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Evaluation of Academic Supervision by The Principals of SDIT In Surakarta City in The Implementation of The Independent Curriculum

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Abstract: Based on the 2024 Education Report, the quality of learning in Integrated Islamic Elementary Schools (SDIT) throughout Surakarta City shows significant variation. One important factor influencing this quality is the role of the principal, particularly in implementing academic supervision. This study aims to evaluate the implementation of academic supervision by SDIT principals in Surakarta City, within the context of the Independent Curriculum (IKM) Implementation. This study uses a descriptive quantitative approach. Data were collected through a questionnaire technique. The subjects of this study involved 153 teachers from 8 SDITs in Surakarta City. The results of content validation (Aiken's Validity) showed that the questionnaire was highly valid. The results of the CFA using the Jamovi application stated that the questionnaire had adequate construct validity and was in accordance with the structure of the theory being tested. The results of the questionnaire reliability estimation obtained a value of*Alpha Cronbach* 0.949 (very high). The evaluation results of the implementation of academic supervision showed a very good level of success in all three aspects. The success rate in the planning aspect reached 86%, the implementation aspect 85%, and the goal achievement aspect reached 84%. The average success rate of academic supervision by the principals of Islamic Elementary Schools (SDIT) throughout Surakarta City at IKM reached 85% (very good).

Keywords: Evaluation, Academic Supervision, Independent Curriculum

A. Introduction

The legal basis for the Indonesian education system is Law Number 20 of 2003. Government Regulation Number 4 of 2022, which amends Government Regulation Number 57 of 2021 concerning National Education Standards (SNP), provides further explanation of the law.

Minister of Education, Culture, Research, and Technology Regulation Number 47 of 2023 regulates education management in four aspects: (1) education planning, (2) education implementation, (3) education supervision, and (4) school-based or madrasah-based management. This regulation explains that the purpose of supervision is to ensure transparent and accountable implementation of education and to continuously improve the quality of learning processes and outcomes so that education providers can achieve better results. Monitoring, supervision, and evaluation are part of education supervision.

School principals, school or madrasah committees, local governments, and the central government are responsible for supervision.

Principals who possess a sound conceptual understanding and technical skills in supervision will be able to help teachers improve their professionalism. This directly impacts the quality of education in educational institutions. Research shows that supervision is crucial for improving teacher performance, teaching quality, professional competence, and pedagogical competence (Anggriani et al., 2023; Awam et al., 2023; Said, 2025), as well as improving pedagogical competence (Fitriyani et al., 2021; Yani, 2022).

The Independent Curriculum policy applies to all community-run schools, not just formal schools established by the government. Government Regulation Number 66 of 2010 stipulates that formal schools run by communities or foundations must adhere to governance procedures established by law. Specifically, this regulation stipulates that the governance of formal schools run by communities or foundations must comply with government-established regulations.

Integrated Islamic Elementary Schools (SDIT) are examples of formal schools run by the community (foundation) and are equivalent to elementary schools (SD). SDIT is a development of educational institutions such as schools, madrasas, and Islamic boarding schools and is managed by Islamic foundations or organizations such as Muhammadiyah, NU, Hidayatullah, and Al-Irsyad (Mahariah & Muslem, 2024). According to Arifin (2018), integrated Islamic schools (SDIT, SMPIT, and SMAIT) have a national curriculum enriched with religious subjects and Islamic moral education. Therefore, SDIT is an official school run by the community and has a curriculum that integrates religious elements.

Ideally, the principal of an Islamic Elementary School (SDIT) in an IKM (School of Islamic Education) conducts academic supervision in accordance with national standards. In the IKM context, the procedures for implementing academic supervision are based on the Principal Work Guidelines released by the Ministry of Education and Culture in 2017. These guidelines remain relevant and are used because they implement an effective clinical supervision approach in teacher professional development. Furthermore, the Teacher Leadership Education Program Module, published by the Ministry of Education and Culture in 2022, enhances the implementation of academic supervision. Principals must establish collaborative and reflective procedures for IKM academic supervision. Supervision focuses not only on performance evaluation but also on providing constructive feedback that supports teacher competency improvement. One relevant method for academic supervision in IKM is the coaching paradigm. This approach emphasizes developing teacher potential through open dialogue, intensive mentoring, and empowering teachers to find solutions to learning problems.

This preliminary study interviewed several principals of Islamic Elementary Schools (SDIT) in Surakarta City regarding the implementation of academic supervision at IKM. The results indicate that academic supervision has not been fully implemented in accordance with applicable regulations. This study includes several key findings, namely that (1) academic supervision has not been carried out regularly by several principals of Islamic Elementary Schools (SDIT), (2) the clinical approach to supervision has not been fully implemented, and (3) the coaching paradigm has not been fully implemented. The results of the National Assessment (AN), published in the education report by the

Ministry of Education, Culture, Research, and Technology in 2024, are in line with these findings.

Changes in Learning Quality Scores of Islamic Elementary Schools in Surakarta in 2024 Based on the Education Report Card

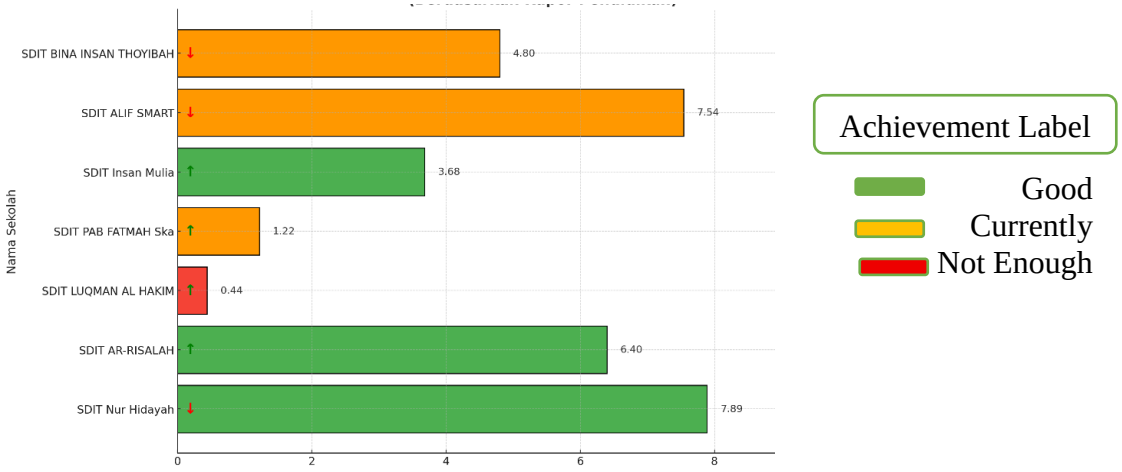

Figure 1. Quality of Learning in Islamic Elementary Schools throughout Surakarta City

The education report card shows significant variation in the quality of learning at Islamic elementary schools (SDIT) throughout Surakarta City. Some schools' results declined, while others showed improvement (Figure 1). In other words, the education report card data demonstrates that learning quality is significantly influenced by the level of supervision and guidance provided by the SDIT principal through academic supervision. This reinforces Faradi's (2021) assertion that effective academic supervision can improve the quality of teacher learning in the classroom.

In 2024, seven out of eight Islamic elementary schools will participate in the AS (National Assessment). The quality of learning in three schools, namely Insan Mulia Islamic Elementary School, Ar-Risalah Islamic Elementary School, and Nur Hidayah Islamic Elementary School received the predicate "Good". However, the quality of learning in Nur Hidayah Islamic Elementary School decreased by 7.89, while Ar-Risalah Islamic Elementary School and Insan Mulia Islamic Elementary School increased by 6.40 and 3.68. Three other schools that fell into the "Moderate" category were Bina Insan Thoyibah Islamic Elementary School, Alif Smart Islamic Elementary School, and PAB Fatmah Islamic Elementary School.

The quality of learning in Insan Thoyibah Islamic Elementary School decreased by 4.80 and 7.54, while PAB Fatmah Islamic Elementary School increased by 1.22. Luqman Al Hakim Islamic Elementary School fell into the "Poor" category of learning quality, but the school still showed an increase of 0.44 compared to the previous year. SDIT MTA did not participate in the 2024 National Examination. According to this data, the quality of learning remains unstable, and principals must pay special attention. These varied changes in the quality of learning demonstrate the critical role of principals in assisting, mentoring, and guiding teachers to improve the quality of education (Ambarita & Siburian, 2014).

Academic supervision studies have been conducted in many Islamic elementary schools (SDIT). Some examples include Setyowati et al. (2023) at Khoiru Ummah Islamic Elementary School, Mlati, Sleman; Anggriani et al. (2023) at Ya Bunayya Pujon Islamic Elementary School; Machrawinayu et al. (2023) at Mutiara Cendekia Islamic Elementary School, Lubuklinggau; and Akil and Arifudin (2024) at Al Irsyad Al Islamiyah Islamic Elementary School, Karawang. However, most case studies are limited.in one or more schools. Therefore, a more comprehensive evaluation of academic supervision is needed.

Given the crucial role of academic supervision in supporting the implementation of the Independent Curriculum (IKM), evaluation of its implementation is crucial, particularly in Islamic-based elementary education institutions such as Islamic Elementary Schools (SDIT). This study aims to present an empirical overview of the implementation of academic supervision by elementary school principals in Surakarta City within the IKM context. The results are expected to contribute to strengthening academic supervision policies and practices to be more effective, targeted, and aligned with the demands of the current curriculum.

B. Methods

The research method for evaluating academic supervision by the principals of Islamic Elementary Schools (SDIT) throughout Surakarta City used a quantitative approach. The number of research subjects was 153 teachers from eight SDITs in Surakarta City (see Table 1). This approach was chosen to provide a comprehensive and representative picture of the implementation of academic supervision across all SDITs in Surakarta City by 2024.

Table 1. Number of research subjects

No	School Name	Teacher Class	Classroom Teacher	Total
1.	SDIT Nur Hidayah	24	1	25
2.	SDIT Ar-Risalah	24	4	28
3.	SDIT Insan Mulia	24	2	26
4.	SDIT PAB Fatmah	6	1	7
5.	SDIT MTA	10	2	12
6.	SDIT Luqman Al Hakim	19	5	24
7.	SDIT Bina Insan Thoyibah	12	2	14
8.	SDIT Alif Smart	12	2	14
	Amount			153

Colection was collected through a questionnaire instrument that was distributed online using*google form* to all teachers. The questionnaire was developed systematically by formulating a conceptual definition, then developing it into operational indicators. The academic supervision evaluation questionnaire instrument was structured into three aspects: planning, implementation, and goal achievement. The questionnaire consisted of 35 items in total. Each item was measured on a five-point Likert scale (1=Strongly Disagree, and 5=Strongly Agree) (Rahabav, 2016). The instruments that have been prepared are then subjected to validity and reliability estimation. The validity of the questionnaire instrument is proven using content validity and construct validity, CFA

(*Confirmatory Factor Analysis*). Content validity is carried out by asking several*expert judgment* to provide an assessment of the feasibility of the statement items, then calculated using the formula *Aiken's*V (Figure 2).

$$V = \frac{\sum S}{[n * (c - 1)]}$$

V : Indeks Aiken
S : r-lo
r : assessment figures
lo : lowest validity assessment score
c : high validity assessment score
n : amount epect judment

Figure 2. Aiken's formula

Construct validity (CFA) was demonstrated using the Jamovi application. The results of the factor loading measurements will determine which items are dropped and which will be used in this study. Reliability estimation measures consistency, consistency, certainty, stability, and reliability (Widoyoko, 2022). The reliability estimation of this evaluation research instrument uses the formula*Alpha Cronbach* with the Jamovi application. In general, the minimum value*alpha Cronbach* the accepted value is 0.7, while the classification of the reliability level can be seen in table 2 (Istiyono, 2020, p. 385).

Table 2 Instrument reliability level

Coefficient *alpha Cronbach*	Information
0.80-1.00	Very high
0.60-0.80	High
0.40-0.60	Enough
0.20-0.40	Low
0.00-0.20	Very low

Quantitative data analysis was carried out by calculating the average score for each aspect, then converting it into a percentage of achievement based on the evaluation criteria in table 3 (Ananda & Rafida, 2017).

Table 3. Evaluation Success Criteria

Percentage of achievement (100%)	Category
81 – 100	Very good
61 – 80	Good
41 – 60	Enough
21 – 40	Not Enough
< 21	Very less

C. Results and Discussion

Result

Proof of the validity of research instruments.

Content validity is the extent to which the items in an instrument are able to fully reflect all aspects of the construct to be measured. The assessment process is carried out through*expert judgment*, namely by involving*7–10 members*competent experts in the field of educational supervision. Each expert provided an assessment of each item in the instrument debate. The resulting data were then analyzed using Aiken's V-Formula, which considers the maximum and minimum possible score ranges for experts. The calculation results (Table 4) show that Aiken's V-value for each item ranged from 0.85 to 1.00, which is classified as a "high" level of validity (value ≥0.85).

Specifically, for example, item 1 received a V-value of 0.95, item 2 also received a value of 0.95, while items 3 and 4 each received values of 0.90 and 1.00. Only a few items had values of 0.80–0.85 (still in the "moderate" category), but were still considered adequate. These results indicate that the instrument's item structure very well reflects the overall construct of academic supervision, thus it can be said to have strong content validity and is sufficient for use in further research.

Table 4. Aiken V value per grain

Item Number	V Aiken	Information	Item Number	V Aiken	Information
1	0.95	high	19	0.95	High
2	0.95	High	20	0.90	High
3	0.90	High	21	0.95	High
4	1.00	High	22	0.80	Middle
5	0.95	High	23	0.90	High
6	0.90	High	24	0.95	High
7	0.95	High	25	0.90	High
8	0.95	High	26	0.95	High
9	1.00	High	27	0.90	High
10	0.90	High	28	0.85	High
11	0.85	High	29	0.95	High
12	0.80	Middle	30	0.90	High
13	0.90	High	31	0.95	High
14	0.95	High	32	0.90	High
15	0.95	High	33	0.95	High
16	1.00	High	34	0.90	High
17	0.90	High	35	0.95	High
18	0.90	high			

Confirmatory Factor Analysis (CFA) aims to test whether the indicators in the research instrument empirically support the previously established theoretical structure. The questionnaire was piloted in Islamic elementary schools in Surakarta. The validity of the CFA was assessed by considering the factor loadings of each indicator and the model's fit indices. Factor values Loading indicates how strongly each item is able to represent the construct being measured. This is usually seen from. If an item has a loading value below 0.40, then its contribution to the construct is considered weak, because the item only explains a small portion of the construct's variance (less than 16%). Hair et al. (2019) explained that items with low loadings (<0.40) should be considered for removal to make the measurement model more valid and consistent. Therefore, in this study, items with factor loading values below 0.40 were removed from the model because they were not

strong enough to reflect the intended construct dimensions. The items removed were items 10 and 23. The results of the CFA measurements using the Jamovi Application are summarized in Table 5.

Tabel 5. Factor loading value per item

Item Number	Factor Loading	information	Item Number	Factor Loading	information
1	0.480	Valid	19	0.824	Valid
2	0.676	Valid	20	0.589	Valid
3	0.696	Valid	21	0.580	Valid
4	0.783	Valid	22	0.537	Valid
5	0.708	Valid	23	0.335	Deleted *)
6	0.764	Valid	24	0.602	Valid
7	0.840	Valid	25	0.556	Valid
8	0.665	Valid	26	0.627	Valid
9	0.657	Valid	27	0.683	Valid
10	0.200	Deleted *)	28	0.640	Valid
11	0.678	Valid	29	0.436	Valid
12	0.738	Valid	30	0.630	Valid
13	0.782	Valid	31	0.605	Valid
14	0.803	Valid	32	0.676	Valid
15	0.846	Valid	33	0.831	Valid
16	0.796	Valid	34	0.774	Valid
17	0.835	Valid	35	0.796	Valid
18	0.793	Valid	*) value less than 0.04)		

The results of the Confirmatory Factor Analysis (CFA) analysis can be seen in Figure 3. The χ^2 value (459) = 931, $p < .001$. Although the Chi-square value is significant, this is reasonable considering its sensitivity to large sample sizes (Kline, 2016). Therefore, a more appropriate model assessment is carried out by considering other fit indices. The CFI value of 0.924 and the TLI of 0.913 indicate a good level of model fit (Hu & Bentler, 1999). In addition, the SRMR value = 0.0568 and RMSEA = 0.0568 with a 90% CI [0.0516–0.0621] are also within acceptable limits (Browne & Cudeck, 1993). Thus, the model can be stated to have adequate construct validity and is in accordance with the structure of the theory being tested.

Model Fit

Test for Exact Fit

χ^2	df	p
931	459	<.001

Fit Measures

				RMSEA 90% CI	
CFI	TLI	SRMR	RMSEA	Lower	Upper
0.924	0.913	0.0568	0.0568	0.0516	0.0621

Instrument Reliability Estimation

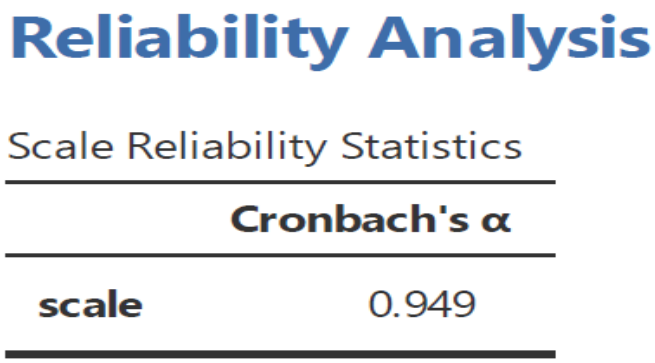

Figure 4 value Cronbach's Alpha

Reliability was assessed to ensure the instrument's internal consistency using the Cronbach's Alpha coefficient. The analysis showed that the instrument's Cronbach's Alpha value was 0.949, indicating a very high level of reliability (Figure 4). Furthermore, the "Cronbach's Alpha if item dropped" analysis showed that no single item significantly decreased the alpha value when removed. This indicates that all items contribute sufficiently to the construct being measured. The item correlation values with the total score ranged from 0.329 to 0.418, indicating that all items had an adequate relationship with the total score and could be retained in the final instrument (Table 6).

Tabel 6. Correlation of items to total score

No Butir	Item-rest correlation	If item dropped (alpha)	No Butir	Item-rest correlation	If item dropped (alpha)
1	0.450	0.948	19	0.656	0.948
2	0.640	0.947	20	0.601	0.947
3	0.605	0.947	21	0.500	0.947
4	0.640	0.947	22	0.447	0.949
5	0.587	0.947	24	0.581	0.949
6	0.604	0.947	25	0.540	0.947
7	0.698	0.947	26	0.618	0.948
8	0.595	0.947	27	0.593	0.947
9	0.574	0.947	28	0.553	0.947
11	0.638	0.947	29	0.465	0.948
12	0.656	0.947	30	0.571	0.948
13	0.651	0.947	31	0.535	0.948
14	0.686	0.947	32	0.599	0.948
15	0.713	0.947	33	0.640	0.947
16	0.661	0.947	34	0.599	0.947
17	0.717	0.946	35	0.587	0.947
18	0.652	0.947			

Success Rate of Academic Supervision by the Head of SDIT

Academic supervision success rate
The results of the academic supervision evaluation by the heads of Islamic elementary schools (SDIT) throughout Surakarta City show consistent and positive performance in three aspects: planning, implementation, and goal achievement. Overall, all aspects were in the very good category (Table 7).

Table 7. Academic Supervision Success Rate

No	Aspect	Mark	Category
1	Planning	86%	Very good
2	implementation	85%	Very good
3	Goal achievement	84%	Very good
	Average	85%	

These findings indicate that the supervision process was systematically designed, implemented with a professional approach, and had a significant impact on improving the quality of learning and teacher competency. Although the differences between aspects were relatively small, this reflects that the success of supervision depends not only on sound planning and implementation, but also on its effectiveness in achieving learning outcomes. Therefore, strengthening the reflection and follow-up aspects of supervision is crucial to ensure its sustainable impact.

Success rate in planning aspects
Evaluation of the planning aspect of academic supervision was conducted to assess the extent to which the principal had developed a systematic supervision plan and was in accordance with teacher development needs. The results of the evaluation of academic supervision in the planning aspect in 8 Islamic Elementary Schools (SDIT) showed an average success rate of 86 (very good). The schools with the highest results were SDIT Nur Hidayah (94%) and SDIT Bina Insan Thoyibah (93%), while the lowest were SDIT Alif Smart (81%) and SDIT MTA (80%). These results indicate that most schools have implemented planning well, although some still need improvement. The success rate of the planning aspect of academic supervision for each school can be seen in Figure 5.

Planning Aspect

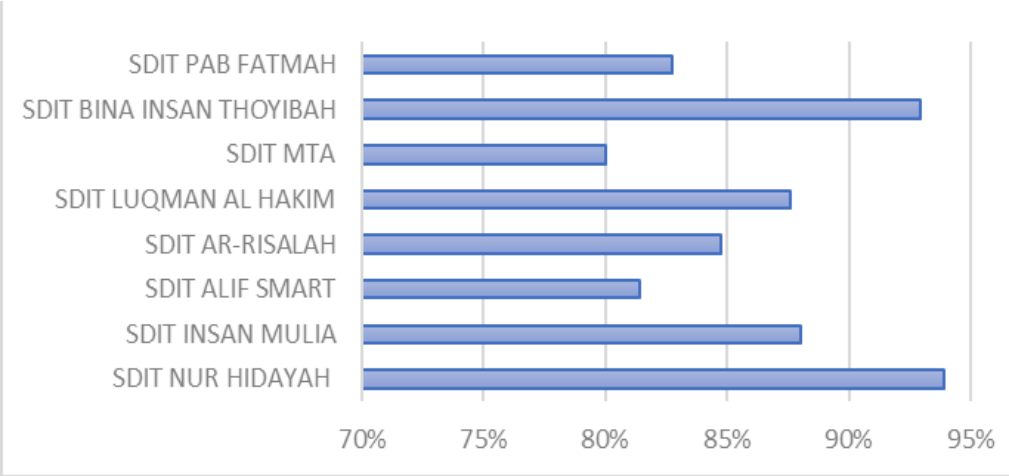

Figure 5. Success rate of planning aspects

Level of success in implementation aspects

Supervision at IKM is carried out using a clinical approach and a professional approach *coaching*. The implementation of supervision activities with a clinical approach through pre-observation, observation and post-observation stages. The results academic supervision on the implementation aspect in 8 SDIT showed an average success of 85 (very good). The school with the highest results was SDIT Nur Hidayah (90%) while the lowest was SDIT MTA (81%). These results indicate that most schools have implemented the implementation well, although there are some that still need to be improved. The level of success of the implementation aspect of academic supervision for each school can be seen in Figure 6.

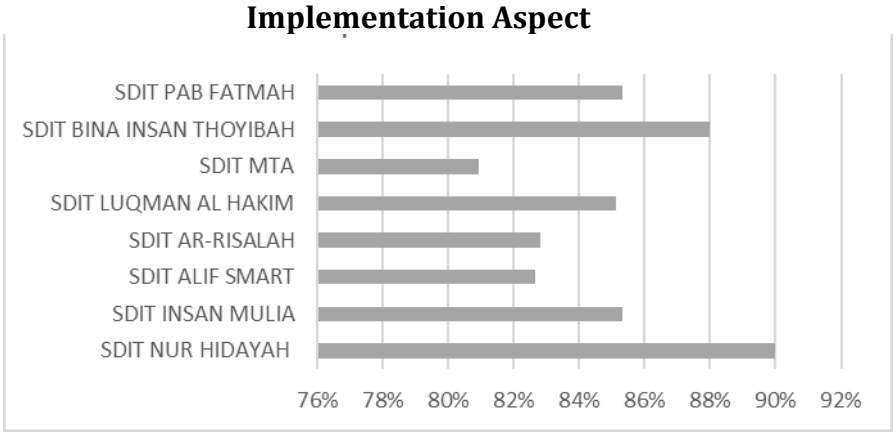

Figure 6. Level of success of implementation aspects

The level of success of the goal achievement aspect

Assessment of the achievement of supervision objectives was conducted to measure the impact of academic supervision on improving learning supervision, teacher competency, and teacher motivation. The results of the academic supervision evaluation on the aspect of goal achievement showed an average success rate of 84% (very good). The schools with the highest results were SDIT Nur Hidayah and SDIT Bina Insan Thoyibah, with the same achievement of 89%. Meanwhile, the lowest was SDIT Alif Smart (79%).

Goal Achievement Aspect

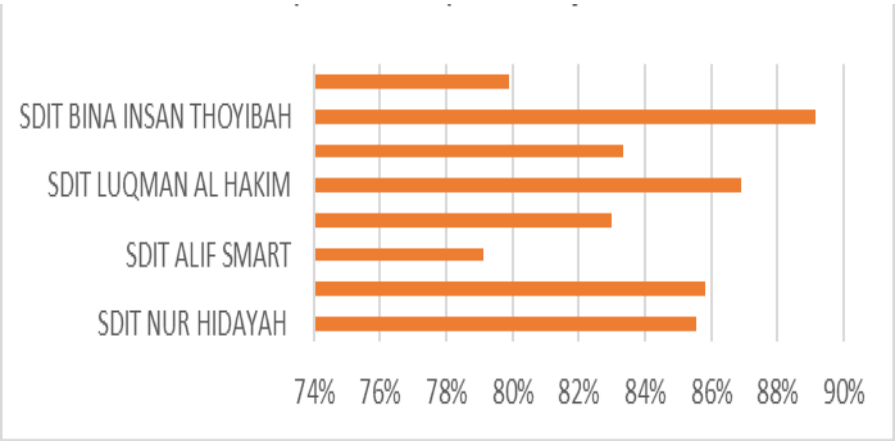

Figure 7. Level of success of aspects of achieving goals

Discussion

Success Rate of Planning Aspects

Table 8. Achievement of Academic Supervision Planning Indicators

Indicator	Achievement
Planning based on teacher development needs	86%
The planning is prepared in full	85%
Supervision schedule setting	87%
Socialization of supervision program	87%
Average	86%

Planning is a crucial initial step in implementing academic supervision. The planning aspect is the primary foundation that determines how effectively and efficiently the supervision process runs. In the context of SDIT principals throughout Surakarta City, supervision planning is analyzed through four key indicators: (1) program development based on teacher development needs, (2) completeness of planning documents, (3) scheduling of supervision activities, and (4) program socialization to teachers.

The research results show that, overall, the success rate of supervision planning averaged 86%, which is considered very good. This is a positive sign that the majority of principals have demonstrated commitment and competence in developing targeted supervision plans. They appear to be sufficiently sensitive to teacher needs and able to respond to them through structured planning (Singerin, 2021).

There are two indicators with the highest value, namely the settings timetable supervision and socialization program supervision, which both scored 87% (Table 8). This indicates that the principal was quite successful in establishing communication and coordination with teachers in conveying the implementation time and content of the supervision program. This finding aligns with Sergiovanni's (2006) view, which states that effective supervision depends not only on structure but also on emotional and professional engagement between supervisors and teachers.

Improvements need to be made to the indicators that obtained the lowest scores, namely the compilation document planning Which complete, with an average of 85%. Although the score remains in the good category, this indicates that not all principals have

documented their supervision plans comprehensively and systematically. However, good documentation serves not only as an archive but also as a tool for reflection and evaluation in program implementation (Glickman, Gordon, & Ross-Gordon, 2018).

Overall, these results indicate that the supervision planning by the principals of Islamic elementary schools in Surakarta is on the right track. However, special attention still needs to be paid to documentation and in-depth planning to ensure supervision truly supports the continuous improvement of learning quality.

Success Level of Academic Supervision Implementation Aspects

Table 9.
Achievement of Academic Supervision Implementation Indicators

Indicator	Achievement
Forewarned	85%
Observation	87%
Past observation	84%
Average	85%

During the academic supervision phase, principals interact directly with teachers in the context of professional development. Within the framework of the Independent Curriculum (IKM) Implementation, supervision is directed towards becoming a reflective, collaborative, and transformative space through a clinical approach and coaching techniques that prioritize dialogue and equality (Directorate General of Teacher and Education, 2022). The average success rate of supervision reached 85%, which is categorized as very good. This figure reflects the principal's commitment and capacity in carrying out his role as a learning supervisor, not merely an administrative supervisor.

The implementation of supervision using a clinical approach was analyzed through three main indicators: pre-observation, observation, and post-observation (Table 9). Of the three, the classroom observation indicator showed the highest achievement, at 87%. This indicates that the principal is quite actively present in the learning process to directly observe teachers' teaching strategies. This activity is crucial because it provides an opportunity to collect authentic data about the learning process and provides a basis for further reflection. However, challenges remain in the post-observation implementation indicator, which received the lowest score of 84%. Although considered good, this score indicates that the reflective feedback stage is not yet fully optimal. As stated by Winarti (2024), academic supervision still faces obstacles, particularly in suboptimal implementation and minimal follow-up from the principal. Weak achievement at this stage may be due to the principal's limited time, making it difficult to implement optimal supervision (Machrawinayu & Hamzah, 2023).

In general, these findings align with Sergiovanni and Starratt's (2007) opinion, which states that the effectiveness of academic supervision is determined not only by structure and schedule, but primarily by the quality of interpersonal relationships and communication between supervisors and teachers. Meaningful supervision requires the

principal to act as a learning leader who is able to actively listen, facilitate the exploration of teachers' thinking, and foster professional awareness for continuous development.

Success Rate of Goal Achievement Aspects

Table 10
Achievement of Academic Supervision Objective Achievement Indicators

Indicator	Achievement
Quality control of learning	84%
Competency improvement	83%
Increased motivation	86%
Average	84%

Achieving goals is a key aspect that marks the true success of academic supervision. In the current educational context, particularly the implementation of the Independent Curriculum, supervision is no longer understood solely as a control tool, but rather as a development vehicle capable of fostering holistic teacher professional growth. Therefore, the success of supervision is measured not only by the implementation of procedures, but also by the extent to which development goals, such as improving the quality of learning, are achieved, strengthening competencies and increasing teacher motivation can truly be realized.

The results of a study of eight Islamic elementary schools (SDIT) in Surakarta City indicate that the achievement of academic supervision objectives is at an excellent level, with an average achievement of 84% (very good). This indicates that, in general, supervision carried out by the principal has a positive impact on the quality of the teaching and learning process. This achievement is measured based on three indicators. The first indicator is an increase in the quality of learning, with an achievement of 84% (very good). This achievement aligns with what Dewi (2020) stated that supervisory activities through the supervision of the principal can help teachers improve the quality of learning. Yuliana et al. (2022) also expressed the same opinion, stating that academic supervision plays a role in the process of developing teacher professionalism in improving the quality of learning in schools.

The second indicator is the improvement in teacher competence, with an achievement of 83% (very good). This is as revealed in previous studies that academic supervision can improve teacher competence. Sunaryo (2022), the essence of academic supervision lies in the role of the principal in providing support for the development of teacher competence. There are four competencies for teachers: pedagogical, personality, social, and professional. Academic supervision can improve teachers' pedagogical competence (Yani et al., 2022). Academic supervision can improve teachers' professional competence (Elliana et al., 2021). The results of this study found that the principal's academic supervision was able to improve pedagogical competence by 83%, personality competence by 88%, social competence by 84%, and professional competence by 77%.

The third indicator of goal achievement is improvementmotivation teachers achieved the highest achievement with a score of 86%. Comfortable and humanistic communication between the principal and teachers during supervision can increase teacher self-confidence, thus making them more motivated in carrying out their duties. This aligns

with the opinion of Baga et al. (2024) that the dialogue process using coaching techniques strengthens teacher quality in the learning process.

These findings suggest that the majority of principals have been able to build supportive relationships with teachers. The principal's presence as a good listener, provider of positive feedback, and reflective mentor appears to have a significant impact on teacher enthusiasm in carrying out their duties.

D. Conclusions

The evaluation of academic supervision by Islamic elementary school principals throughout Surakarta City demonstrated excellent success across three key aspects: planning, implementation, and goal achievement. The overall average achievement rate was 85%, reflecting systematic, professional supervision practices that positively impacted the quality of learning.

In terms of planning, the principal was deemed capable of designing a relevant and structured supervision program, although strengthening the planning documentation is still needed to serve as a more functional reflective reference. In terms of implementation, supervision has been implemented using a clinical and coaching approach, emphasizing dialogue and professional development. However, the effectiveness of post-observation sessions remains a critical point that needs improvement to be more reflective and encourage profound changes in teaching practices.

Meanwhile, the goal achievement aspect shows that supervision serves not only as a monitoring tool but also as a means to improve the quality of classroom learning, enhance teacher competence, and enhance motivation (Lestari, Valianti, et al., 2022). Motivation improvements were most prominent, but more structured follow-up strategies are needed to translate this motivational transformation into tangible improvements in pedagogical competence (Lestari, Disurya, et al., 2022).

Overall, the academic supervision implemented by the principal of an Islamic elementary school (SDIT) in Surakarta has shown a progressive trend. To strengthen its impact sustainably, supervision needs to be pushed towards more reflective, contextual practices, and empowering teachers as professional learners. Thus, supervision becomes not merely an administrative obligation but also a strategic instrument in creating a learning culture within the school environment.

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