

## **The Relevance and Impact of Academic Supervision on Educational Excellence in Secondary Schools**

**Desy Anita Karolina Sembiring<sup>1</sup>, Meylani Aljeinie Tijow<sup>1</sup>**  
<sup>1</sup>Universitas Cenderawasih, Jayapura, Papua, Indonesia

Corresponding author e-mail: [desy.sembiring@fkip.uncen.ac.id](mailto:desy.sembiring@fkip.uncen.ac.id)

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**Abstract:** This study examines the practice of academic supervision, its effectiveness in enhancing learning quality, and its impact on educational excellence in secondary schools in Kota Jayapura. Using a mixed-method approach with a sequential explanatory strategy, the research collected data from 138 respondents through surveys and in-depth interviews. Results show that academic supervision practices vary between schools, with systematic and collaborative approaches yielding better outcomes. The overall effectiveness is high (28.32 out of 30), positively impacting teachers' and students' learning quality, student achievement, and psychological-emotional well-being, though implementation challenges persist. The research introduces an integrated framework combining adaptive and collaborative supervision approaches tailored to Kota Jayapura's local context. This study enhances understanding of supervision implementation in regions with significant socio-cultural diversity and provides recommendations for improving supervision effectiveness in diverse educational settings.

**Keywords:** Academic Supervision, Educational Excellence, School Effectiveness

### **A. Introduction**

The quality of education is a critical measure in reflecting a nation's progress (Maulina et al., 2023; Qingyan et al., 2023; Wiyono et al., 2020) and is a top priority in Indonesia's national development agenda (UNESCO, 2018). Various studies, including those conducted by the Programme for International Student Assessment (PISA) released by the OECD, reveal that Indonesia faces significant challenges in education, ranking among the lowest-performing countries assessed (OECD, 2023). This should catalyze immediate efforts to improve the quality of education across all school levels.

In addressing these challenges, one of the key measures in solving educational problems is the role of the school principal as the academic leader at the secondary school level, which is crucial (Aisyahrani et al., 2023; Moulina, 2022; Noor et al., 2020). School principals are at the forefront of efforts to enhance teaching quality and student learning outcomes through effective academic supervision. Principals bear not only administrative responsibilities but also pedagogical ones (Haris et al., 2018; Noor et

al., 2020; Tyagi, 2010), where they are at the forefront of efforts to improve teaching quality and student learning outcomes through effective academic supervision (Azainil et al., 2020; Erifal, 2023; Kholid et al., 2020; Syukri et al., 2023; Winarno et al., 2021).

Academic supervision, which involves the systematic oversight of the teaching process by the principal or supervisor, is identified as a key factor in enhancing teacher professionalism and overall educational quality (Hakim et al., 2020; Nisa et al., 2024; Rony et al., 2024; Sahertian & Effendi, 2023). This highlights a direct positive relationship between academic supervision and the improvement of teaching quality (Aisyahrani et al., 2023; Dody, 2016; Muttaqin et al., 2023; Sudarjat et al., 2015; Wang, 2022). Moreover, supervision significantly contributes to increasing teacher competence and work motivation, which in turn has a positive impact on student academic achievement (Khasanah et al., 2019; Nureroan, 2021; Putra & Hariri, 2023; Rony et al., 2024; Wiyono et al., 2020). Principals' involvement in academic supervision not only leads to improved student learning outcomes but also strengthens teachers' professional development (Eryadini, 2022; Hulu, Rosita, Rahman, et al., 2024; Japemar et al., 2020).

However, despite the literature generally indicating the effectiveness of academic supervision, other studies have found concerns among teachers regarding supervision, often driven by ineffective leadership and non-collaborative approaches, which can lower teacher motivation and engagement in the supervision process (Almeida et al., 2022; Shandi, 2023; Sunaryo, 2020). Additionally, time constraints and the lack of effective implementation in supervision also present significant challenges (Muhajirah et al., 2023; Sembiring & Simanjuntak, 2023) indicating the need for a more adaptive and holistic approach to supervision, which can more effectively address existing deficiencies.

More collaborative and adaptive supervision is an important approach to addressing shortcomings in education (Nisa et al., 2024; Singerin, 2021). Supervision strategies must be flexible and tailored to the needs and local conditions of each educational institution (Pamungkas, 2023; Sá et al., 2021). Recent research has shown that adaptive supervision approaches contribute significantly to improving teaching effectiveness and teacher motivation, yet there remains a gap in the literature regarding the widespread implementation of these practices, particularly in regions facing geographical challenges and infrastructure limitations such as Jayapura (Nisa et al., 2024). These challenges add complexity to the implementation of effective supervision strategies and highlight the need for further research into how supervision strategies can be effectively adapted to account for these local variables (Sá et al., 2021).

This study introduces a new approach to academic supervision by adapting and integrating collaborative and adaptive supervision strategies, specifically for the local context of Jayapura, an area with significant social and cultural diversity. Although

adaptive supervision approaches have been explored, their application in secondary education in Kota Jayapura has not been widely researched. Given the need for adaptive and collaborative supervision, this study aims to address important questions regarding supervision in secondary schools in Kota Jayapura. Its objectives are to explore the current academic supervision practices, evaluate their effectiveness in improving learning quality, and identify their impact on educational excellence in these schools. The findings of this research are expected to contribute significantly to the development of education in Jayapura and other regions with similar conditions.

## **B. Methods**

This study employs a mixed-methods approach with a sequential explanatory strategy, designed to comprehensively evaluate academic supervision practices in secondary schools in Kota Jayapura. This approach begins with the collection of quantitative data through a questionnaire distributed via Google Forms to teachers and principals from nine secondary schools located in two main districts of Kota Jayapura. The questionnaire measures various aspects such as the frequency of supervision, objectives, and processes of supervision, quality of feedback, support and professional development, the impact of supervision, and the influence of supervision on the school environment, consisting of 35 items. Respondents for this survey were selected using purposive sampling techniques, aimed at ensuring that the participants involved were those who had been actively engaged in the academic supervision process (Sugiyono, 2016).

After the quantitative phase, the study proceeded with in-depth interviews to gain further insights into participants' experiences and perceptions of the supervision process. These interviews were conducted with representatives from each school involved in the survey, including at least two teachers per school, comprising one teacher and the principal. These in-depth interviews aided in identifying the specific contexts and dynamics that influence the effectiveness of academic supervision (Moleong, 2017).

The data analysis process involves using descriptive statistics to evaluate quantitative data and thematic analysis for qualitative data, conducted separately before integrating the results of both methods. The data analysis in this study includes using descriptive statistics to assess the quantitative data, including validity and reliability testing. The validity of the data is tested by comparing the  $r$ -value against the table value ( $r$ -table); if the  $r$ -value is greater, the questionnaire item is considered valid. (Johnson & Christensen, 2014). Reliability was measured using Cronbach's alpha value, with a score above 0.176 indicating that the research instrument was consistent. The validity and reliability analysis were conducted using the Statistical Product and Service Solution (SPSS) software, version 22.0. This study was conducted over four months, from May to September 2024, providing in-depth insights into how academic supervision is implemented and received within the school environment in Kota

Jayapura (Miles et al., 2014).

### **C. Results and Discussion**

Based on the conducted research, the findings of the study include the following:

#### **Academic Supervision Practices**

This study explores the variations in academic supervision practices in secondary schools in Kota Jayapura, focusing on planning, implementation, and the feedback provided to teachers. Data analysis from the research in Kota Jayapura reveals that, with participation from 138 respondents, the average assessment of academic supervision is 28.32 on a maximum scale of 30, indicating a generally positive evaluation of academic supervision by the majority of respondents. Although the median and mode reach the peak of the scale, the variation in supervision practices, reflected by a standard deviation of 2.664 and a range of 12, reveals disparities in the quality of supervision among schools. These findings underscore the importance of a tailored approach to academic supervision to meet the unique needs of each school (Rahabav, 2016; Werdiningsih, 2024).

#### *Supervision Planning*

Systematic and structured supervision planning has proven to be a crucial foundation for the successful implementation of academic supervision. This study emphasizes the importance of thorough planning, which allows teachers to adequately prepare themselves and understand the aspects to be evaluated. Khasanah et al., (2019) stress that good planning in academic supervision is key to enhancing teacher professionalism. Without meticulous planning, supervision often fails to provide clear and beneficial guidance for teachers (Ogunode & Vyonku, 2024; Rukayah, 2018).

In several schools, such as SMA A and SMA B, supervision planning is conducted meticulously and structurally from the beginning of the semester. Teachers in these schools report that they are informed well in advance of the supervision implementation, allowing them to prepare better. This is evident from a statement by a teacher at SMA A who expressed, *"We always receive the supervision schedule at the beginning of the semester, so we know when we will be evaluated and what aspects will be assessed."* Conversely, in schools like SMA C, supervision is often conducted unexpectedly, without clear planning, thus reducing effectiveness and creating uncertainty for teachers. Therefore, systematic planning should be a top priority for every school in implementing academic supervision to achieve optimal goals for enhancing the quality of teaching and learning.

### *Implementation of Supervision*

The implementation of supervision also shows significant differences among schools. In schools such as SMA F and SMA G, supervision is conducted with in-depth and comprehensive observation, where supervisors are present throughout the entire teaching session and provide highly specific feedback. This practice aligns with research findings that emphasize the importance of thorough supervisor involvement (Harwisaputra et al., 2024; Sumiati & Muljono, 2020). Conversely, at SMA H, teachers reported that supervision is conducted in a very short time and lacks depth, rendering the feedback provided irrelevant or non-specific. From this perspective, effective implementation requires not only good planning but also active and comprehensive involvement from supervisors, as expressed by a teacher at SMA H: *"The supervisor only comes in briefly, then leaves without providing detailed assessments."* These findings underscore the importance of adapting techniques and supervision models to the unique conditions of each school, as recommended by Werdiningsih (2024). Effective supervision implementation requires not only good planning but also the active and comprehensive involvement of supervisors. By adapting the supervisory approach to the unique conditions of each school, it is hoped that the implementation of supervision can have a more optimal impact on improving the quality of teaching and learning.

### *Feedback in Supervision*

Following good supervision implementation, feedback becomes a key component that elevates the supervision process to a stage of evaluation and reflection, making collaborative feedback sessions essential for encouraging continuous improvement. In schools such as SMA I and SMA F, these discussions are conducted effectively, where teachers are allowed to ask questions and discuss necessary improvements. Teachers feel supported through the feedback provided, as expressed by a teacher at SMA I: *"The discussion after supervision helps me understand my weaknesses and how to improve them."* The findings of this study highlight the importance of a collaborative approach and constructive feedback in academic supervision. Schools that implement collaborative feedback sessions succeed in creating an environment that supports teacher reflection and encourages continuous improvement in teaching practices. Teachers feel more valued and supported when they are allowed to engage in open dialogue with supervisors and actively participate in the evaluation and improvement planning process. Nurhayati et al., (2022) also emphasize that constructive feedback involving collaboration between supervisors and teachers plays a crucial role in enhancing teacher performance and promoting self-reflection. Similarly, Yani et al. (2024) stress that collaborative feedback in academic supervision significantly contributes to teachers' professional development by creating space for open dialogue and idea exchange.

However, in several other schools, post-observation discussions are perceived as a

formality and lack depth, leading teachers to feel that they do not receive useful input for their development. This situation indicates a lack of collaborative approach in feedback, which can hinder teachers' professional growth (Mu'ammarrh et al., 2024). This underscores the findings of Ubogu (2024) which indicate that a lack of attention to detail and inadequate supervision in some cases diminish the effectiveness of supervision.

Therefore, it is essential for schools to adopt a collaborative approach in feedback sessions and ensure that post-observation discussions become a safe and constructive space for teachers to reflect on their practices and explore improvement strategies. Supervisors also need to be equipped with adequate skills and knowledge to provide substantive, relevant feedback that encourages reflective dialogue. By implementing best practices in academic supervision, particularly in collaborative feedback aspects, schools can maximize the potential of supervision as a tool to enhance teaching quality and support the continuous professional development of teachers.

### **Effectiveness of Academic Supervision**

The results of the study indicate a high level of effectiveness in academic supervision at secondary schools in Kota Jayapura. Quantitative data from 138 respondents show an average effectiveness rating of 28.32 out of a maximum scale of 30. This indicates that the majority of teachers perceive academic supervision as very effective in enhancing their teaching quality. The high level of effectiveness aligns with research by Suyatno et al. (2023) which asserts that supervision focused on developing pedagogical skills directly contributes to improving teaching quality. Qualitative findings reinforce this notion, as expressed by a teacher at SMA A: *"After supervision, I was advised to motivate my students more, and that changed their engagement in class."*

The effectiveness of academic supervision is also reflected in the improvement of teachers' professional competencies. Akbar et al. (2022) argue that supervision enhances not only technical teaching skills but also psychological aspects such as self-concept and work ethic among teachers. This is clearly illustrated in reflections from SMA F: *"The supervisor showed me how to organize lesson time effectively, and this has helped me manage my class better, increasing student engagement."*

Furthermore, the high level of effectiveness is also evident from its impact on teachers' motivation and performance. Japemar et al. (2020) state that constructive feedback during supervision can motivate teachers to improve their performance. A teacher's statement from SMA B supports this finding: *"Feedback from supervision makes me feel more encouraged to try new teaching methods, which have proven effective."*

This high level of effectiveness is also reflected in the ability of supervision to encourage innovation in teaching. Research by Kemmis et al. (2014) shows that effective supervision can act as a catalyst for teachers to adopt more innovative and

student-centered teaching approaches. This is evident from various teacher statements reporting an increase in the use of new teaching methods and learning technologies after supervision sessions. The effectiveness of academic supervision in secondary schools in Kota Jayapura is generally high, proving effective in enhancing pedagogical competencies and promoting teachers' professional development.

Despite being generally effective, there is significant variation in supervision effectiveness among schools. A standard deviation of 2.664 and a range of 13 points (minimum 17, maximum 30) indicate differences in supervision effectiveness levels. Some schools still face challenges in implementing effective supervision. Fiedler's (1967) Contingency Leadership Theory provides a useful framework for understanding this variation. This theory emphasizes that the effectiveness of leadership, in this case, academic supervision, heavily depends on specific contexts and situations. This may explain why a supervision approach that succeeds in one school may be less effective in another.

Factors influencing supervision effectiveness, as identified through qualitative interviews, can be analyzed using Guskey's (2002) Teacher Professional Development Model. This model highlights the importance of ongoing, specific, and practical professional development. Factors such as overly formal supervision, lack of specific guidance, short duration, overly general suggestions, and lack of follow-up contradict the principles outlined. For example, a teacher's complaint at SMA D that *"Supervision was very brief, and the suggestions given were too general, so there was no significant change in my teaching"* reflects a misalignment with specificity and sustainability principles in Guskey's model. Similarly, reports from SMA G and SMA H regarding the lack of follow-up after supervision indicate the absence of crucial sustainability elements in effective professional development, which should provide teachers with opportunities to practice new skills and receive regular feedback. However, the factors identified in this study such as the lack of directly applicable guidance in the classroom and overly general suggestions indicate that these principles are often unmet in supervision practices at some schools.

These findings underscore the importance of a more tailored and contextualized approach to academic supervision. In line with Contingency Leadership Theory, supervisors need to consider the specific context of each school and individual teachers when designing and implementing supervision. Additionally, referring to the Teacher Professional Development Model, supervision should be designed as an ongoing process that provides specific feedback, opportunities for practice, and continuous support. Thus, to improve the effectiveness of academic supervision, there needs to be a shift from formal and generic approaches to more adaptive, specific, and sustainable methods. This could include increasing the duration and frequency of supervision sessions, providing more specific and actionable feedback, and implementing structured follow-up systems to support teachers' continuous professional development.

## **The Impact of Academic Supervision on Educational Excellence**

This section examines the multidimensional impact of academic supervision, which not only influences teacher performance but also has a wide-ranging effect on the overall education ecosystem. The findings illustrate how academic supervision contributes to achieving educational excellence across various aspects.

### **Improvement in Learning Quality and Student Learning Outcomes**

Academic supervision has shown a significant impact on the enhancement of learning quality and student learning outcomes in secondary schools in Kota Jayapura. Quantitative results from 138 respondents indicate an average impact score of 98.44 out of a scale of 105, reflecting a highly positive assessment. This finding aligns with research by Yani et al. (2024) which emphasizes that effective supervision directly influences teaching quality and impacts student learning outcomes.

Testimonials from teachers reinforce these quantitative findings. A teacher at SMA F stated, *"After supervision, I feel more competent in managing my class, which directly improves student test scores."* This statement illustrates how academic supervision contributes to enhancing teachers' competencies, which in turn leads to improved student performance.

Furthermore, Safrizal et al. (2023) emphasize the importance of adaptive supervision that is responsive to teachers' specific needs. At SMA B, a personalized supervision approach proved helpful in enabling teachers to implement more effective teaching strategies. A teacher at that school noted, *"The feedback I received was very relevant to the challenges I faced, allowing me to apply it immediately."* This shows that supervision tailored to individual teachers' needs can be more effective in enhancing learning quality.

The improvement in learning quality is not limited to academic aspects but also includes enhancements in classroom management and teacher-student interactions. As expressed by a teacher at SMA A, *"The supervision provided was very detailed, helping me improve my classroom management and interactions with students, resulting in better student performance."* This statement underscores that the impact of academic supervision is comprehensive, encompassing various aspects contributing to the overall improvement in learning quality.

It is thus clear that academic supervision plays a crucial role in enhancing learning quality and student outcomes. Through the improvement of teachers' competencies, better teaching strategies, and adjustments to specific needs, academic supervision proves to be an effective instrument in fostering educational excellence in secondary schools in Kota Jayapura.



## **Psychological and Emotional Impact on Teachers and Students**

Academic supervision not only affects the technical aspects of teaching but also has a significant influence on the psychological and emotional dimensions of both teachers and students. Sahertian & Effendi (2023) in their research highlight how academic supervision can impact the emotional and psychological well-being of the entire school community.

Qualitative findings from interviews with teachers provide concrete evidence of this impact. A teacher at SMA described their experience, stating, *"My relationship with students has become warmer after I applied the techniques discussed during supervision sessions."* This statement indicates that academic supervision not only enhances teaching skills but also assists teachers in building stronger emotional connections with their students.

Moreover, this emotional and psychological impact is also reflected in the increase in teachers' confidence and motivation. As expressed by a teacher at SMA B, *"The feedback I received was very relevant to the challenges I faced, enabling me to apply it directly."* This demonstrates that effective supervision can enhance teachers' self-efficacy, which in turn can improve their performance in the classroom.

These positive impacts are also evident among students. The improved quality of teacher-student relationships resulting from academic supervision contributes to creating a more positive and supportive learning environment. A teacher at SMA F stated, *"After supervision, I noticed a change in how students engaged in lessons."* This illustrates how changes in teachers' approaches, triggered by supervision, can enhance student engagement and motivation in the learning process.

However, it is important to note that these psychological and emotional impacts are highly dependent on the quality and approach of the supervision applied. In schools where supervision is viewed merely as a formality, as reported at SMA C and SMA E, these positive impacts may not be fully realized. This emphasizes the importance of implementing supervision that is sensitive and development-oriented, rather than just an evaluation tool.

Academic supervision has great potential to enhance not only the technical teaching skills but also the psychological and emotional aspects of the educational process. When implemented effectively, supervision can create a more positive learning environment, increase the motivation of both teachers and students and contribute to improved interpersonal relationships within schools, all of which are crucial components in achieving educational excellence.

## **Variability of Effectiveness and Challenges in the Implementation of Academic Supervision**

Although academic supervision generally demonstrates positive impacts, this study reveals significant variability in its effectiveness and implementation across different schools. The results of quantitative analysis indicate a standard deviation of 9.532 and a score range from 63 to 105, suggesting substantial differences in experiences and perceptions of academic supervision among respondents.

Muhajirah et al. (2023) identify resource and time constraints as major challenges in implementing effective supervision. In several schools, such as SMA C and SMA E, the lack of depth and frequency in supervision presents significant barriers. A teacher at SMA E expressed, *"We often feel that supervision is merely a formality without any real impact,"* reflecting the perception that supervision in some schools has not yet reached its full potential in driving improvements.

Findings Ubogu (2024) provide an additional critical perspective, indicating that supervision does not always yield positive effects on teacher performance or the enhancement of teaching quality. Factors such as the lack of routine visits and inadequate oversight contribute to suboptimal outcomes. This underscores that the effectiveness of supervision heavily relies on the consistency, depth, and quality of its implementation.

To address these challenges, innovation in supervision strategies becomes crucial. The use of digital platforms and new methodologies in supervision may serve as solutions to enhance the efficiency and effectiveness of the supervision process. The implementation of these innovative approaches is expected to improve the quality and consistency of supervision across all schools in Kota Jayapura.

## **D. Conclusions**

This study indicates that the practices of academic supervision in secondary schools in Kota Jayapura vary in terms of planning, implementation, and feedback provision. Schools that adopt systematic and collaborative approaches tend to have more effective supervisory practices. Overall, the effectiveness of academic supervision is rated highly, with an average score of 28.32 out of 30, although there is significant variability among schools. The positive impacts of supervision are evident in the improvement of learning quality, student learning outcomes, as well as the psychological and emotional aspects of both teachers and students.

However, some schools, such as SMA C, D, and E, face challenges in implementing effective supervision. In these schools, supervision is often perceived as a mere formality, lacking in depth, frequency, and adequate follow-up. As a result, the positive impacts of supervision are not fully realized, which is reflected in the lack of

significant changes in teaching practices and student learning outcomes.

These findings underscore the importance of adopting adaptive, collaborative, and sustainable supervision approaches, as well as the necessity to address implementation gaps among schools to support equitable improvements in educational quality across Kota Jayapura.

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