



## IMPLEMENTATION OF ACADEMIC SUPERVISION BY THE PRINCIPAL IN STRENGTHENING TEACHER PROFESSIONALISM AT SHINE ALFALAH ISLAMIC BOARDING SCHOOL

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### Abstract

The implementation of academic supervision by the principal plays a crucial role in strengthening teacher professionalism and improving the quality of learning in schools. Academic supervision serves not only as a supervisory activity but also as a coaching, mentoring, and evaluation process to help teachers develop their professional competencies. However, in practice, various obstacles remain, such as teachers' poor ability to develop learning materials, a lack of creativity in using innovative learning methods, and minimal use of digital technology in the learning process. These conditions indicate that teacher professionalism has not developed optimally despite the implementation of academic supervision.

This study used a qualitative approach with a descriptive approach. The research subjects consisted of the principal and teachers at the Shine Al-Falah Islamic Boarding School who were directly involved in implementing academic supervision. Data collection techniques were conducted through observation, interviews, and documentation. Data were analyzed using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing.

The results indicate that academic supervision at the Shine Al-Falah Islamic Boarding School has been implemented through the planning, learning observation, learning material review, feedback provision, and evaluation stages. The principal has endeavored to implement supervision as a form of coaching to improve the quality of teacher learning. However, the implementation of academic supervision has not yet had an optimal impact on teacher professionalism due to several obstacles, such as low teacher motivation to develop competencies, a lack of pedagogical skills, the use of conventional learning methods, and weak follow-up on supervision results.

Thus, academic supervision plays a crucial role in strengthening teacher professionalism, but its effectiveness is greatly influenced by teacher readiness and commitment to follow up on supervision results. Therefore, more collaborative, humanistic, and sustainable supervision is needed, accompanied by training, mentoring, monitoring, and motivation for teachers to achieve optimal professional development.

**Keywords:** Academic Supervision, Principal, Teacher Professionalism, Learning Quality.

## INTRODUCTION

Improving educational quality remains one of the primary challenges faced by educational institutions in the twenty-first century. Teacher professionalism is widely recognized as one of the most influential factors in determining the quality of education. Professional teachers are expected not only to possess strong subject-matter knowledge but also to effectively plan, implement, and evaluate learning activities in accordance with curriculum requirements and students' needs. Consequently, continuous professional development is essential to enhance teachers' pedagogical, professional, social, and personal competencies.

One of the most important strategies for improving teacher professionalism is academic supervision. Academic supervision is a systematic process of guidance and assistance aimed at improving the quality of teaching and learning. Rather than merely functioning as a mechanism of control, academic supervision serves as a means of mentoring, coaching, and professional development for teachers. According to (Fitria et al., 2025), educational supervision is intended to assist teachers in improving instructional quality through structured and sustainable approaches. Similarly, (Ma'ruf, 2025) argues that educational supervision functions as a professional development process designed to enhance the effectiveness of teaching and learning as well as the achievement of educational goals.

The principal plays a strategic role in implementing academic supervision. As an educational leader, the principal is responsible for guiding, monitoring, evaluating, and providing feedback on teachers' instructional practices. (Rahmi, 2024) emphasizes that principals must effectively perform managerial and supervisory functions to improve teacher competence and educational quality. Through systematic and continuous academic supervision, principals are expected to assist teachers in overcoming instructional challenges and improving their professional performance.

Previous studies have demonstrated the positive impact of academic supervision on teacher professionalism. (Wiyono, Fitihatussiriyah, Abdul Hafidz, 2025) found that effective academic supervision management contributes significantly to improving teacher performance and instructional quality. Likewise, (Suradi, 2018) reported that academic supervision conducted by school principals positively influences teachers' abilities in planning, implementing, and

evaluating learning activities. However, (L. Hakim, 2023) revealed that many teachers still experience difficulties in preparing instructional documents and lesson plans, which consequently affects the quality of classroom instruction.

Despite the theoretical and empirical evidence supporting the effectiveness of academic supervision, preliminary observations conducted at Shine Alfalah Foundation, Padang, West Sumatra, Indonesia, reveal a different reality. Although academic supervision is routinely implemented by the principal, several indicators suggest that teacher professionalism has not yet reached the expected level. Some teachers have not completed essential instructional documents, including lesson plans or teaching modules, syllabi, annual programs (Prota), and semester programs (Prosem). Furthermore, several teachers experience difficulties in formulating learning objectives, designing assessments, and developing instructional strategies aligned with the requirements of the Merdeka Curriculum.

Another issue identified during the preliminary observation is the limited integration of digital technology into classroom instruction. Many teachers continue to rely on conventional teaching methods, such as lectures and board-based note-taking, rather than utilizing interactive digital learning media. This situation is partly influenced by the limited availability of educational technology facilities, including projectors, digital learning tools, and other instructional resources that support innovative teaching practices.

The findings also indicate that the follow-up process after academic supervision has not been fully optimized. Recommendations resulting from supervision activities, such as teacher training programs, instructional innovation workshops, and technology-based learning development initiatives, are often difficult to implement due to the foundation's limited financial resources. Moreover, the supervision monitoring and evaluation system remains largely paper-based, making it difficult to systematically track teachers' professional growth and the effectiveness of supervision outcomes.

In addition, teacher workload constitutes another challenge affecting the effectiveness of academic supervision. Due to the limited number of permanent teaching staff, several teachers are required to handle extensive teaching responsibilities. As a result, they have limited opportunities to engage in professional development activities, prepare instructional documents, or implement recommendations provided through academic supervision.

These findings indicate that teacher professionalism is influenced not only by individual competencies but also by institutional factors, including financial constraints, limited technological infrastructure, restricted access to professional development opportunities, and heavy teaching workloads. Consequently, a gap exists between the theoretical assumption that academic supervision effectively improves teacher professionalism and the empirical reality observed at Shine Alfalah Foundation. While previous studies have emphasized the positive impact of academic supervision on teacher performance (Suradi, 2018): Wiyono, Fitihatussiriyah, Abdul Hafidz, 2025), the findings from this institution suggest that the implementation of supervision alone does not automatically lead to improvements in teacher professionalism.

This gap highlights the need for further investigation into how academic supervision is implemented in educational institutions operating under limited resources. The novelty of this

study lies in its focus on a social foundation-based educational institution with financial, infrastructural, and professional development constraints. Unlike previous studies conducted in schools with relatively adequate resources, this research explores how academic supervision is implemented, the challenges encountered, and the strategies employed to strengthen teacher professionalism within a resource-constrained educational context.

Therefore, investigating the implementation of principals' academic supervision in strengthening teacher professionalism at Shine Alfalah Foundation, Padang, West Sumatra, Indonesia, is both relevant and necessary. The findings of this study are expected to contribute to the development of academic supervision practices by providing a comprehensive understanding of the challenges and opportunities associated with teacher professional development in educational institutions with limited resources.

## RESEARCH METHODS

This study uses a qualitative approach with a descriptive approach. This approach was chosen because the study aims to deeply understand the implementation of academic supervision by school principals in strengthening teacher professionalism and describe the various obstacles that occur in supervision practices in schools. Qualitative research allows researchers to obtain data directly from real-world conditions, thus providing a more comprehensive picture of the relationship between academic supervision and teacher professionalism. (Faiz et al., 2026).

The research subjects consisted of school principals and teachers directly involved in the implementation of academic supervision. Principals were selected because they play a primary role in implementing academic supervision, while teachers were selected as the recipients of guidance and follow-up supervision. The research subjects were selected using purposive sampling, which involves selecting informants based on specific considerations and those deemed capable of providing relevant information in line with the research focus. (Wiyono, Fitrihatussiriyah, Abdul Hafidz, 2025).

Data collection techniques were conducted through observation, interviews, and documentation. Observations were conducted to directly observe the academic supervision process carried out by the principal, including interactions between the principal and teachers during coaching activities. In-depth interviews were conducted with the principal and several teachers to obtain information regarding the implementation of academic supervision, teachers' perceptions of supervision, and its impact on improving teacher professionalism. Documentation was used to supplement the research data, such as supervision program documents, supervision schedules, supervision instruments, and teacher learning tools. (Lastini et al., 2024).

The data analysis technique in this study uses the Miles and Huberman interactive analysis model, which includes three stages: data reduction, data presentation, and conclusion drawing. Data reduction is carried out by selecting and focusing on data relevant to the research objectives. Data presentation is done in the form of descriptive descriptions to facilitate researchers in understanding the relationships between data. Furthermore, conclusions are drawn based on the results of the interpretation of the data that has been systematically analyzed to obtain a picture

of the implementation of academic supervision by the principal in strengthening teacher professionalism. (Kholid, 2023).

## RESULTS AND DISCUSSION

The findings revealed that academic supervision at Shine Alfalah Foundation, Padang, West Sumatra, Indonesia, has been implemented systematically through a series of activities, including supervision planning, classroom observation, examination of instructional documents, feedback provision, and evaluation of supervision outcomes. The principal prepares supervision programs at the beginning of each semester by establishing supervision schedules, determining supervision targets, and developing instruments to assess teacher performance. Teachers are informed in advance regarding the supervision schedule, enabling them to prepare instructional documents and classroom activities before the supervision process takes place.

The implementation of supervision planning reflects the principal's efforts to ensure that supervision activities are conducted in an organized and structured manner. This finding supports (Hanapi et al., 2024), who emphasize that educational supervision requires careful planning to achieve its intended objectives. Likewise, (Hidayat, 2025) argues that effective supervision management begins with systematic planning that identifies teachers' needs and establishes strategies for professional development. However, the findings indicate that supervision planning at Shine Alfalah Foundation remains predominantly focused on administrative requirements rather than long-term professional development programs. Although supervision schedules and assessment instruments are available, structured plans for continuous mentoring, teacher training, and competency development remain limited due to financial constraints faced by the foundation.

Following the planning stage, the principal conducts classroom observations to assess instructional practices directly. Classroom observations provide opportunities for the principal to evaluate teachers' instructional methods, classroom management, student engagement, assessment practices, and the use of learning media. The findings indicate that classroom observations are conducted regularly and provide valuable information regarding teachers' strengths and weaknesses in implementing instruction. Nevertheless, several challenges were identified during the observation process. Many teachers continue to rely on conventional teaching approaches, particularly lectures and written assignments, while student-centered learning strategies are not consistently implemented. Student participation in classroom activities remains relatively limited, and innovative instructional practices are not yet fully integrated into daily teaching.

These findings are consistent with (Zauabi et al., 2025), who argue that academic supervision plays an important role in promoting effective classroom management and improving instructional quality. Through direct classroom observation, principals can identify instructional challenges and provide appropriate support to teachers. Similarly, (Akmal, 2024) emphasizes that supervision should function not merely as an evaluation mechanism but as a developmental process that encourages teachers to improve their instructional practices. The limited implementation of innovative learning approaches also reflects concerns raised by (Mea, 2024),

who highlights the importance of teacher creativity and innovation in creating meaningful learning experiences. Furthermore, (Arifin et al., 2025) explain that teachers are expected to adopt interactive and student-centered learning models to address the challenges of Education 5.0.

Another important aspect of academic supervision at Shine Alfalah Foundation involves the examination of instructional documents and learning materials. The principal reviews lesson plans or teaching modules, syllabi, annual programs, semester programs, assessment instruments, and other instructional documents to determine teachers' readiness for instruction. The findings indicate that this area remains one of the most significant challenges. Several teachers have not completed the required instructional documents, while others experience difficulties in developing learning objectives, preparing assessments, and aligning instructional activities with curriculum requirements. Variations in pedagogical competence among teachers were also observed, suggesting that some teachers require additional guidance and support in preparing instructional materials independently.

These findings support the conclusions of (Anwar, 2023), who found that continuous academic supervision contributes significantly to improving teachers' competencies in preparing instructional documents. Likewise, (Romadhon, 2023) emphasizes that the ability to develop learning materials is an essential component of teacher professionalism, particularly within the implementation of the Merdeka Curriculum. Incomplete instructional preparation may hinder effective teaching and reduce the likelihood of achieving intended learning outcomes. Therefore, strengthening teachers' competencies in instructional planning remains a critical priority within the supervision program.

After classroom observations and document reviews, the principal provides feedback to teachers regarding the strengths and weaknesses identified during supervision. Feedback is generally delivered through individual discussions and consultation sessions aimed at improving instructional planning, classroom management, assessment practices, and learning strategies. The findings indicate that the principal attempts to provide constructive recommendations to support teacher development. However, the effectiveness of feedback remains limited because some teachers continue to perceive supervision as an administrative requirement rather than a professional development opportunity. Consequently, recommendations provided during supervision are not always implemented consistently in subsequent instructional practices.

This finding is in line with (Adhim, 2024) who argues that effective supervision should be based on dialogue, collaboration, and reflective practice. Teachers should be actively involved in identifying instructional challenges and developing strategies for improvement. Similarly, (Sulfiani et al., 2025) emphasize that constructive feedback is a key factor in strengthening teachers' pedagogical competencies. (Akmal, 2024) further notes that feedback should be accompanied by mentoring and coaching activities to ensure that teachers can translate recommendations into actual improvements in classroom practice. Without adequate support mechanisms, feedback often remains at the recommendation stage and fails to generate substantial professional growth.

The final stage of supervision involves evaluating supervision outcomes and monitoring teachers' progress. Evaluation activities are conducted through supervision reports, follow-up discussions, and periodic reviews of instructional documents. The findings indicate that

supervision monitoring at Shine Alfalah Foundation remains largely manual and relies heavily on paper-based documentation systems. As a result, tracking teachers' professional development over time becomes more challenging. Furthermore, several recommendations generated during supervision cannot be implemented immediately due to limited financial resources, restricted access to professional development programs, and teachers' heavy teaching workloads.

These findings are consistent with (Wiyono, Fitihatussiriyah, Abdul Hafidz, 2025), who emphasize that the effectiveness of academic supervision depends not only on supervision implementation but also on systematic follow-up and continuous monitoring. Likewise, (Kustanti et al., 2024) found that teacher performance is influenced by the interaction between academic supervision, teacher competence, and work motivation. The findings also reveal that teacher motivation remains an important factor influencing the effectiveness of supervision. Some teachers demonstrate limited participation in training programs and professional development activities, preferring to maintain existing instructional practices. This finding supports (Wijaya, 2023), who highlights the importance of continuous professional commitment in improving teacher performance.

Overall, the findings demonstrate that academic supervision at Shine Alfalah Foundation has been implemented according to the general principles of educational supervision. However, its effectiveness in strengthening teacher professionalism remains constrained by several factors, including incomplete instructional preparation, limited instructional innovation, low utilization of educational technology, restricted access to professional development opportunities, financial limitations, and heavy teaching workloads. These findings also reveal a gap between the theoretical expectations of academic supervision and its practical outcomes within a resource-constrained educational institution.

The study further suggests that strengthening teacher professionalism requires supervision practices that are collaborative, sustainable, and development-oriented. In addition to routine supervision activities, schools should provide continuous mentoring, technology-based training, professional development workshops, and systematic follow-up mechanisms. The importance of institutional support is also evident, particularly in fostering teacher motivation and creating a positive professional culture. (Husnunnadia & Masyithoh, 2024) emphasize that recognition and appreciation can encourage teachers to improve their professional performance, while (Sabariah et al., 2024) highlight the role of school culture in promoting continuous teacher development. Therefore, academic supervision should be integrated with broader professional development initiatives to ensure meaningful and sustainable improvements in teacher professionalism and educational quality.

## **CONCLUSION**

This study examined the implementation of academic supervision by the principal in strengthening teacher professionalism at Shine Alfalah Foundation, Padang, West Sumatra, Indonesia. The findings indicate that academic supervision has been implemented through a series of interconnected activities, including supervision planning, classroom observation, checking learning materials, providing feedback, and evaluating supervision outcomes. These supervision activities have generally been carried out systematically and reflect the principal's commitment to improving the quality of teaching and learning within the institution.

Despite the implementation of these supervision processes, the findings reveal that academic supervision has not yet fully strengthened teacher professionalism. Several challenges continue to affect the effectiveness of supervision, including incomplete instructional documents, difficulties in preparing learning materials, limited implementation of innovative teaching strategies, low utilization of digital technology in classroom instruction, and limited participation in professional development activities. Furthermore, financial constraints, heavy teaching workloads, and the absence of a comprehensive monitoring system have limited the effectiveness of follow-up actions after supervision activities.

The study also demonstrates that the success of academic supervision depends not only on the principal's ability to conduct supervision but also on teachers' willingness to improve their competencies, institutional support, and the availability of professional development opportunities. As a result, academic supervision should not be viewed merely as an administrative requirement or evaluation mechanism but as a continuous process of guidance, mentoring, reflection, and professional growth.

These findings suggest that strengthening teacher professionalism requires a more collaborative, sustainable, and development-oriented approach to academic supervision. Continuous mentoring, regular professional development programs, technology-based training, systematic follow-up mechanisms, and a supportive school culture are essential to maximize the impact of supervision on teacher performance. By integrating academic supervision with comprehensive teacher development initiatives, educational institutions can create conditions that support continuous professional improvement and contribute to the enhancement of educational quality.

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