



# IMPLEMENTATION OF ACADEMIC SUPERVISION AS EFFORT TO IMPROVE TEACHERS' PROFESSIONAL COMPETENCE

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## ABSTRACT

This study aims to analyze the implementation of academic supervision in improving the professional competence of teachers at SMKN 1 Ciamis. The method used is a qualitative approach with data collection techniques through interviews, observation, and documentation. The results of the study indicate that academic supervision carried out in a planned and systematic manner can improve teachers' professional competence, both in terms of pedagogy and personality. In addition, support from school management and active participation of teachers in the supervision process are key factors for success. This study explicitly highlights that academic supervision that is carried out in a planned and systematic manner is key to improving teachers' professional competence. Many other studies may discuss the benefits of supervision in general, but this study places detailed emphasis on the importance of a structured process rather than an incidental one, and provides clearer practical guidance for schools. These results indicate that the success of supervision is not only about the existence of the programme, but also how the programme is carefully designed and implemented, from planning, implementation, to continuous evaluation. This study is expected to contribute to the development of educational policies at SMKN 1 Ciamis and other schools.

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## **1. INTRODUCTION**

Education is one of the fundamental aspects in developing quality human resources. In the context of education, educational supervision plays a very important role in improving the quality of learning and the performance of educators. Educational supervision not only functions as a monitoring tool, but also as a means to provide guidance, support, and constructive feedback to teachers. This is in line with the objectives of national education as stipulated in Law of the Republic of Indonesia Number 20 of 2003, which emphasizes the importance of developing the potential of students to become individuals who are faithful, have noble character, and have the skills needed to contribute to society.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, and the skills needed by themselves, society, nation and people (Nurfudi, 2022).

Education has a very strategic role, because education determines the quality of human resources (HR). The role involves the principal. The achievement of educational goals is highly dependent on the skills and wisdom of the principal as a leader. The principal is a professional official in the school organization, whose job is to manage all school resources and work together with teachers, staff and other employees in educating students to achieve educational (Robinson et al., 2008).

In the context of school autonomy, the principal has great authority in making school-level policies, implementing and supervising them, so that the school he leads has greater ability to develop its own potential and its environment. The activity of providing direction and guidance carried out by the principal to teachers and other school personnel who directly handle student learning to improve the teaching and learning situation is what is meant by supervision.

Basically, supervision is an important part of the educational administration process and is aimed primarily at improving the performance of school personnel related to the main tasks of education. Succession is inseparable from the administrative system and also includes non-teaching staff, such as principals, teachers, and administrative staff. However, the focus of supervision is the improvement and development of teacher performance that continues to handle students. By doing this, the teaching process can develop, which ultimately has an impact on the effectiveness of the learning process.

In an effort to improve and enhance the learning process carried out by teachers, the principal is tasked with organizing and implementing supervision activities. This task is quite important because through the role of the supervisor, the principal can provide assistance, guidance, or services to teachers in carrying out tasks or in solving problems faced during the learning process. One effort to improve teacher professionalism is through supervision. Educational supervision is assistance to improve teacher professionalism through discussions in pairs or groups on educational and development problems to find solutions to various development alternatives to improve professionalism (Suraiya, Usman, & Ar, 2019).

In the context of education, teachers play an important role in facilitating learning activities in schools. Teachers contribute directly to the achievement of

school goals in improving student talents (Febrina, Marwan, & Nurdin, 2025). Without the presence of competent, professional, and dignified educators, large investments in education will not achieve the expected results. The teacher's responsibilities include planning, implementing, and evaluating the learning process as well as forming students' attitudes, mentality, and character towards a better direction. This requires a commitment that is characterized by high motivation, a desire to develop oneself, loyalty to the institution, being active and passionate in working and a desire to continue working at school.

In its implementation, the principal as an educational leader has a great responsibility in planning, implementing, and evaluating the educational supervision process. This process involves various steps, starting from supervision planning, implementing observations, to evaluating the results of supervision. By using the right instruments, the principal can identify strengths and weaknesses in the learning process, and provide the necessary direction for improvement.

In terms of academic supervision skills, both technical skills, human relations skills, and adequate conceptual skills, the principal must be able to mobilize the entire potential of the school, including being able to spur improvements in the quality of teacher performance at the school concerned.

The principal is responsible for planning, coordinating, mobilizing, and aligning all school resources. They are also a driving factor in realizing the school's vision, mission, goals and objectives. They lead schools towards good academic and non-academic achievements, as well as services, learning, facilities and infrastructure, and human resource development. This shows a positive correlation between the principal's academic supervision ability and teacher performance.

According to Hadijah, academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning goals. Thus, it means that the essence of academic supervision is not at all to assess the teacher's performance in managing the learning process, but rather to help teachers develop their professional abilities. However, academic supervision cannot be separated from the assessment of teacher performance in managing learning (Hadijah, 2017).

Academic supervision is supervision that focuses on academic issues, or learning activities, carried out by teachers to help students in the learning process. Academic supervision is carried out to ensure how learning takes place in the classroom.

In the world of education, the term supervision is very well known in developed countries. Supervision is considered as an appropriate approach in a democratic education system, which aims to provide guidance and services to teachers so that they can improve their skills and profession through personal abilities and willingness (Dermawan, Asyrifa, & Subandi, 2025). Supervision is a procedure for giving direction and making critical assessments of the teaching process. In terms of language, supervision means observing, supervising, or guiding activities carried out by others with the intention of making improvements.

In the context of education, supervision more often refers to efforts to improve the quality of teaching by providing support to teachers or instructors. Supervision is

not only about supervising, but also providing guidance, evaluation, and constructive feedback so that each individual can develop better in their work (Assabilla, Nabilah Afifah, & Subandi, 2025).

Abiddin, Ismail, & Azahari (2022), Supervision is an intensive and focused relationship, carried out by someone who has a higher position in the organization towards his staff or subordinates.

“Supervision is defined as intensive, interpersonally focused one-to-one relationship” (Bekki, 2022).

According Das (2020), the Definition of educational supervision refers to the process of providing facilities to students and training to teachers so that children become better learners. This supervision includes various dimensions, such as supervision of learning planning, learning implementation, and learning assessment (Mogea, 2019).

According Assabilla, Nabilah Afifah, & Subandi (2025), educational supervision is a process that aims to support teachers in improving their teaching practices through providing feedback, collaboration, and ongoing professional development. Glickman emphasizes that supervision is not just supervision, but more about building professional relationships that support teacher professional growth. Effective supervision according to Glickman must include aspects such as open communication, joint reflection, and problem solving that focuses on learning practices.

Educational supervision is a process to improve the quality of teaching and the professional performance of educators through monitoring, guidance, and evaluation. This supervision involves interaction between the supervisor and the teacher, functioning not only to monitor but also to provide support and feedback. Various methods can be used in supervision, such as classroom observation, reflective meetings, or discussions about learning strategies (Ahmad, 2021).

Educational supervision is needed to treat teachers' teaching methods according to relevant standards, with the process being repeated until it is cured (Alam et al., 2021; Kartini et al., 2020a; Suriansyah & Effendi, 2019).

Thus, Educational Supervision is a process that aims to improve the quality of teaching and teacher professionalism through monitoring, guidance, and evaluation. Its main goal is to create an environment that supports the professional development of teachers.

This study aims to explore the procedures and instruments of educational supervision implemented at SMKN 1 Ciamis. Through in-depth analysis, it is hoped that best practices in educational supervision can be found that can improve teacher professional competence and the quality of learning in schools. Thus, this research is expected to provide a positive contribution to the development of educational science, especially in the field of educational supervision.

## 2. RESEARCH METHODS

This research employs a qualitative approach with a case study design, aimed at deeply exploring the procedures and instruments of educational supervision implemented at SMKN 1 Ciamis. According to (Komarudin, Syaodih, & Andriani, 2023), a case study is referred to as field research, where this case study relates to a specific phase or interaction within a particular environment to understand a predetermined issue or case in order to gain a comprehensive understanding with research subjects that may include individuals, groups, or institutions.

In line with this, case study research aims to discover meaning, investigate processes, and obtain an in-depth understanding of an issue from various individuals, groups, or specific situations. This method is chosen because it allows researchers to delve into richer and more detailed information regarding the supervision practices occurring in the field. The research subjects are the school principal and teachers. Data collection techniques are conducted through in-depth interviews, direct observations, and analysis of documents related to academic supervision. The data obtained are analyzed using thematic analysis techniques to identify patterns and themes that emerge from the research findings.

**Tabel 1.1** Participant List

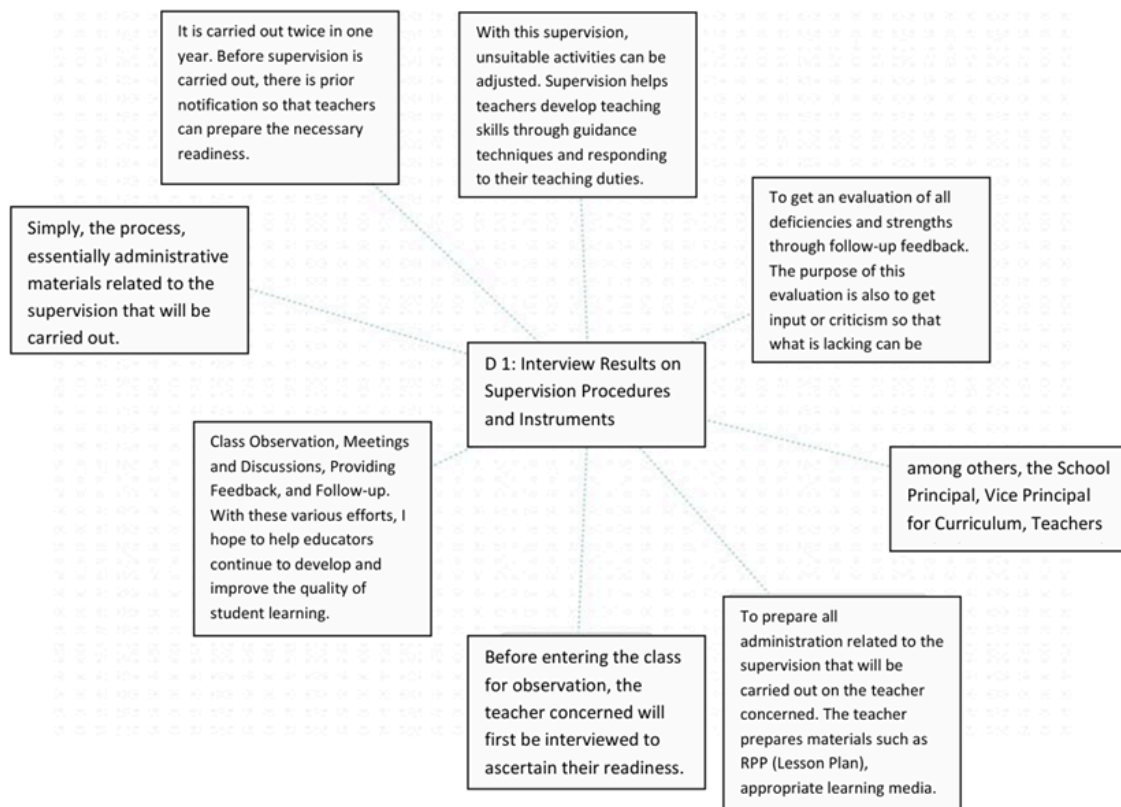
No.	Name	Position	Total
1.	N.E.	Headmaster	1
2.	A.K.	Teacher	1
3.	J.M	Teacher	1

In this qualitative research, several stages are carried out in data analysis, namely data reduction, data display, and conclusion. In addition, coding is assisted by the ATLAS.ti application.

## 3. RESULTS AND DISCUSSION

### 3.1 Result

Descriptive analysis was used to analyze the data in this observation. The data obtained using descriptive analysis in the form of words or sentences divided into categories are then analyzed to determine existing facts or draw conclusions. In this study, researchers used qualitative data analysis software known as ATLAS.ti to support the data analysis process. This software is useful in assisting the data analysis process of qualitative grounded theory research, in processing the data each data is given a code so that it is easier for researchers later to recall the data as discussion material in their research.



**Figure 1.1** Categories and Subcodes

### 3.2 Discussion

The image is the result of an analysis of interviews related to supervision procedures and instruments in educational environments. The following are important points revealed in the results of the study:

1. Educational Supervision Process, Stages and Implementation  
 In the supervision process, it is carried out in two structured stages to ensure effectiveness and efficiency. Before supervision begins, there is a notification given to educators to ensure their readiness in facing this process. This notification aims to provide time for educators to prepare themselves and the necessary materials.
2. The Role of Supervision  
 Supervision plays an important role in helping to change inappropriate behavior and improve teaching skills and responsibility for tasks. Through effective supervision, educators can receive the guidance and support needed to overcome challenges in the learning process.
3. Evaluation and Follow-up  
 After the supervision process, an evaluation is conducted to provide an assessment of the strengths and weaknesses in the learning process. The purpose of this evaluation is to improve the quality of the teaching process, so that student learning outcomes can be improved. Follow-up of this evaluation is also important to ensure that necessary improvements can be implemented

sustainably. Hoy and Miskel (2013) in *Educational Administration: Theory, Research, and Practice*, emphasise that evaluation without follow-up is a futile effort; evaluation results must be integrated into improvement plans and support.

#### 4. Class Observation

Classroom observation is an integral part of supervision involving discussion, feedback, and individual observation. It is hoped that through this observation, educators' skills can improve, and they can identify areas that need improvement. Constructive discussions between educators and supervisors can also strengthen understanding of effective teaching practices.

#### 5. Preparation Before Supervision

Activities carried out before class are very important to ensure readiness in administering supervision. It is important for teachers to prepare all administrative documents related to supervision, such as RPP (Learning Implementation Plan) or Teaching Modules and others. This preparation does not only include teaching materials, but also teaching strategies that will be used during the learning process. This is in line with Hallinger and Heck (2010), who highlight the significant role of school leadership (including principals and vice principals) in creating a school climate that supports teacher and learning quality improvement. Their involvement in supervision demonstrates their commitment to teacher professional development.

#### 6. Stakeholder Involvement

In this supervision activity, the involvement of the Principal, Vice Principal, and School Supervisor is very important. They play a role in providing the support and direction needed to improve the quality of education in schools. Collaboration between all parties is expected to create a better learning environment and support the professional development of educators.

The results of the study showed that the implementation of academic supervision at SMKN 1 Ciamis was carried out through several stages, namely planning, implementation, and evaluation. In the planning stage, the principal and supervisor formulate a supervision program that involves teacher participation. Supervision is carried out using a collaborative approach, where teachers are given the opportunity to share experiences and best practices. Evaluations are conducted periodically to measure improvements in teacher competency.

Thus, from the results of observations and interviews, it was found that teachers involved in the academic supervision process showed improvements in pedagogical aspects, such as lesson planning, media use, and teaching methods. In addition, supervision also contributed to improving teacher personality, which was reflected in professional attitudes and motivation in teaching. Support from school management and active involvement of teachers in the supervision process were determining factors for the success of the implementation of academic supervision,

and this picture shows how important the supervision system is in improving the quality of education through continuous evaluation and coaching.

#### **4. CONCLUSION**

Based on the results of the study conducted at SMKN 1 Ciamis, it can be concluded that educational supervision has a very important role in improving the quality of learning and teacher performance. The structured supervision process, which includes the stages of preparation, implementation, evaluation, and follow-up, has a positive impact on teacher professional development.

Overall, this study confirms that effective educational supervision can improve teachers' professional competence and the quality of learning in schools. Therefore, it is important for principals and related parties to continue to develop and implement good supervision practices in order to achieve better educational goals. This research is expected to provide a positive contribution to the development of educational science, especially in the field of educational supervision.

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