

Principal's Academic Supervision Management in Improving The Professional Competence of Elementary School Teachers

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Abstract. The management of academic supervision by school principals, aimed at improving the professional competence of elementary school teachers, is a significant factor contributing to the decline in the quality of learning. Therefore, the existence of management plays an important role in maximizing the potential of teachers so that it has a positive impact on the quality of learning. Academic vision is one of the competencies of school principals, focusing on creating the quality of educational units so as to achieve superior accreditation. The management of academic supervision of the principal includes planning, organizing, implementing, and control/supervision. The purpose of this study is to find out the management of academic supervision of school principals in improving the professional competence of elementary school teachers. This research uses a case study approach. The data collection methods used are observation, interview, and documentation methods with school principals and teachers as informants. The data collection is aimed at answering research problems. The selection of respondents was carried out by purposive sampling. The results of the study showed: (a) Planning for academic supervision of school principals includes the preparation of supervision programs and the creation of supervision instruments, and (b) implementation of supervision using the directive approach, PMM application, and individual and group techniques. (c) Supervision and supervision evaluation include monitoring, preparation of follow-up plans, and reporting. (d) Supporting factors for supervision are the existence of adequate resources, while factors that inhibit supervision include limited understanding of the importance of academic supervision and management of school principals. The conclusion of the results of this study shows that the management of the supervision of the principal has a positive impact on improving the professional competence of teachers of SDN Sedaratu and SDN Sukajadi.

Keywords: Management, Academic Supervision, Teacher Professional Competence

1 Introduction

The principal is the leader and person in charge of the implementation of quality learning in a school. Therefore, school principals must have the ability to ensure that there is a process of improving the professionalism of teachers in their schools. One of the important efforts in improving teacher professionalism and teacher performance carried out by school principals is supervision. Regulation of the Minister of Education of the Republic of Indonesia Number 13 of 2007 concerning Principal Competency Standards states that there are five competencies that must be mastered by a school principal, namely personality competence, social competence, managerial competence, entrepreneurial competence, and supervision competence. Thus, school principals should also have knowledge and skills in carrying out supervision of teachers. Thus, school principals should also have knowledge and skills in carrying out supervision of teachers.

According to Sri Banun Muslim[1], as a profession, teachers must work professionally, which is characterized by (1) teachers having a commitment to students and their learning process; (2) the teacher having a deep mastery of the material or material he will teach and how to teach it to students; (3) teachers being responsible for monitoring student learning outcomes through various evaluation techniques; (4) the teacher being able to think systematically about what he does and learn from his performance (there must be time for the teacher to reflect and correct what he has done); and (5) teachers being part of the learning community in their professional environment.

Professional teachers are expected to perform their duties more effectively. To perform these duties effectively, teachers are equipped with several competencies, namely pedagogical competency, personality competency, social competency, and professional competency, acquired through professional education[2]. Of these four competencies, professional competency is the most important and most crucial for the effectiveness of a teacher's performance.

According to Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1, teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education on the formal primary and secondary paths[2]. The standards of teacher personality competencies based on the Regulation of the Minister of National Education Number 16 of 2007 concerning Teacher Qualification and Competency Standards are as follows[3]: Act in accordance with Indonesia's religious, legal, social, and cultural norms; Presenting themselves as honest, noble, and exemplary individuals for students and the community; Presenting themselves as a steady, stable, mature, wise, and authoritative person Showing a work ethic, high responsibility, a sense of pride in being a teacher, and a sense of self-confidence; and Uphold the code of ethics of the teaching profession.

Teachers are often faced with various challenges and obstacles when they implement their competencies in the field, both from inside and outside the school environment. Therefore, teachers need guidance and support from supervisors to help find the right solutions. This is in line with the objectives of academic supervision mentioned by Glickman in Fathurrahman, where academic supervision aims to support teachers in the

development of their teaching skills to achieve the learning objectives that have been set for their students[4].

Therefore, the issue of teacher competence needs to receive serious attention from supervisors as teacher coaches. In Indonesia, teachers' professional competence is not developed intensely. According to Abdurrahman (2007), the professional competence of teachers almost develops self-taught through the framework of religious values and oriental values. In fact, sometimes teachers do not always understand deeply about their main duties and functions as professional educators by showing their noble personality. One of the characteristics of the education crisis in Indonesia is that teachers have not been able to show adequate performance[5]. The weak performance of the teacher is influenced by the competence they have. Therefore, they need guidance and help from their supervisors to overcome various problems in their personality. The principal as a supervisor is obliged to provide assistance and guidance both directly and indirectly in fostering and developing the competence of every educator in the school he leads.

The reality in the field is that not all teachers are able to reflect on their strategic role as teachers. Not a few teachers have not shown a high work ethic and responsibility related to their profession. On the other hand, many school principals have not implemented academic supervision management properly, so that not a few teachers have not shown their professional competence optimally. Based on the results of the evaluation of the managerial supervision of the supervisor of the Pagelaran District Elementary School Semester II for the 2023-2024 Academic Year, it was stated that: Of the 48 elementary school institutions (SD) in the Pagelaran district, only a few institutions were found that had carried out academic supervision regularly and made follow-ups. Low motivation and work discipline of teachers in carrying out their main duties and functions, especially in the midst of the change from the independent curriculum to the deep learning curriculum, which requires teachers to work extra in understanding the new curriculum. Low teacher motivation is related to the development of professionalism, which includes the development of religious intuition, personality, nationality, attitude, and self-actualization ability.

Based on preliminary research studies at SD Negeri Sedaratu, Pasirkuda District, and SD Negeri Sukajadi, Pagelaran District, in Pagelaran District, it shows that the management of the supervision of school principals has not run optimally, so that it has a negative impact on improving the professional competence of teachers. This needs further research so that valid data can be found and then alternative solutions can be found.

2 Method

This study employs a qualitative approach with a case study design. The qualitative approach was chosen because it allows the researcher to understand and explain phenomena in depth within their natural and social contexts, as well as to explore the subjective meanings of participants' experiences [6], [7]. The case study design was selected as it provides a comprehensive understanding of a system or phenomenon in

real-life settings, especially when the boundaries between the phenomenon and its context are not clearly defined[8], [9].

The research was conducted at two public elementary schools, namely SDN Sedaratu and SDN Sukajadi in Cianjur Regency, which were selected purposively based on their distinct characteristics relevant to the study's objectives. The research subjects consisted of school principals and teachers who met specific criteria, particularly their active involvement in academic supervision practices.

Data were collected using method triangulation, which included in-depth interviews, participatory observation, and documentation studies. In-depth interviews were conducted to obtain detailed narratives regarding the principals' and teachers' experiences in supervision planning, implementation, evaluation, and follow-up. Participatory observation was used to capture real-time interactions during supervision activities, while documentation studies involved analyzing supervision planning documents, school work programs, and supervision reports[10].

In this qualitative approach, the researcher acted as the primary instrument (human instrument) [11], [12] meaning that the researcher's direct interaction with participants and contexts was integral to the data collection process. Supporting instruments, such as interview guides, observation sheets, coding frameworks, and documentation review formats, were prepared to ensure systematic and coherent data collection.

Data validity was ensured by applying Lincoln and Guba's [11]four criteria: credibility, transferability, dependability, and confirmability. Credibility was strengthened through source and method triangulation, as well as member checking. Transferability was addressed by providing thick contextual descriptions. Dependability and confirmability were reinforced through the use of an audit trail and systematic documentation of the research process [13].

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), which includes three stages: (1) data reduction, the process of selecting, simplifying, and transforming raw data; (2) data display, organizing data in narrative form, matrices, and simple visualizations; and (3) conclusion drawing/verification, an iterative process to ensure the accuracy and consistency of findings. Analysis was conducted simultaneously with data collection, allowing the researcher to respond adaptively to emerging field dynamics.

This research was carried out between February and April 2025, covering the preparation, field data collection, analysis, and reporting phases. The approach was designed to produce substantive contributions to the development of evidence-based and contextually relevant academic supervision practices in elementary schools.

3 Results

3.1 School Committee Strategy Planning to Improve Learning Quality

3.2 Planning for academic supervision of the principal

Management in educational institutions is an activity carried out by an organization in order to achieve goals. As an organization, an educational institution is a forum to achieve common goals that begin with uniting material resources and individual attitudes in it. Educational institutions need optimal management in order to achieve optimal educational goals. The success of education will make a great contribution to the progress of the nation. The contribution of education includes social, cultural, economic, and political aspects. The management of education is known as education management.

Educational institutions need to implement optimal education management in order to: Optimizing the achievement of national education goals. Maintaining a balance between goals, objectives, and activities to be achieved with interested parties or those involved in educational organizations. Achieve efficiency and effectiveness in achieving educational goals.

Supervision planning is an activity that determines the various objectives and causes of supervisory actions. This is in line with Terry's theory [14] that planning is an activity that determines the various goals and causes of subsequent actions, and the purpose of planning is to determine the direction of action. Planning means setting organizational goals and determining how best to achieve them. Decision-making is the selection of an action from a series of alternatives.

Planning is an important part of the principal's academic supervision management. Planning in academic supervision activities will determine the direction of the objectives of the implementation of academic supervision and will determine the actions that must be taken by the principal in helping teachers overcome the problems they face in the learning process. As a supervisor, the principal must be able to ensure the quality of education in the institution he leads.

The data above shows that the academic supervision program of the principal of SDN Sedaratu, Pasirkuda District, is ideally implemented, which is at least twice in one semester. Academic supervision planning is a supervision program that is prepared within a certain period of time, consisting of an annual supervision program, a semester supervision program, and an academic supervision plan. Based on the academic supervision program of the head of SDN Sedaratu, Pasirkuda District, it can be concluded that the academic supervision technique is well implemented.

The main components of the supervision program include: Aspects or problems; The objectives of supervision are to be achieved.; Success indicators.; Strategies, work methods, or supervision techniques; Activity scenarios, in the form of systematic and logical supervision steps or stages according to the schedule; Required resources, materials, or facilities; Academic supervision planning.

The academic supervision program of the principal of SDN Sukajadi has not been scheduled ideally, so that the improvement of teacher competence and learning quality seems stagnant and has not changed.

3.3 Implementation of academic supervision of SDN Sedaratu, Pasirkuda District, and SDN Sukajadi Pagelaran District

Implementation is an activity that moves group members to carry out work in accordance with their respective duties. The implementation of academic supervision is actually the pursuit of the type of actions carried out by the supervision team in order to achieve the objectives of supervision in accordance with the plan. The implementation of good supervision should use appropriate approaches, models, and supervision techniques in accordance with the situation and conditions in the school.

I, as the principal, do or supervise according to my understanding. The point is that supervision is carried out based on knowledge because the purpose of implementing academic supervision is to help teachers to better understand or be aware of the educational goals in schools and the function of schools in an effort to achieve those educational goals, to help teachers so that they are more aware and understand the needs and problems faced by their students in order to help their students better, and to carry out effective leadership in a democratic way in order to improve professional activities in the school and cooperative staff relationships to jointly improve each other's abilities.

In theory, the three objectives of academic supervision above must be developed in their entirety in order to improve teachers' professional competence (quality teaching behavior). Quality teaching behavior will affect changes in quality student learning behavior as well. The supervisory function in education is not just a control to see whether all activities have been carried out according to the plan or program that has been set, but more than that.

The principal as a supervisor carries out academic supervision with a prominent directive approach that is demonstrating, directing, standardizing, and reinforcing. The responsibility for supervision is more on the supervisor; therefore, they must really prepare themselves by equipping themselves with knowledge related to supervision activities. The supervisor considers that he can make changes in teaching behavior by giving clear directions for each activity plan to be evaluated.

Meanwhile, the prominent collaborative approach is presenting, problem-solving, and negotiating. The supervisor's task in this case is to listen and pay close attention to the teacher's concerns about the problem of improving his teaching and also the teacher's ideas to overcome the problem.

This non-directive approach departs from the premise that learning is a personal experience, so that ultimately the individual must be able to solve his or her own problems. The role of the supervisor here is to listen, encourage, or awaken one's own awareness, and the experiences of the teacher are classified. This approach is characterized by the behavior of the supervisor listening to the teacher, encouraging the teacher, asking questions, offering thoughts when asked, and guiding the teacher to take action. The responsibility for supervision is more on the part of the teacher. The difference between

the three approaches lies in the magnitude and size of the responsibilities of supervisors and teachers during the supervision process.

Meanwhile, for the supervision implementation technique at SDN Sedaratu, Pasirkuda District, one of the individual supervision techniques is used. Individual supervision includes class visits and one-on-one meetings.

1) Class visits

The principal of SDN Sedaratu, Pasirkuda District, as a supervisor, visited the classroom where the teacher taught and observed the behavior and learning situation in the classroom. Through class visits, teachers are helped to see the problems they are experiencing, analyze them critically, and encourage them to find the right solutions to the problems. Class visits are aimed at learning the strengths and weaknesses of the learning process, identifying the obstacles faced, obtaining information about the needs and appropriate coaching programs, and fostering teacher confidence.

During the class visit, the supervisor makes observations to learn the strengths and weaknesses of the implementation of the learning process, identify obstacles, obtain information to develop a coaching program, and foster teachers' confidence in carrying out the learning process. The form of class visits to the academic supervision activities of the head of SDN Sedaratu, Pasirkuda District, is carried out in several ways, including: The principal of SDN Sedaratu, Pasirkuda District, planned a visit and informed the teacher of the plan.; The principal of SDN Sedaratu, Pasirkuda District, planned the visit without informing the teacher concerned.

However, unfortunately, during the time the principal of SDN Sedaratu Pasirkuda District Jambat had never received an invitation from the teacher to visit his class. Even though class visits can also be carried out by the principal based on the teacher's request.

2) Personal meetings

The private meeting on the academic supervision activities of the principal of SDN Sedaratu, Pasirkuda District, was carried out after a class visit. The elementary school principal, as a supervisor, conveyed a record of his observations during the class visit. The supervisor also asks for the opinion of the supervised teacher and makes an agreement on efforts to improve the learning process. So that supervisors and supervised teachers are both aware that teaching improvement is a shared responsibility. Basically, this personal meeting can be held before or after observation activities, based on the wishes of the teacher or the wishes of the supervisor. This personal meeting can also be done formally, such as in initial and informal meeting activities, for example, a conversation before class starts or during breaks or after the end of learning.

This teacher council meeting can be used by school principals in providing guidance related to improving teacher professionalism. The principal of SDN Sedaratu, Pasirkuda District, always inserts coaching related to improving the competence of teachers' personalities in every teacher council meeting. For example, about how teachers behave both at school and in the school environment, what is the teacher's responsibility in providing a good example for all students, especially in early childhood.

In addition to teacher council meetings, group supervision is also carried out by involving teachers in educator capacity-building activities such as education and training, workshops, seminars, and others. In fact, with advances in technology, group supervision can still be carried out using digital media. Due to the limitations of school

principals and teachers in managing information technology, group supervision activities are not carried out optimally.

The steps to implement academic supervision at SDN Sedaratu, Pasirkuda District, consist of four stages, namely the initial meeting, the implementation of supervision, assistance services, and the final meeting.

a) Initial meeting

The initial meeting is only used by the head of the elementary school for the purpose, objectives, and supervision materials to be carried out. In fact, in the supervision program document, it is stated that this initial meeting is sought not to take much time. This is slightly different from the concept of pre-observation. Pre-observation activities are important activities in conditioning teachers psychologically to feel comfortable during the implementation of supervision. Pre-observation activities are carried out by interviews with teachers who will be observed in a structured manner using instruments that have been prepared in advance.

Pre-observation activities include curriculum, learning methods and strategies, learning media, and evaluation and analysis. So that pre-observation activities can take a lot of time.

b) Supervision implementation

The implementation of academic supervision at SDN Sedaratu, Pasirkuda District, includes time sharing and data collection, and information is considered inappropriate to be within the function of implementing supervision. Actually, the division of time or supervision schedule is in the planning function, while data collection through document studies and interviews is in the initial meeting or pre-observation activities. The implementation of supervision has used supervision instruments that are in accordance with the classroom visit instruments. The implementation of supervision of SDN Sedaratu, Pasirkuda District, through class visits includes observation activities that include initial activities, core activities, and closing activities.

c) Assistance services

This assistance service is in the form of providing technical and managerial services by the head of elementary school through interactive discussions with supervised teachers. According to the author, assistance services should ideally not be stored in the supervision implementation function but stored in supervision follow-up or post-observation.

d) Final meeting

The final meeting is a meeting of supervisors and supervised teachers to discuss the results of supervision in accordance with real conditions in the field and then agree on appropriate follow-up. This final meeting activity was in accordance with post-observation activities.

The steps for implementing the ideal supervision are divided into three important stages, namely pre-observation, observation, and post-observation.

Pre-observation, which is an action taken so that the teacher feels comfortable and ready to be supervised. Pre-observation activities are usually in the form of discussions as well as making plans in accordance with the pre-observation instruments. The pre-observation instrument consists of a learning activity planning instrument and a pre-observation interview instrument. Observation, which is an observation activity by the supervisor that is carried out during learning by referring to observation instruments.

Post-observation, namely the process of reflection and giving feedback, as well as efforts to condition improvements to the results of supervision.

The success of the implementation of academic supervision is in line with the value system in education that cannot be separated. The technical skills of teachers as educators must be directly proportional to the educational process of the values obtained in academic supervision activities. Thus, the educational process that integrates the value system in it will produce teachers who have high knowledge and at the same time have strong faith and piety. This is also in line with the goals of national education as stated in the National Education System Law number 20 of 2003.

3.4 Supervision and evaluation of academic supervision

A manager must be active in supervising pre-organized resources to ensure that work is in accordance with the plan. In order for supervision to run smoothly, a manager should pay attention to the following:

- a. Routing route: the path is made to reduce the risk of possible errors.
- b. Scheduling: a manager must have regular time to supervise.
- c. Dispatching: a manager must have an attitude that can encourage and also command his employees to complete all work on time.
- d. Follow-Up: A manager must evaluate and provide solutions to all problems that occur to achieve the goal so that the same mistakes do not happen again.

Academic supervision is interpreted as a continuous monitoring process to ensure the implementation of academic supervision planning. Academic supervision includes monitoring, evaluation, reporting, and follow-up. The supervisory function is closely related to guiding, fostering, monitoring, and providing services in assisting teachers in overcoming problems, assessment, and supervision reporting.

After the results of the supervision are evaluated, the principal prepares a follow-up plan. How to arrange supervision follow-up is as follows:

- a. Review the summary of the results of the supervision evaluation.
- b. Reassess teachers' knowledge, attitudes, and skills that have not been achieved.
- c. Redesign the next supervision program for teachers who have achieved their goals.
- d. Implement action plans in the next period.
- e. Taking steps to develop teacher competencies by creating harmonious relationships, analyzing needs, developing strategies and media, and assessing and revising.

The follow-up of academic supervision of SDN Sedaratu, Pagelaran District, based on research findings, shows that the follow-up plan does not depart from the results of the evaluation. Supervision follow-up is not adjusted to the achievement in the results of the supervision evaluation.

Supervision and evaluation carried out in an unstructured manner affect the accuracy of follow-up selection. Proper supervision follow-up will be more effective in determining the right follow-up as well. Every supervised teacher does not necessarily get the same follow-up.

Supervision follow-up can be in the form of coaching by the principal that is adjusted to the condition of the supervised teacher. Coaching can be in the form of direct coaching, indirect coaching, or situational coaching.

- a. Direct coaching is carried out for teachers who have specific problems and are considered to need direct guidance. For example, misconceptions of material or teachers' actions that are considered to have a negative impact on students.
- b. Indirect coaching is carried out on problems that are general and can only be done after there is an analysis of the instruments resulting from supervision.
- c. Conditional coaching is carried out by the principal by involving teachers in educator capacity-building activities independently or through the existing educator community. For example, education and training, workshops, seminars, or Teacher Working Groups (KKG).

The last stage in academic supervision is to prepare an academic supervision report. The principal as a supervisor should prepare a supervision report that he has implemented and then submit it to the parties concerned with the academic supervision of the principal. The academic supervision report of SDN Sedaratu is prepared by the principal of the elementary school and assisted by senior teachers. The academic supervision report of SDN Sedaratu was submitted to the supervisor and teacher concerned. SDN Sedaratu's academic supervision report contains the background, objectives, objectives and expected results, supervision programs, supervision results, and follow-up plans.

In facing the era of the industrial revolution 4.0, teachers are required to master 21st-century skills, namely critical thinking and problem-solving, communication, collaboration, and creativity and innovation[15]. Therefore, teachers are required to have the following competencies:

- a. Ability to use information technology and computers to process data/information.
- b. Using information technology and computer media in the learning process.
- c. Instilling character in students begins with instilling character in themselves. Because teachers are actually role models for children.

In today's all-digital era, teachers are required to be facilitators, motivators, and inspirers for students to find and utilize learning resources through digital media. In addition, teachers are responsible for directing and developing all intellectual, emotional, and moral potentials of students as a whole. Therefore, teachers are required to have qualified qualifications and competencies as professionals.

In order to improve teacher performance, school principals should fully understand the competencies of teachers that must be possessed in accordance with Law Number 14 of 2005, Article 8, namely pedagogic competence, personality competence, social competence, and professional competence. Coaching school principals through supervision is one of the principal's programs for improving these competencies.

The existence of educators and education personnel in schools is a valuable asset for the development of the school itself. Improving the quality and productivity of human resources in schools must be the focus of change because quality and productivity will determine the success of the school and will lead to the satisfaction of all stakeholders. School principals are required to be agents of change in schools by creating a new and quality work culture.

3.5 D. Supporting and inhibiting factors for academic supervision of the principal of SDN Sedaratu, Pasirkuda District, and SDN Sukajadi

The principal is responsible for the quality assurance of the school he leads. The quality of the school cannot be separated from the quality of existing resources, including the competence of teachers. Thus, school principals should conduct continuous coaching in improving and developing teacher competencies. Teacher competency development is a service provided by school principals in overcoming problems faced by teachers related to the implementation of learning.

Regarding academic supervision, the principal should be able to analyze the supporting factors and inhibiting factors of supervision in order to always ensure the success of supervision as expected. The success of academic supervision will affect the quality of education in general.

Based on the findings of the study, the supporting factors for the academic supervision of the principal of SDN Sedaratu, Pasirkuda District, include the existence of high resources. Resources consist of educators, education personnel, costs, and infrastructure. All educators of SDN Sedaratu have met the academic qualifications of elementary school teachers, namely S-1 PGSD and Sports, and already have an educator certificate as a classroom teacher. Educator certificates are given to teachers who are considered worthy of carrying out their professional duties as educators.

In addition to the educator source factor, the availability of allocated costs and infrastructure facilities can also support the success of academic supervision. The principal must provide effective learning resources according to the needs of the school. The provision of effective learning resources can be realized by the ability of school principals to manage existing finances as effectively and efficiently as possible.

The inhibiting factor in the academic supervision of SDN Sedaratu is that there are still teachers who do not fully understand the importance of this academic supervision, as well as the principal and the teacher council, who do not understand supervision with the coaching clinic method.

4 Discussion

The findings indicate that the management of academic supervision by the principals of SDN Sedaratu and SDN Sukajadi reflects varying degrees of systematic application of supervisory principles. At SDN Sedaratu, academic supervision planning was relatively structured, encompassing annual and semester programs, supervision instruments, and clear indicators of success. This aligns with [16] concept of planning as a process of setting objectives and determining appropriate courses of action. Effective planning in supervision ensures targeted intervention and optimizes teacher competence improvement, supporting Glickman's assertion that systematic supervision planning fosters sustained professional growth among educators [17].

However, in SDN Sukajadi, planning was not conducted optimally, resulting in stagnation in teacher competence improvement. This finding supports the view of Sallis [18] in the framework of Total Quality Management (TQM) that without structured planning, the PDCA (Plan-Do-Check-Act) cycle cannot operate effectively, leading to

fragmented implementation. The lack of structured supervision at SDN Sukajadi illustrates a gap between policy intent and operational execution, consistent with Mulyasa's [19] observation that decentralization of education often fails when local leadership lacks the managerial capacity to execute strategic plans.

Implementation practices at SDN Sedaratu showed a balance between directive, collaborative, and non-directive approaches, with individual techniques such as classroom visits and personal meetings being prioritized. These practices reflect Sergiovanni's [20] principle of supervisory leadership that blends guidance with professional dialogue to improve pedagogic competence. The use of classroom visits as a diagnostic and developmental tool supports Darling-Hammond et al.'s [21] view that observation-based feedback is one of the most effective mechanisms for improving teaching quality. Nevertheless, the limited use of group supervision due to low ICT literacy among staff points to the importance of capacity building in technology integration for modern supervision models [22].

Evaluation and follow-up mechanisms in both schools revealed inconsistencies. While SDN Sedaratu's principal prepared reports and follow-up plans, these were not always aligned with the findings of supervision evaluations. This lack of alignment reduces the strategic value of the supervision cycle, contradicting the recommendations of Mukred [23], who argue that follow-up should be data-driven and individualized to each teacher's needs. The absence of pre-observation activities in some cases also undermines the psychological readiness of teachers, which is critical for fostering open and constructive supervision sessions [24].

Supporting factors at SDN Sedaratu included adequate human resources, infrastructure, and certified teaching staff, echoing Bush's [25] assertion that resource adequacy is a prerequisite for effective instructional leadership. In contrast, inhibiting factors such as limited teacher understanding of the importance of academic supervision, and the principal's unfamiliarity with advanced supervision techniques like the coaching clinic model, underscore the necessity for leadership training programs [26].

Structurally, these findings reveal that while the principals operate within the framework of Ministerial Regulation No. 13/2007 on Principal Competency Standards, operationalization remains uneven. Consistent with Glewwe and Muralidharan's view [27], effective education policy outcomes require adaptive local interpretation supported by targeted capacity development, rather than mere compliance with national standards. The varied success between the two schools indicates that the integration of supervisory leadership with contextually relevant approaches, grounded in collaborative problem-solving and data-informed decision-making, is essential for sustained improvement in teacher professional competence.

5 Conclusion

This study analyzed the management of academic supervision in improving teachers' pedagogic competence at SDN Sedaratu and SDN Sukajadi in Cianjur Regency. The findings reveal that academic supervision management involves structured

planning through semester-based supervision schedules, the use of observation instruments aligned with pedagogic competence indicators, and collaborative involvement of senior teachers and vice principals. Implementation is carried out mainly through individual supervision techniques such as classroom visits and personal guidance, while evaluation and follow-up are documented but remain limited in linking findings to targeted professional development. However, academic supervision practices in both schools face constraints, including limited application of innovative supervision models, insufficient use of technology, and varying teacher awareness regarding the developmental function of supervision. These challenges highlight a gap between the conceptual framework of instructional leadership and its practical execution in the school context. The study underscores the importance of strengthening principals' and teachers' capacity through structured training, integrating participatory and data-driven approaches, and ensuring policy support that is adaptable to local contexts. A collaborative, evidence-based supervision management strategy is key to sustaining improvements in teachers' pedagogic competence in primary education.

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