

Factual Study of Academic Supervision at Primary and Secondary Educational Levels in Indonesia

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ABSTRACT

This paper aims to review, identify and synthesize existing research on academic supervision programs at primary and secondary education levels in Indonesia between 2021 and 2024. A total of ten scientific articles covering the topic of academic supervision in Indonesia were collected and analyzed. The review revealed that academic supervision programs implemented in Indonesia aim to improve teacher performance and plan and provide follow-up to the results of the supervision. Various obstacles and challenges have been identified, including the understanding of supervision itself by the principal, how to carry out academic supervision in the field, and how follow-up to supervision results can be carried out. The findings indicate that although academic supervision programs have a positive impact on improving teacher performance, further efforts are needed, starting from a correct understanding of the concept, planning and implementation of academic supervision itself to the follow-up provided so that academic supervision programs can provide great benefits for improving the quality of education as a whole.

Keywords: Academic Supervision Program, Teacher Performance, Educational Level

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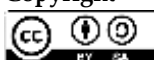
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INTRODUCTION

Education is the primary foundation for a nation's progress, playing a crucial role in shaping high-quality and competitive human resources. Through education, individuals acquire essential knowledge, skills, and values to navigate the complexities of modern life. Educational institutions, from primary to secondary levels, bear significant responsibility in nurturing future generations who are adaptive and innovative. Therefore, effective management of educational resources is an absolute prerequisite for the sustainability and improvement of overall educational quality. Without a structured management framework, an educational institution risks operating without direction, where teachers might teach as they please, school leaders act arbitrarily, and students learn without adequate guidance. In the Indonesian context, efforts to improve educational quality have always been a national priority.

However, the journey towards an ideal education system is not without obstacles. One significant challenge frequently encountered is the impact of natural disasters. Indonesia, as a disaster-prone country, often experiences serious disruptions to educational infrastructure, teaching and learning processes, and the well-being of the school community due to earthquakes, floods, volcanic eruptions, or other disasters. This condition necessitates adaptive and responsive mechanisms in education management, including in the aspects of supervision and teacher development. Beyond natural disasters, other challenges arise from the internal dynamics of the education system itself. Curriculum changes, technological advancements, and increasing demands for complex teacher competencies require a more holistic and continuous supervisory approach. The quality of teacher instruction directly correlates with the quality of student learning, making systematic efforts to improve teacher performance vital.

Without educational resource management, an educational institution cannot run, because humans as policy makers and objects of the policy itself need to be regulated in a special management framework (Al-Jufri & Suprpto, 2014:23). In addition, Ghani (2014:10) stated that an educational institution requires management or governance, because without management, school management has the potential to run without direction where teachers can teach as they please, school leaders act arbitrarily until students learn as they please. One effort to manage educational institutions well is through educational supervision activities. Komariah (2009:3) stated that educational supervision is specifically for academic or learning supervision, which is intended so that teachers and other personnel are guided and directed in carrying out their professional duties, especially managing effective teaching and learning activities. In essence, academic supervision is professional assistance provided to teachers, namely through a systematic planning cycle, careful observation, and objective and immediate feedback, so that teachers can use the feedback to improve their performance (Harahap & Hidayah, 2022:7).

Its implementation includes planning academic supervision programs to improve teacher professionalism, carrying out academic supervision of teachers using appropriate approaches and techniques, and following up on supervision results for continuous improvement. However, in practice, the implementation of academic supervision often faces various obstacles, ranging from principals' lack of understanding of the concept of supervision itself, difficulties in its field implementation, to challenges in providing effective follow-up to supervision results. Although academic supervision programs have shown a positive impact on improving teacher performance, further efforts are needed. This includes a correct understanding of the concept of supervision, meticulous planning and implementation, and consistent follow-up so that the program can provide significant benefits for improving the overall quality of education.

Improving the quality of education needs to be supported by regular and planned supervision activities so that the success of the quality of education is achieved properly (Tonta et al, 2019:32). Supervision can be interpreted as a coaching activity that has been planned to help teachers do their jobs effectively so that they get good results (Setiyadi, 2020:56). Supervision is carried out to determine the success, weaknesses and obstacles in the implementation of education and to provide direction and guidance for the implementation of education so that it is in accordance with applicable provisions in order to improve the quality of education (Zubaidi, 2020:146). Improvement or enhancement of the quality of learning in educational institutions is

closely related to the effectiveness of supervision services (Nilawati et al, 2020:133). Therefore, Engkoswara & Komariah (2020:229) formulated the main targets of educational supervision, namely: The learning process, where the main actors are teachers and students. Effective management of education, in this case the principal is the educational leader who facilitates the realization of an academic culture that supports the implementation of teaching and learning activities. All educational resources that strive for effective learning.

Given the importance of academic supervision and its accompanying challenges, this literature review is highly relevant. This study aims to review, identify, and synthesize existing research on academic supervision programs at primary and secondary education levels in Indonesia between 2021 and 2024. By analyzing ten selected scientific articles, this review seeks to provide a comprehensive overview of the characteristics of initiatives, challenges faced, and the impact and follow-up of academic supervision programs. This literature review is necessary because, despite extensive research on academic supervision, there remains a gap in comprehensive understanding of its implementation in Indonesia within the most recent period (2021-2024). Previous studies often focused on single case studies or specific aspects of supervision, without presenting a broad synthesis of trends, common obstacles, and best practices emerging from various school contexts in Indonesia. This review will fill that gap by integrating findings from diverse studies, thereby providing a more holistic and relevant perspective for policymakers and education practitioners. For instance, let's compare this review with five previous studies: Komariah (2009): This research focused on the implementation of academic supervision through school action research. While relevant, this study was more methodological and did not provide a broad overview of supervision implementation across various schools in a more recent period. Our review complements this by synthesizing data from multiple case studies. Tonta et al. (2019): This study discussed the implementation of academic supervision by supervisors in fostering PAI (Islamic Religious Education) teachers in madrasahs. Its focus was specific to one subject and type of institution. Our review has a broader scope, covering various subjects and educational levels (SD/MI, SMP/MTs, SMA/MA/SMK). Setiyadi (2020): This book provides a general understanding of supervision in education. While fundamental, it is not a systematic review of recent research. Our review specifically analyzes articles published between 2021-2024, offering up-to-date insights. Harahap & Hidayah (2022): This research examined academic supervision in building the quality of madrasah education within Islamic boarding school foundations. Similar to Tonta et al., its focus was limited to the madrasah context. Our review covers a wider spectrum of educational institutions. Suprianto & Imron (2023): This study analyzed the strengths and weaknesses of online academic supervision. While relevant to technological advancements, its focus was specific to the online supervision mode. Our review encompasses various supervision modes and provides a more general overview of academic supervision implementation in Indonesia.

Supervision as an effort to improve the quality of education, in terms of improving teacher performance, has been implemented by almost all educational units in Indonesia, as an obligation that must be carried out. With this in mind, this review attempts to examine and identify how academic supervision is implemented at the elementary and secondary education levels in Indonesia, starting from planning, implementation to follow-up of the results of academic supervision. This review also analyzes the obstacles faced by school principals in implementing academic

supervision activities. The findings of this review aim to inform the right strategy in implementing academic supervision, which will ultimately improve teacher performance, improve the quality of education and support the achievement of national education goals more broadly. This review also thoroughly analyzes various relevant literature to see the opportunities, challenges and results and follow-up related to the academic supervision program. The questions that guide this literature study are as follows:

- 1) What are the characteristics of initiatives in implementing academic supervision programs at the elementary and secondary education levels in Indonesia?
- 2) What challenges are faced by school principals in the context of implementing academic supervision?
- 3) What are the impacts and follow-ups of the academic supervision program, related to improving teacher performance and developing teacher professionalism and the overall quality of education in Indonesia?

METHOD

This study uses a systematic approach to examine journal articles on the implementation of academic supervision programs at elementary and secondary education levels in Indonesia. The literature review conducted provides output on existing data, as well as an explanation of a finding so that it can be used as an example for research studies in compiling or creating a clear discussion of the contents of the problem to be studied. This study has the benefit of compiling concepts as the basis for a study (Wiratna, 2023). This research is a qualitative descriptive study using a literature study method (study literature review) based on studies of concepts and theories related to the subject matter being studied. Literature study is a type of research that analyzes the results of the classification of previous studies on the same core problem as the main data for review. There are 10 main articles as the basis for the study of concepts and theories based on the literature in question. The selected articles have been published in national journals in the period 2021 to 2024. The methodology used includes data identification, data extraction, coding and analysis.

This study employed a Systematic Literature Review (SLR) approach to comprehensively identify, analyze, and synthesize relevant studies on the implementation of academic supervision programs at the primary and secondary education levels in Indonesia. The SLR method was chosen due to its structured and transparent process, allowing for the minimization of bias in article selection and data interpretation (Snyder, 2019). Following the guidelines outlined by Kitchenham & Charters (2007) and Page et al. (2021), the SLR process consisted of five key stages: (1) defining review questions; (2) developing a protocol; (3) identifying relevant literature; (4) extracting and coding data; and (5) synthesizing the findings to generate conclusions and implications. Inclusion criteria for article selection included:

- 1) Peer-reviewed journal articles published between 2021 and 2024;
- 2) Studies focusing on academic supervision practices in Indonesian primary and secondary education settings;
- 3) Articles written in Bahasa Indonesia or English;
- 4) Articles accessible through national databases and journals.

The search strategy was guided by keywords such as: "supervisi akademik", "academic supervision", "teacher performance", and "educational leadership". Ten articles meeting the inclusion criteria were selected and subjected to full-text review

and thematic analysis. Data extraction included authorship, publication year, journal name, study focus, methods, challenges identified, supervision practices, and impact or follow-up activities. The coding phase involved categorizing these studies into thematic clusters, such as types of supervision (e.g., clinical, collaborative, technological), implementation barriers, and documented teacher performance outcomes. The systematic approach ensured replicability and objectivity in deriving insights from diverse contexts across Indonesia, aligning with best practices in educational SLRs (Boell & Cecez-Kecmanovic, 2015).

Data identification

Database selection was based on its relevance and accessibility and ensured the inclusion of various studies related to the implementation of academic supervision programs at the elementary and secondary education levels in Indonesia. The search focused on journal articles published between 2021 and 2024 that focused on the influence, impact and follow-up of the implementation of academic supervision in SD/MI, SMP/MTs to SMA/MA/SMK. The search was guided by the keywords academic supervision, teacher performance and follow-up.

Table 1. Literature Study Guide Questions

Main topic	Covers literature on the implementation of academic supervision programs at primary and secondary education levels in Indonesia.
Research question	<ol style="list-style-type: none"> 1) What are the characteristics of initiatives in implementing academic supervision programs at the elementary and secondary education levels in Indonesia? 2) What challenges do principals face in the context of implementing academic supervision? 3) What are the impacts and follow-ups of academic supervision programs, related to improving teacher performance and developing professionalism and the overall quality of education in Indonesia?
Target	The purpose of this study is to compile and summarize literature from recent articles on the implementation of academic supervision programs in Indonesia, including the obstacles faced by school principals as implementers and the impact and follow-up in improving teacher performance and developing teacher professionalism.
Criteria	Journal articles on academic supervision from 2021 to 2024 with geographical emphasis in Indonesia
Main results	Informing the right strategy in implementing academic supervision, which will ultimately improve teacher performance, improve the quality of education and support the achievement of national education goals more broadly.
Data extraction	

After identifying relevant articles, a systematic process was used to extract important information from each study. All relevant data was systematically extracted. This data extraction included identifying the title, author, year of publication and journal name.

Table 2. Selected articles on the implementation of academic supervision programs in Indonesia

Title	Author (s)	Year of publicaion	Journal name
Potret Supervisi Akademik Kepala Sekolah SMK Negeri 1 Kota Jambi	Mohamad Muspawi Bradley Setiyadi Ratih Elvirawati	2021	Jurnal Sains Sosio Humaniora
Supervisi Akademik dalam Membangun Mutu Pendidikan Madrasah di Lingkungan Yayasan Pondok Pesantren Ats-Tsaqofy, Deli Serdang	Hotni Sari Harahap Nurul Hidayah	2022	Wahana: Pengabdian Masyarakat Jurnal kepada
The Effect of the Application of Education Administration Supervision on Improving the Quality of Teachers in SD Negeri 34/I Teratai, Kabupaten Batang Hari	Risma Anggreyani Yesi Desria Yantoro Bradley Setiyadi	2023	Journal of Teaching and Learning
Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kinerja Guru di Madrasah Aliyah Negeri Tolitoli	Ahmad Sunaedi Hamdi Rudji	2023	Journal of Education Management and Islamic Leadership
Peningkatan Kompetensi Guru dalam Menyusun Perangkat Ajar Kurikulum Merdeka melalui Supervisi Akademik di SMP Negeri 4 Jerowaru, Kabupaten Lombok Timur	Ahmad Turmuzi	2023	Semesta: Jurnal Pendidikan dan Pengajaran Jurnal Ilmu dan

Implementasi Supervisi Akademik Dalam Merespon Kebutuhan Peserta Didik Di SMA Negeri 1 Puri Mojokerto	Muhammad Saryulis Muhammad Nur Hakim	2023	Academicus: Journal of Teaching and Learning	
Sistem Informasi Supevisi Akademik untuk Sekolah Dasar di Kabupaten Kolaka	Johar Nur Iin Muh.Nurtanzis Sutoyo Ulfa Lestari Astuti	2024	Binary Technology	Digital
Sistem Manajemen Supervisi Akademik sebagai Kontrol Mutu Kompetensi Pedagogik Guru di Lembaga Pendidikan Madrasah Kabupaten Ponorogo	Afroyin Indi Wahid Hariyanto	2024	Southeast Journal of Education Management	Asian Islamic
Implementasi Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kompetensi Guru di SMP Al-Islam Kartasura	Nevrika Amanda Pangestuti Triono Ali Mustafa	2024	Didaktika: Kependidikan	Jurnal
Supervisi Akademik Kepala Sekolah Terhadap Kinerja Mengajar Guru di SMA Negeri 1 Cibungbulang, Kabupeten Bogor	Ima Rahmawati Alsabila Nurazmie Hana Lestari Muzhir Ihsan Hadi Dafenta	2024	Religion Social Journal	Education Laa Roiba

Data coding

The next step is coding the extracted data through the coding process. This coding process requires assigning codes to the various elements of the study. The coding framework was developed iteratively, adapting to emerging themes and ensuring that all relevant aspects were systematically addressed. This process facilitated the organization of the data into meaningful categories for further analysis.

Data analysis

Finally, the coded data were analyzed to answer the research questions posed by this study. This analysis aims to uncover patterns, trends, and gaps in the literature, which

provide insight into the current status of the implementation of academic supervision programs at the elementary and secondary education levels in Indonesia. The findings are in the form of information to deal with various obstacles in the implementation of academic supervision, the impact felt by teachers in improving performance and developing professionalism, follow-up actions that need to be taken regarding the results of academic supervision, and its influence in improving the quality of education throughout Indonesia.

RESULT AND DISCUSSION

Article 1: Potret Supervisi Akademik Kepala Sekolah SMK Negeri 1 Kota Jambi

Initiative characteristics:

Academic supervision planning is carried out by the principal by involving the school management team (supervision team) consisting of the principal, vice principals and several senior teachers. Supervision scheduling is carried out routinely twice a year for each teacher.

Challenges and obstacles:

Lack of socialization to teachers regarding the academic supervision schedule; the principal is rarely directly involved in supervising teachers in class and; the implementation of academic supervision is not evenly distributed.

Impact and follow-up:

The principal provides motivation, direction, reinforcement, suggestions and solutions as well as coaching to teachers through final discussions after class visits. Another form of follow-up carried out by the principal is to invite teachers to discuss and chat about the problems faced by teachers in class, what the difficulties are and where, then the teachers will be given input and also the best solution will be sought for the problems faced. Then the teachers will also be given coaching in the form of training or workshops to help teachers improve their abilities.

Article 2: Supervisi Akademik dalam Membangun Mutu Pendidikan Madrasah di Lingkungan Yayasan Pondok Pesantren Ats-Tsaqofy, Deli Serdang

Initiative characteristics:

The implementation of academic supervision is carried out by creating a close relationship with teachers, preparing observation instruments, and conducting class visits.

Challenges and obstacles:

Lack of understanding of the function and purpose of academic supervision, and is often considered the same as monitoring and evaluation.

Impact and follow-up:

The supervision implemented is able to touch on the development of all teacher competencies, be it pedagogical competence, personality competence, professional competence and social competence.

Article 3: The Effect of the Application of Education Administration Supervision on Improving the Quality of Teachers in SD Negeri 34/I Teratai, Kabupaten Batang Hari

Initiative characteristics:

Supervision is carried out by the principal at least once a year for each teacher. Implementation of supervision by checking the completeness of learning devices and by observing the learning process in the classroom.

Challenges and obstacles:

The implementation of supervision is still not effective in improving teacher performance skills and the quality of education in schools.

Impact and follow-up:

Teacher performance generally increases because the principal provides motivation so that teachers can complete the availability of learning devices and improve the quality of the learning process in the classroom. Improvement in teacher performance can be seen from the completeness of learning devices and the ability of teachers to apply learning strategies and methods. Thus, the benefits felt by teachers after supervision are that teachers become more orderly in administration which ultimately makes teachers have good preparation before teaching so that learning activities can run as desired.

Article 4: Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kinerja Guru di Madrasah Aliyah Negeri Tolitoli

Initiative characteristics:

The implementation of academic supervision begins with academic supervision planning which includes four aspects, namely: determining the objectives to be achieved, focusing on the targets to be improved, developing academic supervision strategies, both in terms of the use of supporting facilities and infrastructure for supervision activities, determining teachers to be supervised, procedures and strategies for implementing supervision, and socialization and information on academic supervision activities to all teachers, as well as preparing an academic supervision schedule. Aspects of academic supervision planning are included in the academic supervision implementation planning document. After that is the implementation of academic supervision which includes: monitoring the implementation of learning, discussion and feedback, providing an understanding of improving the quality of learning, and developing knowledge and implementing learning methods and media using technology.

Challenges and constraints:

The implementation of academic supervision has not been structured in the form of a structured program so that it cannot monitor the development of teacher performance periodically. Communication and socialization have not been going well, especially regarding information on supervision scheduling for each teacher.

Impact and follow-up:

Follow-up from academic supervision consists of input, coaching and improvement of learning planning. Academic supervision helps teachers to identify weaknesses in

learning planning so that they can improve teacher performance in planning, helps teachers to develop a better understanding of learning implementation so that effective academic supervision plays an important role in improving teacher performance in learning implementation, and effective academic supervision helps teachers to develop a better understanding of learning evaluation.

Article 5: Peningkatan Kompetensi Guru dalam Menyusun Perangkat Ajar Kurikulum Merdeka melalui Supervisi Akademik di SMP Negeri 4 Jerowaru, Kabupaten Lombok Timur

Initiative characteristics:

The implementation of academic supervision is part of collaborative school action research involving the principal, vice principal for curriculum and vice principal for student affairs. The supervision instruments used include the instrument for submitting the completion of teaching materials, the instrument for reviewing learning materials, the instrument for reviewing the flow of learning objectives, the instrument for reviewing teaching modules (RPP), and the instrument for assessing the implementation of learning and the format for reflecting on the results of learning observations, the instrument for assessing learning outcomes, analysis of academic supervision data and recapitulation of the results of providing feedback, and the academic supervision follow-up plan. All types of instruments used are first consulted and agreed upon with the observers (participants) involved.

Challenges and constraints:

The incompatibility of learning materials with the implementation of learning in the classroom, as well as the lack of understanding and references in implementing learning in accordance with the curriculum of the educational unit.

Impact and follow-up:

From the implementation of supervision, the principal provides motivation to teachers to improve their performance, especially in terms of the suitability of learning materials with the implementation of learning in the classroom. Another follow-up is the implementation of teacher performance reflection and evaluation referring to the results of supervision.

Article 6: Implementasi Supervisi Akademik Dalam Merespon Kebutuhan Peserta Didik Di SMA Negeri 1 Puri Mojokerto

Initiative characteristics:

Academic supervision is carried out by the principal once a year for each teacher, by implementing the following steps, namely making a supervision program proposal, issuing a letter of assignment to the principal and vice principals to assist the principal in carrying out supervision, making assessment instruments, making supervision schedules, carrying out supervision, to evaluating the results of supervision. Overall, academic supervision is carried out to respond to the needs of students.

Challenges and obstacles:

In the previous year's academic supervision activities, there were shortcomings and obstacles that had to be evaluated and fixed in order to improve the quality of student

learning, respond to student needs and teacher competence. This includes the development of indicators and learning materials, the use of learning methods that are not yet varied, the lack of teacher mastery in responding to student needs and so on.

Impact and follow-up:

After academic supervision is carried out, the principal and other supervisory teams will of course follow up. The follow-up to the results of the supervision is in the form of an evaluation given to educators and the provision of rewards. The principal will hold individual meetings with teachers who have poor grades, the meeting will be filled with discussions about classroom learning, such as teaching methods, delivery of materials, filling in lesson plans and so on. In addition, the principal also provides guidance and advice to educators. If many teachers have the same problems in teaching, a workshop or training will be held. The individual meeting is so that teachers continue to improve and increase their professionalism.

Article 7: Sistem Informasi Supevisi Akademik untuk Sekolah Dasar di Kabupaten Kolaka

Initiative characteristics:

Design of academic information system for district education office based on supervision result data in elementary schools in the district. There are 4 (four) users in this system, namely supervisor and supervisor coordinator in district education office, principal as academic supervision assessment team, and teacher as the party whose performance is assessed in the learning process.

Challenges and constraints:

In the current system, school supervisor from Kolaka District Education and Culture Office still directly checks supervision activities to each school in Kolaka District by looking at the results of each teacher's assessment sheet made by the Principal. Supervision report still uses paper media, the Assessment Instrument sheet is written directly on the instrument sheet, so it requires more resources to manage Academic Supervision data. The disadvantage of using paper media is that principal and teacher who want to see the supervision result must search in archived documents, so searching for Supervision result for one teacher in a certain period takes quite a long time. This makes it difficult for principal if they want to see the teacher's development each semester. In addition, the principal has difficulty in managing data and making reports on the results of Academic Supervision because of the large number of teachers being assessed.

Impact and follow-up:

The implementation of Academic Supervision is currently quite good, however, considering the potential for development to improve the implementation of Supervision in the future, it is necessary to build a system to facilitate the process of managing Academic Supervision data at the Elementary School level in Kolaka Regency, so that it is easier for school supervisors to check the results of teacher Supervision in each school and see teacher performance graphs each semester. In addition, it makes it easier for the principal to assess, manage and store data on the results of Academic Supervision activities and teachers can see the results of the assessments that have been given.

Article 8: Sistem Manajemen Supervisi Akademik sebagai Kontrol Mutu Kompetensi Pedagogik Guru di Lembaga Pendidikan Madrasah Kabupaten Ponorogo

Initiative characteristics:

The academic supervision management system at MTsN 3 Ponorogo is collaborative academic supervision consisting of four stages of supervision, namely planning, implementation, evaluation, and follow-up by involving several internal stakeholders such as the vice principal and senior teachers. Supervision planning is carried out by forming a supervision team consisting of the principal, vice principal and senior teachers; preparing a supervision schedule, and; determining the approach, methods, and supervision techniques to be carried out. The implementation of supervision begins with the socialization of supervision activities and schedules, assessing learning devices, observing the learning process in the classroom, and reflecting the results of academic supervision to the teacher concerned. The next stage of evaluation is carried out by providing notes on the results of academic supervision to teachers and supervisor partners consisting of vice principals and senior teachers. The last stage is the follow-up of supervision which is carried out with coaching that includes coaching in understanding insight, learning design, learning strategies, utilization of technology, and evaluation of student learning.

Challenges and constraints:

Teachers' problems in carrying out the learning process are very complex. Starting from the skills of making learning administration such as lesson plans, teaching materials, and assessment plans, to teaching skills such as managing classes, delivering materials, guiding discussions and so on. This problem must be resolved thoroughly because teachers are the spearhead of quality education whose implications can only be felt in the long term.

Impact and follow-up:

The results or implications of the implementation of academic supervision are known to have changes in teachers in five aspects, namely first, understanding insight which is marked by the advancement of teacher insight related to planning, processes, and evaluation of learning. Second, learning design which is marked by increasing skills in making learning devices. Third, learning strategies which are marked by increasing teacher skills in presenting learning strategies. Fourth, the use of learning technology which is marked by increasing teacher creativity and innovation in utilizing information technology. Fifth, increasing teacher ability in making learning evaluations for students.

Article 9: Implementasi Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kompetensi Guru di SMP Al-Islam Kartasura

Initiative characteristics:

The principal carries out planning activities for the preparation of academic supervision programs by holding small meetings attended by senior teachers, then the principal determines the goals and targets to be achieved, creates a team to assist the principal in implementing academic supervision. After the principal holds a small meeting, the principal holds a meeting with all teachers to socialize the importance of

academic supervision. By conducting socialization, teachers have agreed on when academic supervision will be carried out and the principal also conveys what parts will be supervised.

Challenges and obstacles:

The supervision program implemented is too monotonous or the implementation from year to year is the same so that there is no change, because the principal is not able to prepare other or new supervision programs.

Impact and follow-up:

The follow-up carried out is in the form of giving awards and reinforcement that meet standards and constructive and educational reprimands given to teachers who meet standards, teachers are given the opportunity to take part in training to gain more knowledge. Feedback from academic supervision is to utilize the results of the supervision analysis that has been carried out. The activity of supervisory feedback is coaching, there are 2 types of coaching, namely direct and indirect coaching.

Artikel 10: Supervisi Akademik Kepala Sekolah Terhadap Kinerja Mengajar Guru di SMA Negeri 1 Cibungbulang, Kabupaten Bogor

Initiative characteristics:

Academic supervision is implemented as a professional teacher service provided by school leaders to teachers with the aim of developing their abilities in managing learning. Academic supervision activities go through several stages, namely supervision planning, supervision monitoring, assessment and implementing supervision coaching in order to achieve educational goals.

Challenges and obstacles:

Teacher performance still does not meet the established standards.

Impact and follow-up:

Academic supervision has an impact on improving teacher performance.

Global Trends, Challenges, and Innovations in Academic Supervision

Academic supervision, once seen as a bureaucratic obligation, is now evolving globally as a strategic tool for educational transformation. Across various education systems, supervision is increasingly aligned with principles of instructional leadership, equity, digital integration, and teacher agency. This section explores global insights from 2022 to 2025 that illuminate how supervision practices are innovated and contextualized to maximize teacher development and student learning outcomes.

1. Instructional Leadership as a Foundation

Recent studies affirm that instructional leadership is a critical driver of effective supervision. In the U.S., Leithwood et al. (2023) show that principals who engage deeply in curriculum planning and instructional feedback foster stronger teacher efficacy and student achievement. Similar findings in Singapore (Tan et al., 2024) and Canada (Caron & Shore, 2023) highlight the importance of aligning supervision with classroom practices. "Instructional leadership fosters coherence between school goals, teaching practices, and supervision systems." (Zhang & Hallinger, 2023)

2. Personalized and Differentiated Supervision

Effective supervision must be tailored to teacher experience, subject area, and school context. Research from Norway (Bjørnsrud & Nilsen, 2023) and New Zealand (Stewart & Roder, 2022) shows that one-size-fits-all supervision diminishes motivation and fails to address individual growth needs. Differentiated supervision strategies—such as mentoring for novice teachers and peer coaching for veterans—yield better professional growth outcomes (Hopkins et al., 2023).

3. Equity-Focused Supervision

Equity in supervision is a growing concern. Studies in South Africa (Maringe & Hlongwane, 2022) and the Philippines (De Guzman et al., 2023) emphasize the role of supervision in addressing disparities in teacher support, particularly in underserved or rural schools. Supervisors are expected to advocate for equitable professional development access and culturally relevant teaching practices. “Supervision becomes a lever for equity when it empowers marginalized educators to grow professionally.” (Oketch & Wambugu, 2024)

4. Supervision in Crisis and Post-Pandemic Contexts

The COVID-19 pandemic reshaped supervision globally. Research in Chile (González et al., 2022) and the UK (Bradbury & Sturrock, 2023) documents how supervision adapted to remote models, focusing on teacher well-being and digital pedagogy. Supervisors now need skills in emotional intelligence, technology facilitation, and hybrid monitoring (Sewell et al., 2022).

5. Digital and AI-Enhanced Supervision

Emerging technologies are revolutionizing supervision processes. AI-powered feedback platforms are increasingly used in the U.S., Korea, and Finland (Park & Lee, 2023; Väisänen et al., 2024). These tools allow for real-time lesson analysis, performance dashboards, and personalized coaching pathways. “Digital platforms enhance feedback cycles and data-driven instructional refinement.” (Ramirez & Koller, 2023) However, challenges remain around digital equity and teacher autonomy in highly surveilled systems (Ahmed et al., 2023).

6. Collaborative and Distributed Supervision Models

There is a global shift from hierarchical to distributed supervision, where instructional coaches, peer mentors, and subject leaders share supervisory roles (Spillane et al., 2024). Research from Australia (Mockler & Groundwater-Smith, 2022) and the Netherlands (Kessels & Poortman, 2023) confirms that distributed models foster professional learning communities (PLCs) and enhance peer accountability.

7. Supervision and Reflective Practice

Reflective supervision is central to teacher agency and professionalism. Studies in Japan (Saito & Ishikawa, 2022) and Brazil (Moreira et al., 2023) show that supervisors who facilitate self-evaluation, journaling, and collaborative inquiry improve instructional practice more sustainably than evaluative models.

DISCUSSION

Academic supervision is a systematic process in which educational administrators or supervisors regularly observe, provide feedback, and support the professional development of teachers or educators in an effort to improve the quality of teaching and learning in educational environments. The main goal is to improve teacher performance, stimulate self-reflection, and encourage continuous professional growth (Choiriyah et al, 2024:220). Supervision is a crucial process in the world of education because it allows administrators or supervisors to systematically observe, provide feedback, and provide support to teachers or educators. The main focus is to improve the quality of teaching and learning in educational environments. With various strategies and approaches designed to stimulate continuous professional growth, the function of academic supervision is basically as a step to improve and enhance classroom learning (Hariyati, 2022; Susilo et al, 2023). In general, academic supervision aims to optimize teacher performance, stimulate self-reflection, and support the development of teacher competence and professionalism. Academic supervision is carried out by the principal towards teachers in the form of services and assistance to improve and develop teacher abilities by providing guidance starting from learning planning, implementing learning activities, evaluating learning, to reflecting in order to achieve the goals that have been set (Asmadi et al, 2023:820). As a manager, the principal is responsible for organizing, managing, implementing and controlling educational activities developed in schools, because of his strategic role in creating a supportive school culture. This is because good supervision will grow and thrive in a conducive school culture.

Academic supervision has a crucial role in improving teacher performance, as indicated by the significant relationship between the implementation of effective academic supervision and improving the quality of teacher work (Alanny et al, 2024). Factors such as motivation, work discipline and the supervision model applied, be it conventional, artistic, scientific and clinical, also play an important role in this process, so that academic supervision becomes an essential component that supports the quality of teaching and learning and improves overall teacher performance.

The importance of academic supervision for improving teacher professionalism has caused its implementation to experience many obstacles and constraints (Suprianto & Imron, 2023:101). The obstacles that arise, apart from teachers, are also caused by the principal as a supervisor. Obstacles from teachers such as a lack of understanding and awareness of the benefits of supervision, where there is no desire to improve learning devices and learning process activities in the classroom according to what has been produced and the shortcomings found in supervision. Meanwhile, obstacles from supervisors are scheduling management that is not yet optimal, such as clashing with other activity schedules, so that teachers who have and have not been supervised are not evenly distributed.

The traditional supervision model is no longer adequate to address the complexity of today's educational challenges. An integrative model is needed, such as the integration of academic supervision, which can accommodate the needs of diverse teachers and provide more contextual and relevant guidance (Tursina & Rudiansyah, 2024:18162). The principal must be skilled in planning academic supervision programs, implementing academic supervision of teachers using appropriate supervision approaches and techniques, and following up on the results of academic supervision in order to improve teacher competence and professionalism.

The objective condition that occurs in many schools in Indonesia is that there are so many tasks and obligations imposed on the principal, while on the one hand the

principal also has limitations, especially in managing the allocation of time in carrying out his duties, including supervision tasks. This results in supervision not being able to run optimally, thus encouraging the importance of certain strategies in implementing the supervision. The educational supervision strategy shows an emphasis and focus on several different things, namely a focus on the institution (organization) and a focus on the individual, which shows that between the aspects of the school organization and the aspects of the individual as human resources of the school run in one inseparable unity, so that an increase in the capacity of the school organization can be achieved with the support of the ability of school organization members who work synergistically and coordinated in achieving the desired goals.

Method is a specific way that is done to support the success of the strategy in the process of achieving previously determined targets. Methods in educational supervision can be studied through grouping factors in carrying out academic supervision. Academic supervision methods can be reviewed from communication patterns and in utilizing communication channels, which can be grouped into 3 (three) methods, namely: direct method, which is carried out through direct face-to-face meetings between supervisors and supervisees and can be carried out individually or in groups; indirect method, which uses other media in interacting and communicating between supervisors and supervisees, can use written media or internet network media, and; collaborative method, which is a mixed method of the two previous methods, where supervisors and supervisees collaborate to make an agreement in determining what processes and criteria can be used when discussing problems being experienced.

The implementation of academic supervision in elementary and secondary education units in Indonesia needs to be endeavored so that it can develop along with the development of science, technology, and socio-economic and cultural aspects of society, supervision is expected to move from the form of inspection where authority is more dominated by supervisors, to a form of collaboration between the principal as a supervisor and teachers who together take the initiative and are responsible for improving the quality of learning, and fostering a learning culture in teachers to always improve their competence. Along with the development of managerial understanding that school productivity is also determined by the social relationship between teachers and the principal, the approach to academic supervision needs to move in a more democratic direction, where the principal and teachers can exchange opinions about improving the quality of learning and education.

The implementation of academic supervision is aimed at helping teachers improve the quality of learning which can ultimately improve student learning outcomes. Therefore, appropriate supervision techniques are needed, which are adjusted to the conditions and needs of teachers. Various supervision techniques in teacher development efforts include staff meetings, supervision visits, professional bulletins, professional libraries, curriculum laboratories, teacher assessments, learning demonstrations, curriculum design development, learning instruction development, field trips, workshops, inter-class visits, professional readings and school-community surveys. In general, the principal can use 2 (two) supervision techniques, namely: individual supervision techniques, which consist of class visits, class observations, individual meetings, inter-class visits, and self-assessments, and group supervision techniques, which consist of brainstorming, forum group discussions, nominal group techniques, workshops, seminars, mentoring and lesson study.

International Perspective and Strategic Implications

In a global context, academic supervision is recognized not merely as a managerial obligation, but as a dynamic process of professional learning (Bush, 2022). Studies in countries such as Finland, Canada, and Australia emphasize supervision as collegial, reflective, and dialogic rather than top-down (Heikka et al., 2023). The principal acts as a pedagogical leader, not merely a bureaucratic evaluator (Pont et al., 2023). Indonesia's model—while grounded in ministerial regulation—can benefit from these global insights by rethinking supervision as a strategic lever for instructional transformation, particularly through data-driven and teacher-centered practices.

One significant strategy is integrating technology in supervision. For instance, digital coaching and video-based feedback platforms have been widely adopted in U.S. districts, allowing real-time, formative feedback (Sewell et al., 2022). In contrast, many Indonesian schools still rely on paper-based instruments and irregular feedback cycles. A move toward digital supervision systems—as piloted in Kolaka—can enhance efficiency, transparency, and continuity, as supported by research in Chile and Kenya (Kwamboka & Nyandoro, 2023; Bruns et al., 2022).

Moreover, supervision must address equity and inclusivity. A recent review by Sims and Fletcher-Wood (2024) found that supervision is most effective when it adapts to diverse teacher profiles, including novice and veteran teachers, those in under-resourced areas, or those teaching marginalized learners. In Indonesia, this means tailoring supervision protocols for rural schools and pesantren-based institutions, where contextual barriers differ significantly.

Theoretical Integration and Innovation

Contemporary educational leadership frameworks such as *Instructional Leadership*, *Transformational Supervision*, and *Distributed Leadership* offer applicable lenses for Indonesian academic supervision reform (Leithwood et al., 2023). Instructional leadership underscores the principal's role in guiding pedagogical decisions, curriculum fidelity, and teacher development, all of which align with current supervision mandates in Indonesia. Transformational supervision, meanwhile, advocates empowering teachers as co-creators of educational improvement—through reflective dialogue, peer coaching, and lesson study (Hattie, 2023).

Distributed leadership, increasingly adopted in the UK and Nordic countries, shares responsibility for supervision across senior teachers, instructional coaches, and department heads (Spillane et al., 2024). This model helps mitigate the overload often faced by Indonesian principals and enhances professional learning communities (PLCs). Evidence from Malaysia, where school-based PLCs are mandated as part of supervision, shows improvements in collaboration, innovation, and reflective practice (Abdullah & Ghavifekr, 2023).

Adopting these frameworks requires capacity building. Research by Darling-Hammond et al. (2022) emphasizes continuous training for principals not only in supervision techniques but in leadership, coaching, data interpretation, and adult learning theory. Currently, many principals in Indonesia are promoted based on seniority rather than demonstrated instructional leadership capacity—a gap that requires policy-level response and investment.

Policy Recommendations and Future Pathways

To strengthen the impact of academic supervision in Indonesia, several policy-level recommendations can be drawn:

1. Digitalization of Supervision Systems: Deploy standardized e-supervision platforms integrated with school MIS (Management Information Systems) to track teacher performance longitudinally.
2. Principal Training and Certification: Institute national certification in instructional leadership, similar to the National Professional Qualification for Headship (NPQH) in the UK.
3. Differentiated Supervision: Customize supervision intensity and frequency based on teacher experience and performance data.
4. Professional Learning Communities (PLCs): Institutionalize weekly or monthly peer supervision, joint lesson planning, and collaborative reflection sessions.
5. Incentive-based Follow-Up: Tie supervision outcomes with tangible professional growth opportunities (e.g., promotions, scholarships, training).

In future research, comparative studies across ASEAN countries may help identify scalable practices suited to Indonesia's diverse contexts. Additionally, longitudinal mixed-methods research involving teacher narratives and student learning outcomes would enrich our understanding of supervision's impact.

This study aims to examine academic supervision practices in Indonesia by exploring various aspects, including planning, implementation challenges, and follow-up mechanisms. The main findings indicate that supervision models in Indonesia are still dominated by hierarchical approaches, lack technological integration, have limited differentiation, and weak emphasis on equity and professional reflection. These findings highlight the need to reconstruct the paradigm of supervision towards a more collaborative and contextual approach.

First, regarding the supervision approach, this study found that Indonesian supervision remains predominantly top-down. This contrasts with findings by Heikka et al. (2023) in Finland and Kessels & Poortman (2023) in the Netherlands, which emphasize collaborative supervision based on distributed instructional leadership. In those countries, teachers are actively involved through peer mentoring and instructional coaching, fostering greater ownership and professionalism in the teaching process.

Second, in terms of technological integration, academic supervision in Indonesia still relies on manual and paper-based systems. This differs markedly from practices in South Korea and Finland, as reported by Park & Lee (2023) and Väisänen et al. (2024), where AI-based supervision tools and digital coaching platforms have been adopted. These systems enable real-time feedback and longitudinal teacher performance tracking, thereby enhancing efficiency and accountability.

Third, supervision in Indonesia tends to apply uniform procedures and lacks personalization. In contrast, Bjørnsrud & Nilsen (2023) and Stewart & Roder (2022) advocate for differentiated supervision tailored to teacher needs, taking into account their level of experience, subject areas, and teaching contexts. These findings suggest that the effectiveness of supervision heavily relies on the alignment between supervisory strategies and the actual needs of teachers.

Furthermore, instructional leadership among Indonesian principals is still largely administrative. This differs from practices in Canada and OECD countries, where school leaders actively contribute to curriculum development and pedagogy (Leithwood et al., 2023; Pont et al., 2023). The role of principals as instructional leaders is crucial in fostering a strong academic culture.

Equity is another important issue. Academic supervision in Indonesia has not explicitly addressed schools in underserved or pesantren-based contexts. Studies by Maringe & Hlongwane (2022) in South Africa and Kwamboka & Nyandoro (2023) in Kenya emphasize the role of supervision in supporting disadvantaged schools. Addressing these gaps is critical to ensuring more equitable educational outcomes.

In addition, adaptation to crises such as the COVID-19 pandemic has not been adequately reflected in Indonesia's supervision systems. In contrast, research from Chile and the UK (González et al., 2022; Bradbury & Sturrock, 2023) shows that supervision has evolved to accommodate digital and hybrid learning environments, including attention to teacher well-being. These findings underscore the importance of flexibility and responsiveness in supervisory design.

Although some Indonesian supervision models have begun to encourage teacher self-reflection, they fall short of deep integration of reflective practices such as learning journals, action research, and peer dialogue—practices that are common in Japan and Brazil (Saito & Ishikawa, 2022; Moreira et al., 2023). Such practices have proven effective in enhancing teachers' reflective capacity and innovation.

Lastly, the integration of Professional Learning Communities (PLCs) in Indonesia remains limited. However, as demonstrated by Abdullah & Ghavifekr (2023) in Malaysia, embedding supervision within PLCs enhances continuity and mutual support among teachers. This model could be highly relevant for adoption in the Indonesian context.

These findings have several significant implications, both theoretically and practically. Theoretically, the study emphasizes the need to redefine academic supervision from a compliance-oriented model to a developmental, reflective, and participatory professional process. Practically, the study highlights the urgent need for principal training in instructional leadership, coaching, and differentiated supervision to enable them to effectively support teacher development.

Furthermore, integrating supervision into comprehensive school improvement frameworks is essential. Supervision should be linked to teacher appraisal systems, curriculum development, and student learning outcomes. Additionally, supervision policies must be context-sensitive, especially for rural, pesantren-based, and under-resourced schools.

This study has several limitations that must be acknowledged. First, it is geographically limited to Indonesian contexts and may not capture the full diversity of international supervision practices. Second, the data sources consist of ten national articles, which, while representative, may exclude grey literature or non-academic supervision models. Third, the study focuses on publications from 2021–2024, potentially overlooking earlier or ongoing developments in supervision. Lastly, the study did not perform a quantitative synthesis (meta-analysis) to measure the impact of specific supervisory strategies on teacher performance or student outcomes.

In conclusion, this study contributes significantly by revealing that academic supervision models in Indonesia require a fundamental transformation toward more collaborative, contextual, and professional development-oriented approaches. The emphasis on reflective, equitable, and adaptive supervision emerges as the most significant finding, laying the groundwork for more effective policy and practice in the future.

CONCLUSION

Academic supervision has been implemented at the elementary and secondary education levels in Indonesia as a routine program that must be implemented by the

principal every year. The initiative to implement academic supervision has developed from being an obligation that must be carried out by the principal, to an awareness to improve the competence and professionalism of teachers in teaching, which will ultimately improve the quality of education. The obstacles experienced by most schools in Indonesia are that the implementation tends to be monotonous and is only used as an activity that does not have a significant impact. In addition, an understanding of the concept of supervision itself still needs to be conveyed, including its benefits for teachers and schools, as well as for Indonesian education as a whole. The positive impacts that have been felt by teachers are expected to have continuous follow-up. In addition, efforts are needed to carry out academic supervision activities with the right strategies, methods and techniques, which are adjusted to the conditions and needs of teachers, as well as the characteristics of schools in various regions.

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BS served as lead author and corresponding author, while MANP, AK, MFAG and RZ served as member authors.

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