

Academic Supervision in Enhancing Teacher Professionalism at TK Gugus V Mutiara, Pidie District

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ARTICLE INFO

Keywords: Academic Supervision, Teacher Professionalism, Early Childhood Education

Received : 10, April

Revised : 25, April

Accepted: 26, May

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ABSTRACT

Academic supervision is a school principal's effort to enhance teachers' professionalism through coaching and mentoring in the teaching process. This study aims to analyze the implementation of academic supervision in improving teacher professionalism at TK Gugus V Mutiara, Pidie District. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation, with analysis conducted through data reduction, presentation, and conclusion drawing. The findings reveal that academic supervision planning involves identifying teachers' professional development needs, establishing a structured supervision schedule, and engaging teachers in the annual supervision planning process. Implementation is carried out using a collaborative and teacher-centered approach through classroom observations, reflective discussions, and continuous training. However, academic supervision faces challenges, including time constraints, varying levels of teacher competence, and difficulties in consistently applying new teaching methods.

INTRODUCTION

Education plays a crucial role in improving the quality of human life. According to the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning environment that allows students to develop their potential optimally. Teachers hold a central role in the education system as professional educators responsible for enhancing national intelligence (Uzer, 2020).

Teacher professionalism significantly influences educational success. Teacher competency standards include pedagogical, personal, professional, and social competencies (Murniati et al., 2020). However, many teachers face challenges in performing their duties, such as a lack of understanding of teaching strategies, weak classroom management, and low discipline and professional commitment (Budi, 2022). To address these issues, school principals play a crucial role in conducting academic supervision to improve teacher professionalism.

Academic supervision aims to guide teachers in understanding educational objectives and improving teaching quality. As supervisors, school principals must be competent in providing guidance and support to teachers in enhancing the learning process (Usman et al., 2021). Academic supervision is not only intended to evaluate teacher performance but also to provide motivation and solutions to challenges faced in teaching.

Preliminary observations at TK Mutiara revealed that some teachers struggled with timely completion of administrative tasks, lacked proficiency in using learning media, and had low motivation in handling classroom issues. Therefore, this study aims to examine academic supervision in enhancing teacher professionalism at TK Gugus V Mutiara, Pidie District. The research focuses on planning academic supervision, implementation strategies, and challenges encountered in the supervision process.

LITERATURE REVIEW

Academic Supervision

Academic supervision is an essential responsibility of school principals, aimed at improving the quality of teaching and learning. Effective supervision requires conceptual, interpersonal, and technical skills (Fahmi, 2020). Supervisors must develop plans to strengthen teacher competencies, including pedagogical, personal, social, and professional competencies. Academic supervision is designed to provide technical assistance to teachers to enhance their teaching performance (Khosyi'in, 2021).

According to Sagala (2021), academic supervision focuses on monitoring classroom activities during the teaching and learning process. It involves direct observation of teachers' lesson planning, implementation, and assessment strategies. Daryanto (2021) states that supervision serves as a means to enhance instruction, curriculum development, and overall teaching quality. The fundamental objective is to assist educators in refining their teaching methods, making learning more effective.

Objectives of Academic Supervision

Academic supervision aims to create a conducive teaching and learning environment and improve teacher performance. It is not only about enhancing knowledge and teaching skills but also about fostering motivation and commitment among teachers (Murniati et al., 2020). Supervisors must establish structured supervision programs at both annual and semester levels to ensure systematic teacher development (Sahertian., 2020).

According to Purwanto et al. (2020), effective supervision focuses on improving teaching methods, understanding education principles, and achieving educational goals. It aims to develop teachers' professional growth by enhancing their skills, improving curriculum implementation, and promoting professional collaboration. Furthermore, supervision helps integrate appropriate teaching methodologies and evaluation techniques to ensure an optimal learning experience.

Techniques of Academic Supervision

Academic supervision can be categorized into individual and group techniques (Purwanto, 2020). Individual techniques include classroom visits, observations, and one-on-one discussions between supervisors and teachers. These methods help identify teaching strengths and areas for improvement in a more personalized manner. Group techniques, on the other hand, involve teacher meetings, discussions, workshops, and seminars. These activities facilitate knowledge sharing and collaborative problem-solving among educators.

Observational classroom visits are a crucial aspect of supervision. This process enables supervisors to assess teaching methods, classroom management, and student engagement. By providing constructive feedback, supervisors encourage teachers to refine their instructional strategies (Arikunto, 2020).

Challenges and Supporting Factors in Academic Supervision

The success of academic supervision is influenced by various supporting and inhibiting factors. According to Mukrimaa et al. (2020), effective supervision is facilitated by structured schedules, teacher willingness to be supervised, and well-maintained administrative records. Continuous and consistent supervision enhances teacher performance and professional growth.

However, several challenges hinder the effectiveness of academic supervision. These include time constraints, overlapping administrative duties, teachers' resistance to supervision, and inconsistencies in supervision formats (Mukrimaa, 2020). Additionally, variations in teachers' educational backgrounds, psychological readiness, and teaching experience contribute to disparities in supervision outcomes. To address these issues, supervisors must adopt flexible and adaptive strategies that consider the individual needs of teachers.

Teacher Professionalism

Teacher professionalism is a crucial factor in achieving high-quality education. Professional teachers possess extensive knowledge of their subjects, instructional methods, and student learning needs (Komala, 2021). Teachers must also demonstrate strong classroom management skills to create an effective learning environment.

Professionalism extends beyond technical competence. Teachers must exhibit ethical behavior, commitment to continuous learning, and the ability to adapt to new educational challenges (Jusuf, 2022). Professional teachers are expected to serve as role models for students, demonstrating integrity, discipline, and lifelong learning.

In accordance with Law No. 14 of 2005 on Teachers and Lecturers, teachers are defined as professional educators responsible for instructing, guiding, assessing, and evaluating students (Asrowi, 2020). To uphold high standards in education, teachers must continuously improve their competencies through training, research, and professional development programs.

Efforts to Enhance Teacher Competence

Enhancing teacher competence is essential in addressing the demands of the Industrial Revolution 4.0, which requires educators to equip students with critical thinking, problem-solving, and technological skills. Schools must provide ongoing professional development opportunities, including mentorship programs, peer learning communities, and competency-based training (Jusuf, 2022).

Teachers should be encouraged to participate in collaborative learning activities such as group discussions, classroom action research, and hands-on teaching experiments. These activities help educators develop innovative teaching strategies and enhance student engagement (Majid, 2021). Moreover, educational institutions must support teachers with adequate administrative resources, time allocation for training, and access to advanced learning materials.

METHODOLOGY

This study employs a qualitative descriptive approach to explore the phenomenon of academic supervision in improving teacher professionalism. This approach allows researchers to gain deep insights into participants' experiences, perspectives, and feelings within a specific context. Data collected consists of narratives from interviews, field observations, and relevant documents. According to Arikunto (2021), descriptive research aims to systematically describe a phenomenon based on actual field data.

The study was conducted at TK Gugus V Mutiara, Pidie District, from December 2024 to February 2025. The research site was selected based on preliminary observations indicating challenges in academic supervision and accessibility for the researcher.

The study subjects included school principals and teachers, who were chosen as primary data sources due to their roles in implementing academic supervision. Creswell (2020) states that qualitative research seeks to develop a

comprehensive understanding of an issue, including identifying influencing factors. Data collection methods included in-depth interviews, direct observations, and document analysis. Interviews were conducted to explore participants' experiences and perspectives regarding academic supervision. Observations were used to assess real-time supervision practices in the classroom, while documentation supplemented the data with school records, policies, and past supervision reports.

To ensure data credibility, source triangulation was applied by comparing interview findings, observations, and document analysis. According to Sugiyono (2020), triangulation is a method for verifying data accuracy by cross-checking different techniques and data sources. Data analysis followed an interactive model, comprising data reduction, data display, and conclusion drawing. The collected data was reduced by summarizing and selecting relevant information. Next, the data was presented in a descriptive narrative format to provide a clear depiction of how academic supervision enhances teacher professionalism. Finally, conclusions were drawn based on recurring patterns identified through continuous data analysis.

This study provides in-depth insights into the implementation of academic supervision, the challenges faced, and its impact on teacher professionalism. By employing a systematic qualitative approach, the research aims to contribute to the development of more effective academic supervision strategies

RESEARCH RESULT

Planning of Academic Supervision

The planning of academic supervision at TK Gugus V Mutiara, Pidie District, involves identifying teachers' professional development needs and structuring a supervision schedule. The main focus areas include teaching methods, classroom management, and curriculum development. The school principal maps teachers' conditions to provide targeted mentoring based on their specific needs.

Academic supervision planning involves teachers through discussions at the beginning of the academic year, covering teacher evaluation, classroom observation scheduling, and instructional improvement. Teachers are encouraged to provide input, ensuring the supervision program remains relevant and effective.

Strategies for Implementing Academic Supervision

Academic supervision employs a collaborative and teacher-centered approach. The school principal conducts regular classroom observations to assess instructional strategies and provides constructive feedback through reflective discussions. Additionally, professional development programs, workshops, mentoring, and participation in teacher learning communities support supervision efforts.

Both direct observations and informal supervision are conducted, allowing teachers the flexibility to adapt and innovate in their teaching

strategies. Professional development programs are also provided to enhance their teaching capabilities.

Challenges in Academic Supervision

Several challenges hinder the effective implementation of academic supervision, including:

- a) Limited time for the school principal to conduct in-depth supervision.
- b) Variations in teachers' competency levels, affecting their ability to apply training recommendations.
- c) Lack of resources and facilities, restricting the implementation of innovative teaching methods.
- d) Resistance to change, particularly among teachers accustomed to traditional teaching approaches.

To overcome these challenges, open communication, tailored training, and strong support from the school administration are necessary.

DISCUSSION

The Importance of Academic Supervision Planning

Effective academic supervision cannot be conducted without thorough planning. Proper planning allows school principals and supervisors to assess the needs of teachers and develop supervision strategies that yield maximum benefits. This includes identifying teacher development needs, scheduling structured supervision sessions, and determining key focus areas such as teaching methods, classroom management, and assessment techniques.

Nizamuddin et al. (2024) highlight that planning is a critical part of strategic decision-making, guiding programs toward achieving specific objectives. In academic supervision, planning ensures not only professional growth among teachers but also the establishment of a sustainable learning culture. School principals, as supervisors, must ensure that every supervision session brings tangible benefits to teachers, whether in improving instructional skills or enhancing their motivation.

Moreover, involving teachers in supervision planning enhances their sense of ownership and willingness to accept feedback. This aligns with the participatory leadership approach, where active teacher involvement fosters a more collaborative and innovative school environment.

Effectiveness of Academic Supervision Strategies

The study adopts a collaborative and teacher-centered approach to academic supervision. This method focuses on cooperation between school principals, supervisors, and teachers in designing and implementing effective supervision programs.

Classroom observation serves as a primary technique in this supervision model. By regularly monitoring classroom instruction, school principals can provide constructive feedback, identify areas for improvement, and ensure the effectiveness of teaching strategies. Muhajirah et al. (2023) suggest that reflection-based academic supervision enhances teacher awareness of their instructional practices and encourages continuous innovation.

Beyond classroom observation, professional development programs, mentoring, and participation in teacher learning communities play vital roles in the supervision process. Teachers are encouraged to engage in collaborative discussions, skill development workshops, and research-based teaching innovations to enhance their instructional effectiveness.

Overcoming Challenges in Academic Supervision

Several key strategies can help mitigate the challenges faced in academic supervision:

- a) Flexible supervision scheduling to accommodate both supervisors and teachers.
- b) Personalized mentoring to address individual teacher needs.
- c) Peer collaboration and support networks to encourage professional development.
- d) Access to training and learning resources to ensure continuous skill enhancement.

CONCLUSIONS AND RECOMMENDATIONS

This study reveals that academic supervision at TK Gugus V Mutiara, Pidie District, is carefully planned, involving the identification of teacher development needs, a structured supervision schedule, and teacher condition mapping for tailored mentoring. School principals and supervisors actively engage in planning the supervision program at the start of each academic year to enhance teacher professionalism.

Academic supervision is implemented through a collaborative approach, involving regular classroom observations, reflective discussions, and participation in training and teacher learning communities. Teachers are encouraged to continuously improve their competencies through further education, training, and professional development activities such as writing academic papers.

However, several challenges were identified, including time constraints for comprehensive supervision, variations in teacher competency levels, which affect training effectiveness, and difficulties in consistently applying new teaching methods.

To improve the effectiveness of academic supervision, school principals should consider past challenges to refine planning strategies. Selecting the right training programs and prioritizing teacher development initiatives should align with available infrastructure and teacher conditions for optimal outcomes.

School principals and supervisors must ensure consistency in supervision implementation by setting clear schedules and encouraging active participation from all stakeholders. Additionally, teachers should maintain high motivation to overcome challenges in supervision and adapt to educational developments, ultimately enhancing their professionalism and contributing to higher education quality.

ADVANCED RESEARCH

1. Future research could explore the effectiveness of servant leadership in different educational settings, such as urban and rural schools, to compare its impact on teacher innovation and discipline culture.
2. Further studies could examine the role of digital technology in supporting servant leadership practices, particularly in enhancing communication, collaboration, and professional development among teachers.

ACKNOWLEDGMENT

This thesis has been successfully completed thanks to the support and guidance of many individuals. The author expresses deep gratitude to the Supervisory Committee for their invaluable advice and direction throughout the research process. Appreciation is also extended to the Rector, Director, Program Coordinator, and all faculty members and staff of the Graduate Program at Universitas Syiah Kuala for their guidance and opportunities provided during the study.

A heartfelt thank you is dedicated to the author's beloved parents for their endless patience, support, and prayers, as well as to fellow students of the 2023 cohort in the Master of Educational Administration program for their encouragement throughout this academic journey. May all the support and kindness received be rewarded abundantly.

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