



## Analysis of Academic Supervision of School Principals in Improving the Pedagogic Competence of Teachers of Indonesian Language Classes at UPT SD Negeri 12 Arungkeke Jeneponto Regency

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#### ABSTRACT

*This study aims to analyze the implementation of academic supervision of school principals in improving the pedagogic competence of teachers in Indonesian subject classes at UPT SD Negeri 12 Arungkeke, Jeneponto Regency. This study uses a qualitative approach with a descriptive type, involving the principal, three classroom teachers, and one supervisor as key informants. Data was collected through observation, in-depth interviews, and documentation, then analyzed using Miles and Huberman's analysis model, namely data reduction, data presentation, and conclusion drawn. The results of the study show that academic supervision is carried out through three main stages, namely planning, implementation, and follow-up. The principal has prepared observation instruments, supervision schedules, and mapping teacher needs. In the implementation stage, the principal carries out classroom observations, provides constructive feedback, and guides teachers in designing teaching tools. At the follow-up stage, the principal provides further guidance through discussion, mentoring, and monitoring. Academic supervision has been proven to contribute positively to improving teachers' pedagogic competence, especially in learning planning, classroom management, and the application of methods that suit the characteristics of students. Thus, the academic supervision of school principals plays an important role in encouraging the improvement of the quality of Indonesian learning in elementary schools*

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### INTRODUCTION

Education is a learning process that aims to improve the quality of human life through knowledge, skills, attitudes, and spiritual development. Guza (2008:248) emphasized that quality education will give birth to superior human capital in terms of spirituality, knowledge, attitudes, and skills. This is in line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 3, which emphasizes that national education aims to develop the potential of students to become

human beings who have faith, piety, noble character, healthy, knowledgeable, capable, independent, and become democratic and responsible citizens. In this context, schools become formal institutions that function to educate and guide the younger generation, while the community as beneficiaries of education also feels the direct impact of the quality of learning that is carried out (Elihami, 2019:45).

The Qur'an also emphasizes the importance of improving human quality through science. In Surah Al-Mujadalah Verse 11, Allah places the believers and knowledge in a higher degree. This message shows that education and competency improvement are a continuous process that must be carried out by every individual, including teachers as educators. Teachers have a great responsibility in imparting knowledge and guiding students. Therefore, the quality of teachers must be fostered and developed systematically and continuously in order to be able to carry out their duties well.

One of the efforts to improve the quality of teachers is through formal evaluations such as the Teacher Competency Exam (UKG) which began to be implemented in 2015. Data from the Ministry of Education and Culture shows that the achievement of the average value of UKG has increased from year to year, although it had experienced a slight decrease in 2019. A significant surge occurred in the implementation of online UKG in 2020, and data in 2022 recorded the highest average score, which was 73.01 with a graduation rate of 95.61%. This achievement shows that UKG plays an important role as an evaluation tool in improving the competence and professionalism of teachers in Indonesia. However, the UKG process alone is not enough, so academic supervision from the principal is needed to ensure that the implementation of strengthening teachers' competencies runs effectively in classroom learning practices.

Academic supervision is a form of professional supervision carried out by school principals to improve the quality of teacher performance. In Permendiknas Number 13 of 2007 concerning Principal Standards, it is stated that school principals must master personality, managerial, entrepreneurial, supervision, and social competencies. In the context of supervision, school principals are expected to be able to plan academic supervision programs, carry out supervision with appropriate techniques, and follow up on supervision results to improve teacher professionalism. However, the reality is that many schools have not carried out academic supervision optimally due to inconsistent planning, approaches, and follow-ups.

Various leadership theories show that the principal has a central role in improving the quality of learning. Bossert et al. (1982) assert that transformational leadership, which includes individual support and shared goals, can improve teacher performance and student achievement. Hallinger & Murphy (1985) added that the principal must be able to define the school's mission, manage the curriculum, and create a positive school climate. Hersey & Blanchard (1969) emphasized the need for principals to adjust their leadership style based on the situation and needs of teachers. Meanwhile, Spillane (2005) highlights the importance of distributed leadership, which is the division of responsibilities to teachers or school staff according to their respective expertise.

In practice, the planning and implementation of academic supervision in various schools, including at UPT SD Negeri 12 Arungkeke, Jeneponto Regency, has not been running optimally. The results of the initial observation showed that there were various problems such as the lack of supervision support facilities, the low understanding of teachers on the importance of academic supervision, and the weak coordination of supervision so that the implementation often clashed with other schedules. In addition, the implementation of supervision has not been fully in accordance with the proper stages, and supervision follow-up is still minimal so that it does not have a significant impact on improving teacher competence.

This problem is further exacerbated by the low performance condition of Indonesian teachers in general. The 2018 TALIS survey showed that the self-efficacy of Indonesian teachers was at a score of -0.02, slightly lower than the international average. Meanwhile, a 2022 World Bank study revealed that around 70% of teachers still have knowledge of material content below the minimum standards. In terms of pedagogic competence, the UKG score of elementary school teachers in 2021 only reached 55.05 on a scale of 100, and only 24.9% of teachers were able to prepare complete and rule-based lesson plans. The data

shows the need for the role of school principals to carry out more effective academic supervision to improve the quality of teachers.

Teacher performance problems are also found in the local context at UPT SD Negeri 12 Arungkeke, Jeneponto Regency. Field observations show that teachers' performance in planning and implementing learning is still low, and has not shown significant improvement even though academic supervision has been implemented. In addition, there are still obstacles in the form of a lack of supervision support facilities and a low understanding of teachers about academic supervision. This has an impact on the non-implementation of systematic supervision and the non-achievement of the goal of improving teacher competence.

In the midst of these various challenges, UPT SD Negeri 12 Arungkeke is interesting to research because this school is known as one of the reference schools in Jeneponto. This school is often a place for comparative studies related to the implementation of the independent curriculum, strategies for improving teacher competence, and learning management. These advantages make this school a relevant location to study how academic supervision is applied and how its role is in improving teachers' pedagogic competence, especially in the context of online learning.

The problem of supervision does not only lie in implementation, but also in various inhibiting factors such as the limited time of the principal, the low awareness of teachers to be actively involved in supervision, the lack of information technology facilities, and the lack of supervisor training. This condition causes academic supervision to not be able to have a significant impact on improving teacher competence. These obstacles must be analyzed in depth to find more effective strategies to improve supervision, especially in realizing digital-based academic supervision.

Based on this description, it is clear that academic supervision has an important role in improving teachers' pedagogic competence, but its implementation still faces various obstacles both in terms of planning, implementation, and follow-up. Therefore, this study was conducted to analyze the academic supervision of school principals in improving the pedagogic competence of online classroom teachers at UPT SD Negeri 12 Arungkeke, Jeneponto Regency. This research is expected to be able to provide a comprehensive overview of the implementation of supervision and find solutions to the factors that are obstacles in improving the quality of teacher performance.

## **METHODS**

This study uses a qualitative approach with a descriptive research type to describe in depth the implementation of academic supervision of school principals in improving the pedagogic competence of Indonesian teachers. The qualitative approach was chosen because it allows researchers to understand the phenomenon naturally, especially related to the supervision practices that take place in schools. The research is carried out in the form of *field research* and is phenomenological, so that the researcher is the main instrument that is directly present to observe, excavate, and interpret data from the field.

The research was carried out at the UPT SD Negeri 12 Arungkeke, Jeneponto Regency, which is located in Buntulu, Kampala Village. The location selection was made because this school has implemented academic supervision based on the instruments in the Independent Teaching Platform (PMM). The implementation of the research lasted from October 2023 to June 2024, including proposal preparation, field observation, data collection, analysis, and the preparation of research reports. The focus of the research is directed at the supervision process carried out by the principal, the instruments used, and its impact on teachers' pedagogic competence.

The research data consists of primary and secondary data. Primary data was obtained through in-depth interviews with the principal and six classroom teachers, as well as observations during the implementation of academic supervision. Meanwhile, secondary data is obtained from school documents such as institutional profiles, teacher data, organizational structure, learning tools, and school work programs. All of these data were used to strengthen research findings regarding the implementation of academic supervision.

The data collection techniques in this study include observation, interviews, and documentation. Observations are carried out to directly observe academic supervision activities and learning practices in the classroom. Interviews were used to explore the experiences and perceptions of principals and teachers regarding planning, implementation, and follow-up of supervision. Documentation is used as supporting evidence in the form of school administrative archives and learning tools that are relevant to the focus of the research.

Data analysis was carried out using the Miles and Huberman interactive model which consisted of four stages, namely data collection, data reduction, data presentation, and conclusion drawing and verification. At the reduction stage, the collected data is selected, summarized, and focused on aspects related to academic supervision. Furthermore, the data is presented in the form of narratives and matrices to make interpretation easier. Conclusions are then drawn gradually based on patterns and findings that emerge from the field data.

The research instruments used include observation guidelines, interview guidelines, and documentation sheets. These three instruments are compiled based on academic supervision indicators in PMM and teachers' pedagogic competence indicators. The observation guidelines are directed at the learning stages starting from the opening, core, to closing activities. The interview guidelines focused on academic supervision mechanisms, while documentation was used to examine school data and various other supporting documents.

## RESULTS AND DISCUSSION

### Research Results

This study aims to analyze the implementation of academic supervision of school principals in improving the pedagogic competence of teachers in Indonesian subject classes at UPT SD Negeri 12 Arungkekeke, Jeneponto Regency. The results of the research were obtained through observation of academic supervision, in-depth interviews with the principal and six classroom teachers, and documentation studies. All data collected are then categorized into three main aspects, namely (1) academic supervision planning, (2) implementation of academic supervision, and (3) follow-up of academic supervision.

#### 1. Principal Academic Supervision Planning

The results of the study show that the principal has prepared a systematic supervision plan before carrying out academic supervision. Planning includes the preparation of supervision schedules, the determination of observation instruments based on the Independent Teaching Platform (PMM), the determination of teachers to be supervised, and initial notification to teachers. The principal emphasized that the preparation of the plan aims to provide clear directions so that supervision runs effectively and does not interfere with the teacher's learning rhythm.

The results of the interview also stated that the teacher felt helped by the initial notification and explanation of the instrument, because it made them understand the aspects to be assessed. The following table illustrates a summary of findings related to academic supervision planning.

**Table 1. Academic Supervision Planning Findings**

Planning Components	Field Findings	Information
Preparation of supervision schedule	Done at the beginning of each semester	Arranged in the school education calendar
Supervision instruments	Using the PMM instrument	Focus on teachers' pedagogic competencies
Notification to teachers	Done 3–5 days before observation	Teachers can set up learning tools
Follow-up plan	Prepared according to the results of observations	Provided in the form of improvement recommendations

## 2. Implementation of Academic Supervision

The implementation of supervision is carried out directly in the classroom through observation when the teacher teaches. Observations show that the principal follows the supervision standard which consists of three stages: *pre-conference*, class observation, and *post-conference*.

During the observation, the principal assessed aspects of teachers' pedagogic skills which included: readiness of learning tools, opening of learning activities, clarity of goal delivery, use of methods, student involvement, classroom management, use of learning media, and assessment of learning processes and outcomes.

Observations show that most teachers have carried out learning well, but there are still some shortcomings such as a lack of variety of methods, suboptimal use of media, and lack of maximum in facilitating two-way interaction.

**Table 2. Observation Results of Supervision Implementation**

Aspects Assessed	Teacher Outreach	Information
Opening of learning	Good	Teachers are able to motivate students
Presentation of the material	Good–Enough	Still need to innovate methods
Media use	Enough	Media is still modest
Class management	Good	Conducive class
Teacher-student interaction	Enough	Not evenly distributed to all students
Learning assessment	Good	Assessments are carried out during the learning process and end of the learning process

## 3. Follow-up of Academic Supervision

The implementation of supervision is carried out directly in the classroom through observation when the teacher teaches. Observations show that the principal follows the supervision standard which consists of three stages: *pre-conference*, class observation, and *post-conference*.

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**Table 3. Forms of Supervision Follow-up**

Follow-up Form	Implementation	Impact on Teachers
Verbal and written feedback	Conducted after observation	Teachers know the strengths and weaknesses of learning
Mentoring Teaching Modules and Media	Done according to the needs of teachers	Teachers are better prepared in lesson planning
Regular coaching	Held monthly	Continuous pedagogic ability improvement
Training recommendations	Teachers are directed to take part in the workshop	Teachers apply new strategies in learning

#### 4. Improving the Pedagogical Competence of Teachers

Based on the overall data, academic supervision has a positive impact on improving teachers' pedagogic competence. Teachers better understand systematic learning steps, are able to choose more varied methods, and start using more relevant learning media. In addition, teachers show improvement in providing authentic assessments and managing classes effectively.

Teachers also admitted that the supervision process helped them improve their self-reflection on the learning they were doing. This shows that academic supervision carried out in a targeted manner makes a concrete contribution to improving the quality of Indonesian learning.

#### Discussion

The discussion of this study describes the meaning and implications of findings related to the academic supervision of school principals in improving the pedagogic competence of Indonesian teachers at UPT SD Negeri 12 Arungkeke. In general, the results of the study show that academic supervision carried out in a planned, systematic, and continuous manner has a significant impact on helping teachers improve their pedagogical skills. These findings are in line with Glickman's supervision theory which emphasizes the importance of a democratic, collaborative, and needs-based approach to teachers in fostering the quality of learning.

First, in the aspect of academic supervision planning, the principal has prepared a schedule, determined PMM-based observation instruments, and given advance notice to teachers. This careful planning provides certainty and clear direction for teachers regarding the focus of supervision. This finding is in line with the opinion of Sahertian (2010) who emphasized that supervision will be effective if it is carried out through structured planning so that teachers are ready to receive assessment and coaching. Good planning also creates a conducive psychological atmosphere so that teachers feel comfortable and not stressed.

Second, in the aspect of implementing academic supervision, the principal supervises through three stages, namely *pre-conference*, class observation, and *post-conference*. The presence of the principal during the learning process provides space for an objective and in-depth assessment of teachers' pedagogic competence. Observations show that teachers have shown good pedagogic skills, although weaknesses are still found such as the use of less varied methods and less optimal learning media. These findings strengthen the theory of Mulyasa (2013) that pedagogic competence must continue to be honed through continuous coaching because it is dynamic and influenced by the development of the classroom context.

Third, the implementation of supervision based on PMM instruments shows that the principal does not just conduct administrative assessments, but actually assesses teachers' skills in setting learning objectives, managing classes, using methods, and conducting authentic assessments. This approach shows a paradigm shift in supervision from authoritative to more humane clinical supervision and focuses on

improving teacher professionalism. This model is known to be very effective in supporting the growth of pedagogic competence because teachers feel valued and involved.

Fourth, supervision follow-up is the most important factor in the success of improving teachers' pedagogic competence. The results of the study showed that the principal provided constructive feedback, assistance in the preparation of learning tools, and relevant training recommendations based on the results of observations. This is in accordance with the view of Sergiovanni (2007) that academic supervision should be oriented towards improvement and development, not just assessment. Thus, proper follow-up makes academic supervision a learning process for teachers, not just an assessment process.

Fifth, the improvement of teachers' pedagogic competence after supervision can be seen from the teacher's ability to design more systematic learning steps, use of more relevant media, and the application of more varied methods. Teachers also showed increased self-reflection, which can be seen from their ability to identify the strengths and weaknesses of learning independently. These findings are consistent with Vygotsky's theory of *scaffolding*, in which teachers develop through gradual guidance until they are finally able to improve their performance independently.

Sixth, teachers respond to academic supervision with a positive attitude because the principal applies a collaborative and communicative approach. A harmonious relationship between the principal and the teacher allows supervision to run without resistance. From the perspective of education management, this shows that good interpersonal communication is an important supporting factor in the success of supervision. Academic supervision that takes place dialogically, not instructively, has proven to be more effective in improving teacher competence.

Seventh, the findings of this study also indicate that academic supervision not only improves teachers' technical abilities in the classroom, but also improves their overall professionalism. Teachers become more disciplined in designing learning tools, able to choose methods that suit the characteristics of students, and better understand their role as learning facilitators. This is in accordance with the pedagogic competency standards in Permendiknas No. 16 of 2007 which emphasizes the ability to plan, implement, evaluate, and reflect on learning.

Finally, the discussion of this research strengthens that academic supervision of school principals is an effective strategy to improve the quality of Indonesian learning in elementary schools. Supervision that is carried out in a planned manner, carried out with a humanist approach, and followed up with intensive coaching has proven to be able to improve teachers' pedagogic competence. Thus, academic supervision is not only an administrative obligation, but a strategic instrument in improving the quality of education in schools.

## CONCLUSION

This study concludes that the academic supervision of school principals has a strategic role in improving the pedagogic competence of Indonesian teachers at UPT SD Negeri 12 Arungkeke. Supervision carried out in a planned and structured manner shows that the principal is able to prepare a supervision schedule, determine relevant instruments, and prepare a coaching focus that suits the needs of teachers. Careful planning helps teachers understand the direction of coaching and creates a more conducive supervision atmosphere and is free from psychological pressure.

The implementation of academic supervision takes place through pre-observation, class observation, and post-observation stages. The principal not only assesses the performance of the teacher, but also provides direct guidance related to learning management, method selection, media use, and the preparation of authentic assessments. The observation results showed that teachers' skills in arranging learning steps, managing classes, and developing learning interactions improved after consistent supervision.

Supervision follow-up has proven to be a very influential factor in improving teachers' pedagogic competence. The principal provides constructive feedback, mentoring of teaching tools, and training recommendations according to the needs of teachers. Through a collaborative follow-up process, teachers are able to understand learning weaknesses and improve them gradually until they reach better pedagogic

competency standards. The positive response of teachers showed that academic supervision with a humanist and communicative approach was very effective in fostering professional motivation.

Overall, this study emphasizes that academic supervision is not only an administrative activity, but also a professional development instrument that is able to improve the quality of Indonesian language learning. The improvement of teachers' pedagogic competence can be seen from changes in teaching methods that are more structured, creative, reflective, and according to student characteristics. Thus, the academic supervision of school principals contributes directly to improving the quality of education in elementary schools and is suitable for regular and continuous implementation.

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