

## Characteristics of Academic Supervision Preparation at Hidayatul Muhsinin High School

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### ABSTRACT

Academic leadership is a set of activities that help teachers develop their ability to direct learning to achieve a goal. Then the principal must organize subject guidance in schools and their implementation. The purpose of this research is to describe the implementation of academic leadership in SMA Hidayatul Muhsin. The problem of this research is the facts on the ground which show that some people are rather reluctant to do it. The research method used is a qualitative method. Sources include administrative documents, principals, teachers and also the school environment. Then the data collection technique is to use observation data collection techniques, interviews and documentation. In addition, this data analysis is descriptive qualitative with data validity. Based on the research, descriptive results were obtained, namely: characteristics of preparation for academic leadership, characteristics of academic leadership in the classroom, because the teacher leads the learning process, and lastly increasing the competence of school principals, teachers and staff to make them more professional and improve student performance.

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## **INTRODUCTION**

Academic supervision is a series of activities that provide services to teachers, both individually and in groups, in an effort to improve teaching and help teachers develop their abilities in managing the learning process to achieve learning objectives. Academic supervision cannot be separated from the assessment of teacher performance in learning, so teacher competence must be continuously improved. Academic supervision cannot be separated from the assessment of teacher performance in learning, so teacher competence must be continuously improved. Through academic supervision, teacher competence can be effectively improved. Mulyasa (2011; 111) states that academic supervision is a process specifically designed to help teachers and supervisors learn about their daily tasks at school so that they can use their knowledge and abilities to provide better services to parents, students, and schools and strive to make schools more effective communities. Sahertian (2006:27) states that the academic target area covers three domains: teaching improvement, curriculum development, and staff development.

In this case, the principal as supervisor may or may not implement an academic supervision program for teachers at the school to assess their competence in managing classroom learning. The purpose of academic supervision here is to develop a better teaching and learning situation in the future through guidance, direction, and improvement of the learning process. In order to prepare prospective teachers with these competencies, efforts need to be made to improve teacher competence, develop curriculum content, improve the quality of learning, assess learning outcomes, and provide teaching materials and learning resources. The problem that occurs in the field is that there are still many school principals who are reluctant to carry out academic supervision. So even though the legal basis is clear and focused, and the scope and objectives are clear, it has not been implemented properly and correctly, even though if all of that is done or implemented properly, it will increase the professionalism of the teachers and school principals themselves.

The research gap is evident in the limited number of studies examining how academic supervision is prepared and implemented at the secondary school level, particularly in West Kalimantan. Previous studies have focused more on the implementation of supervision in general, without emphasizing the preparation stage, which is key to effective implementation. Therefore, Hidayatul Muhsinin High School was chosen as the focus of this study because this school faces challenges in the consistency of academic supervision implementation, despite having supporting documents and regulations.

The contribution of this study compared to previous studies is that it provides a more detailed description of the characteristics of academic supervision preparation, including the preparation of documents, teachers, and instruments, as well as its implementation in the classroom. Thus, this study not only reinforces previous findings regarding the importance of academic supervision but also offers a new perspective on how thorough preparation can support the effective implementation of supervision.

Based on the above explanation, this study aims to describe the characteristics of academic supervision, which includes document preparation, teacher preparation, and instrument preparation, as well as to describe the characteristics of academic supervision implementation when teachers carry out the learning process in the classroom. The results of this study will be useful for teachers to improve their performance and for principals to carry out their responsibilities. In addition, this study will also be useful for the Education Office in decision-making and policy-making.

## **THEORETICAL REVIEW**

### ***Academic Supervision***

Basically, to understand supervision, it is necessary to first understand the concept of supervision as formulated by several experts and specialists in the field of supervision. Glickman (1980) explains that "Supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action." Danim and Khairi (2010) explain that the term supervision comes from the English word "supervision," which means oversight. Bernard & Goodyear (in Dollarhide & Miller 2006) define supervision as follows.

"supervision, in the most terms, is a process by which a more experienced professional provides guidance to a novice entering the profession, providing education for the trainee, gate keeping for the profession and assurance that only trained appropriate candidates enter the field".

Nurmala (in Arifah, 2024) explains that supervision is a coaching activity aimed at school stakeholders, with a particular focus on teachers, with the aim of effectively improving the quality of learning and ensuring that teachers are able to master the material as well as possible. Supadi (in Zuher, 2024) explains that academic supervision is to improve and increase the effectiveness of teaching and learning activities, so there are three things that need to be considered by the principal as a supervisor, namely: (1) curriculum development; (2) improvement of the teaching and learning process; and (3) professional growth of teachers and educational tasks.

According to Fatimah (in Yosepty, 2024), supervision is a process and strategy specifically designed to help teachers and supervisors understand and carry out their daily tasks at school. The goal is for them to apply their knowledge and skills to provide better services to parents and improve the effectiveness of schools as learning communities. From this concept of supervision, it can be concluded that the implementation of supervision benefits two parties, namely the teachers being supervised and the supervisors themselves. In carrying out their main duties as educators and teachers, teachers are at the forefront of running the wheels of education.

### ***Purpose of Academic Supervision***

Through academic supervision, it is hoped that the academic quality of teachers will improve. According to Sergiovanni (in the Directorate General of Teachers and Educational Personnel, 2019), there are three objectives of academic supervision, namely:

- 1) Academic supervision is conducted to assist teachers in developing their professional abilities in understanding classroom life, developing their teaching skills through specific techniques, and utilizing them.
- 2) Academic supervision is conducted to monitor teaching and learning activities at school. This monitoring can be done through visits by the principal while teachers are teaching, private conversations with teachers, their peers, or with some of the students.
- 3) Academic supervision is carried out to encourage teachers to apply their abilities in carrying out teaching tasks, encourage teachers to develop their own abilities, and encourage teachers to pay close attention to their duties and responsibilities.

According to Alfonso, Firth, and Neville (Ministry of Education and Culture, 2007), good academic supervision is academic supervision that is capable of achieving various objectives. There are three key concepts in the definition of academic supervision, namely:

- 1) Academic supervision should directly influence and develop teachers' behavior in managing the learning process.
- 2) Supervisors' behavior in helping teachers develop their abilities should be professionally designed so that the start and end times of the development program are clear.
- 3) The ultimate goal of academic supervision is for teachers to become increasingly capable of facilitating learning for their students.

Atmodiwiryo (2011) explains that the purpose of supervision is to provide services and assistance to teachers. In addition to the main objective above, supervision aims to (1) improve or refine learning, which includes (2) providing services and assistance to develop the teaching and learning system implemented by teachers in the classroom; (3) developing the potential quality of teachers; and (4) helping teachers improve the quality of teaching and fostering the growth of the teaching profession. From the above description, it can be seen that the goal is to improve teacher performance by providing guidance and coaching with the hope that it will have an impact on improving and developing the quality potential of teachers, which will ultimately improve the quality of teachers in terms of teaching and learning.

### ***Academic Supervision Function***

The supervisory function is an important component of the overall school program. As stated by Engkoswara & Komariah (cited in Gago, 2022), academic supervision has the following functions:

- 1) Research function A supervisor conducting academic supervision adheres to existing protocols that require a step-by-step process. This process begins with identifying issues that affect personnel. After that, they collect relevant data to ensure that the information they have is accurate and reliable. Once the data has been collected, it is analyzed to draw meaningful conclusions. These conclusions are then used to make decisions about how to address existing problems.
- 2) Evaluation function The results of supervision are used as a basis for assessing the strengths and weaknesses of the learning process. This is

intended to help identify learning problems faced by teachers and collaboratively reflect on the best solutions.

- 3) Improvement function If the academic supervision reveals deficiencies, the supervisor takes strategic and operational steps as a follow-up to the supervision results to overcome the problems faced by educators with the aim of making improvements.
- 4) Coaching function This is a step to overcome problems that arise by providing guidance or training to teachers on new methods of implementing the learning process. These activities can take the form of focus group discussions, workshops, IHT training, seminars, and the like.

### *Principles of Academic Supervision*

To achieve the objectives of academic supervision, there are several principles that supervisors must pay attention to during the supervision process. These principles are very important to ensure the success of academic supervision. According to Dodd (1972), there are 14 principles of academic supervision, including: 1) Practical, meaning that it is easy to implement according to school conditions. 2) Systematic, meaning developed in accordance with the supervision program plan and learning objectives. 3) Objective, meaning inputting data/information in accordance with the aspects of the instrument. 4) Realistic, meaning based on actual reality. 5) Anticipatory, meaning able to deal with problems that may arise. 6) Constructive, meaning developing teachers' creativity and innovation in developing the learning process. 7) Cooperative, meaning there is good cooperation between supervisors and teachers in developing learning. 8) Family-oriented, meaning considering mutual encouragement, affection, and guidance in developing learning. 9) Democratic, meaning supervisors should not dominate the implementation of academic supervision. 10) Active, meaning teachers and supervisors must actively participate. 11) Humanistic, meaning being able to create harmonious, open, honest, consistent, patient, enthusiastic, and humorous human relationships. 12) Continuous (academic supervision is carried out regularly and continuously by the principal). 13) Integrated, meaning integrated with the education program. 14) Comprehensive.

### **METHODOLOGY**

Research methods are essentially a means of solving problems in the research process. In accordance with the problems and learning objectives, the method used in this study is a descriptive method. According to Tarjo (2019:28), "a descriptive method is a method of researching the status of a group of people, an object in a certain condition, a system of thought, or a class of events in the present." This type of research is qualitative research, in which the researcher acts as a key instrument in researching natural objects. According to Bogdan and Taylor (Moleong: 1997: 3), qualitative research methodology is a research procedure that produces data in the form of written or spoken words from people and observable behavior. Based on this statement, it can be concluded that the qualitative descriptive method is a method used to solve a problem in a way that

is based on actual facts or realities at the time of the research in a clear and systematic manner. This research describes the actual situation regarding supervision at Hidayatul Muhsinin High School.

## **RESULTS**

The results of the study show that academic supervision at Hidayatul Muhsinin High School is carried out through the stages of preparation, implementation, and reflection. In the preparation stage, the principal involves teachers and staff in developing programs based on the previous year's supervision documents. This is in line with Kulsoom Jaffer's (2010) opinion that effective supervision is carried out by involving all parties so that a sense of shared responsibility grows. Supervision is carried out through observation of learning from start to finish by assessing administrative tools, teaching strategies, learning media, and competency achievement. This is in line with Priansya & Setiana (2018), who emphasize the function of supervision as an effort to improve the quality of learning. The main obstacle arises at the reflection stage, where feedback cannot always be provided immediately due to the limited time available to teachers and principals. In fact, theory emphasizes the importance of rapid reflection so that teachers can immediately make improvements. Thus, the implementation of academic supervision at Hidayatul Muhsinin High School is in accordance with participatory and democratic principles, but further strategies are needed to optimize follow-up supervision.

## **DISCUSSION**

Preparation for academic supervision at the high school level at SMA Hidayatul Muhsinin includes the principal reviewing academic supervision documents from the previous year to be used as guidelines for the upcoming academic supervision. These documents or files are related to teacher competence and the results of last year's supervision or academic supervision from the previous year to determine priorities. The next step is for the principal to coordinate with teachers to discuss the preparations for implementation. Coordination is carried out to reach an agreement, which covers observation materials, teacher teaching and learning strategies, and instruments or criteria to be used in the future. The academic supervision program is prepared by the principal and teachers of Hidayatul Muhsinin High School in West Kalimantan at the beginning of each school year or before the start of the new school year. The preparation of this program is analyzed based on the actual needs for teacher development and existing conditions in accordance with the education calendar, as well as reviewing the activity schedule and the teachers' circumstances. The program was developed at the beginning of the school year with the involvement of all school personnel, including the principal, vice principal, teachers, and staff members, in planning the academic supervision program. Thus, all parties within the school participated in the activity and shared responsibility for its implementation.

Then, on the other hand, they can learn about and understand the academic supervision that will be carried out, so that they can prepare themselves to complete class administration, learning administration, and other

tools. With the joint preparation of an academic supervision program, all parties will be appreciated and misunderstandings between the principal, teachers, and staff in the school environment will be avoided. Therefore, it is necessary to hold a meeting to develop and disseminate the supervision program as initial guidance for teachers. Once the planning for the academic supervision program has been developed, it will then be implemented. The implementation will run smoothly if all plans that have been prepared are well prepared. Academic supervision is directly related to teaching and learning activities. This is in agreement with Priansya & Setiana (2018:220), who argue that academic supervision serves to improve and enhance the quality of teaching and can be carried out through research, improvement, and guidance approaches. Instruments, as tools for recording observation results and for assessment, are also well prepared by the principal and agreed upon by teachers and staff.

The instrument consists of an observation sheet containing a format or checklist of all aspects that must be observed by the supervisor. Several aspects that are assessed according to this format are: 1. Teacher identity and subject 2. Syllabus 3. Learning Program Plan 4. Competency Standards 5. Basic Competencies 6. Annual Program 7. Semester Program 8. And the Grade Book. Learning activities include several activities, namely: 1. Introduction 2. Core Activities 3. And Closing Activities. Academic supervision at Hidayatul Muhsinin High School in West Kalimantan is carried out when teachers are teaching in class from the beginning to the end of the lesson within a period of 2x45 minutes. Inside the classroom, the supervisor sits in the back row in order to observe the teacher's performance during the learning process. Meanwhile, the teacher conducts learning activities according to the planned scenario. The learning materials, methods, strategies, and learning steps are carried out in accordance with what has been planned and coordinated in the preparation stage. Thus, academic supervision at Hidayatul Muhsinin High School in Pontianak was carried out effectively and according to plan. Academic supervision in core learning activities was also carried out by the principal, who observed aspects such as classroom management, both when teaching the whole class and when students were divided into groups. The principal also observes whether the learning media and tools used are relevant to the learning material, whether these tools or strategies are able to support the teacher's explanations, and whether these tools or strategies can make it easier for students to understand the material that has been given. The principal also observes whether the assessment is in accordance with the desired indicators and competencies. The closing activities observed by the supervisor at Hidayatul Muhsinin High School in Pontianak included how teachers encouraged students to summarize the learning material that had been provided by the teacher, as well as giving both structured and unstructured assignments. Kulsoom Jaffer, (2010) entitled "School Inspection and Supervision in Pakistan: Approaches and Issues".

His research recommends that strategies to foster responsibility and improve the quality of education need to apply several variables in inspection and supervision. It can be analyzed that the characteristics of academic supervision implementation at Hidayatul Muhsinin High School in Pontianak

are in line with the theory of supervision experts and previous research, so it is logical that the implementation of supervision is able to achieve the expected goals. After academic supervision is carried out, the principal, as the supervisor, analyzes the results of academic supervision. The results of this analysis are then coordinated with the teachers in order to obtain feedback from them. He suggested that this reflection or clarification be carried out immediately after supervision, in a friendly and democratic atmosphere, and concluded with conclusions for future improvements and enhancements. The difference at Hidayatul Muhsinin High School in Pontianak is that reflection and clarification (feedback) cannot always be done immediately after academic supervision. This is because subject teachers teach in other classes in the following hour. Ultimately, clarification and reflection are postponed to another opportunity. New problems arise because this opportunity is sometimes difficult to realize due to the principal's busy schedule.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of data analysis and discussion of academic supervision management at Hidayatul Muhsinin High School in Pontianak, several conclusions were drawn, namely: Preparation for academic supervision at Hidayatul Muhsinin High School in Pontianak was carried out by the principal by preparing documents in advance the previous year to determine priorities and prepare instruments for observation. Then, coordination and agreements are made regarding the place, time, and scope of the material to be observed, as well as the observation and assessment strategies to be implemented. Academic supervision at SMA Hidayatul Muhsinin Pontianak is carried out when teachers are teaching in class for 2 x 45 minutes. Observations are carried out continuously using agreed instruments, strategies, and criteria. The observation focuses comprehensively on preliminary activities, core activities, and closing activities. After the supervision is completed, it is followed up with reflection and clarification.

## **FURTHER STUDY**

This study has limitations in terms of the timing of academic supervision reflection, which cannot always be observed optimally, as well as the scope of the study, which focuses on only one school. Therefore, further research is recommended to involve more schools so as to provide a broader picture of academic supervision practices. In addition, further studies could emphasize effective strategies in implementing supervisory feedback so that its impact on improving teacher performance and learning quality can be more measurable.

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