TADBIR JURNAL STUDI MANAJEMEN PENDIDIKAN
http://journal.iaincurup.ac.id/index.php/JSMPI
DOI: http://dx.doi.org/10.29240/jsmp.v10i2.17795

Reframing Academic Supervision as Professional Learning: A Qualitative Case Study of Teacher Performance Improvement in Indonesian Primary Schools

Emiria
Universitas Muhammadiyah Kendari, Indonesia
emirialapalulu944@gmail.com

Nasir
Universitas Muhammadiyah Kendari, Indonesia
nasir@umkendari.ac.id

Titi Fatmawati
Universitas Muhammadiyah Kendari, Indonesia
fatmawati@umkendari.ac.id

Ridwan Jusuf Deluma
Universitas Muhammadiyah Kendari, Indonesia
delumaridwan@gmail.com

Adam
Universitas Muhammadiyah Kendari, Indonesia
adam@umkendari.ac.id

Abstract: Academic supervision is increasingly recognized as a strategic mechanism for strengthening teacher professional learning and instructional quality in primary education. However, supervision often remains administratively oriented, limiting its potential to support meaningful professional development. This study explores the implementation of academic supervision as a professional learning process and its contribution to teacher performance improvement. Using a qualitative case study design, data were collected through classroom observations, in-depth interviews, and document analysis involving four participants: one school principal, one teacher, one school supervisor, and one chairperson of a Teacher Working Group. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing. The findings indicate that academic supervision involved systematic planning, classroom observation, reflective dialogue, and follow-up professional development. These activities were associated with improvements in lesson preparation, instructional strategies, classroom management, instructional media utilization, and reflective teaching practices. Nevertheless, administrative workloads, time constraints, inadequate educational resources, and limited technological integration continued to restrict supervisory effectiveness. The findings also highlight tensions between collaborative professional learning and administrative accountability. Based on these findings, the study proposes the Collaborative Reflective Professional Development (CRPD) model, integrating clinical supervision, reflective coaching, professional learning communities, and digital support systems. As a conceptual framework requiring further empirical validation, CRPD offers a context-responsive approach to strengthening participatory supervision and sustainable teacher professional learning.

Keywords: Academic Supervision; Teacher Professional Learning; Instructional Leadership; Teacher Performance; Qualitative Case Study.

INTRODUCTION

Improving the quality of education is one of the strategic agendas in sustainable human resource development (Bekele et al., 2024; Permatasari & Tandiayuk, 2023). Many countries position educational quality as a primary instrument for strengthening national competitiveness in addressing the global challenges of the twenty-first century (Varas et al., 2023). In educational contexts, teacher quality is among the most decisive factors influencing the success of the learning process and students' learning outcomes. Previous studies have shown that teachers make a substantial contribution to educational quality compared with other school-level factors because they interact directly with students throughout the learning process (Liu et al., 2023; Sumar et al., 2025). However, improving teacher quality requires more than strengthening individual competencies; it also depends on organizational conditions, professional learning opportunities, and school leadership practices that enable teachers to continuously develop their instructional capabilities.

The development of information technology, the implementation of the Kurikulum Merdeka or Independent Curriculum, and the demands of twenty-first-century learning require teachers to possess increasingly complex professional competencies (Nurhidayat et al., 2024; Gümüş, 2022; Hanipah, 2023). Teachers are expected not only to master subject matter but also to implement student-centered learning, develop differentiated instruction, use digital technologies, and conduct assessments that support the comprehensive development of students' competencies (Bhardwaj et al., 2025). These conditions require an effective and sustainable professional development system that enables teachers to adapt to ongoing changes in education. One strategy widely believed to enhance teacher professionalism is academic supervision. Academic supervision is a professional development process conducted by principals or school supervisors to help teachers improve instructional quality through observation, reflection, mentoring, and constructive feedback (Lorensius et al., 2022). Contemporary conceptions of supervision no longer define it merely as administrative control, but rather as a collaborative process oriented toward strengthening teachers' professional capacity (Kabariah, 2022).

Within the Indonesian primary education system, however, the implementation of academic supervision takes place in an organizational environment characterized by formal accountability procedures, institutional reporting requirements, and established administrative responsibilities. School principals are expected to perform instructional leadership functions while simultaneously managing school administration, institutional coordination, financial responsibilities, and compliance with educational regulations. Teachers similarly undertake instructional responsibilities alongside the preparation of

teaching modules, curriculum planning documents, assessment instruments, and learning reports. The implementation of the Independent Curriculum introduces additional demands for instructional adaptation, differentiated learning, and competency-based assessment. Although these requirements are intended to improve educational quality, their implementation may create additional administrative pressures when schools lack sufficient time, resources, or professional support. Consequently, academic supervision may become closely associated with the verification of instructional documentation rather than sustained pedagogical assistance. This tension illustrates the importance of examining supervision within the administrative culture of Indonesian primary schools rather than treating it solely as a technical process of classroom observation and teacher evaluation.

Contemporary supervision theory emphasizes the importance of coaching, mentoring, instructional reflection, and collaborative learning in the implementation of academic supervision (Ridiyawati et al., 2025; Gulo et al., 2026). These approaches are intended to help teachers identify the strengths and weaknesses of their instructional practices, develop solutions to classroom problems, and continuously improve their professional competence. From the perspective of teacher professional development, effective supervision should foster a professional learning culture through positive interactions between principals and teachers (Amelia et al., 2022). Previous studies have also demonstrated that academic supervision is positively associated with improvements in pedagogical competence, professional competence, work motivation, and teacher performance (Muttaqin et al., 2023). Nevertheless, the effectiveness of these approaches depends on whether supervisory interactions provide teachers with meaningful opportunities to express professional concerns, examine instructional challenges, and participate in decisions concerning their own development.

From the perspective of adult learning theory, or andragogy, teachers should be understood as adult professionals who bring prior experiences, established professional knowledge, and practical instructional challenges into the learning process. Adult professional learning is more likely to be meaningful when it is relevant to immediate professional needs, grounded in authentic experience, and supported by opportunities for self-direction, critical reflection, and collaborative problem-solving. Applied to academic supervision, this perspective suggests that teachers should not merely receive supervisory judgments or instructions but should actively participate in identifying instructional problems, interpreting classroom evidence, and determining appropriate strategies for improvement. Classroom observation and reflective feedback therefore acquire greater developmental value when they encourage

teachers to connect supervisory findings with their professional experiences and classroom realities. Conversely, supervision that emphasizes administrative compliance without providing opportunities for professional agency may limit the reflective and experiential learning processes through which teachers develop their pedagogical competence.

Transformational leadership provides a complementary theoretical perspective for understanding how school principals can facilitate this transition. Rather than relying exclusively on formal supervisory authority, transformational leadership emphasizes the articulation of shared educational goals, professional motivation, intellectual stimulation, and individualized support for teachers. Within academic supervision, these principles can be reflected in principals' efforts to encourage instructional innovation, recognize teachers' professional strengths, support differentiated developmental needs, and establish collaborative relationships. This perspective is particularly relevant to Indonesian educational management, where principals are responsible for balancing institutional accountability with the development of a supportive professional learning culture. In Islamic educational management perspectives, leadership may also be understood through ethical principles such as amanah (trustworthiness and responsibility), shura (consultation), 'adl (justice), and ta'awun (mutual assistance). These principles offer a normative basis for viewing supervision as responsible, consultative, fair, and supportive professional guidance rather than unilateral administrative control. Nevertheless, these values should be distinguished from empirically observed supervisory practices; their relevance in this study lies in providing an interpretive perspective on ethical leadership and collaborative professional development.

The integration of andragogy and transformational leadership offers a stronger conceptual explanation of academic supervision as professional learning. Andragogy emphasizes how teachers learn through experience, reflection, self-direction, and problem-solving, whereas transformational leadership explains how principals may establish the organizational and interpersonal conditions that support such learning. Together, these perspectives suggest that effective academic supervision requires both meaningful teacher participation and leadership practices that encourage professional autonomy, constructive dialogue, and continuous improvement. However, the presence of supportive leadership does not automatically eliminate differences in institutional authority between principals and teachers. Because principals retain formal responsibility for evaluating teacher performance, supervisory interactions may continue to involve expectations of compliance and professional deference. The extent to which teachers can openly question feedback, express disagreement, or propose alternative instructional

strategies therefore becomes an important consideration when evaluating whether supervision functions as genuine professional learning.

Supervision that is systematically planned, continuously implemented, and based on teachers' actual needs can improve classroom instruction and promote a culture of reflection and innovation in teaching and learning (Saripah et al., 2025). Academic supervision is therefore regarded as an important instrument for improving educational quality at the school level (Usman et al., 2023). Although many studies have examined the relationship between academic supervision and teacher performance, several research gaps remain (Berhanu, 2024). First, most previous studies have quantitatively examined the influence of academic supervision on teacher performance without exploring in depth how supervisory processes are implemented in authentic school settings (Al Maktoum et al., 2024). Second, many studies continue to approach supervision from an administrative perspective, whereas research conceptualizing supervision as a process of coaching, mentoring, reflection, and continuing professional development remains relatively limited (Toh et al., 2022). Third, previous studies have reported inconsistent findings regarding the effectiveness of academic supervision (Sanoto et al., 2022). Beyond these gaps, the relationship between administrative accountability, teachers' adult learning needs, transformational leadership practices, and the organizational conditions of regional Indonesian primary schools require further contextual examination.

Several studies have found that supervision contributes significantly to improved teacher performance (Lastri & Sudrajat, 2023). Other studies, however, indicate that successful supervision depends on the quality of its implementation, the competence of school principals, the school's organizational culture, and teachers' readiness to engage in professional development. These findings suggest that the effectiveness of academic supervision cannot be understood solely through a simple causal relationship; rather, it must be examined contextually according to the characteristics of the school in which supervision is conducted (Gordon, 2022). Consequently, further research is needed to explain more comprehensively how academic supervision is implemented, which factors affect its effectiveness, and how it contributes to teacher performance improvement in primary school settings. Such investigation should also consider whether supervisory arrangements support teachers' self-directed professional learning and whether school leadership practices provide sufficient opportunities for meaningful participation within existing administrative structures.

These theoretical and contextual considerations are particularly relevant to regional primary schools, where supervisory expectations must be implemented within the organizational capacities and resources available to

individual institutions. In such settings, the relationship between formal administrative accountability and professional learning may become especially important when principals face competing managerial responsibilities and teachers must balance instructional improvement with routine reporting requirements. Rather than if regional location itself determines supervisory effectiveness, a context-sensitive analysis should examine the specific institutional, material, and professional conditions affecting the implementation of supervision. This perspective provides the conceptual basis for investigating academic supervision in Oheo District, North Konawe Regency, where the relationship between administrative practices and teacher professional development warrants closer examination.

A gap between contemporary concepts of academic supervision and actual supervisory practices remains evident in many primary education institutions. Based on a preliminary study conducted in several primary schools in Oheo District, North Konawe Regency, academic supervision carried out by school principals had not yet been implemented optimally or continuously. Although supervisory programs had been incorporated into school academic calendars, their implementation continued to face a range of challenges, preventing supervision from fully functioning as a mechanism for teachers' professional development. These preliminary observations suggest that the existence of formal supervisory programs does not necessarily ensure sustained professional learning, particularly when administrative demands compete with the time and attention required for classroom-based mentoring.

Supervisory practices tended to focus primarily on the examination of instructional administration, including the completeness of teaching modules, instructional documents, and assessment records. In contrast, supervision focusing on classroom instructional practice remained relatively limited. Classroom visits by school principals were not conducted regularly, thereby reducing teachers' opportunities to receive constructive feedback on instructional strategies, classroom management, the use of learning media, and the implementation of authentic assessment. In addition, some teachers continued to experience difficulties in implementing student-centered learning in accordance with the demands of the Independent Curriculum. Instruction remained dominated by lecture-based methods, while collaborative learning, differentiated instruction, and the use of digital technologies had not been optimally implemented. These conditions illustrate how the administrative requirements accompanying curriculum implementation may compete with opportunities for instructional experimentation and reflective professional learning. However, the relationship should not be interpreted as evidence that the Independent Curriculum itself causes ineffective supervision; rather, the

concern lies in how curricular expectations are managed within existing school capacities.

Other findings indicated that follow-up activities after supervision had not been conducted systematically. Recommendations provided after supervision were not consistently followed by structured coaching, mentoring, or training programs, causing identified weaknesses to recur in subsequent instructional practices. From the perspective of professional culture, instructional reflection, the sharing of best practices, and the development of teacher learning communities had also not been fully established. Some teachers continued to perceive supervision as an activity of control and performance appraisal rather than as a professional development process intended to help them improve instructional quality. These conditions indicate a clear gap between contemporary concepts of academic supervision and the supervisory practices implemented in primary schools in Oheo District. From an andragogical perspective, limited opportunities for reflective dialogue and sustained mentoring may restrict teachers' capacity to engage in experience-based professional learning. From a transformational leadership perspective, these conditions point to the importance of leadership practices that move beyond administrative monitoring toward professional encouragement, individualized support, and collaborative instructional improvement.

These problems demonstrate that the effectiveness of academic supervision remains a significant challenge in efforts to improve instructional quality and teacher professionalism. If these conditions persist, the development of teacher competence may proceed slowly and may ultimately reduce the quality of educational services received by students. Therefore, research is needed to provide an in-depth understanding of how academic supervision is implemented in primary school contexts, including the factors that support or hinder its effectiveness. This study has strategic significance because it can contribute theoretically to the development of contemporary academic supervision scholarship and practically to principals, school supervisors, and education policymakers in designing supervision models that are more effective, collaborative, and oriented toward sustainable teacher professional development. By integrating adult learning principles, transformational leadership, and contextual considerations of Indonesian educational administration, the study seeks to provide a more comprehensive understanding of the conditions under which supervision can become a meaningful process of professional learning.

This study aims to analyze the implementation of academic supervision in improving teacher performance in primary schools in Oheo District, North Konawe Regency. More specifically, the study aims to: (1) describe the

implementation of academic supervision conducted by school principals; (2) identify the factors influencing the effectiveness of academic supervision; (3) analyze follow-up actions resulting from supervision in supporting teachers' professional development; and (4) examine the impact of academic supervision on teacher performance improvement in support of educational quality in primary schools.

RESEARCH METHODOLOGY

Research Approach and Design

This study employed a qualitative approach using a case study design. A qualitative approach was selected because the study aimed to develop an in-depth understanding of the implementation of academic supervision, the factors influencing its effectiveness, and its impact on improving teacher performance within a natural educational setting. This approach enabled the researchers to obtain a comprehensive understanding of the experiences, perceptions, and supervisory practices implemented by school principals. A case study design was adopted because the research focused on the phenomenon of academic supervision in public primary schools located in Oheo District, North Konawe Regency, Indonesia. The case study approach allowed for a detailed exploration of the supervision process, the interactions between principals and teachers, and the various factors contributing to both the success and the challenges of its implementation.

Research Setting

The study was conducted in public primary schools located in Oheo District, North Konawe Regency, Southeast Sulawesi Province, Indonesia. The research site was selected based on the findings of a preliminary study indicating that the implementation of academic supervision continued to encounter challenges in terms of planning, implementation, and follow-up activities. Furthermore, the selected schools exhibited characteristics consistent with the research objectives, particularly variations in the implementation of academic supervision that provided rich contextual information regarding supervisory practices aimed at improving teacher performance.

Research Participants

This study employed purposive sampling to select four participants directly involved in academic supervision and teacher professional development in Oheo District, North Konawe Regency, Indonesia. The participants comprised one school principal (P1), one teacher (T1), one school supervisor (S1), and one Teacher Working Group chairperson (TWG1). Participants were

selected based on their professional responsibilities, direct involvement in academic supervision, and ability to provide relevant information concerning supervision planning, implementation, supervisory interactions, follow-up activities, and teacher performance improvement. The school principal provided information regarding supervision management and instructional leadership, while the teacher described experiences of classroom observation, supervisory feedback, and instructional improvement. The school supervisor contributed perspectives on supervision implementation, evaluation, and institutional support, whereas the Teacher Working Group chairperson provided information concerning collaborative professional learning and teacher development activities. The selection of participants from these four professional roles enabled the study to examine academic supervision from complementary institutional and practitioner perspectives. Given the limited number of participants, the findings are interpreted within the specific research context rather than generalized to all primary schools. Claims regarding data saturation require evidence that additional data collection was no longer producing substantively new information.

Research Focus

This study focused on the implementation of academic supervision as a strategy for improving teacher performance and enhancing instructional quality in primary schools. Five interrelated aspects of academic supervision were examined. First, the study investigated academic supervision planning, including the preparation of supervision programs, supervision schedules, supervision instruments, and school readiness to implement systematic and sustainable supervision. Second, the study explored the implementation of academic supervision, particularly the supervisory practices conducted by school principals through classroom observations, instructional document reviews, reflective discussions, and constructive feedback provided to teachers. Third, the research examined follow-up actions after supervision, including coaching, mentoring, professional assistance, teacher training, and Teacher Working Group activities designed to strengthen teachers' professional competencies. Fourth, the study identified supporting and inhibiting factors affecting the effectiveness of academic supervision. These factors included school leadership, teacher readiness, time constraints, school facilities and infrastructure, and the integration of educational technology. Finally, the study analyzed the impact of academic supervision on teacher performance, particularly regarding improvements in pedagogical competence, professional competence, instructional quality, instructional innovation, and teachers' reflective practices. Collectively, these five dimensions provided a comprehensive understanding of academic supervision and its contribution to improving teacher performance.

Data Collection Techniques

Data were collected through observations, in-depth interviews, and document analysis to obtain comprehensive, in-depth, and complementary information regarding the implementation of academic supervision. Observations were conducted directly during academic supervision activities and classroom teaching. This technique was intended to obtain factual evidence regarding how principals implemented supervision and how teachers conducted instruction after receiving supervisory support. The observations focused on several aspects, including the implementation of academic supervision, classroom visits by principals, interactions between principals and teachers during supervision, instructional strategies employed by teachers, classroom management, the use of instructional media and educational technology, and follow-up activities after supervision. Through direct observation, the researchers were able to obtain objective evidence regarding supervisory practices within authentic educational settings. In-depth semi-structured interviews were conducted with school principals, teachers, school supervisors, and the chairperson of the Teacher Working Group. The interviews explored participants' understanding of academic supervision, their experiences with supervisory practices, challenges encountered during supervision, professional development activities, and the perceived impact of supervision on teacher performance. The semi-structured format allowed participants to elaborate freely on their experiences, perspectives, and reflections while ensuring consistency across interviews. To complement observational and interview data, document analysis was conducted. The documents examined included academic supervision programs, supervision schedules, supervision instruments, supervision reports, teaching modules, instructional plans, follow-up supervision documents, teacher professional development programs, and photographs documenting supervision and instructional activities. These documents served as administrative evidence and supporting data for triangulation, thereby enhancing the credibility and trustworthiness of the research findings. The integration of these three data collection techniques enabled the study to produce valid, reliable, and comprehensive findings.

Research Instruments

In qualitative research, the researcher serves as the primary research instrument (human instrument) because the researcher is directly involved in every stage of the research process, including designing the study, determining the research focus, collecting data, analyzing findings, interpreting results, and preparing the research report. As the primary instrument, the researcher was required to demonstrate sensitivity to the research context, contextual understanding, and the ability to obtain rich and meaningful information

throughout the investigation. To support systematic data collection, several supplementary instruments were employed. These included an observation guide, which directed observations of academic supervision and classroom instruction; an interview guide, which provided a systematic framework for exploring participants' experiences while allowing flexibility for follow-up questions; a document analysis guide, which facilitated the identification and examination of documents relevant to the study, such as supervision programs, supervision schedules, and supervision reports; and field notes, which were used to record important events, interactions, contextual information, and emerging phenomena observed during the research process. These supplementary instruments contributed to systematic, organized, and rigorous data collection.

Data Analysis

The data were analyzed using the interactive model of Miles, Huberman, and Saldana, which consists of three interconnected and iterative components: data condensation, data display, and conclusion drawing/verification.

Data Condensation

Data obtained from observations, interviews, and document analysis were condensed through a systematic process of selecting, focusing, simplifying, categorizing, and transforming the information according to the objectives of the study. Data condensation began immediately after data collection and continued throughout the research process. The first stage involved selecting, whereby raw data relevant to the research focus—such as supervision programs, supervision schedules, supervisory implementation, feedback, follow-up activities, and their impact on teacher performance—were identified and retained for further analysis. Subsequent stages included focusing, simplifying, abstracting, coding, categorizing, thematizing, and transforming the data into meaningful analytical units, enabling the researchers to identify patterns, relationships, and themes that explained the implementation and effectiveness of academic supervision.

Table 1. Results of Data Selection (Selecting Stage)

Data Source	Raw Data	Selected Data	Rationale for Selection
Observation	The principal prepared a supervision program, supervision schedule, supervision instruments, conducted classroom visits, engaged in supervisory communication, provided feedback, and implemented follow-up activities.	Supervision program, supervision schedule, supervision implementation, feedback, and follow-up actions.	Relevant to the research focus on the implementation of academic supervision and teacher professional development.

Interview with the Principal (P1)	Supervision planning, frequency of supervision, supervision techniques, supervision focus, feedback, follow-up actions, and implementation challenges.	Supervision planning, supervision techniques, follow-up actions, and the impact of supervision.	Demonstrates the principal's role as an instructional supervisor in implementing academic supervision.
Interview with Teachers (T1)	Understanding of academic supervision, supervision experiences, follow-up activities, perceived benefits of supervision, and implementation challenges.	Supervision experiences, perceived benefits, implementation challenges, and the impact of supervision on classroom instruction.	Reflects teachers' direct experiences as recipients of academic supervision.
Interview with the School Supervisor (S1)	Effectiveness of academic supervision, supervision barriers, ideal follow-up practices, and recommendations for improving supervision.	Supervision effectiveness, implementation barriers, and recommendations for strengthening academic supervision.	Strengthens the findings through an external perspective (source triangulation).
Interview with the Chairperson of the Teacher Working Group (TWG1)	The role of the Teacher Working Group , discussion of supervision findings, professional training, teacher reflection, and the sharing of best practices.	The role of the Teacher Working Group in follow-up supervision and teacher professional development.	Demonstrates the continuity between academic supervision and teachers' professional capacity development.
Document Analysis	School profile, supervision program, supervision schedule, supervision instruments, supervision reports, teaching modules, instructional documents, follow-up supervision records, professional development programs, and supervision photographs.	All documents related to academic supervision and teacher performance.	Served as administrative evidence and supported the findings obtained from observations and interviews through methodological triangulation

After the initial data selection, the researchers carried out the focusing stage by organizing the selected information according to the principal dimensions of the study, including academic supervision planning, supervision implementation, supervisory interaction, follow-up activities, and teacher performance enhancement. This procedure enabled the analysis to concentrate on

information directly relevant to the research objectives while minimizing unnecessary data complexity. The focused data were subsequently subjected to a simplification process, in which extensive and detailed qualitative information was condensed into concise statements that retained their essential meaning. This step facilitated a clearer interpretation of the findings by emphasizing the most significant information related to the study while improving analytical coherence. The next stage involved abstraction, whereby empirical observations and participants' perspectives were transformed into broader conceptual interpretations. Rather than remaining at the descriptive level, the researchers synthesized the data into theoretical constructs that explain the implementation of academic supervision within the context of teacher professional development. This process provided the conceptual foundation for identifying meaningful analytical patterns. Following abstraction, the researchers conducted coding by assigning systematic labels to meaningful units of data. These codes enabled similar pieces of information to be organized into comparable analytical groups, making recurring patterns and relationships more visible across different data sources. The coding process subsequently served as the basis for further categorization and the development of overarching themes that explain the implementation and effectiveness of academic supervision.

Table 2. Results of Data Coding

Code	Data	Category	Category Interpretation
PRS	Supervision program planning	**Academic Supervision Planning**	Indicates the principal's preparedness in designing a structured supervision program.
FKS	Frequency of supervision each semester	**Academic Supervision Planning**	Demonstrates the continuity of supervision implementation.
TKS	Supervision techniques (classroom observation, document review, and reflective discussion)	**Academic Supervision Implementation**	Represents the supervisory strategies employed during academic supervision.
PLS	Classroom visits conducted by the principal	**Academic Supervision Implementation**	Demonstrates the direct implementation of academic supervision in classroom settings.
INS	Communication between the principal and teachers	**Supervisory Interaction**	Reflects collaborative professional relationships during supervision.

UBS	Supervisory feedback	**Supervisory Interaction**	Represents evaluation and reflective feedback aimed at improving instructional practice.
TLS	Follow-up activities after supervision	**Follow-up of Academic Supervision**	Indicates continuous professional support following supervision.
KKG	Teacher Working Group meetings as follow-up activities	**Follow-up of Academic Supervision**	Demonstrates collective support for teachers' professional development.
ADG	Teachers' instructional administration	**Teacher Administrative Performance**	Reflects teachers' preparedness in developing instructional documents.
SMG	Teachers' instructional strategies	**Teacher Instructional Performance**	Demonstrates the variety of instructional methods employed by teachers.
PKG	Teachers' classroom management	**Teacher Instructional Performance**	Reflects teachers' ability to manage classroom learning effectively.
PMG	Use of instructional media	**Teacher Instructional Performance**	Demonstrates innovation in the use of instructional media.
PTP	Integration of educational technology	**Teacher Instructional Performance**	Reflects the integration of digital technology into classroom instruction.
RFG	Teacher reflection	**Teacher Professional Development**	Indicates the development of a reflective teaching culture.
PPG	Teacher participation in training and workshops	**Teacher Professional Development**	Demonstrates continuous professional competency development.
DKG	Impact of supervision on instructional quality	**Impact of Academic Supervision on Teacher Performance**	Reflects the contribution of supervision to improving instructional quality.
KDS	Challenges to academic supervision (e.g., time constraints and limited facilities)	**Barriers to Academic Supervision**	Identifies factors that hinder the effectiveness of academic supervision.

Following the coding stage, the researchers proceeded with categorization by organizing conceptually similar codes into broader analytical categories. This process facilitated the synthesis of individual codes into coherent conceptual groupings, allowing the researchers to identify meaningful relationships among the various dimensions of academic supervision. Furthermore, categorization established a structured analytical framework that supported the interpretation of how academic supervision influences teacher professional development and enhances instructional practices. The subsequent stage involved thematic analysis, in which the analytical categories were synthesized into overarching themes that captured the central patterns emerging from the data. At this stage, the researchers integrated related categories to construct comprehensive themes reflecting the implementation of academic supervision as a continuous process of teacher professional learning and development. The analysis demonstrated that academic supervision functions as a strategic approach to improving teacher performance through systematic planning, collaborative supervisory practices, ongoing professional support, and sustained capacity development. At the same time, the findings revealed that the effectiveness of academic supervision remains shaped by several organizational and contextual factors, including institutional conditions, resource availability, and school-specific challenges encountered in primary education settings.

Data Display

The categorized data were presented through matrices, tables, diagrams, and narrative descriptions to facilitate the identification of patterns, relationships, and emerging themes across the different categories. Data display enabled the researchers to organize complex qualitative information into a systematic analytical structure, making it easier to interpret the implementation of academic supervision and its contribution to teacher performance improvement. Presenting the findings in multiple formats also enhanced analytical transparency and supported comparisons across data obtained from observations, interviews, and document analysis.

Conclusion Drawing and Verification

Conclusions were drawn through an iterative process of interpreting the collected data throughout the research. Rather than being developed only at the end of the study, preliminary conclusions emerged continuously during data collection and analysis and were refined as new evidence became available. Verification was conducted to ensure that all conclusions were consistently supported by sufficient empirical evidence obtained from multiple data sources. This continuous verification process strengthened the credibility of the findings

and ensured that the interpretations accurately represented the participants' experiences and the realities observed in the research setting.

Trustworthiness of the Data

To enhance the credibility, dependability, confirmability, and overall trustworthiness of the research findings, this study employed four complementary strategies: source triangulation, methodological triangulation, member checking, and an audit trail. Source triangulation was conducted by comparing and verifying information obtained from four categories of participants: the school principal, teachers, the school supervisor, and the chairperson of the Teacher Working Group (Kelompok Kerja Guru/KKG). Information from these sources was examined alongside relevant school documents to identify similarities, differences, and interrelationships in accounts of academic supervision practices. Meanwhile, methodological triangulation involved comparing findings obtained through classroom observations, semi-structured interviews, and document analysis, particularly concerning supervision planning, classroom observation practices, reflective feedback, supervision follow-up activities, and teacher professional development. The integration of these triangulation strategies enabled the researchers to develop a more comprehensive understanding of the phenomenon while strengthening the credibility of the findings through multiple sources and data collection methods.

Member checking was conducted by providing participants with their interview transcripts for review, followed by verbal confirmation through subsequent discussions with the researchers. This procedure allowed participants to revisit their statements, clarify information that might lead to different interpretations, correct factual inaccuracies, and confirm that the recorded data accurately represented their experiences and perspectives. The confirmation process focused particularly on information related to the implementation of academic supervision, interactions between school principals and teachers, the provision of feedback, and supervision follow-up activities. Participants' responses were subsequently compared with the original interview transcripts and other empirical evidence to assess the accuracy of the researchers' interpretations. Where discrepancies emerged between participants' statements and the initial interpretations, the researchers revisited the relevant codes and analytical categories before finalizing the research themes. Thus, member checking served as a verification mechanism to improve interpretive accuracy and minimize potential researcher bias throughout the analytical process.

Furthermore, an audit trail was maintained through systematic and chronological documentation of the research process. The research records included field notes beginning on June 22, 2026, interview transcripts, observation records, supporting documents, and analytical matrices used throughout data condensation, coding, categorization, and thematizing. During data collection, participants' full names were recorded in the original interview transcripts to ensure accurate identification of information sources. However, during data analysis and the presentation of findings, these names were replaced with participant codes to maintain confidentiality and protect participants' identities. This coding system enabled the researchers to trace information back to its original source without disclosing participants' identities in the research report. Through systematic documentation and anonymization, the analytical process became more transparent, organized, and traceable, allowing the relationships among empirical data, analytical categories, research themes, and conclusions to be examined systematically.

The integration of source triangulation, methodological triangulation, member checking, and an audit trail constituted an essential component of ensuring the rigor of this qualitative inquiry. These four strategies complemented one another in strengthening the credibility, dependability, confirmability, and traceability of the research findings. Their implementation also supported evidence-based interpretations, enhanced analytical transparency, and reinforced methodological rigor in examining the implementation of academic supervision as a continuous process of teacher professional development.

Research Ethics

This study was conducted in accordance with established research ethics principles to ensure that all research activities were undertaken responsibly, respected participants' rights, and maintained scientific integrity. The first ethical principle applied was informed consent. Before participating in the study, all participants received a comprehensive explanation regarding the purpose, significance, procedures, and expected outcomes of the research. Participation was entirely voluntary, and informed consent was obtained before any data collection activities commenced. Participants were free to withdraw from the study at any stage without any consequences. The study also adhered to the principle of confidentiality. Participants' identities were protected throughout the research process, and all personal information was treated confidentially. Identifiable information was neither disclosed nor published, and all collected data were used exclusively for academic and research purposes. Confidentiality measures were implemented to protect participants from any potential adverse consequences arising from their involvement in the study. Furthermore, the

researchers-maintained objectivity throughout the investigation by presenting the collected data, analytical results, and research findings accurately and transparently without manipulation, fabrication, selective omission, or distortion. All interpretations were grounded in empirical evidence obtained during fieldwork, ensuring that the reported findings genuinely reflected the realities experienced by the participants. Finally, the researchers upheld academic responsibility by conducting every stage of the research in accordance with the principles of academic integrity, scientific honesty, and ethical research practice. These principles guided the entire research process, from research design and data collection to analysis, interpretation, and dissemination of the findings.

RESULTS AND DISCUSSION

Data obtained from classroom observations, in-depth interviews, and document analysis were examined to identify patterns concerning academic supervision and teacher professional development. The analysis was organized into seven interconnected themes: academic supervision planning, implementation of academic supervision, supervisory interaction, follow-up of academic supervision, teacher performance, teacher professional development, and barriers to academic supervision. To strengthen the transparency of qualitative reporting, selected participant statements are presented alongside the analytical interpretation of each theme. Participants are identified using anonymized codes: P1 (school principal), T1 (teacher), S1 (school supervisor), and TWG1 (Teacher Working Group chairperson). Interview excerpts were translated from Indonesian into English while preserving their substantive meaning.

Academic Supervision Planning

The findings indicate that academic supervision planning was organized through a structured process involving the preparation of supervision programs, schedules, and assessment instruments. Planning was intended to establish clear supervisory objectives and ensure that teachers received professional guidance aligned with their instructional needs. The school principal explained that planning was undertaken at the beginning of the academic year and considered both institutional requirements and previous instructional evaluations:

"*Academic supervision planning is conducted at the beginning of the academic year by referring to the educational calendar, teachers' needs, and the results of previous instructional evaluations. The supervision program is systematically developed to ensure that teacher guidance is directed, continuous, and aligned with the objectives of improving instructional quality*." (P1, Interview Question 1_10/6/2026).

This statement demonstrates that supervision planning was understood as an integral component of school instructional management rather than an isolated administrative activity. The incorporation of teachers' needs and previous evaluation results indicates an intention to connect supervisory planning with professional development priorities.

The findings also show that supervision was scheduled periodically. The principal reported that supervision was generally conducted once or twice per semester to provide teachers with opportunities for guidance and evaluation. This account was consistent with the teacher's description of receiving periodic supervision and additional informal feedback. Together, these perspectives suggest that formal supervision was supplemented by less structured professional communication.

The planning process also incorporated classroom observation and instructional documentation as complementary sources of information. Supervision instruments addressed lesson preparation, teaching strategies, classroom management, instructional media, student participation, and assessment practices. Accordingly, the planning stage established a framework for evaluating both instructional readiness and classroom implementation. However, the effectiveness of this framework depended on whether scheduled activities could be completed and followed by meaningful pedagogical support.

Implementation of Academic Supervision

Academic supervision was implemented through classroom observation, instructional document review, and post-observation discussion. The principal described the procedure as beginning with advance notification, followed by direct observation and subsequent evaluation:

"*The implementation of academic supervision in the classroom begins with notifying teachers of the supervision schedule, followed by direct observation of the learning process. During the observation, I record important aspects such as instructional strategies, classroom management, the use of learning media, and student engagement. Afterward, an evaluative discussion is conducted with the teacher.*" (P1, Interview Question 4_10/6/2026).

This account indicates that supervision involved direct examination of instructional practice rather than relying exclusively on written documentation. Classroom observation enabled the principal to consider how teachers translated instructional plans into actual teaching activities, including their choice of strategies, use of learning resources, and management of student participation.

Nevertheless, the teacher's account revealed that administrative assessment remained a prominent feature of supervision:

"*The supervision conducted so far has tended to focus more on instructional administration, such as reviewing teaching materials, assessment instruments, and the completeness of supporting documents. Nevertheless, on several occasions, direct observations of classroom teaching practices have also been conducted to assess the effectiveness of the instructional strategies used.*" (T1, Interview Question 4_10/6/2026).

This statement provides direct evidence of the tension between administrative compliance and pedagogical development. Although classroom observation formed part of the supervisory process, the teacher perceived document examination as receiving greater emphasis. Therefore, the implementation of supervision cannot be characterized exclusively as developmental or exclusively as administrative; both functions were present.

The teacher also described experiencing initial nervousness when classroom instruction was observed directly. Over time, however, supervision was increasingly understood as an opportunity to identify instructional strengths and weaknesses. This experience suggests that teachers' responses to supervision may change as they become more familiar with its procedures and developmental purposes. The interview evidence does not independently establish that incomplete instructional documentation was the specific cause of this participant's nervousness; that interpretation would require supporting interview or observational evidence.

Overall, the findings indicate that academic supervision combined formal evaluation with opportunities for professional learning. Strengthening its developmental function requires greater attention to classroom-based feedback and the practical implementation of instructional recommendations.

Supervisory Interaction

The findings indicate that supervisory interaction involved direct communication, constructive feedback, and opportunities for professional reflection. The principal described feedback as a process that combined recognition of teachers' strengths with identification of areas requiring improvement:

"*Feedback is provided directly through reflective discussion after supervision is completed. In this process, I express appreciation for teachers' strengths, provide input regarding identified weaknesses, and offer solutions and recommendations that can be applied to improve instructional quality.*" (P1, Interview Question 6_10/6/2026).

This statement illustrates an approach in which supervisory feedback was intended to support instructional improvement rather than merely record deficiencies. The teacher's account also indicated that post-supervision discussions provided opportunities to receive recommendations and reflect on classroom practices.

The teacher further explained:

"*Initially, I felt somewhat nervous because the learning process was being observed directly. However, over time, I came to understand that supervision is a means of reflection that provides constructive input for developing teaching competence*." (T1, Interview Question 3_10/6/2026).

The teacher's experience reveals that supervision could simultaneously involve evaluative pressure and professional learning. Initial nervousness did not necessarily prevent the teacher from recognizing the developmental value of feedback. Rather, the participant described a gradual change in understanding as supervisory experiences accumulated.

These findings are relevant to the relationship between supervisory authority and professional dialogue. Although the principal emphasized reflective discussion and the teacher acknowledged the usefulness of feedback, the interviews do not establish that teachers were always comfortable challenging supervisory judgments or disagreeing with recommendations. The existence of constructive communication should therefore be distinguished from evidence of unrestricted professional autonomy.

The findings suggest that supervisory interaction offered opportunities for collaborative reflection while remaining embedded within a formal relationship in which the principal retained responsibility for instructional evaluation. The developmental value of these interactions depended on how feedback was communicated and whether teachers could use it to examine and improve their instructional decisions.

Follow-up of Academic Supervision

The findings demonstrate that follow-up activities were considered an essential component of academic supervision. These activities included individual guidance, instructional mentoring, teacher discussions, training, and workshops. The principal described the follow-up process as follows:

"*Follow-up supervision is conducted through further guidance, assistance in preparing instructional materials, teacher group discussions, and training or workshops according to identified needs. In addition, teachers are encouraged to reflect on and improve the instruction they have implemented.*" (P1, Interview Question 7_10/6/2026).

This statement indicates that supervision findings were intended to inform subsequent professional support. Rather than treating classroom observation as the final stage of supervision, the principal described follow-up as a means of helping teachers address instructional difficulties and strengthen their professional competencies.

The teacher similarly reported undertaking self-evaluation, correcting identified weaknesses, and implementing recommendations after supervision. These responses suggest a connection between supervisory feedback and subsequent instructional reflection.

However, the school supervisor offered a more cautious assessment of implementation. Referring to the monitored school, the supervisor stated:

"*Based on monitoring results, academic supervision at SD Negeri 3 Oheo has been implemented quite effectively. This can be seen from the regular supervision schedule, reviews of instructional administration, classroom observations, and feedback provided to teachers. Nevertheless, its effectiveness still needs to be improved, particularly in follow-up activities and continuous professional guidance.*" (S1, Interview Question 3_23/6/2026).

This assessment introduces an important qualification. Although follow-up mechanisms were described by the principal and teacher, the school supervisor identified continuing weaknesses in their consistency and sustainability. Thus, the findings indicate that follow-up activities were recognized and undertaken, but their implementation still required strengthening.

The Teacher Working Group chairperson also emphasized the potential of collective follow-up discussions to connect individual supervisory findings with broader professional learning. Such activities may help teachers exchange experiences and develop contextually appropriate solutions. However, recommendations about what Teacher Working Groups should ideally do must be distinguished from evidence that every proposed activity was already operating consistently.

Teacher Performance

The findings indicate that academic supervision was perceived to contribute to improvements in instructional planning, teaching strategies, classroom management, assessment practices, and reflective teaching. The teacher described supervision as a source of practical guidance for instructional improvement:

"*Academic supervision is very helpful in improving instructional quality. Through supervision, I receive constructive input that enables me to improve teaching methods, strategies, and classroom management so that instruction becomes more effective and better suited to students' needs.*" (T1, Interview Question 7_10/6/2026).

This statement demonstrates the teacher's perception that supervisory feedback supported changes in instructional practice. The reported improvements extended beyond administrative preparation to include the selection of teaching methods and adaptation of classroom management to student needs.

The school supervisor provided a complementary assessment, noting that supervision helped teachers identify instructional strengths and weaknesses and make more targeted improvements. The supervisor also associated supervision with more varied teaching methods and increased student participation.

The principal likewise perceived improvements in teachers' instructional preparation, reflective practice, and openness to innovation. These accounts suggest convergence among the participants concerning the developmental value of supervision.

Nevertheless, the findings should be interpreted according to the nature of the evidence. Interview statements establish participants' perceptions of improvement, while claims concerning directly observed changes in classroom practice require corresponding observational records. The available accounts support the conclusion that supervision was associated with perceived improvements in teacher performance, but they do not independently establish a measured causal effect.

Overall, academic supervision was regarded as a mechanism for strengthening instructional competence through feedback, reflection, and continuing professional guidance.

Teacher Professional Development

The findings demonstrate that teacher professional development was closely connected to the follow-up activities associated with academic supervision. Participants identified mentoring, training, workshops, collaborative discussions, and Teacher Working Group activities as important mechanisms for improving instructional competence. The Teacher Working Group chairperson emphasized the collaborative function of the professional forum:

"*Teacher Working Groups have a highly strategic role in supporting the improvement of teachers' competencies through collaborative activities that enable teachers to share experiences, learn together, and find solutions to various instructional problems*." (TWG1, Interview Question 1_22/6/2026).

This statement positions collaborative learning as a means of extending professional development beyond individual supervisory encounters. The forum was described as providing opportunities for teachers to exchange experiences, examine instructional problems, and identify practical responses to classroom challenges.

The chairperson also explained that teachers could share successful practices through presentations, discussions, instructional demonstrations, and documentation of classroom activities. These mechanisms were considered valuable because they allowed teachers to adapt colleagues' experiences to their own instructional contexts.

In relation to supervision, the chairperson stated:

"*Although academic supervision is conducted individually by school principals or supervisors in their respective educational institutions, Teacher Working Groups function as a forum for collective follow-up to discuss the findings, challenges, and solutions arising from the supervision process*." (TWG1, Interview Question 2_22/6/2026).

This statement highlights the potential relationship between individual supervision and collaborative professional learning. It suggests that supervisory findings can provide a basis for shared reflection and collective problem-solving.

However, the chairperson's response also contains a normative description of how the forum should function. Consequently, it should not be interpreted as definitive evidence that all supervision findings were routinely discussed or that every recommended professional learning activity had already been implemented.

The findings therefore support the importance of connecting academic supervision with collaborative professional development while also indicating the need to assess how consistently such connections operate in practice.

Barriers to Academic Supervision

The findings identify several barriers affecting the implementation and effectiveness of academic supervision, including limited time, competing administrative responsibilities, inadequate educational facilities, and differences in teachers' readiness to implement instructional recommendations.

The principal identified these constraints directly:

"*The obstacles frequently encountered include limited time due to the principal's extensive administrative responsibilities, inadequate educational facilities and infrastructure, and differences in teachers' levels of readiness and ability to receive and implement supervision results.*" (P1, Interview Question 8_10/6/2026).

This statement indicates that supervisory effectiveness depended not only on leadership commitment but also on organizational conditions. Administrative responsibilities reduced the time available for sustained classroom observation, individualized guidance, and follow-up professional development.

The school supervisor identified similar barriers and specifically emphasized teachers' administrative workloads:

"*The obstacles frequently encountered include the principal's limited time due to a relatively heavy managerial workload, inadequate educational facilities and infrastructure, and variations in teachers' competencies in receiving and implementing supervision results. In addition, teachers' administrative workloads often become an obstacle to instructional improvement.*" (S1, Interview Question 4_23/6/2026).

The convergence between the principal's and supervisor's accounts suggests that administrative workload represented a significant organizational constraint. These pressures affected both the availability of supervisory support and teachers' opportunities to translate feedback into classroom improvements.

The teacher also described practical difficulties in implementing recommendations, including insufficient preparation time, limited instructional resources, and the need to adapt suggested strategies to students' diverse characteristics. This perspective demonstrates that recommendations could not always be implemented immediately, even when teachers recognized their potential value.

The Teacher Working Group chairperson similarly identified differences in teachers' readiness to adopt instructional innovations. These differences should not automatically be interpreted as resistance to professional change or as evidence of hierarchical deference. Instead, they need to be considered alongside workload, resource availability, professional competence, and access to continuing support.

The findings also raise questions concerning the relationship between administrative accountability and collaborative supervision. The teacher's report that supervision tended to emphasize instructional documentation suggests that administrative expectations continued to shape supervisory practice. However,

the interview material does not establish that hierarchical authority directly caused differences in teachers' readiness or willingness to participate in reflective dialogue.

Overall, the barriers identified in this study demonstrate that effective academic supervision requires more than well-designed procedures and constructive feedback. Its developmental potential also depends on adequate time, instructional resources, differentiated professional support, and organizational conditions that allow teachers to engage meaningfully in reflection and instructional improvement.

Discussion

Implementation of Academic Supervision in Improving Teacher Performance

The findings of this study indicate that the implementation of academic supervision in the research setting encompasses a systematic cycle consisting of planning, implementation, supervisory interaction, follow-up activities, teacher professional development, and the management of implementation barriers. These findings demonstrate that academic supervision serves as a strategic mechanism for enhancing teacher performance through a continuous process of professional guidance rather than functioning merely as an administrative evaluation (Sugiar et al., 2024). From a theoretical perspective, academic supervision is defined as a professional development process designed to assist teachers in improving instructional quality through classroom observation, evaluation, constructive feedback, reflective dialogue, and systematic follow-up (El., 2023). This perspective is consistent with Thomas J. Sergiovanni's theory of instructional supervision, which emphasizes that academic supervision should be understood as a process of professional assistance aimed at promoting teacher growth rather than as an administrative control mechanism. However, the findings also indicate that the transition from administrative evaluation to developmental supervision is not entirely straightforward, particularly when supervisory practices operate within established institutional expectations concerning teacher accountability and instructional documentation.

Regarding academic supervision planning, the findings reveal that school principals systematically prepared supervision programs, supervision schedules, and standardized supervision instruments before supervision activities were implemented. These findings suggest that academic supervision was integrated into the broader framework of school management rather than being conducted on an incidental basis. Such a structured planning process reflects the application of sound educational management principles and demonstrates the importance of systematic planning in ensuring the effectiveness of instructional

supervision (Rapp et al., 2024). Nevertheless, the existence of formal supervision plans does not necessarily guarantee that all supervisory activities provide sufficient opportunities for critical reflection or sustained pedagogical support. Planning therefore needs to be examined not only in terms of administrative completeness but also in relation to the professional learning opportunities it creates for teachers.

This finding is consistent with George R. Terry's management theory, which identifies planning as the fundamental managerial function that determines the direction and effectiveness of organizational activities. Within the context of academic supervision, careful planning establishes clear objectives, implementation procedures, supervision schedules, evaluation criteria, and follow-up mechanisms, thereby ensuring that supervisory activities are implemented consistently and purposefully. The findings also support Glickman's developmental supervision model, which argues that effective supervision should be designed according to teachers' professional needs and instructional objectives. By aligning supervision planning with teachers' actual developmental requirements, school principals create opportunities for meaningful professional learning rather than routine administrative compliance. However, such alignment also requires attention to teachers' differing levels of readiness, administrative workloads, and access to professional support, since standardized supervisory procedures may not adequately address the diverse circumstances encountered by individual teachers.

The findings further demonstrate that the implementation of academic supervision involved direct classroom observations, reviews of instructional documentation, and reflective discussions between principals and teachers. This comprehensive approach indicates that supervision extended beyond administrative document verification and focused directly on authentic classroom instruction. Classroom observations enabled principals to examine instructional practices, classroom management, teaching strategies, student engagement, instructional media utilization, and assessment processes under actual teaching conditions. Consequently, supervision provided authentic evidence regarding instructional quality while allowing principals to identify teachers' strengths and areas requiring further professional support. Nevertheless, the findings reveal an important tension between the developmental objectives of supervision and the evaluative expectations associated with instructional administration. Teachers who had completed the required instructional documents generally experienced greater confidence during supervision, whereas those with incomplete documentation tended to experience nervousness or tension. This indicates that teachers' experiences of

supervision were shaped not only by the quality of professional feedback but also by their perceptions of administrative preparedness and accountability.

These findings strongly support Thomas J. Sergiovanni's instructional supervision theory, which positions classroom observation as the core component of academic supervision because it provides authentic evidence of teaching and learning processes (Prasetyo et al., 2025). According to Sergiovanni, effective supervision should be grounded in direct observation rather than solely on administrative documentation, allowing supervisors to provide professional guidance based on empirical classroom evidence. The present findings demonstrate that school principals adopted this evidence-based supervisory approach by observing classroom instruction directly before providing professional feedback. However, the continued importance attached to administrative documentation suggests that evidence-based supervision and compliance-oriented evaluation may coexist within the same supervisory process. This coexistence illustrates the challenge of ensuring that administrative requirements support, rather than overshadow, the pedagogical purposes of classroom observation.

The results are further reinforced by the work of John Hattie, whose synthesis of educational research emphasizes that feedback derived from direct observation is among the most influential factors affecting teacher improvement and student learning outcomes (Qu et al., 2025). Hattie argues that effective feedback should be timely, specific, evidence-based, and focused on improving instructional practice rather than merely evaluating teacher performance. Consistent with this perspective, the principals in this study provided immediate and constructive feedback following classroom observations, enabling teachers to reflect upon their instructional practices and implement meaningful improvements. This process transformed supervision into a reflective professional learning experience rather than a judgment-oriented evaluation. Nevertheless, the effectiveness of reflective feedback must also be considered in relation to teachers' emotional readiness and their perceptions of supervisory authority. When teachers are primarily concerned about fulfilling administrative requirements, their attention may be directed toward demonstrating compliance rather than openly examining instructional difficulties. Thus, constructive feedback alone may not be sufficient to establish meaningful professional reflection unless teachers also experience psychological safety and opportunities for genuine participation.

Collectively, these findings indicate that the implementation of academic supervision has shifted toward a developmental supervision model, in which planning, classroom observation, reflective dialogue, and evidence-based feedback function as interconnected components of continuous teacher

professional development. This model reinforces the role of school principals as instructional leaders who facilitate teachers' professional growth through collaborative supervision and systematic instructional improvement. Consequently, academic supervision emerges not merely as an accountability mechanism but as a strategic process that strengthens teacher professionalism, improves instructional quality, and ultimately contributes to enhancing educational quality in primary schools. However, this developmental orientation should be understood as an emerging tendency rather than a complete transformation, because administrative expectations and organizational constraints continue to influence how supervision is experienced and implemented.

From the perspective of supervisory interaction, the findings demonstrate that effective communication was established between school principals and teachers throughout the supervision process. Principals provided constructive feedback within an open, supportive, and reflective environment. These findings support Carl D. Glickman's collaborative supervision model, which argues that effective supervision should be democratic and dialogical so that teachers perceive supervision as professional support rather than judgment (Ellis et al., 2024). This finding is also consistent with the broader literature on instructional leadership, which emphasizes that positive professional relationships between school leaders and teachers strengthen teachers' motivation, professional commitment, and willingness to improve instructional practice. In the present study, principals were described as approachable, humble, respectful, and non-intimidating, while teachers maintained respect for their institutional leadership. These interpersonal qualities appeared to support communication and reduce unnecessary tension arising from personal interactions. Nevertheless, respectful relationships should not be interpreted as evidence that formal power differences have disappeared. Principals retained responsibility for evaluating instructional performance, while teachers remained accountable for meeting supervisory expectations. Therefore, interpersonal equality in communication coexisted with differences in institutional authority. Although the findings suggest that teachers were encouraged to discuss instructional challenges, they do not establish whether teachers felt equally comfortable questioning supervisory judgments or expressing disagreement with principals' recommendations. This distinction highlights the need to differentiate collaborative communication from fully empowered professional dialogue.

Regarding the follow-up stage of academic supervision, the findings indicate that supervision was consistently followed by professional mentoring, training programs, and Teacher Working Group (*Kelompok Kerja Guru* [KKG])

activities. This demonstrates that academic supervision in the research setting functioned as a continuous professional development process rather than as a one-time evaluative activity. These findings are consistent with Peter M. Senge's Learning Organization Theory, which argues that effective organizations continuously improve through collective reflection, shared learning, and ongoing professional development (Zuhri & Huda, 2024). Within this study, the Teacher Working Group served as a practical manifestation of a learning organization by providing teachers with opportunities to exchange professional experiences, reflect on instructional practices, and collaboratively develop solutions for improving teaching quality (Fikriya et al., 2024). However, the developmental value of these activities also depends on whether teachers can participate as active contributors rather than merely recipients of supervisory recommendations. KKG discussions may provide opportunities to distribute professional knowledge more broadly, but their capacity to reduce hierarchical dependence requires attention to teachers' opportunities to initiate discussions, question existing practices, and contribute to decisions concerning instructional improvement.

The findings further reveal significant improvements in teacher performance following the implementation of academic supervision, particularly in instructional administration, instructional strategies, classroom management, the use of instructional media, and reflective teaching practices. These results support Robert J. Marzano's instructional leadership framework, which emphasizes that effective academic supervision contributes substantially to improving teachers' instructional quality and professional competence (Subadri et al., 2025). Likewise, the findings are consistent with Viviane Robinson's theory of instructional leadership, which argues that principals who actively engage in instructional supervision indirectly improve student learning outcomes by enhancing teachers' instructional effectiveness (Sa'adah et al., 2025). These findings reinforce the view that academic supervision functions not only as a mechanism for monitoring teacher performance but also as a strategic intervention for improving classroom instruction and educational quality. Nevertheless, improvements in administrative completeness should be distinguished analytically from improvements in pedagogical competence. While complete instructional documentation may indicate greater preparedness, it does not automatically demonstrate deeper reflection, instructional innovation, or greater professional autonomy. The contribution of supervision should therefore be evaluated through changes in classroom practice and teachers' professional learning rather than administrative indicators alone.

Despite these positive outcomes, the study also identified several barriers to the effective implementation of academic supervision, including

limited time, inadequate educational facilities, and insufficient integration of educational technology. These findings are consistent with Andy Hargreaves' theory of educational change, which emphasizes that the effectiveness of professional supervision depends not only on individual leadership practices but also on organizational support, teachers' workload, and the broader school culture (Yanto et al., 2024). Without adequate institutional support and sufficient educational resources, even well-designed supervision programs may fail to achieve their intended outcomes. Therefore, strengthening institutional capacity and providing adequate learning resources are essential prerequisites for maximizing the impact of academic supervision. In the context of primary schools in North Konawe Regency, these constraints require particular attention because instructional improvement depends on the resources and professional learning opportunities available within the local school environment. Principals' managerial responsibilities reduce the time available for sustained coaching, while teachers' administrative obligations limit opportunities for reflection and pedagogical experimentation. Inadequate instructional resources, unstable internet connectivity, and differences in digital competence further complicate the implementation of supervisory recommendations. These conditions indicate that the effectiveness of supervision cannot be attributed solely to individual motivation or leadership quality. Instead, it must be understood within the organizational and material circumstances that shape teachers' professional opportunities.

The relationship between administrative accountability and professional learning also reveals an important socio-structural tension. Although school principals exercised supervisory authority through respectful and supportive communication, the formal evaluative function of supervision continued to influence teachers' emotional responses. The reported association between incomplete instructional documentation and supervisory tension suggests that administrative expectations may shape teachers' sense of security during professional evaluation. However, this evidence does not establish that teachers' differing levels of readiness or responsiveness were directly caused by hierarchical deference. Rather, it indicates that formal authority, administrative demands, and professional support operate simultaneously within supervisory relationships. Consequently, the development of genuinely reflective supervision requires more than improving interpersonal communication; it also requires organizational arrangements that provide sufficient time for dialogue, recognize contextual limitations, and allow teachers to participate meaningfully in identifying their professional learning needs.

These findings have implications for the proposed Collaborative Reflective Professional Development (CRPD) model. The model should not be

understood merely as an extension of existing supervisory procedures but as a conceptual response to the tension between administrative accountability and collaborative professional learning. Diagnostic supervision mapping can help identify teachers' actual instructional needs rather than relying exclusively on document completeness. Reflective clinical supervision can provide structured opportunities for teachers to explain pedagogical decisions, discuss difficulties, and participate in identifying appropriate improvements. Professional learning communities and micro-coaching can extend professional dialogue beyond formal evaluation sessions, while digital supervision support and resource-based learning support should be adapted to the technological and material conditions of the participating schools. Nevertheless, the capacity of these components to reduce hierarchical dependence and strengthen teacher autonomy remains a proposition requiring further empirical evaluation rather than an outcome already demonstrated by the present study.

Overall, the findings confirm that academic supervision is a strategic instrument for enhancing teacher professionalism (Khofifah et al., 2025; Poniman et al., 2024). Academic supervision that is systematically planned, implemented through direct classroom observation, supported by collaborative professional interactions, and reinforced through continuous professional development has been shown to improve teachers' professional performance significantly (Solowati et al., 2026). In the present study, academic supervision has evolved beyond its traditional role as a monitoring and evaluation mechanism to become a comprehensive system of professional learning that supports sustainable improvements in instructional quality. This transformation reflects contemporary perspectives on instructional leadership, in which supervision is positioned as a catalyst for continuous teacher development and long-term educational improvement rather than merely an instrument of administrative accountability. Nevertheless, the findings suggest that this transformation remains incomplete because administrative expectations, institutional authority, and resource limitations continue to shape supervisory practices. The contribution of this study therefore lies not only in identifying the developmental potential of academic supervision but also in demonstrating the importance of addressing the organizational conditions under which collaborative professional learning can occur.

The Collaborative Reflective Professional Development (CRPD) Model

The Collaborative Reflective Professional Development (CRPD) Model (Figure 1) is a conceptual framework developed in response to the challenges associated with academic supervision in primary schools, particularly those identified in the present study. The empirical findings revealed that although academic supervision was implemented through planning, classroom

observation, feedback, and professional development activities, its developmental effectiveness remained constrained by the continuing emphasis on instructional administration, inconsistencies in supervisory follow-up, limited time available for school principals, inadequate educational resources, and differences in teachers' readiness to implement instructional improvements. These findings indicate a need to strengthen the connection between supervisory evaluation and sustained professional learning. Accordingly, the CRPD model is proposed as an integrated framework that connects evidence-based supervision, reflective dialogue, collaborative professional learning, individualized coaching, and context-sensitive instructional support. Rather than claiming that existing supervisory approaches are inherently ineffective, the model seeks to address implementation gaps identified within the research context.

Conceptually, the CRPD model is grounded in the premise that academic supervision should function not merely as an evaluation tool but as a strategic instrument for teacher professional development (Karyawati et al., 2025). Its theoretical orientation draws on the developmental principles of Clinical Supervision, collaborative professional learning, reflective practice, and continuous organizational improvement. Academic supervision is therefore positioned as an integral component of teachers' professional learning rather than an isolated administrative procedure. The model proposes that effective supervision should identify teachers' instructional needs, generate constructive and evidence-informed feedback, facilitate collaborative reflection, and provide sustained opportunities for professional support. To achieve these objectives, CRPD integrates clinical supervision, professional learning communities, individualized coaching, digital support systems, and the utilization of local educational resources into a continuous professional development cycle (Main & Slater, 2022).

The conceptual distinction between CRPD and established supervisory approaches lies primarily in the proposed integration and operational coordination of its components. Classical Clinical Supervision, associated with Goldhammer and Cogan, emphasizes a systematic process of pre-observation discussion, classroom observation, analysis of instructional evidence, and post-observation conferencing to improve teaching practice. Lesson Study emphasizes collaborative lesson planning, observation of a research lesson, and collective reflection on student learning. Although both approaches provide important foundations for instructional improvement, the proposed CRPD model extends their application by explicitly connecting individual supervisory findings with differentiated professional support, collective learning activities, ongoing coaching, documentation, and resource-sensitive implementation. Its

proposed contribution is therefore not the invention of entirely new supervisory techniques, but the organization of established professional learning practices into a coordinated framework responsive to the administrative and material constraints identified in the study.

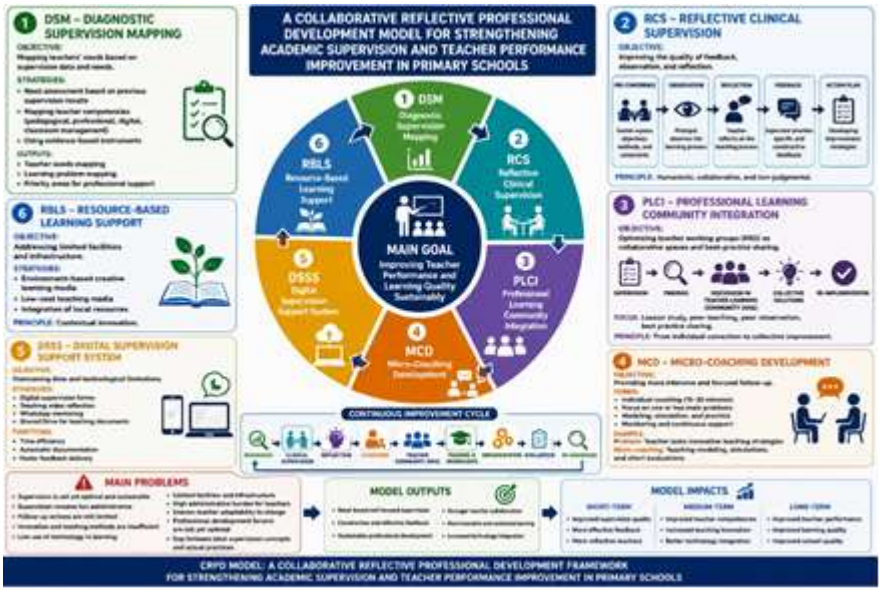


Figure 1. The CRPD (Collaborative Reflective Professional Development) Model

The CRPD model comprises six interrelated components, each addressing a particular dimension of the challenges identified in academic supervision.

The first component, Diagnostic Supervision Mapping (DSM), provides a systematic process for identifying teachers' professional learning needs, instructional challenges, readiness for improvement, and contextual constraints. Diagnostic information is obtained from classroom observations, instructional documentation, supervisory discussions, and previous evaluation findings. Unlike an initial supervisory conference that primarily establishes the focus of an individual observation cycle, DSM proposes a broader mapping process that considers pedagogical needs alongside administrative workloads, available instructional resources, and opportunities for professional support. The resulting diagnostic profile serves as a basis for determining differentiated supervisory priorities. This component directly responds to the study's finding that administrative documentation remained prominent in supervision and could overshadow the identification of teachers' actual instructional development needs.

The second component, Reflective Clinical Supervision (RCS), incorporates classroom observation, evidence-based feedback, reflective dialogue, and collaborative improvement planning. This component retains the fundamental principles of Clinical Supervision developed by Goldhammer and Cogan, particularly the use of direct instructional evidence and structured supervisor–teacher interaction. However, within CRPD, reflective supervision is explicitly connected to the diagnostic profile generated through DSM and the subsequent professional development activities. Teachers are encouraged to explain their instructional decisions, identify difficulties encountered during teaching, and participate in determining feasible improvement strategies. The proposed emphasis is therefore on connecting reflective dialogue with differentiated follow-up rather than treating post-observation conferencing as a self-contained supervisory outcome. This approach responds to the finding that constructive feedback could support professional reflection even when teachers initially experienced nervousness during classroom observation.

The third component, Professional Learning Community Integration (PLCI), connects individual supervision findings with collaborative professional development through Teacher Working Group activities and other school-based learning communities. This component provides opportunities for professional discussions, Lesson Study, peer teaching, instructional demonstrations, and the exchange of effective teaching practices. Whereas Lesson Study typically centers on the collaborative planning, observation, and refinement of a research lesson, PLCI proposes a broader mechanism for transforming diverse supervisory findings into collective learning priorities. For example, instructional challenges identified through individual supervision may become topics for teacher discussions, collaborative lesson design, or peer-supported problem-solving. Lesson Study is therefore positioned as one possible professional learning strategy within PLCI rather than as an approach replaced by CRPD. The intended contribution of PLCI is to extend professional learning beyond the principal–teacher relationship and strengthen opportunities for teachers to learn from one another.

The fourth component, Micro-Coaching Development (MCD), provides short, focused, and repeated professional coaching sessions directed toward specific instructional needs. Unlike supervisory arrangements that rely predominantly on periodic formal observations, MCD proposes smaller and more manageable coaching interactions between supervisory cycles. These interactions may focus on particular instructional concerns, such as improving questioning techniques, increasing student participation, selecting appropriate learning media, or strengthening formative assessment. Each coaching interaction is intended to involve the identification of a specific improvement

target, practical guidance, classroom application, and brief reflection on the results. This component responds to the limited supervisory time available to school principals and the need for more continuous professional assistance. Its implementation nevertheless requires realistic scheduling and should not be assumed to eliminate the administrative responsibilities that constrain supervisory activities.

The fifth component, Digital Supervision Support System (DSSS), provides a mechanism for organizing supervision records, documenting instructional feedback, tracking professional development needs, and supporting communication between school principals and teachers. Unlike the central procedures of traditional Clinical Supervision and Lesson Study, DSSS explicitly addresses the coordination and continuity of information across different professional development activities. Digital documentation may assist supervisors and teachers in reviewing previous recommendations, recording agreed improvement targets, and monitoring subsequent follow-up. However, the findings concerning limited educational technology and uneven access to digital resources indicate that this component must remain adaptable to local conditions. DSSS may therefore utilize simple digital forms, offline records, or low-bandwidth communication tools rather than depending on sophisticated technological infrastructure. Its practical value lies in supporting the continuity and accessibility of supervisory information, not in introducing technology as an end in itself.

The sixth component, Resource-Based Learning Support (RBLS), emphasizes the alignment of instructional improvement strategies with available educational resources, teachers' professional capacities, and school-level support. This component responds to the finding that limited facilities, instructional media, and professional development opportunities could restrict teachers' ability to implement supervisory recommendations. RBLS encourages teachers and school leaders to identify locally available teaching materials, develop contextual learning resources, utilize appropriate low-cost instructional media, and strengthen peer assistance when specialized facilities are unavailable. Its proposed distinction lies in making resource feasibility an explicit consideration when designing and implementing supervisory follow-up. Consequently, recommended instructional improvements are expected to reflect the actual conditions of the school rather than assuming equal access to technological and material resources across educational settings.

The six components are designed to operate as an interconnected and iterative professional development process. The cycle begins with DSM to identify instructional needs and contextual constraints, followed by RCS to generate evidence-informed reflection and collaborative improvement plans.

Identified needs then inform PLCI and MCD, which provide collective learning opportunities and individualized coaching, respectively. DSSS supports the documentation and coordination of supervisory information, while RBLS helps ensure that proposed instructional improvements remain feasible within existing resource conditions. Teachers subsequently apply the agreed strategies in classroom practice, reflect on their implementation, and contribute new evidence for further diagnostic mapping. In this way, the model proposes a continuing relationship between supervision, professional learning, instructional application, and renewed evaluation.

The practical contribution of CRPD can therefore be distinguished from Clinical Supervision and Lesson Study in three interconnected respects. First, it proposes a diagnostic process that explicitly considers teachers' instructional needs together with their professional readiness and organizational constraints. Second, it connects individual supervision with multiple forms of continuing professional learning, including collaborative inquiry and focused coaching. Third, it incorporates documentation and resource-sensitive implementation support as integral elements of the professional development cycle. These distinctions concern the proposed organization and coordination of supervisory activities rather than claims that reflection, collaboration, or coaching are unique to CRPD.

A potential strength of the CRPD model lies in its integrated, adaptive, and context-responsive orientation, particularly for primary schools operating under resource-constrained conditions (Bergmark, 2023). By linking supervision with professional learning opportunities and considering the organizational circumstances in which teachers work, the model offers a conceptual basis for strengthening reflective practice, instructional collaboration, and continuous improvement. Its relevance to the present study arises from the coexistence of constructive supervisory relationships, administrative accountability, inconsistent follow-up, and resource limitations. These findings suggest that sustainable professional development requires attention not only to supervisory techniques but also to the conditions that enable teachers to act upon professional feedback.

Nevertheless, the CRPD model should be understood as a preliminary conceptual framework developed from the interpretation of qualitative findings rather than an empirically validated intervention. The present study did not implement the six components as a unified program or measure their comparative effectiveness against Clinical Supervision or Lesson Study. Accordingly, the model's potential to strengthen teacher autonomy, improve instructional quality, or reduce the effects of organizational constraints remains subject to empirical examination. Future research should investigate its

feasibility, implementation processes, acceptability among teachers and school leaders, and potential contribution to sustained professional learning across primary schools with different institutional and resource characteristics.

CONCLUSION

Based on the findings of this study, academic supervision in a public primary school in Oheo District, North Konawe Regency, was systematically implemented through interconnected stages of planning, implementation, supervisory interaction, and follow-up activities, contributing to perceived improvements in teacher performance and professional development. During the planning stage, the principal developed supervision programs, schedules, and standardized instruments to ensure clear objectives and systematic implementation. Supervision was subsequently conducted through classroom observations, instructional document reviews, and reflective discussions, enabling the principal to assess authentic teaching practices and provide constructive feedback. Supportive communication, collaborative interactions, and reflective dialogue encouraged teachers to evaluate and improve their instructional practices, while follow-up activities, including professional mentoring, Teacher Working Group meetings, training programs, and workshops, provided opportunities for continuous professional learning. These processes were associated with improvements in instructional administration, teaching strategies, classroom management, instructional media utilization, and reflective teaching practices. Nevertheless, academic supervision continued to face challenges related to limited supervisory time, substantial administrative workloads, inadequate educational facilities, and restricted integration of digital technology. Furthermore, teachers' experiences revealed a tension between collaborative professional learning and administrative accountability, particularly as supervisory evaluation continued to emphasize instructional documentation alongside pedagogical improvement. These findings highlight the importance of balancing administrative evaluation with reflective pedagogical guidance, strengthening institutional support, improving educational resources, and providing sustained professional development opportunities. At the policy level, the North Konawe Regency Education Office (Dinas Pendidikan) should prioritize the development of practical supervision guidelines that emphasize classroom-based instructional improvement, streamline overlapping administrative reporting requirements, and establish regular monitoring of supervisory follow-up rather than focusing exclusively on document compliance. The Education Office should also allocate targeted professional development support through Teacher Working Groups, strengthen principals' competencies in reflective supervision and instructional coaching, and prioritize essential instructional resources and accessible digital infrastructure for primary

schools facing geographical and technological constraints. At the managerial level, primary school principals should integrate supervision schedules into annual school improvement plans, protect dedicated time for classroom observation and reflective feedback, and establish individualized follow-up plans based on teachers' identified instructional needs. Principals should further strengthen collaborative professional learning through Teacher Working Group activities, provide focused mentoring for teachers requiring additional support, and adopt context-appropriate instructional technologies and locally available learning resources. The proposed Collaborative Reflective Professional Development (CRPD) model offers a preliminary conceptual framework for integrating these supervisory and professional learning processes; however, its practical feasibility and effectiveness require further empirical validation. Overall, academic supervision represents a promising mechanism for enhancing teacher professionalism and instructional quality in regional primary schools, provided that administrative accountability is balanced with meaningful pedagogical support, adequate institutional resources, and sustained opportunities for participatory professional learning.■

REFERENCES

Al Maktoum, S. B., & Al Kaabi, A. M. (2024). Exploring teachers' experiences within the teacher evaluation process: A qualitative multi-case study. Cogent Education, 11(1), Article 2287931.

Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The principal's role as education supervisor in improving teacher professionalism. Nidhomul Haq: Jurnal Manajemen Pendidikan Islam, 7(1), 144–155.

Bekele, M., Sassi, M., Jemal, K., & Ahmed, B. (2024). Human capital development and economic sustainability linkage in Sub-Saharan African countries: Novel evidence from augmented mean group approach. Heliyon, 10(2).

Bergmark, U. (2023). Teachers' professional learning when building a research-based education: Context-specific, collaborative and teacher-driven professional development. Professional Development in Education, 49(2), 210–224.

Berhanu, K. Z. (2024). The mediating role of teachers' attitudes toward instructional supervision in the association between instructional supervisory practice and teachers' job performance. Participatory Educational Research, 11(2), 212–229.

Bhardwaj, V., Zhang, S., Tan, Y. Q., & Pandey, V. (2025). Redefining learning: Student-centered strategies for academic and personal growth. Frontiers in Education, 10, Article 1518602.

Clarissa, V. A., & Bafadal, I. (2026). Peran pembinaan etika dan profesionalisme dalam membentuk budaya kerja di SDN Keuman 1 Malang. WIDYA DIDAKTIKA: Jurnal Ilmiah Kependidikan, 5(1), 141–151.

El Deen, A. A. M. M. A. (2023). The role of educational initiatives in EFL teacher professional development: A study of teacher mentors' perspectives. Heliyon, 9(2), Article e13342. https://doi.org/10.1016/j.heliyon.2023.e13342

Ellis, T. (2024). Career technical and agricultural education teachers in rural schools: Perceptions of leadership abilities, professional support, and overall job satisfaction following participation in a teacher leadership professional learning community [Doctoral dissertation, Kennesaw State University].

Fikriya, S., Rofi'ah, S., & Khoirunnisa, U. (2024). Increasing teacher competence in developing learning plans and teaching and learning effectiveness in primary schools through Teacher Working Group . Social, Humanities, and Educational Studies (SHES): Conference Series, 7(3).

Gordon, S. P. (2022). Integrating the experiential learning cycle with educational supervision. Journal of Educational Supervision, 5(3).

Gulo, R. S., Niswanto, Ismail, & Handayani, N. (2026). Coaching-based academic supervision to enhance teachers' pedagogical competence. Indonesian Journal of Educational Development, 6(4), 1294–1305. https://doi.org/10.59672/ijed.v6i4.5683

Gümüş, A. (2022). Twenty-first-century teacher competencies and trends in teacher training. In Educational theory in the 21st century: Science, technology, society and education (pp. 243–267). Springer Nature Singapore.

Hanipah, S. (2023). Analisis Kurikulum Merdeka Belajar dalam memfasilitasi pembelajaran abad ke-21 pada siswa menengah atas. Jurnal Bintang Pendidikan Indonesia, 1(2), 264–275.

Imamah, N., & Churrahman, T. (2022). Academic supervision by school principals for improving teacher performance. KnE Social Sciences, 60–69.

Kabariah, S., & Adiyono. (2023). Efforts to use technology effectively in supporting the implementation of educational supervision. Indonesian Journal of Education (INJOE), 3(1), 63–78.

Karyawati, E., & Hermanto, H. (2025). The influence of academic supervision, teacher understanding of special needs education, and Universal Design for Learning on the implementation of inclusive education in kindergarten. Journal of Innovation and Research in Primary Education, 4(3), 1613–1626.

Khofifah, J. M., Nurdin, D., & Herawan, E. (2025). Enhancing teacher professionalism through academic supervision: A CIPP model evaluation. Indonesian Journal of Educational Development, 6(2), 380–392.

Lastri, S., & Sudrajat, A. (2023). The effect of academic supervision and organizational culture on teacher performance. Jurnal PAJAR (Education and Teaching), 7(5), 1027–1036.

Liu, Q., Du, X., & Lu, H. (2023). Teacher support and learning engagement of EFL learners: The mediating role of self-efficacy and achievement goal orientation. Current Psychology, 42(4), 2619–2635.

Lorensius, L., Anggal, N., & Lugan, S. (2022). Academic supervision in the improvement of teachers' professional competencies: Effective practices on the emergence. EduLine: Journal of Education and Learning Innovation, 2(2), 99–107.

Main, S., & Slater, E. (2022). Online continuous professional learning: A model for improving reading outcomes in regional and remote schools. Journal of Teacher Education, 73(2), 201–214.

Muttaqin, I., Tursina, N., Sudrajat, A., Yuliza, U., Novianto, N., Ramadhan, F. F., & Kurnanto, M. E. (2023). The effect of academic supervision, managerial competence, and teacher empowerment on teacher performance: The mediating role of teacher commitment. F1000Research, 12.

Nurhidayat, E., Mujiyanto, J., Yuliasri, I., & Hartono, R. (2024). Technology integration and teachers' competency in the development of 21st-century learning in EFL classroom. Journal of Education and Learning (EduLearn), 18(2), 342–349.

Permatasari, N., & Tandiayuk, S. (2023). Human resource management in education: Optimizing teacher performance for better learning outcomes. Golden Ratio of Mapping Ideas and Literature Format, 3(1), 35–59.

Poniman, P., Desiga, H. I., Harianto, H., & Pangestu, F. A. (2024). How academic supervision enhances teacher professionalism through personality development? Counsenesia Indonesian Journal of Guidance and Counseling, 5(2), 147–156.

Prasetyo, Y., & Puspitasari, N. (2025). An academic supervision model for strengthening the professional competence of elementary school teachers. The Journal of Educatio et Didactica, 1(2), 1–22.

Qu, A., Wen, Y., Zhang, J., Wen, Y., Zhao, Y., Prakash, A., ... Zhao, J. (2025). ClassMind: Scaling classroom observation and instructional feedback with multimodal AI [Preprint]. arXiv.

Rapp, A. C., & Corral-Granados, A. (2024). Understanding inclusive education: A theoretical contribution from system theory and the constructionist perspective. International Journal of Inclusive Education, 28(4), 423–439.

Ridiyawati, A. E., Senowarsito, S., & Maryanto, M. (2025). The role of the principals as a supervisor in improving the quality of learning: A qualitative study at SDN 02 Sidorejo, Comal District, Pemalang Regency. Journal of Educational Sciences, 9(6), 6145–6159.

Sa'adah, A., Fitrianisa, A. D., Monica, D. A., & Ramadhani, F. (2025). Efektivitas gaya kepemimpinan kepala sekolah yang diterapkan dalam meningkatkan kualitas pembelajaran di SDN 2 Wonorejo 2 Lawang. Tadris: Jurnal Penelitian dan Pemikiran Pendidikan Islam, 19(2), 52–63.

Sanoto, H., Paseleng, M. C., & Kusuma, D. (2022). The effectiveness of Si Sagu (Teacher Academic Supervision System) in academic supervision process for teachers at 3T area. Journal of Innovation in Educational and Cultural Research, 3(4), 548–553.

Saripah, E., & Suwandari, L. (2025). The role of academic supervision management with a coaching mindset in developing elementary school teachers' pedagogical competence: Evidence from two schools in Sukabumi. Journal of Innovation and Research in Primary Education, 4(4), 2208–2222.

Siagian, A. A., Sitorus, F., & Tambunan, S. W. G. (2025). Educational supervision: Models, approaches, and techniques in enhancing teacher professionalism and learning quality. International Journal of Educational Practice and Policy, 3(1), 35–42.

Solowati, I., Kurniasari, L., Amalia, F., & Soedjono, S. (2026). Supervisi akademik berbasis pembinaan sebagai strategi untuk meningkatkan kinerja

profesional guru: Studi kasus kualitatif di sekolah menengah. Jurnal Ilmu Pendidikan, 10(1), 1352–1363.

Subadri, S., Raharjo, T. J., & Harianingsih, H. (2025). Transformasi supervisi akademik melalui pendekatan coaching: Studi korelasional kepemimpinan instruksional kepala sekolah dan kualitas pembelajaran guru di sekolah dasar. Pendas: Jurnal Ilmiah Pendidikan Dasar, 10(4), 301–314.

Sugiar, L., Sukirman, S., & Sanusi, S. (2024). Academic supervision as a strategy for improving teaching and learning quality. International Journal of Educational Administration, Management, and Leadership, 5(2), 31–48. https://doi.org/10.51629/ijeamal.v5i2.205

Sumar, W. T., Razak, I. A., & Akadji, F. (2025). Collaborative roles in character education: Contributions and challenges of principals, teachers, and parents in elementary schools. AL-ISHLAH: Jurnal Pendidikan, 17(2), 3433–3451.

Toh, R. Q. E., Koh, K. K., Lua, J. K., Wong, R. S. M., Quah, E. L. Y., Panda, A., ... Krishna, L. K. R. (2022). The role of mentoring, supervision, coaching, teaching and instruction on professional identity formation: A systematic scoping review. BMC Medical Education, 22(1), Article 531.

Usman, H. M., Mudhofir, M., & Gusmian, I. (2023). The important role of academic supervision in improving the quality of education. Kontigensi: Jurnal Ilmiah Manajemen, 11(2), 704–716.

Varas, D., Santana, M., Nussbaum, M., Claro, S., & Imbarack, P. (2023). Teachers' strategies and challenges in teaching 21st century skills: Little common understanding. Thinking Skills and Creativity, 48, Article 101289.

Yanto, A., Yanto, M., & Kholilah Harahap, E. (2024). Strategi kepala Madrasah Aliyah Negeri (MAN) Rejang Lebong dalam meningkatkan jumlah siswa di era globalisasi pendidikan [Doctoral dissertation, Institut Agama Islam Negeri Curup].

Zuhri, H. H., & Huda, M. (2024). Enhancing educational ecosystems: Implementing Peter Senge's learning organization model in Islamic boarding schools. Munaddhomah: Jurnal Manajemen Pendidikan Islam, 5(2), 222–234.

This page belongs to the Tadbir : Jurnal Studi Manajemen Pendidikan

Tadbir : Jurnal Studi Manajemen Pendidikan Vol. 10, No.2, November 2026
IAIN Curup –Bengkulu | p-ISSN 2580-3581; e-ISSN 2580-5037