teacher work stress and conflict between teachers, not preparing or making complete learning tools, heavy workload at home, teachers who are not yet certified professional teachers, internet infrastructure that does not support online learning. These inhibiting factors are categorized as factors originating from teachers.

Another factor found is the nature of teachers who do not want to be supervised. These supporting factors are categorized as factors originating from the principal's personality. In addition, factors of a school climate that is not conducive due to changes in government policies on improving the quality of education and learning such as curriculum were also found. These supporting factors are categorized as factors originating from the school environment.

Research on inhibiting factors in the implementation of academic supervision by principals can be explained by the Force Field Analysis (FFA) theory developed by Kurt Lewin (Siswanto, E, 2020), especially those that hinder movement towards a goal (inhibiting forces).

If the FFA theory is linked to the findings of this research, it can be seen in Figure 2 below:

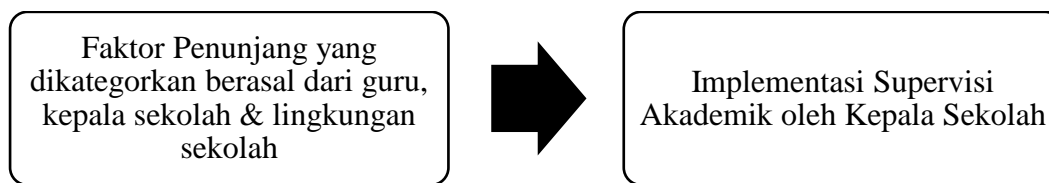


Figure 2. Inhibiting Factors

CONCLUSION

The implementation of academic supervision by the principal is demonstrated through class visits and is directive-oriented with behaviors of giving direction to teachers, encouraging teachers to follow learning process standards, providing reinforcement to teachers; collaborative-oriented with behaviors of helping to solve problems faced by teachers, negotiating with teachers, presenting examples to teachers; and non-directive-oriented with behaviors of listening more to teacher complaints, encouraging teachers, and providing explanations to teachers.

Factors that support the implementation of the principal's academic supervision are factors that are categorized as originating from the principal including work motivation as a supervisor, self-commitment to improving teacher teaching skills, and responsibility to improve the quality of learning, and supervision work programs and commitment to improving the quality of learning that come from the principal; factors that are categorized as originating from teachers include teachers who have professional certificates, teachers' willingness to accept class visits from the principal, have a cellphone (HP) that can make it easier for me to communicate digitally that comes from the teacher; and factors that are categorized as originating from the school supervisor include the school supervisor's supervision of the principal and teachers that shows a cooperative or collaborative nature from the supervisor, not conducting supervision at school by means of inspection or looking for mistakes, and good interpersonal communication with me and the teachers during visits to the school that comes from the school supervisor.

Inhibiting factors for the implementation of academic supervision by the principal are factors categorized as originating from the principal's personality including teacher work stress and conflict between teachers, not preparing or making complete learning tools, teachers who are not yet certified professional teachers, internet infrastructure that does not support online learning originating from teachers; factors categorized as originating from the nature of teachers including not wanting to be supervised by the principal; and factors categorized as originating from the school environment including a school climate that is not conducive due to changes in government policies on improving the quality of education and learning such as curriculum.

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