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Academic Supervision Practices and Their Impact on Learning Quality: A Dual-Perspective Case Study at SMPN 37 Medan

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Abstract

This study aims to analyze the effectiveness of academic supervision implementation at SMPN 37 Medan through a dual perspective, namely the principal as the supervisor and the teacher as the supervised subject. The research method employs a descriptive qualitative approach with a case study design. Data collection was conducted on May 5, 2026, using semi-structured interview techniques with informants selected via purposive sampling, including the Principal and a teacher. The research instrument consisted of a semi-structured interview guide that explored the objectives, techniques, follow-up actions, constraints, and impacts of academic supervision. The results of the study suggest that academic supervision at SMPN 37 Medan demonstrates positive dynamics, largely driven by the alignment of perceptions and objectives between the principal and the teacher. This is further supported by the application of holistic classroom visit techniques and a humanistic approach through pre-implementation coaching sessions. The tangible impact of the supervision is reflected in the sustainable improvement of teacher professionalism, marked by a shift in teaching orientation toward active and varied learning methods. In conclusion, the collaborative and adaptive supervision model is proven to be capable of consistently maintaining the sustainability of quality assurance and the improvement of learning quality in schools.

Kata Kunci:
Supervisi Akademik; Kepala Sekolah; Persepsi Guru; Kualitas Pembelajaran; Studi Kasus.

Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas pelaksanaan supervisi akademik di SMPN 37 Medan melalui perspektif dua sisi, yaitu kepala sekolah sebagai supervisor dan guru sebagai subjek yang disupervisi. Metode penelitian menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Pengumpulan data dilakukan pada 5 Mei 2026 melalui teknik wawancara semiterstruktur dengan informan yang dipilih menggunakan purposive sampling, meliputi Kepala Sekolah dan seorang guru. Instrumen penelitian berupa pedoman wawancara semiterstruktur yang mengeksplorasi tujuan, teknik, tindak lanjut, kendala, serta dampak supervisi akademik. Hasil penelitian menunjukkan bahwa supervisi akademik di SMPN 37 Medan menunjukkan dinamika yang positif,

sebagian besar didorong oleh keselarasan persepsi dan tujuan antara kepala sekolah dan guru. Hal ini didukung lebih lanjut oleh penerapan teknik kunjungan kelas yang holistik dan pendekatan humanistik melalui sesi coaching pra-pelaksanaan. Dampak nyata supervisi tercermin pada peningkatan profesionalisme guru secara berkelanjutan, ditandai dengan perubahan orientasi mengajar menuju metode pembelajaran aktif dan bervariasi. Kesimpulannya, model supervisi kolaboratif dan adaptif terbukti mampu menjaga keberlanjutan penjaminan mutu dan peningkatan kualitas pembelajaran secara konsisten di sekolah.

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INTRODUCTION

Improving the quality of learning in schools is a dynamic process that requires continuous monitoring and guidance. As one of the most effective managerial strategies, academic supervision is designed to help teachers develop pedagogical competencies and professionalism in teaching practices. In the context of Indonesian education, academic supervision plays a crucial role as an instructional leadership instrument undertaken by school principals to foster learning quality and continuously enhance teacher competence. As instructional leaders, principals bear the professional responsibility to design, implement, and follow up on supervision using a collaborative and humanistic approach, rather than treating it merely as a formal evaluation mechanism or an administrative inspection.

Recent academic literature demonstrates that the effectiveness of academic supervision highly depends on several critical factors. Mulyasa (2018), in his comprehensive work, states that the primary role of a professional school principal is to serve as an academic supervisor responsible for enhancing the effectiveness of instructional leadership in schools and systematically encouraging the development of teacher professionalism. A similar perspective is put forward by Kristiawan et al. (2019), who emphasize that successful educational supervision will lead to an upgrade in the quality of teacher professionalism, marked by increased teacher creativity in classroom management and the adoption of active learning models.

More recent empirical research by Khairuni and Syukri (2024) found that teachers' objective views toward supervision serve as a driving force for their openness to accepting pedagogical improvements. Meanwhile, Pangestuti and Mustofa (2024) reveal that the ideal implementation of supervision must encompass a series of measurable development, execution, and follow-up activities within the classroom so that teacher competence can be objectively captured. Research by Lastini et al. (2024) asserts that structured and systematic classroom supervision management is a core strategy in ensuring the quality of learning. On a theoretical level, Sahertian (2010) emphasizes that an inclusive and transparent emotional relationship between supervisors and teachers is a fundamental principle of educational supervision to create a conducive working climate. The concept of developmental supervision proposed by Glickman et al. (2014) offers a more humanistic and flexible approach, where the interaction between the supervisor and the teacher is tailored to the individual teacher's ability level and actual needs.

Despite the academic consensus on the importance of academic supervision, several gaps remain in practice that need further exploration. First, most studies focus on the perspectives of principals or teachers separately, but few have integrated both perspectives simultaneously to understand the alignment or divergence of their perceptions. Second, inconsistencies persist in the

application of supervision models across various local school contexts, particularly in junior high schools within areas of specific demographic characteristics. Warhamni et al. (2024), in a scoping review regarding supervision challenges in Indonesia, identified that constraints on the principal's time, perceptual gaps between supervisors and teachers, and misalignment between the theory and practice of supervision implementation remain serious obstacles to achieving effective academic supervision. Third, several prior studies have noted gaps in emotional relationships and communication between principals and teachers within the context of supervision, where some teachers still view supervision as a burden or a stressful situation rather than a collaborative activity for professional development. This perceptual gap indicates the need for a more humanistic and contextual approach to supervision.

Given these gaps, this study focuses on the primary question: "How is the effectiveness of academic supervision implementation at SMPN 37 Medan viewed from the perspective of the principal as the supervisor and the teacher as the supervised subject?" This research question is designed to explore a deep understanding of academic supervision implementation, the alignment of perceptions between both parties, the supervision techniques applied, the constraints faced, and the tangible impact of supervision on learning quality. The objectives of this study are to: (1) analyze the implementation of academic supervision at SMPN 37 Medan by exploring and comparing the perspectives of both the principal as the supervisor and the teacher as the supervised subject; (2) identify the supervision techniques and models applied in the field, along with the supporting factors and constraints influencing its effectiveness; (3) understand the tangible impact of the academic supervision process on enhancing teacher professionalism and classroom learning quality.

METHOD

This study adopts a descriptive qualitative approach with a case study design to obtain a comprehensive overview of the effectiveness of academic supervision in improving learning quality at SMPN 37 Medan. This methodology allows the researcher to holistically explore the complex phenomenon of academic supervision through a dual perspective in its natural setting. Data collection was carried out through semi-structured interviews with two main informants selected using purposive sampling: the principal as the supervisor and a teacher as the supervised subject. To ensure data depth and credibility, the researcher served as the primary instrument for data collection and interpretation by maintaining a responsive and empathetic presence directly at the research site. Furthermore, the obtained data were transcribed verbatim, reduced, classified based on the research questions, cross-referenced with recent scientific literature, and presented in a descriptive narrative to formulate valid and credible conclusions.

Using a purposive sampling technique, the research subjects were selected to capture a balanced, two-sided perspective of the phenomenon. The first informant is the Principal, Mr. Drs. H. Sangkot Basuki, M.M., selected as the supervisor who plans, implements, and follows up on academic supervision based on his extensive instructional leadership experience. The second informant is the teacher, Mrs. Isnaini Ramadhani, S.Pd., selected as the supervised subject who executes classroom instruction and directly experiences the impact of the supervision process.

The research was conducted at SMPN 37 Medan, a junior high school chosen for its reputation in implementing systematic and measurable supervision practices. Data collection was carried out within a single working day on May 5, 2026. Although conducted within a short timeframe, the fieldwork was structurally designed to capture the essence and depth of the ongoing academic supervision practices implemented at the school.

The primary data collection instrument was a pre-arranged semi-structured interview guide with open-ended questions covering key indicators such as supervision objectives, field models,

follow-up stages, inhibiting factors, and its tangible impacts. The data gathering process involved preliminary meetings to build rapport, followed by separate in-depth audio-recorded interviews with each informant to avoid bias. These audio recordings were then meticulously transcribed into verbatim transcripts to maintain the linguistic substance and integrity of the original data.

Data analysis and trustworthiness were managed through several systematic stages. The verbatim transcripts were reduced and classified thematically, then cross-referenced with modern literature on developmental, instructional, and humanistic supervision to provide a critical interpretation in a cohesive narrative format. To guarantee credibility and academic rigor, the researcher applied multiple validation strategies, including source triangulation, member checking, thick description, self-reflexivity, and integration with recent scientific literature.

In accordance with the self-reflexivity framework, the researcher acknowledges their positionality as an external student researcher in science education, which provides an objective yet empathetic outsider perspective (etic viewpoint). To mitigate potential biases, such as the tendency of informants to provide socially desirable answers or the researcher's preconceptions about ideal school management, the researcher maintained a strictly non-judgmental stance during interviews. Continuous reflective journaling was utilized throughout the field visit and data analysis stages, ensuring that the final interpretation genuinely reflects the participants' authentic voices rather than the researcher's pedagogical assumptions.

This study possesses inherent limitations regarding its transferability, given that data collection was restricted to a single working day involving only two key informants. While this concise boundary allowed for a highly focused, dyadic exploration of the supervisor-supervised relationship at SMPN 37 Medan, the findings cannot be widely generalized to other educational contexts. Consequently, this study serves as a contextualized snapshot, offering deep situational insights into academic supervision dynamics within this specific institution rather than a universal representation of regional school supervision.

RESULT AND DISCUSSION

Result

Medan yielded comprehensive data regarding the empirical reality of academic supervision from two distinct yet interconnected perspectives: the Principal as the supervisor and the Teacher as the supervised subject.

The Principal and the Teacher shared a convergent baseline perception regarding the core objective of academic supervision. Both participants explicitly rejected the notion that supervision functions as an oversight mechanism to penalize teachers. Instead, the Principal framed the practice as a multi-stage mechanism designed to drive comprehensive instructional quality and instill administrative discipline. This structural intent was mirrored by the Teacher, who experienced the process as a constructive, evaluative platform for professional growth. The principal explicitly stated his structural objectives during the interview:

> *"In terms of supervision, there are many stages we want to implement. We expect an increase in learning quality from both the teacher and the students. With supervision, it is certain that, first, the quality improvement in terms of the teacher's documentation will ensure they complete their instructional materials."* (Principal)

This institutional expectation was non-defensively embraced by the Teacher, who viewed the evaluative nature of supervision as an intrinsic component of professional accountability:

> *"What is certain is that when being supervised within an institutional setting, the objective is undoubtedly to improve. Therefore, in my opinion, there is no intention whatsoever to corner us; rather, that is precisely the purpose of an evaluation to assess to foster growth."* (Teacher)

The fieldwork revealed a structured pre-observation cycle, locally referred to as a *coaching* phase. In this initial stage, the supervisor and the teacher engaged in a collaborative dialogue to establish a mutual timeline and review the observation rubric. The Teacher confirmed the execution of this introductory protocol:

> *"Coaching, right? Ah yes, there is. Later, we will make an agreement, we do coach first, we make an agreement on when I will start being supervised, what I need to do, and the evaluation indicators will also be informed to us later."* (Teacher)

Despite the transparency established during the *coaching* phase, the physical presence of an observer within the instructional space inherently triggered acute psychological pressure. To counteract this, the teacher highlighted the necessity of rigorous documentation review combined with psychological fortitude:

> *"Ah, what needs to be prepared? Well, if what is being supervised is our teaching, it means we have to prepare the instructional materials. The instructional materials, yes. Furthermore, if possible, usually when we are supervised, there is pressure, because normally we teach with no one else around, and suddenly there is someone. Surely, we get a bit nervous, right? Well, besides that, it means preparing our mental state, because we will be watched, we will be evaluated like that. So, even though we have been teaching for years, there will still be a different feeling when we undergo supervision.*" (Teacher)

On the other hand, the consistency of this structured cycle faced operational constraints regarding the supervisor's time management. The principal revealed that the responsibility of managing more than one institution (multi-school governance) frequently disrupted the pre-arranged supervision schedule:

> *"Actually, there are no significant constraints, it is just a matter of time management on my part. Coincidentally for the past few years, I have been leading two schools. So sometimes I am disrupted between school A and school B."* (Principal)

The primary empirical technique deployed at SMPN 37 Medan was direct classroom visitation. The principal selected this method due to its operational efficiency, allowing for the simultaneous capture of multiple instructional variables, such as classroom control, pedagogical delivery, and student engagement, within a single observation window:

> *"So, what is usually done is classroom visits. By conducting classroom visit supervision, it automatically includes all the activities you are asking about, because we have included everything in it, the students, the material, the teacher, everything is automatically captured."* (Principal)

A significant operational divergence emerged during the post-observation feedback stage. For general subjects, the principal managed evaluations collectively by grouping teachers according to their subject areas. However, in the mathematics domain, the principal pivoted from a detached evaluator to an active clinical mentor by executing direct instructional modeling:

> *"However, in Mathematics, since I am a Mathematics teacher and my background is in Mathematics, if what I see is not quite in line with my expectations, I will just take over directly I become the model. I let the teacher teach first; if it falls short, I will be the one to teach. There are also times when I ask the teacher first, where I act as the model first and then the teacher teaches while I observe, that happens too. But on average, they usually ask me to be the teaching model first. Well, that is because my specialization is Mathematics."* (Principal)

The tangible impact of this supervision cycle directly shaped the teacher's post-observation practices. The Teacher reflected that the feedback loop forced an ongoing upgrade of pedagogical strategies, specifically highlighting the shift toward differentiated learning to meet diverse student modalities:

> *"Ah, what is called teaching and learning means that we as teachers teach continuously, but we also learn continuously, besides teaching. Yes. So, there are many things that develop, many things that need to be upgraded. For example, it seems that here we need to analyze the students' assessment needs further, how their learning style is, right? We need assessments because every class is different in accordance with their respective needs. For instance, student A is auditory, student B is visual, we must be able to provide that. Well, we must learn again when supervised, like 'come on, improve this part, it turns out this child cannot just listen to us explaining, but when given practice, they excel,' well, we also have to deepen that, like that."* (Teacher)

Discussion

This discussion section integrates the empirical findings from SMPN 37 Medan with the theoretical framework and current literature to address the effectiveness of academic supervision from the interconnected perspectives of the principal and the teacher.

Based on the interview data, both the principal and the teacher demonstrated a strong alignment regarding the core nature of supervision. The teacher explicitly stated that supervision does not intend to "corner us," but is precisely "an evaluation to assess in order to foster growth." This non-defensive interpretation by the teacher tightly intertwines with the principal's structural perspective, which frames supervision as a multi-stage mechanism designed to drive comprehensive instructional quality and administrative discipline.

The voices of these participants empirically support the theory of Sahertian (2010), which posits that an inclusive and transparent emotional relationship between supervisors and teachers serves as the bedrock for a conducive working climate. When teachers do not feel threatened, pedagogical openness naturally emerges. This also reinforces recent findings by Khairuni and Syukri (2024), which highlight that teachers' objective views toward supervision serve as a driving force for their openness to accepting pedagogical improvements. At SMPN 37 Medan, supervision has successfully shifted from a mere "formal evaluation mechanism or administrative inspection" (as feared in the background) into a healthy space for professional collaboration.

The fieldwork revealed a well-structured pre-observation phase, locally referred to as coaching. The teacher confirmed that this protocol established a mutual timeline, material preparation, and transparency regarding the evaluation rubric. However, an intriguing contradictory (negative) finding emerged: despite the transparency provided during the coaching phase, the teacher admitted to experiencing acute "psychological pressure" and feeling "nervous" due to the physical presence of the principal inside the classroom. The teacher emphasized the necessity of rigorous "mental preparation," noting that a different, anxious feeling persists despite years of teaching experience.

This empirical fact sparks a critical discourse that challenges the idealistic assumptions of Glickman et al. (2014) developmental supervision. Glickman's model assumes that a humanistic approach automatically dissolves the rigidity of supervisor-teacher interactions. However, the data from this school proves that power relations and performance anxiety are inherently embedded in the act of observation, regardless of how humanistic the pre-observation approach is. This psychological tension supports the review by Warhamni et al. (2024) regarding the persistent emotional gaps and communication misalignments that remain unbridled challenges in the practical implementation of supervision in Indonesia. The psychological tension in the form of performance anxiety during observations is aligned with the review by Wicaksono and Hariyati (2021), which explains that the physical presence of a supervisor often creates a psychological burden for teachers. However, this pressure can be minimized if the observation is oriented toward reflective teaching, giving teachers a supportive space for self-evaluation so that supervision is perceived as a collaborative bridge to improve instructional quality rather than a rigid formal judgment.

From the supervisor's standpoint, the primary operational constraint hindering the rhythm of supervision was not teacher resistance, but rather severe time limitations stemming from dual leadership (multi-school governance). The principal admitted that the pre-arranged supervision schedule was frequently "disrupted" due to the professional split between managing school A and school B.

This empirical condition strongly aligns with the scoping review by Warhamni et al. (2024), which identified that constraints on the principal's time remain a serious obstacle to effective supervision in Indonesia. When a principal is bogged down by the administrative burdens of multi-school governance, the depth of follow-up activities is compromised. This poses a direct challenge to the arguments of Pangestuti and Mustofa (2024) and Lastini et al. (2024), who assert that supervision must encompass a systematic, continuous, and measurable series of development, execution, and follow-up activities. The case at SMPN 37 Medan demonstrates that the idealism of supervisory management theory is frequently bottlenecked by the bureaucratic reality of school leadership assignments in the field.

This study uncovered a unique differentiation in supervisory techniques based on the principal's disciplinary background. Generally, the principal deployed direct "classroom visits" because it serves as an efficient method to simultaneously capture multiple variables such as classroom control and student engagement. However, in the mathematics domain, the principal executed a tactical deviation: he stepped in as a "teaching model" and directly "took over" the classroom instruction if the teacher's performance fell short of expectations.

The principal's action of taking over the class provokes a compelling theoretical debate. On one hand, the teacher welcomed this intervention to obtain a practical example (corroborated by the principal's statement that teachers usually request him to model first). On the other hand, the act of "taking over" arguably contradicts the empowering nature of humanistic supervision and instructional leadership described by Mulyasa (2018), where a supervisor should support rather than dominate or disrupt the teacher's authority in front of students. According to Glickman et al. (2014), such a highly directive and interventionist approach is typically reserved for teachers with very low competence and commitment. When applied broadly, this tactic risks undermining the professional autonomy of the teacher within their own classroom space.

Despite time constraints and performative anxiety, the academic supervision cycle at SMPN 37 Medan yielded a demonstrably positive, transformative impact. The teacher reflected that the feedback loop forced them to "continuously learn" and upgrade their pedagogical strategies. Specifically, the teacher illustrated how they began analyzing students' assessment needs based on diverse learning modalities (auditory and visual).

This teacher's reflection stands as empirical evidence of achieving the ultimate goal of supervision, which is the enhancement of teacher professionalism characterized by classroom management creativity and the adoption of active learning models, in this context, the implementation of the Kurikulum Merdeka through differentiated instruction (Kristiawan et al., 2019). This innovative and adaptive delivery is strongly supported by empirical evidence from Subekti (2023), which indicates that ongoing academic supervision is proven effective in strengthening teacher competence to design and implement differentiated instruction. Furthermore, a study by Ernawati et al. (2024) emphasizes that a well-structured academic supervision cycle, ranging from collaborative planning to systematic follow-up coaching, significantly drives teachers' pedagogical competence within the Kurikulum Merdeka framework. The teacher's realization that "every class is different in accordance with their respective needs" indicates that academic supervision at SMPN 37 Medan has successfully triggered internal critical reflection and self-directed growth, which represents the pinnacle achievement of an instructional leadership instrument.

CONCLUSION

Academic supervision at SMPN 37 Medan is effectively implemented due to a strong alignment of perceptions and goals between the principal and the teacher. The integration of direct classroom visits with a pre-observation coaching phase has successfully driven pedagogical transformation toward differentiated instruction, despite the operational constraints of multi-school governance that periodically disrupt the supervisor's schedule.

This study offers a distinct theoretical contribution to educational management literature by proposing a modified collaborative-adaptive supervision model that integrates pre-supervision coaching to mitigate teacher performance anxiety and utilizes competency-based delegation to provide direct instructional modeling in specialized subjects. Nevertheless, this study possesses a critical limitation as data collection was restricted to a single working day involving only two key informants (the principal and one teacher). Consequently, readers must calibrate these findings as a highly contextualized snapshot that cannot be widely generalized; future research should expand the participant scope and employ longitudinal designs to track long-term impacts.

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