

PRINCIPAL'S ACADEMIC SUPERVISION: ENHANCING TEACHERS' PEDAGOGICAL COMPETENCE IN JUNIOR HIGH SCHOOLS

Hairun Najwa*¹, Siti Raudhatul Jannah², Hamdi Zas Pendi³
Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia
e-mail: ¹hairunnajwa789@gmail.com, ²sitiraudhatuljannah@uinjambi.ac.id,
³hamdi@uinjambi.ac.id

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*Corresponding author

Abstract

This study investigates the implementation of academic supervision by the principal in enhancing teachers' pedagogical competence at State Junior High School. The quality of education is closely associated with the effectiveness of the learning process, and academic supervision plays a strategic role in strengthening teachers' professional capacity. Employing a qualitative descriptive approach, the study explores the stages of planning, implementation, and evaluation of academic supervision conducted by the principal. Data were collected through classroom observations, semi-structured interviews, and document analysis involving the principal, the vice principal for curriculum affairs, and teachers. The data were analyzed through systematic processes of data reduction, data display, and thematic conclusion drawing, supported by triangulation and member checking to ensure validity and credibility. The findings indicate that academic supervision was implemented systematically and continuously. In the planning stage, the principal developed a structured supervision program, determined schedules and instruments, and integrated professional development activities such as workshops and training sessions. During the implementation stage, supervision was carried out through classroom observations, clinical and individual supervision, and reflective dialogue sessions that provided constructive feedback. The evaluation stage was conducted periodically to assess teachers' progress and determine appropriate follow-up actions. The results demonstrate measurable improvements in lesson planning, instructional strategies, classroom management, and assessment practices. Despite challenges such as limited time and teachers' workload, academic supervision made a significant contribution to enhancing pedagogical competence and strengthening the overall quality of the learning process.

Keywords: *Principal Academic Supervision; Teachers' Pedagogical Competence; Junior High School.*



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Abstrak

Penelitian ini mengkaji pelaksanaan supervisi akademik oleh kepala sekolah dalam meningkatkan kompetensi pedagogik guru di Sekolah Menengah Pertama. Kualitas pendidikan sangat berkaitan dengan efektivitas proses pembelajaran, dan supervisi akademik memiliki peran strategis dalam memperkuat kapasitas profesional guru. Dengan menggunakan pendekatan deskriptif kualitatif, penelitian ini mengeksplorasi tahapan perencanaan, pelaksanaan, dan evaluasi supervisi akademik yang dilakukan oleh kepala sekolah. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan analisis dokumen yang melibatkan kepala sekolah, wakil kepala sekolah bidang kurikulum, serta para guru. Data dianalisis melalui proses sistematis berupa reduksi data, penyajian data, dan penarikan kesimpulan secara tematik, yang didukung oleh triangulasi dan member checking untuk menjamin validitas dan kredibilitas. Hasil penelitian menunjukkan bahwa supervisi akademik dilaksanakan secara sistematis dan berkelanjutan. Pada tahap perencanaan, kepala sekolah menyusun program supervisi yang terstruktur, menetapkan jadwal dan instrumen, serta mengintegrasikan kegiatan pengembangan profesional seperti lokakarya dan pelatihan. Pada tahap pelaksanaan, supervisi dilakukan melalui observasi kelas, supervisi klinis dan individual, serta sesi dialog reflektif yang memberikan umpan balik konstruktif. Tahap evaluasi dilaksanakan secara berkala untuk menilai perkembangan guru dan menentukan tindak lanjut yang tepat. Hasil penelitian menunjukkan adanya peningkatan yang terukur dalam perencanaan pembelajaran, strategi pembelajaran, pengelolaan kelas, dan praktik penilaian. Meskipun terdapat tantangan seperti keterbatasan waktu dan beban kerja guru, supervisi akademik memberikan kontribusi signifikan dalam meningkatkan kompetensi pedagogik dan memperkuat kualitas keseluruhan proses pembelajaran.

Kata Kunci: *Supervisi Akademik Kepala Sekolah; Kompetensi Pedagogik Guru; Sekolah Menengah Pertama.*

INTRODUCTION

The quality of a nation's human resources is the primary determinant of its progress and global competitiveness. This quality is not innate but is cultivated through systematic and high-quality education, as emphasized by (Hariyati et al., 2022). Therefore, ensuring excellent educational outcomes is a matter of urgent national importance, as it directly impacts a country's social and economic development. The core of educational quality lies in the learning process experienced by students. If this process is ineffective, students fail to develop the necessary competencies, creativity, and character, leading to a workforce that cannot meet the demands of the 21st century. Article 3 of Law Number 20 of 2003 explicitly mandates that national education functions to develop students' potential

and shape a dignified national character. This legal mandate underscores that education's purpose extends beyond knowledge transfer to holistic human development, which is fundamental for a thriving, ethical, and innovative society. Consequently, investing in and improving the quality of classroom learning is not merely an educational goal but a strategic societal imperative for national development and resilience (Karim, 2025).

Despite the clear legal mandate and acknowledged importance of quality education, a significant problem persists in translating these goals into consistent classroom reality. The primary issue confronting society is the suboptimal competence of teachers, particularly pedagogical competence, which constitutes the foundation of effective learning. Law Number 14 of 2005 mandates that teacher competence encompasses pedagogical, personal, social, and professional competencies acquired through professional education. Pedagogical competence specifically refers to a teacher's ability to manage learning effectively (Lüddeckens, 2025), while professional competence involves mastery of teaching materials and subject matter expertise (Ratri et al., 2024). The Regulation of the Minister of National Education Number 16 of 2007 further details pedagogical competence indicators, including mastery of student characteristics, learning theories, utilization of information technology, implementation of evaluations, and reflective actions for improving learning. When teachers inadequately apply these competencies, the learning process becomes suboptimal. This competence is closely related to teacher performance in managing and evaluating the learning process (Hollenstein et al., 2024). The gap between mandated goals and actual outcomes directly results from this unresolved problem in teacher capacity, perpetuating underachievement affecting students, families, and the broader community.

This general problem manifests in tangible phenomena within schools, including State Junior High School 3 Jambi City, the site of this research. Initial observations indicate that while teachers possess foundational knowledge, challenges persist in consistently applying effective, student-centered pedagogies. Some teachers continue relying on traditional, lecture-based methods and struggle to integrate information technology into learning processes as standardized by regulations. The development of pedagogical competence has become urgent, as it directly relates to teachers' ability to manage learning effectively (Indriani et al., 2024), including planning programs, identifying student characteristics, and facilitating educational interactions (Kurniasari & Ridwan, 2022). Furthermore, the implementation of academic supervision by school principals faces various challenges, including lack of relevant training, limited collaborative approaches, and the perception that supervision is merely administrative inspection (Legede et al.,

2025). Teachers often encounter challenges in implementing appropriate teaching strategies (Wijaya, 2023). This creates a phenomenon where supervision becomes a bureaucratic exercise focused on checking lesson plan documents rather than a dynamic tool for mentoring and instructional improvement, perpetuating the gap between teaching quality and desired student learning outcomes ((Kangas et al., 2025).

Extensive research has established the critical nexus between academic supervision, principal leadership, and teacher quality. Academic supervision is conceptualized as a systematic process encompassing classroom observation, feedback provision, and ongoing mentoring to enhance instructional practices (Soro, 2022). The school principal, as an instructional leader, is central to this process, with their involvement being crucial for ensuring optimal educational outcomes (Butti et al., 2024). Studies by (Mensah et al., 2024) and (Taggart et al., 2024) reinforce that effective leadership functions, including supervision, significantly predict improved educational quality. Furthermore, principals' involvement in educational transformation initiatives, such as the Sekolah Penggerak program, underscores their role in driving educational improvements (Fonsén et al., 2023). Scholars including (Mustari, 2022) and (Mak et al., 2023) have linked academic supervision not only to enhanced teacher professionalism but also indirectly to improved student learning outcomes. Academic supervision is considered integral to the overall educational process due to its close connection with learning quality improvement (Mak et al., 2023). This body of work confirms the theoretical importance of supervision as a process for professional growth and quality assurance.

However, critical examination of existing literature reveals a significant research gap. Various studies indicate that regularly conducted academic supervision enables principals to evaluate and implement follow-up actions for developing teachers' competencies (Emmanuel & Chakrawarty, 2026). Academic supervision is closely linked to evaluating teachers' performance in learning, making continuous competency enhancement essential (Ridho et al., 2023). While many studies confirm the importance of principal supervision and teacher competence separately, fewer have deeply investigated the practical implementation of academic supervision as a primary tool for specifically developing pedagogical competence. Research highlights persistent implementation challenges, including lack of relevant supervisor training and reductive perceptions of supervision as administrative control (Legede et al., 2025) (Wijaya, 2023). Pedagogical competence is crucial for creating effective and meaningful learning (Geletu, 2022), and success in improving learning quality is

highly influenced by the principal's leadership as innovator, motivator, and supervisor (Karim, 2025). The position of this research is to fill this gap by moving beyond the theoretical "what" and "why" to explore the "how"—providing context-specific analysis of supervisory processes that transform supervision from administrative task into effective engine for pedagogical improvement.

The novelty of this research lies in its focused, micro-level inquiry into the principal's supervisory practices as direct intervention for pedagogical enhancement. Through mastery of pedagogical competence, teachers enhance students' active participation and promote achievement of optimal learning outcomes (Ulfa et al., 2021; Kangas et al., 2025). Therefore, pedagogical competence enhancement requires systematic implementation through training, mentoring, and professional learning communities. Instead of broadly measuring correlation between supervision and teacher performance, this study delves into specific strategies, communication styles, mentoring techniques, and follow-up programs employed by the principal. It seeks to understand authentic, often complex, interpersonal dynamics that make supervision either transformative or perfunctory. This research is critically important to complete because without this detailed understanding, efforts to improve teacher quality through supervision will remain generic and potentially ineffective. By documenting and analyzing practices at State Junior High School 3 Jambi City, the study generates practical, evidence-based insights. These findings can inform principal training programs and district policies, moving beyond theoretical models to provide actionable guidance on conducting academic supervision that truly cultivates pedagogical skills teachers need for fostering meaningful and effective learning.

Based on the identified gap between ideal academic supervision and its practical implementation for pedagogical improvement, this study formulates its central research problem: How does the school principal implement academic supervision to enhance teachers' pedagogical competence at State Junior High School 3 Jambi City? At this school, improving teachers' pedagogical competence requires planned and continuous supervision, both inside and outside the classroom, to ensure teaching methods, materials, and strategies align with established standards. The preliminary argument is that effective implementation of academic supervision for pedagogical enhancement is characterized by a shift from top-down, evaluative models to collaborative, developmental, and sustained mentoring approaches. The principal's role as instructional leader must be actualized through consistent classroom visits, constructive dialogic feedback, and facilitation of ongoing professional learning communities addressing specific pedagogical needs identified during supervision. The contribution of this research

is twofold: theoretically, it enriches instructional leadership literature by providing a nuanced model of supervision for pedagogical development. Practically, it offers a roadmap for principals and education stakeholders on operationalizing academic supervision as a powerful mechanism for systematically improving teacher quality and, ultimately, student learning outcomes.

RESEARCH METHODS

This study employs a qualitative approach with a case study design to examine the implementation of the principal's academic supervision in enhancing teachers' pedagogical competence at State Junior High School 3 Jambi City. The case study design was selected because it enables researchers to conduct an in-depth, contextual investigation of a contemporary phenomenon within its real-world setting (Robson, 2024; Zeng, 2025). This approach is particularly appropriate when the boundaries between the phenomenon and its context are not clearly evident, allowing for comprehensive exploration of complex social processes. The research aims to gain a holistic understanding of the processes, strategies, and dynamics of academic supervision as naturally occurring phenomena within the school environment (Creswell & Creswell, 2017). The case study design facilitates the examination of multiple data sources, providing rich and detailed insights into how the principal plans, implements, and follows up on supervision activities. This methodological choice aligns with the research objective of understanding the nuanced interactions between the principal and teachers during supervision processes, which cannot be adequately captured through quantitative measures alone (Tisdell et al., 2025).

This research was conducted at State Junior School 3 Jambi City during the odd semester of the 2025/2026 academic year. This location was purposively selected based on several compelling considerations. First, this school has demonstrated consistent commitment to implementing academic supervision programs, making it an information-rich site for studying supervisory practices (Patton, 2022). Second, preliminary observations indicated that the principal actively conducts supervision cycles, providing an opportunity to examine authentic supervision processes. Third, the school serves as a reference institution in Jambi City, often hosting educational visits and teacher professional development activities, suggesting relatively developed supervisory practices worth investigating. Fourth, the researcher's accessibility to the site and willingness of school stakeholders to participate facilitated comprehensive data collection (Flick, 2022). The timing during the odd semester ensures that data reflect the natural dynamics of supervision at the beginning of the academic year when planning activities are most intensive,

allowing observation of complete supervision cycles from planning through follow-up.

Data collection employed three complementary techniques: semi-structured interviews, participant observation, and document analysis. Semi-structured interviews were conducted with purposively selected informants including the principal, the vice principal responsible for curriculum, and teachers who had participated in supervision activities. This technique allows flexibility to explore emergent themes while maintaining focus on research objectives. Observation focused on supervision activities, including pre-observation conferences, classroom observation sessions, and post-observation feedback meetings, enabling direct witnessing of interactions and processes (Flick, 2022). Document analysis examined official school documents including supervision programs, activity schedules, observation instruments, supervision reports, and teachers' lesson plans, providing historical and contextual data. Primary data were obtained directly through interviews and observations, while secondary data were gathered from institutional documents (Irvine et al., 2024). These multiple techniques enable data triangulation and comprehensive understanding of the supervision phenomenon from various perspectives.

Data analysis was conducted using an interactive model comprising three concurrent activities: data condensation, data display, and conclusion drawing verification. Data condensation began during data collection through selection, focusing, simplifying, and abstracting field notes, interview transcripts, and documents. This process continued after collection by summarizing, coding, developing themes, and categorizing data using thematic analysis techniques. Data display involved organizing condensed information into matrices, charts, and narratives that facilitated systematic pattern identification and relationship analysis. Conclusion drawing was conducted throughout the research process, beginning with preliminary interpretations verified through returning to data, discussing with colleagues, and conducting member checks. The verification process ensured that conclusions were grounded in empirical evidence. This systematic analytical approach enables the development of credible findings that authentically represent the implementation of academic supervision at the research site.

Data trustworthiness was ensured through rigorous application of credibility, transferability, dependability, and confirmability criteria. Credibility was established through triangulation of data sources (principal, vice principal, teachers) and collection techniques (interviews, observation, documents), enabling cross-verification of information. Member checking was conducted by returning interview summaries and preliminary findings to informants for confirmation that

interpretations accurately reflected their perspectives (Candela, 2019). Prolonged engagement at the research site during the odd semester allowed building trust and understanding contextual nuances. Transferability was addressed through thick description of the research context, participants, processes, and findings, enabling readers to assess applicability to their contexts. Dependability and confirmability were ensured through maintaining a comprehensive audit trail including raw data, analysis notes, coding frameworks, and research journals, allowing external examination of research processes and findings. Peer debriefing with fellow researchers provided external scrutiny and alternative perspectives throughout analysis.

RESULT AND DISCUSSION

Result

Academic Supervision Planning

Academic supervision planning at State Junior High School 3 Jambi City is operationally defined as the systematic and programmatic initial stage of supervision implementation conducted by the principal to enhance teachers' pedagogical competence. Based on field findings, this planning encompasses a series of structured activities commencing at the beginning of the academic year, including scheduling aligned with the school calendar, developing observation instruments, determining focus areas for pedagogical competency development, and coordinating with the vice principal for curriculum affairs and teachers. The planning extends beyond technical classroom observation schedules to integrate supporting programs such as training needs identification, workshops, and encouragement for teachers' further education. The defining characteristic of this planning is its participatory approach, involving teachers from the outset, whereby supervision is perceived not merely as an administrative oversight tool but as a strategic, needs-oriented, and sustainable professional development initiative.

The principal stated that supervision planning begins with meticulous schedule development considering teachers' needs. The principal asserted:

“At the beginning of the academic year, we prepare the supervision schedule by aligning it with the school calendar and teachers’ needs, so that all activities run in an orderly manner without disrupting the teaching and learning process.”

This statement indicates the principal's awareness of positioning supervision as an integral part of the educational process rather than an additional burden for teachers. Alignment with the school calendar and teachers' needs reflects a

responsive managerial approach that respects teachers' primary instructional duties. The researcher interprets that the principal strives to create a conducive climate for positive supervision acceptance. By ensuring the schedule does not disrupt instruction, the principal implicitly builds a trust foundation that supervision aims to support rather than intervene. This strategic step potentially reduces teacher resistance and enhances supervision effectiveness.

The vice principal for curriculum affairs reinforced the finding regarding supervision planning's comprehensive scope. The vice principal stated:

"Supervision planning is not only focused on classroom observation, but we also include training and workshops so that teachers receive tangible support in improving their competencies."

This statement confirms that supervision planning at this school is holistic and integrated with broader human resource development programs. The researcher interprets that the vice principal views classroom observation not as an endpoint but as a starting point for identifying development areas subsequently addressed through concrete intervention programs like training. This demonstrates understanding that pedagogical competence enhancement cannot rely solely on feedback from momentary observations but requires systemic, sustained support. The vice principal's involvement in planning follow-up programs also indicates effective leadership distribution, where supervision planning becomes a shared responsibility of the school management team, not solely the principal's domain.

A teacher subject to supervision provided perspective from the program recipient side. The teacher stated:

"We were involved in the preparation of the supervision program, which made us feel a greater sense of ownership and readiness to implement the principal's guidance."

This statement is crucial as it demonstrates the direct impact of the participatory approach in planning. The researcher interprets that teacher involvement in planning has successfully transformed teachers' paradigm about supervision. The emerging sense of ownership positions teachers not as supervised objects but as subjects determining their professional development direction. This enhanced readiness constitutes important social capital, enabling supervision to be undertaken with openness and enthusiasm rather than anxiety or compulsion. This creates space for more intensive dialogue between teachers and the principal during supervision, enabling feedback to be received and implemented more effectively.

Researcher observation during the odd semester of the 2025/2026 academic year confirmed interview findings. The researcher directly witnessed a coordination meeting involving the principal, vice principal for curriculum affairs, and teacher representatives discussing the supervision program draft. During this meeting, active two-way discussion occurred. The principal presented supervision schedule and instrument drafts, then opened the forum for input. Teachers provided suggestions regarding optimal implementation timing and proposed training materials they needed. The vice principal recorded all input and collaboratively sought consensus. The researcher interprets that the planning process was genuinely democratic and collaborative, not merely formalistic. Obtained documentation, including meeting minutes and revised supervision programs, evidenced that teacher input was genuinely accommodated. The relaxed, discussion-filled meeting atmosphere provides empirical evidence that the participatory approach is not merely claimed but internalized in the principal's managerial practice.

Based on all collected data, academic supervision planning at State Junior High School 3 Jambi City exhibits three main characteristics. First, planning is systematic and programmed, commencing at the academic year's beginning by considering the school calendar, previous year's evaluation results, and teacher needs. Second, planning is holistic, extending beyond classroom observation schedules to encompass planning for teacher competency development programs such as training, workshops, and further education. Third, and most prominently, planning implements a participatory approach, involving teachers and the vice principal at every stage, from schedule development to determining development focus areas. These findings facilitate reader understanding that supervision planning success at the research site is determined not merely by complete administrative documentation but by collaborative processes building shared ownership of instructional quality improvement programs.

The obtained data demonstrate a consistent pattern revealing a close relationship between the principal's leadership approach and supervision planning quality. The identified pattern is: Participatory and Holistic Planning Approaches Positively Impact Teacher Acceptance and Readiness. This pattern emerges from the following data sequence: (1) The principal initiates planning with an inclusive approach; (2) The vice principal integrates development programs into supervision planning; (3) Teachers directly experience involvement, fostering ownership and psychological readiness; (4) Observation confirms that this participatory process genuinely occurs, not merely rhetorically. This pattern indicates that investment in participatory and comprehensive planning processes successfully establishes a

strong foundation for supervision implementation. Teachers who feel involved and supported by tangible development programs tend to be more receptive to supervision processes, thereby increasing the potential for pedagogical competence enhancement. This pattern constitutes a significant finding distinguishing supervisory practice at this school from mere procedural implementation.

Table 1. Ideal Influences in Academic Supervision Planning

Informant Position	Interview Excerpt	Planning Indicator
Principal	<i>"At the beginning of the academic year, we prepare the supervision schedule by aligning it with the school calendar and teachers' needs, so that all activities run in an orderly manner without disrupting the teaching and learning process."</i>	Systematic Scheduling: Planning commences at year's beginning, aligning supervision schedules with the academic calendar and teacher needs to minimize instructional disruption.
Vice Principal for Curriculum Affairs	<i>"Supervision planning is not only focused on classroom observation, but we also include training and workshops so that teachers receive tangible support in improving their competencies."</i>	Holistic and Integrated Planning: Planning extends beyond classroom observation by integrating professional development programs (training, workshops) as competency enhancement follow-up.
Teacher	<i>"We were involved in the preparation of the supervision program, which made us feel a greater sense of ownership and readiness to implement the principal's guidance."</i>	Participatory Approach: Teachers are actively involved in program development processes, fostering ownership, psychological readiness, and positive acceptance of supervision.

The above table clearly captures three main pillars constructing ideal academic supervision planning at State Junior High School 3 Jambi City, constructed from different hierarchical perspectives. The first pillar is the managerial and technical aspect demonstrated by the principal. The focus on systematic scheduling indicates understanding of supervision as a program requiring seamless integration with the school's operational rhythm. The "Systematic Scheduling" indicator constitutes the logistical foundation ensuring supervision does not become intrusive but rather a natural part of the academic calendar. Without this foundation, supervision risks rejection due to perceived disruption of teachers' primary duties. The principal, through this statement, demonstrates capacity as a

manager considering teacher comfort and work effectiveness, while simultaneously as a leader determining when the development process should commence.

The second pillar is the long-term development vision promoted by the vice principal for curriculum affairs. The "Holistic and Integrated Planning" indicator demonstrates that supervision is viewed not as an isolated event but as a development cycle. This statement indicates strategic thinking that feedback from observations must be translated into tangible support. The vice principal serves as a bridge between needs identification (from observation) and solution provision (training/workshops). The third pillar is the psychological and emotional impact of the planning process experienced by teachers. The "Participatory Approach" indicator and its consequent "sense of ownership" and "readiness" constitute the key to supervision success. These three pillars are interconnected: appropriate scheduling (pillar 1) and holistic programs (pillar 2) will not optimize without teacher acceptance and active involvement (pillar 3). The table illustrates that ideal supervision planning occurs when technical, strategic, and psychological aspects harmoniously integrate through stakeholder collaboration.

Academic Supervision Implementation

Academic supervision implementation at State Junior High School 3 Jambi City is operationally defined as the systematic execution of planned supervision activities aimed at enhancing teachers' pedagogical competence through direct classroom engagement and constructive feedback mechanisms. Based on field findings, implementation encompasses a series of integrated activities including scheduled classroom visits, direct observation of teaching and learning processes, examination of instructional documents (lesson plans, teaching modules, syllabi, and assessment instruments), and post-observation conferences. The implementation employs clinical and individual supervision approaches, enabling the principal to observe classroom dynamics firsthand and provide tailored guidance. A distinctive feature of this implementation is the post-observation reflective dialogue, where the principal provides constructive feedback, suggestions for improvement, and reinforcement of effective teaching practices. This implementation is characterized by regularity, continuity, and differentiation based on individual teacher characteristics and classroom challenges, supported by complementary activities such as training sessions and workshops focused on pedagogical competence enhancement.

The principal explained that supervision implementation extends beyond mere monitoring to encompass meaningful professional dialogue. The principal asserted:

"We do not merely enter classrooms to monitor; we also engage in dialogue with teachers after observations so that they receive constructive input."

This statement reveals the principal's philosophical orientation toward supervision as a developmental rather than evaluative process. The emphasis on dialogue rather than monitoring indicates a shift from traditional inspection paradigms toward collaborative professional growth. The researcher interprets that the principal positions teachers as professional partners deserving of respectful, constructive engagement. This approach potentially reduces teacher anxiety associated with classroom observation and creates psychological safety for honest reflection on instructional practices. The phrase "constructive input" suggests that feedback is delivered with the explicit purpose of building teacher capacity, not merely identifying deficiencies. This orientation aligns with contemporary understanding that effective supervision requires trust-based relationships where teachers feel supported rather than judged, thereby increasing their receptivity to guidance and willingness to experiment with new pedagogical approaches.

A teacher subject to supervision provided perspective on the personal impact of the implementation approach. The teacher stated:

"Through supervision, I was able to identify weaknesses in my teaching, and the principal provided suggestions that were directly relevant to my classroom situation."

This statement demonstrates the practical outcomes of differentiated, context-sensitive supervision implementation. The teacher's ability to identify personal teaching weaknesses indicates that the supervisory process successfully facilitated self-reflection and professional self-awareness. The researcher interprets that this metacognitive outcome is particularly valuable because teacher-identified areas for improvement are more likely to be addressed authentically than externally imposed mandates. The reference to suggestions being "directly relevant to my classroom situation" confirms that supervision was not generic but tailored to the teacher's specific context, student characteristics, and instructional challenges. This contextual relevance increases the likelihood that suggested improvements will be implemented because teachers perceive them as practical solutions to real problems rather than theoretical ideals. The statement also implicitly validates the principal's

clinical approach, which enables observation of specific classroom dynamics and formulation of contextually appropriate recommendations.

The vice principal for curriculum affairs provided insight into the structural support accompanying supervision implementation. The vice principal stated:

"Following supervision findings, we organize targeted training sessions focusing on areas where teachers need development, such as diverse teaching methods, innovative media utilization, and authentic assessment development."

This statement reveals the systemic integration between supervision implementation and broader professional development programs. The vice principal's articulation of specific focus areas (diverse methods, innovative media, authentic assessment) indicates that supervision findings are systematically analyzed to identify collective professional development needs. The researcher interprets that this integration transforms supervision from an individual intervention into a school-wide improvement strategy. When supervision identifies common challenges across multiple teachers, these become priorities for group training, creating efficiency and collegial learning opportunities. The focus on concrete pedagogical skills (methods, media, assessment) rather than abstract principles suggests that supervision aims for practical, classroom-applicable improvements. This approach acknowledges that sustainable pedagogical competence enhancement requires both individual coaching and structured learning opportunities where teachers can develop new skills collectively.

Researcher observation of supervision implementation during the odd semester of 2025/2026 confirmed and enriched interview findings. The researcher observed a complete supervision cycle involving the principal and a senior teacher. During the pre-observation conference, the teacher shared specific concerns about student engagement during science lessons. The principal listened attentively, asked clarifying questions, and jointly established observation focus areas. During classroom observation, the principal sat discreetly at the back, recording detailed notes about teacher-student interactions, questioning techniques, and student response patterns without interfering with instruction. The post-observation conference, conducted the following day, lasted approximately forty-five minutes. The principal began by inviting the teacher's self-reflection, then shared specific observations, always framing feedback constructively ("I noticed that when you asked open-ended questions, student participation increased noticeably"). The principal provided concrete suggestions for varying instructional strategies and offered to demonstrate a technique in a future team-teaching session. The

researcher interprets that this observed process exemplifies clinical supervision principles: collaborative goal-setting, focused observation, data-based feedback, and joint problem-solving. The respectful, collegial tone throughout demonstrated that the principal genuinely operationalized the "dialogue rather than monitoring" philosophy articulated in interviews.

Based on all collected data, academic supervision implementation at State Junior High School 3 Jambi City exhibits four interconnected characteristics. First, implementation is relationship-centered, prioritizing respectful dialogue and constructive feedback over evaluative monitoring, thereby creating psychological safety for teacher reflection and growth. Second, implementation is differentiated and context-sensitive, tailoring observation focus and feedback to individual teacher characteristics, classroom situations, and specific instructional challenges rather than applying uniform standards mechanically. Third, implementation follows a structured clinical cycle encompassing pre-observation conferences, focused classroom observation, and post-observation reflective dialogues, ensuring that supervision is systematic rather than ad hoc. Fourth, implementation is systemically integrated with broader professional development programs, where supervision findings inform the design of targeted training and workshops addressing collective teacher needs. These characteristics collectively demonstrate that supervision implementation at this school transcends administrative compliance to function as a genuine professional development mechanism enhancing pedagogical competence.

The obtained data reveal a consistent pattern demonstrating the relationship between supervision implementation approach and teacher professional growth. The identified pattern is: Clinical, Differentiated, and Dialogic Implementation Fosters Teacher Self-Awareness and Contextually Relevant Pedagogical Improvement. This pattern emerges from the following data sequence: (1) The principal frames supervision as dialogue rather than monitoring, establishing collaborative expectations; (2) Clinical supervision cycles with pre-observation conferences enable joint identification of focus areas; (3) Focused observation generates specific, contextual data about classroom practices; (4) Post-observation reflective dialogues facilitate teacher self-identification of strengths and weaknesses; (5) Feedback is delivered constructively with direct relevance to observed classroom situations; (6) Supervision findings systematically inform targeted group training programs addressing collective needs. This pattern indicates that effective supervision implementation requires both appropriate process (clinical cycle) and appropriate orientation (dialogic, developmental) to achieve desired outcomes. The pattern's strength lies in its cyclical nature:

individual supervision informs group professional development, which subsequently enhances the context for future supervision cycles. This creates a self-reinforcing improvement system where supervision and professional development continuously interact to elevate pedagogical competence.

Table 2. Ideal Influences in Academic Supervision Implementation

Informant Position	Interview Excerpt	Implementation Indicator
Principal	<i>"We do not merely enter classrooms to monitor; we also engage in dialogue with teachers after observations so that they receive constructive input."</i>	Dialogic and Developmental Orientation: Supervision prioritizes constructive dialogue over evaluative monitoring, positioning teachers as professional partners deserving of respectful engagement and meaningful feedback.
Teacher	<i>"Through supervision, I was able to identify weaknesses in my teaching, and the principal provided suggestions that were directly relevant to my classroom situation."</i>	Differentiated and Context-Sensitive Feedback: Supervision generates teacher self-awareness and provides contextually relevant recommendations tailored to specific classroom situations and individual teacher needs.
Vice Principal for Curriculum Affairs	<i>"Following supervision findings, we organize targeted training sessions focusing on areas where teachers need development, such as diverse teaching methods, innovative media utilization, and authentic assessment development."</i>	Systemic Integration with Professional Development: Supervision findings systematically inform the design of targeted training programs, creating coherence between individual coaching and collective capacity building.

The above table captures three essential pillars constituting ideal academic supervision implementation, each articulated from distinct positional perspectives. The first pillar is the philosophical orientation articulated by the principal. The "Dialogic and Developmental Orientation" indicator represents the foundational belief system underpinning all supervisory practices. By explicitly distinguishing between "monitoring" and "dialogue," the principal establishes that supervision fundamentally serves teacher development rather than administrative surveillance. The researcher interprets this orientation as critical because it shapes every subsequent interaction: teachers who understand supervision as developmental support are more likely to be forthcoming about challenges,

receptive to feedback, and willing to experiment with new approaches. This orientation transforms the power dynamic inherent in supervision from hierarchical evaluation to collegial collaboration, creating conditions for authentic professional dialogue.

The second pillar is the practical outcome experienced by the teacher. The "Differentiated and Context-Sensitive Feedback" indicator demonstrates that the principal's philosophical orientation translates into tangible teacher benefits. The teacher's ability to identify personal weaknesses indicates successful facilitation of professional self-reflection, while the contextual relevance of suggestions confirms that supervision was genuinely individualized. The researcher interprets that this outcome is particularly significant because sustainable pedagogical improvement requires teachers to internalize both the motivation and the specific strategies for change. External mandates without internalization produce superficial compliance; contextually relevant, collaboratively developed recommendations generate authentic commitment to instructional enhancement. The third pillar is the structural integration articulated by the vice principal. The "Systemic Integration with Professional Development" indicator reveals that individual supervision outcomes do not remain isolated but contribute to school-wide improvement planning. This integration ensures that common challenges identified through multiple supervision cycles become priorities for collective learning, creating efficiency and reinforcing that supervision serves school-wide quality improvement, not merely individual teacher evaluation. These three pillars—philosophical orientation, practical outcomes, and structural integration—operate synergistically to create a comprehensive supervision system where beliefs, practices, and structures mutually reinforce one another.

Academic Supervision Evaluation

Academic supervision evaluation at State Junior High School 3 Jambi City is operationally defined as the systematic and continuous assessment process conducted to determine the effectiveness of supervision activities in enhancing teachers' pedagogical competence. Based on field findings, evaluation encompasses a series of integrated activities including reviewing classroom observation results, conducting dialogical discussion forums with teachers to examine supervision findings, and assessing follow-up actions and instructional solutions that teachers have designed and implemented based on received feedback. This evaluation phase is conducted consistently after each supervision activity by the principal in collaboration with the vice principal for curriculum affairs. The evaluation serves dual purposes: formative assessment to guide ongoing teacher development and

summative judgment regarding supervision's contribution to pedagogical competence enhancement. Substantively, evaluation focuses on measuring teacher progress in systematic lesson planning, utilization of varied and contextual teaching methods, classroom management improvement, and structured student assessment preparation and implementation.

The vice principal for curriculum affairs explained that evaluation is conducted collaboratively through structured dialogue with teachers. The vice principal asserted:

"After each supervision, we always hold a discussion forum with teachers to review the observation results and determine the necessary follow-up actions."

This statement reveals that evaluation is conceptualized as a collaborative rather than unilateral process. The phrase "discussion forum" indicates an intentional creation of space for shared dialogue where teachers actively participate in interpreting observation results rather than passively receiving judgments. The researcher interprets that this collaborative evaluation approach reinforces the developmental orientation established during planning and implementation phases. By involving teachers in determining "necessary follow-up actions," the evaluation process builds teacher agency and commitment to improvement plans. Teachers who participate in designing their own development pathways are more likely to implement changes authentically than those who receive externally imposed prescriptions. This approach also demonstrates respect for teachers' professional knowledge and contextual understanding, positioning them as active partners in their own professional growth rather than passive recipients of supervisory authority.

A teacher provided perspective on the personal impact of supervision evaluation on instructional practice. The teacher reflected:

"After receiving feedback from the principal, I began experimenting with more varied teaching methods, and the students became more active in class."

This statement demonstrates tangible behavioral change resulting from the supervision-evaluation-follow-up cycle. The teacher's initiative to "experiment with more varied teaching methods" indicates that feedback was internalized and translated into concrete instructional innovation. The researcher interprets that this experimentation represents meaningful pedagogical development beyond superficial compliance. The observed outcome—students becoming "more active in

class"—provides immediate validation for the teacher's experimentation, creating positive reinforcement for continued professional growth. This statement also implicitly validates the quality of feedback received: suggestions were clear enough to guide experimentation, relevant enough to warrant implementation, and practical enough to produce observable classroom results. The teacher's reference to student engagement as evidence of success suggests alignment with contemporary pedagogical values emphasizing active learning, indicating that supervision has successfully transmitted and reinforced these values.

The principal addressed the challenges encountered during evaluation and the responsive strategies employed. The principal emphasized:

"We understand the time constraints teachers face, so our approach is more persuasive and continuous to ensure they remain motivated to develop."

This statement reveals the principal's empathetic awareness of contextual challenges affecting teacher receptivity to supervision and development. The acknowledgment of "time constraints" demonstrates understanding that teachers operate within complex professional environments with competing demands. The researcher interprets that this empathy enables the principal to maintain developmental momentum without resorting to coercive pressure that might generate resistance. The "persuasive and continuous" approach represents a sophisticated understanding that sustainable professional growth requires intrinsic motivation cultivated through supportive relationships rather than extrinsic pressure. The emphasis on continuity acknowledges that pedagogical transformation is gradual, requiring sustained engagement rather than episodic intervention. This approach recognizes that teachers progress at different rates based on individual readiness, experience, and circumstances, and that effective supervision accommodates these differences through differentiated support rather than uniform expectations.

Researcher observation of evaluation activities during the odd semester of 2025/2026 confirmed and enriched interview findings. The researcher observed a post-supervision discussion forum involving the principal, vice principal for curriculum affairs, and three teachers who had recently completed supervision cycles. The forum, conducted in the principal's office, lasted approximately ninety minutes. The principal facilitated the discussion by inviting each teacher to share their reflections on the supervision experience and any instructional changes implemented since receiving feedback. Teachers described specific modifications to their teaching practices, including integration of group discussion techniques,

development of authentic assessment rubrics, and reorganization of classroom seating to facilitate student collaboration. The vice principal documented these reports and led discussion of collective challenges, particularly regarding assessment development. The principal provided specific recognition for demonstrated improvements ("I noticed your students were highly engaged during the observation; your classroom management strategies have developed significantly") and collaboratively explored solutions for ongoing challenges. The researcher interprets that this observed forum exemplifies evaluation as professional learning community practice: teachers learn from each other's experiences, collective challenges receive collective attention, and successes are publicly validated, reinforcing motivation and spreading effective practices.

Based on all collected data, academic supervision evaluation at State Junior High School 3 Jambi City exhibits four interconnected characteristics. First, evaluation is collaborative and dialogical, conducted through discussion forums where teachers actively participate in interpreting observation results and designing follow-up actions rather than passively receiving judgments. Second, evaluation is outcome-oriented and evidence-based, focusing on tangible teacher progress in pedagogical competencies including lesson planning, instructional methods, classroom management, and student assessment, with observable classroom changes validating effectiveness. Third, evaluation demonstrates contextual responsiveness and empathy, acknowledging teacher constraints such as time limitations and workload, and responding with persuasive, continuous approaches rather than coercive pressure. Fourth, evaluation is developmentally focused and forward-looking, primarily concerned with identifying improvement pathways and supporting ongoing professional growth rather than rendering summative judgments about teacher performance. These characteristics collectively demonstrate that evaluation functions not as an endpoint but as an integral phase within a continuous cycle of professional development, connecting past implementation to future improvement planning.

The obtained data reveal a consistent pattern demonstrating how evaluation functions within the broader supervision cycle. The identified pattern is: Collaborative, Empathetic, and Forward-Looking Evaluation Generates Teacher Experimentation and Sustained Pedagogical Improvement. This pattern emerges from the following data sequence: (1) The vice principal initiates collaborative discussion forums where teachers jointly interpret observation results; (2) Teachers participate actively in designing follow-up actions, building ownership of improvement plans; (3) The principal demonstrates empathetic understanding of contextual constraints, maintaining persuasive rather than coercive approaches; (4)

Teachers internalize feedback and translate it into classroom experimentation with varied methods; (5) Observable student outcomes (increased engagement) validate teacher experimentation, creating positive reinforcement; (6) The principal provides specific recognition for demonstrated improvements, publicly validating teacher growth; (7) Collective challenges receive collective attention through professional dialogue, enabling shared learning. This pattern indicates that effective evaluation requires simultaneous attention to process (collaborative dialogue), relationship (empathetic support), and outcome (teacher experimentation and student engagement). The pattern's cyclical nature ensures that evaluation informs future planning, creating continuous improvement momentum rather than static assessment.

Table 3. Ideal Influences in Academic Supervision Evaluation

Informant Position	Interview Excerpt	Evaluation Indicator
Vice Principal for Curriculum Affairs	<i>"After each supervision, we always hold a discussion forum with teachers to review the observation results and determine the necessary follow-up actions."</i>	1. Collaborative and Participatory Evaluation: Evaluation is conducted through structured dialogue where teachers actively participate in interpreting observation results and co-designing follow-up improvement actions.
Teacher	<i>"After receiving feedback from the principal, I began experimenting with more varied teaching methods, and the students became more active in class."</i>	2. Outcome-Oriented and Transformative Impact: Evaluation generates tangible teacher behavioral change (instructional experimentation) and observable student outcomes (increased engagement), demonstrating supervision effectiveness.
Principal	<i>"We understand the time constraints teachers face, so our approach is more persuasive and continuous to ensure they remain motivated to develop."</i>	3. Empathetic and Developmentally Sustained Approach: Evaluation demonstrates contextual sensitivity to teacher constraints, maintaining persuasive, continuous support that sustains teacher motivation for ongoing professional growth.

The above table captures three essential pillars constituting ideal academic supervision evaluation at State Junior High School 3 Jambi City, each articulated from distinct positional perspectives. The first pillar is the procedural

approach articulated by the vice principal for curriculum affairs. The "Collaborative and Participatory Evaluation" indicator establishes that evaluation is fundamentally a shared endeavor rather than unilateral judgment. The researcher interprets that this procedural choice has profound implications for teacher engagement and commitment. When teachers participate actively in interpreting observation results and designing follow-up actions, evaluation transforms from external assessment into internalized reflection. Teachers become co-owners of improvement goals rather than subjects of others' judgments, increasing the likelihood that evaluation findings will translate into sustained instructional change. This collaborative approach also generates richer interpretations because teachers contribute contextual knowledge that external observers might lack.

The second pillar is the demonstrated outcome experienced and articulated by the teacher. The "Outcome-Oriented and Transformative Impact" indicator confirms that evaluation produces tangible results beyond documentation. The teacher's behavioral change (experimentation) and the observed student response (increased engagement) provide evidence that supervision evaluation achieves its ultimate purpose: enhancing instructional quality and learning outcomes. The researcher interprets that this outcome dimension is essential for evaluation credibility and sustainability. When teachers experience supervision as producing genuine classroom improvements, their motivation for continued engagement increases, creating positive reinforcement cycles. The specificity of the teacher's reference to "varied teaching methods" and "students became more active" suggests that evaluation successfully transmitted and reinforced specific pedagogical values aligned with contemporary educational priorities. The third pillar is the relational quality demonstrated by the principal. The "Empathetic and Developmentally Sustained Approach" indicator reveals that effective evaluation requires sophisticated understanding of teacher contexts and responsive relationship management. The principal's acknowledgment of time constraints and commitment to persuasive, continuous support demonstrates that evaluation is embedded within caring professional relationships rather than mechanical procedures. These three pillars—collaborative procedure, tangible outcome, and empathetic relationship—operate synergistically to create evaluation processes that are simultaneously rigorous, effective, and humane.

Discussion

Academic Supervision Planning

The finding that academic supervision planning at State Junior High School 3 Jambi City functions as a systematic and participatory process aligned with teachers'

professional development needs confirms and extends previous research. Mujiono (2020) demonstrated that a cyclical approach encompassing planning, implementation, and reflection in supervision significantly enhances teachers' pedagogical skills. The present study aligns with this finding, revealing that the principal's systematic planning, commencing at the academic year's beginning with teacher involvement, creates conditions conducive to pedagogical development. However, this study extends Mujiono's work by specifying that participatory planning—where teachers contribute to schedule development and program design—generates psychological ownership and readiness that enhances subsequent supervision effectiveness. The theoretical implication is that planning effectiveness depends not only on cyclical structure but also on the quality of stakeholder participation within that cycle. Practically, this suggests that principals should invest time in collaborative planning processes rather than developing supervision programs unilaterally.

Furthermore, Kamardana and Les (2022) emphasized that supervision planning positively influences teachers' ability to develop instructional tools, particularly lesson plans. The current study corroborates this finding, with teachers reporting improved capacity in instructional material development following well-planned supervision. The alignment between these studies suggests a consistent relationship between planning quality and instructional documentation outcomes. Nevertheless, the present study reveals a broader impact: planning that integrates professional development programs such as training and workshops extends supervision's influence beyond documentation to encompass classroom practice. The theoretical implication is that planning functions as a framework that shapes not only what is observed but also what resources are mobilized for improvement. Practically, this indicates that principals should design supervision plans that explicitly connect observation to follow-up professional learning opportunities.

Giarti (2015) further found that academic supervision integrating planning and reflective processes substantially improves teachers' skills in syllabus development and lesson plan preparation. The current study supports this finding while adding nuance about the mechanisms through which planning achieves these outcomes. At State Junior High School 3 Jambi City, planning effectiveness derives partly from its basis in previous year's evaluation results, creating continuity across supervision cycles. This finding suggests that planning is most powerful when conceived not as isolated annual activity but as part of an ongoing improvement cycle where past evaluations inform future plans. The theoretical implication is that planning should be understood as a dynamic, iterative process rather than static document production. Practically, this suggests that schools should maintain

systematic records of supervision outcomes to inform subsequent planning, creating institutional memory that strengthens supervision quality over time.

The theoretical and practical implications of these planning findings are substantial. Theoretically, this study contributes to understanding supervision planning as a sociocultural process where teacher participation generates commitment and readiness that complement the technical quality of plans. This extends technical-rational models of supervision by demonstrating that planning's effectiveness depends partly on the social processes through which plans are developed. Practically, these findings suggest that principals should adopt participatory planning approaches, base plans on systematic needs assessment including previous evaluation results, and integrate supervision planning with broader professional development programming. Schools should allocate adequate time for collaborative planning at each academic year's beginning, recognizing that investment in planning processes yields returns throughout the supervision cycle. The finding that planning functions optimally when teachers experience ownership also implies that principals should develop facilitation skills enabling genuine collaboration rather than merely seeking endorsement of predetermined plans.

Academic Supervision Implementation

The finding that academic supervision implementation at State Junior High School 3 Jambi City employs clinical and individual approaches with post-observation reflective dialogue confirms and elaborates previous research. Barnawi (2016) found that dialogic approaches in academic supervision can improve both instructional quality and teacher professionalism. The present study strongly aligns with this finding, revealing that the principal's emphasis on "dialogue rather than monitoring" creates conditions where feedback is perceived as developmental support rather than evaluative pressure. The dialogic relationship observed in post-observation conferences, where teachers were invited to reflect before receiving feedback, exemplifies the collaborative space Barnawi describes. However, this study extends understanding by specifying that dialogic implementation requires particular competencies: the principal demonstrated skills in asking reflective questions, framing feedback constructively, and balancing validation of strengths with suggestions for improvement. The theoretical implication is that dialogic supervision is not merely about conversation but about skilled facilitation of professional reflection.

Additionally, Lindström et al. (2024) emphasize that shared understanding of supervision's purpose is crucial for its effectiveness, particularly when supervision is positioned as a professional growth tool. The current study strongly confirms this

assertion. Teachers' positive responses to supervision, including their willingness to experiment with new methods based on feedback, indicate that shared understanding of supervision as developmental rather than evaluative had been successfully established. The participatory planning processes likely contributed to this shared understanding by involving teachers in shaping supervision from the outset. The theoretical implication is that purpose clarity is not achieved through declaration alone but through consistent enactment across all supervision phases. Practically, this suggests that principals should continuously reinforce supervision's developmental purpose through their language, behavior, and the structures they create, ensuring that words and actions consistently communicate growth orientation.

Furthermore, the finding that implementation is differentiated based on individual teacher characteristics and classroom situations addresses a dimension less emphasized in existing literature. While clinical supervision models inherently recognize individualization, the specific mechanisms through which principals achieve differentiation deserve attention. At State Junior High School 3 Jambi City, differentiation occurred through pre-observation conferences where teachers identified specific concerns, observation focused on individually relevant classroom dynamics, and feedback addressing teacher-identified challenges. This finding suggests that effective implementation requires not only standardized procedures but also flexible application responsive to teacher variability. The theoretical implication is that supervision implementation should be understood as adaptive practice requiring professional judgment rather than mechanical procedure application. Practically, this indicates that principals need both clinical supervision training and the professional autonomy to adapt approaches to individual teacher needs and contexts.

The theoretical and practical implications of these implementation findings are significant. Theoretically, this study contributes to understanding supervision implementation as a relational practice where trust, dialogue, and differentiation interact to produce teacher development. This extends technical models focusing on observation instruments and feedback protocols by demonstrating that implementation quality depends partly on the quality of relationships within which these tools are deployed. Practically, these findings suggest that principals should prioritize building trusting relationships with teachers, develop facilitation skills enabling productive reflective dialogue, and maintain flexibility to differentiate approaches based on individual teacher needs. Schools should provide principals with professional development in clinical supervision techniques, reflective dialogue facilitation, and differentiated coaching strategies. The finding that

teachers experiment with new methods based on supervision feedback also implies that schools should create supportive conditions for teacher innovation, including tolerance for productive failure and opportunities for teachers to share successful experimentation with colleagues.

Academic Supervision Evaluation

The finding that academic supervision evaluation at State Junior High School 3 Jambi City functions as a collaborative, reflective process integrated with planning and implementation strongly aligns with theoretical literature on evaluation's role in professional development. Gudeta (2022) argues that reflective evaluation enables teachers to consciously review their teaching experiences, thereby promoting continuous improvement in instructional quality. The present study confirms this argument, revealing that post-supervision discussion forums where teachers participate in interpreting observation results and designing follow-up actions exemplify the reflective evaluation Gudeta describes. Teachers' ability to identify personal teaching weaknesses and experiment with new methods based on feedback demonstrates that evaluation successfully facilitated the conscious review process Gudeta identifies as crucial. The theoretical implication is that evaluation effectiveness depends not on documentation completeness but on the quality of reflection it generates. Practically, this suggests that principals should structure evaluation as reflective dialogue rather than administrative reporting.

Furthermore, Tiainen et al. (2024) state that reflection within supervision serves as a professional development tool encouraging teachers to think critically about their instructional practices. The current study strongly supports this assertion, with teachers reporting that supervision enabled them to identify weaknesses and implement contextually relevant improvements. The observed post-supervision forum, where teachers shared instructional modifications and discussed collective challenges, exemplifies the critical reflection Tiainen et al. describe. However, this study extends understanding by revealing that collective reflection—where teachers learn from each other's experiences alongside individual reflection—amplifies evaluation's developmental impact. The theoretical implication is that evaluation should be understood as potentially both individual and collective activity, with each mode offering distinct benefits. Practically, this suggests that principals should create opportunities for both individual post-observation conferences and group discussion forums where teachers collectively examine supervision findings and share learning.

Myllykoski-laine et al. (2024) emphasize that reflective evaluation helps teachers identify which aspects of learning are effective and which require

improvement, making academic supervision a genuine instrument for ongoing self-development and professional growth. The present study confirms this perspective, revealing that evaluation at State Junior High School 3 Jambi City successfully identified both teacher strengths and areas for development. The principal's practice of providing specific recognition for demonstrated improvements while collaboratively exploring solutions for ongoing challenges exemplifies evaluation that balances validation with growth orientation. The finding that evaluation outcomes inform targeted training programs addressing collective teacher needs demonstrates that evaluation serves not only individual development but also school-wide improvement planning. The theoretical implication is that evaluation should be conceptualized as generating both individual and organizational learning. Practically, this suggests that schools should systematically analyze evaluation findings across teachers to identify patterns informing professional development programming.

The theoretical and practical implications of these evaluation findings are substantial. Theoretically, this study contributes to understanding evaluation as an integral phase within continuous professional development cycles rather than as terminal judgment. This extends summative evaluation models by demonstrating that evaluation's primary value lies in its forward-looking function—informing future planning and improvement—rather than retrospective assessment. Practically, these findings suggest that principals should conduct evaluation collaboratively with teachers, focus evaluation dialogue on both strengths and growth areas, and ensure evaluation findings systematically inform subsequent planning and professional development programming. Schools should allocate time for post-supervision evaluation discussions, recognizing that this investment generates both teacher development and organizational learning. The finding that teachers experiment with new methods based on evaluation feedback also implies that schools should create follow-up mechanisms supporting teachers to implement improvement plans, including classroom-based coaching and peer observation opportunities. The integrated operation of planning, implementation, and evaluation as a continuous cycle at this school demonstrates that sustainable professional development requires systematic attention to all three phases, with each phase informing and strengthening the others.

CONCLUSION

The most important finding of this study is that academic supervision functions optimally as a cyclical, participatory, and developmental process rather than administrative oversight. The key lesson obtained is that effective supervision

requires systematic integration of planning, implementation, and evaluation, characterized by teacher involvement in planning, dialogic implementation with reflective feedback, and collaborative evaluation. When teachers genuinely participate in all phases, they demonstrate enhanced pedagogical competence including improved lesson planning, varied instructional methods, better classroom management, and more authentic assessment practices, proving that supervision effectiveness depends on relationship quality and collaboration throughout the cycle.

The scholarly contribution lies in empirical validation of theoretical models positioning academic supervision as collaborative, formative practice for sustainable teacher development. This research strengthens the conceptual link between supervision theory and practice by providing evidence of how participatory planning creates teacher readiness, dialogic implementation generates instructional experimentation, and reflective evaluation produces individual and organizational learning. The study extends understanding of how supervision functions within comprehensive teacher development systems, offering a model for schools to enhance their supervisory practices and reinforcing that principals' effectiveness as instructional leaders depends on facilitating collaborative processes and building trusting relationships.

This study acknowledges limitations including single institutional context restricting transferability, and challenges from time constraints, workload pressures, and varying teacher readiness. Future research should expand to multiple diverse schools, employ longitudinal designs capturing long-term impacts, and explore digital tools supporting supervision processes. Such studies would provide deeper insights into adapting academic supervision across diverse educational environments, continuously refining its effectiveness as a mechanism for teacher professional development.

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