

IMPLEMENTATION OF ACADEMIC SUPERVISION IN IMPROVING THE QUALITY OF EDUCATION (CASE STUDY AT STATE SENIOR HIGH SCHOOL 16 SAMARINDA)

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Abstract

This study aims to examine the implementation of academic supervision at SMA Negeri 16 Samarinda, as well as the obstacles encountered and the impact of supervision on improving educational quality at the school. The study employs a qualitative descriptive approach using a case study method. Data collection techniques included interviews, observation, and documentation, while data analysis involved data reduction, data display, and drawing conclusions. The findings highlight the importance of academic supervision within the school environment, carried out through a process of planning, implementation, evaluation, and follow-up, using observation-based supervision techniques. During the scheduled supervision, the teacher conducts a lesson in the presence of the principal or a designated representative; materials brought to the session include teaching modules and assessment instruments—derived from the *Platform Merdeka Mengajar* (PMM)—based on positive behaviors previously selected by the teacher. Evaluation takes place after the supervision session, focusing on reinforcing positive practices and providing input regarding any challenges the teacher faces. Follow-up actions involve the teacher addressing identified weaknesses within a specific timeframe to ensure a systematic approach, while the school organizes training—such as In-House Training (IHT) and learning community sessions featuring subject-matter experts—to meet the teachers' professional needs.

Keywords Academic supervision, Education quality, Merdeka Mengajar Platform, Quality of instruction, Teacher professionalism

INTRODUCTION

supervision activities are a series of activities carried out by the principal to help teachers explore and improve their abilities, so they can manage the learning process better. With regular supervision and appropriate adaptation strategies, the quality of learning can continue to be improved. However, in carry out academic supervision , there are two things that hinder it, namely internal factors in the form of many teachers who are not willing to be members of the supervisory team, as well as external factors in the form of inadequate supporting facilities and limited time to implement academic supervision . Many factors cause academic supervision activities to be delayed (Sahaludin et al., 2023). Supervision carried out by some supervisors currently still follows the old method, which focuses only on the supervision and control aspects. The main objects assessed are also limited to administrative activities only. This creates a less harmonious working atmosphere among teachers and creates a lack of mutual respect . support . In addition, the supervisor is not visible as a partner, but rather as the assessing party. Because of this, the teachers feel psychologically stressed, because they feel they are being assessed, not considered as partners together in carrying out the process learning . The principle of supervision is considered effective when the supervision process runs well . A condition or feeling that is not burdened by pressure and must create an atmosphere that supports the provision of services and the fulfillment of informal needs. Supervision by school principals is believed to be one of the factors hindering educational progress, ultimately impacting the decline in the quality of teachers' teaching (Wardiah et al., 2020). Quality is the way a product or service demonstrates its ability to meet overall customer

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needs. In terms of education, the concept of quality can be seen from 42 aspects, namely input, process, and output. Quality means conforming to expectations or standards (Baro'ah, 2020). The implementation of education in schools has a significant impact on the quality of education provided. The quality of education is related to the results achieved and the process undertaken to obtain those results. The results of the school's ability in producing high-achieving students and producing the best graduates can improve the quality of education. The quality of learning is one of the factors that determine the quality of education (Melany, 2019). Hasyim Komarudin (2023) in his research entitled "Implementation of Academic Supervision in improving the professional abilities of teachers" stated that the results of academic supervision were very satisfactory, especially in improving the quality of teachers who teach, so that their abilities are much better than before (Komarudin, 2023). This then made researchers interested in conducting research on the implementation of supervision academic in an effort to improve the quality of education. The aim of This research is: (1) To find out how supervision academic research was conducted at State Senior High School 16 Samarinda; (2) To determine the impact of supervision academic towards improving the quality of education at State Senior High School 16 Samarinda; (3) To identify the obstacles faced in implementation supervision academic at State Senior High School 16 Samarinda.

METODE

research was designed using a descriptive qualitative approach with a case study method. A case study is a research method that is carried out in depth and in detail to understand something. situation certain. Study This qualitative research is carried out because researchers want to know phenomena that cannot be measured in numerical form. These phenomena are descriptive or narrative in nature, for example, how do a work process, steps to make a recipe, understanding to a diverse concept, characteristics goods or services, pictures, styles certain ways in culture certain, and many more. The background of this research was conducted at State Senior High School 16 Samarinda, with subject study including the Principal of State Senior High School 16 Samarinda, Deputy Principal for Curriculum, and Subject Teachers. The data and data sources come from sources, namely the Principal of State Senior High School 16 Samarinda as supervisor, Vice Principal for Curriculum who will arrange the supervision schedule for each subject teacher, as well as four science and social studies teachers with different levels of work experience. main in This research is the researcher himself who acts as observer and interviewer. As a researcher and primary tool, starting from planning, collection, and analysis From data to writing research reports, everything is done by the researcher himself. Technique collection data conducted through interviews, observations, and document collection. Analysis data in study qualitative carried out when the data is collected, as well as after the data collection process is completed in time certain. During the interview, the researcher had already analyze the answers given by informants. If the answers given after analysis are still inadequate, the researcher will continue to ask more questions until reaching a certain stage in order to obtain reliable data. There are three stage in do analysis data qualitative, namely the process of reducing data, displaying data, and draw conclusions and verify the results. Before starting implementation, planning is first carried out which includes determining the objectives of academic supervision. The preparation of academic supervision is carried out so that the supervision carried out has a clear direction and purpose, and is able to identify and apply the appropriate academic supervision approach. According to Moge, educational supervision planning is the first step taken to design a clear and specific supervision program. This goal is to help Teacher in improve the quality of the teaching and learning process for students (Wibowo, 2025).

RESULTS AND DISCUSSION

section discusses the results of research on academic supervision methods in increase quality education. In more detail, the researcher focused on answering several main problems, namely, first, how to carry out supervision. academics at State Senior High School 16 Samarinda, second, how does it influence supervision academic to improvement quality education at State Senior High School 16 Samarinda, and third, what obstacles arise in implementing supervision academics at the school. This study uses a qualitative approach, with data sources obtained through interviews, observations, and documentation. Implementation of Academic Supervision. Before entering the implementation stage, planning will be carried out which includes an explanation of the objectives of academic supervision. The preparation of academic supervision is carried out so that the supervision provided can run in a focused manner and have clear objectives, as well as to identify and determine approaches in do academic supervision. According to Moge, educational supervision planning is the first step taken to create a clear and specific supervision program. The aim of this is to help teachers improve the quality of the process. teaching and learning for students (Wibowo, 2025).

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Supervision should be carried out periodically. In carry out supervision , supervisors should create a harmonious atmosphere and continue to build good communication. Supervisors should take notes during supervision to ensure that important findings are not missed (Fahthih, 2022). Evaluation very important This is done because it helps assess how good performance and achievements are, both in learning, projects and work. Evaluation is also used to identify strengths and weaknesses and to help in repair proce. Evaluation too help understand how the implementation and 74 results of learning or work are carried out, make decisions regarding the implementation and results of learning, and improve the quality of the learning process and results in order to achieve improved performance quality. State Senior High School 16 Samarinda continues to conduct evaluations after completing observations.

2. The Impact of Academic Supervision on Improving the Quality of Education The Impact of The academic supervision felt by SMA Negeri 16 Samarinda can be seen in the education report. This education report is given to students. for 6 months or even 12 months, and contains values that reflect the progress or decline in teacher quality, as well as its impact on students . Supervision academic greatly affects the quality of education, as expressed in the following statement . Apart from influencing grades on report cards , academic supervision also influences the way teachers learn to become better and more professional, because it is hoped that after carrying out supervision , teachers will be increasingly able to improve the quality of their teaching. Besides increase quality In education , academic supervision that is carried out routinely and well also improves teacher performance and helps them become more professional. This is in accordance with research conducted by Rosyida (2025), which stated that one of the significant positive impacts is an increase in the quality of learning planning carried out by teachers. Academic supervision also has a significant impact on teaching skills, classroom management, and increases teacher motivation and performance.

With the existence of academic supervision is carried out routinely, teachers can more easily involve students actively in process learning . This finding is also presented in Susanto's research (2025), which shows that Academic supervision is not only used for evaluation, but also as a tool to help teachers improve their ability to manage collaborative classroom dynamics. Observations at the school also showed improvements in teaching after teachers received academic supervision. Regular and appropriate academic supervision will shape the character of teachers who are professional in carrying out their duties. With professional teachers , the quality of classroom learning will also improve . This research is in line with the opinion of Muslih (2025) who stated that the implementation of effective academic supervision can improve the quality of learning and professional competence. teachers . In addition , academic supervision also has a positive impact to quality teaching , including the teacher's ability to design innovative learning and use learning media creatively .

Inhibiting Factors in Academic Supervision

Every activity or plan is bound to face unexpected obstacles, this also applies to academic supervision activities carried out at State High School 16 Samarinda. The implementation of academic supervision is hampered because on the day designated for supervision , the school also has other activities to carry out. In addition to sudden and unexpected activities, there are also teachers who should be supervised , but cannot attend because they have to go out of town or have been summoned by the government, such as attending technical guidance or other training, so that the schedule Supervision must be reorganized. Technical issues can also arise during academic supervision, such as malfunctioning teaching equipment or power outages, preventing the use of facilities. electronics . Obstacles that were unexpected by the entire school community did occur, however academic supervision at State Senior High School 16 Samarinda remains went well , although some activities had to be postponed or rearranged.

1. Independent Teaching Platform

supervisory activities at SMA Negeri 16 is stored and managed through the Merdeka Mengajar (PMM) Platform application . Starting from the RHK planning which is filled in at the beginning of the supervision period. On moment complete In this RHK process , educators independently determine the work behavior points that educators want to achieve . Supervision activities implemented during One period semester , namely January to June and July to December. The implementation of this supervisory activity technically means that the supervisor tries to help, assess and evaluate the abilities of each teacher at State High School 16 Samarinda. The implementation begins with fill out various documents required to prepare for performance monitoring. This document is a teaching module that has been created and uploaded by the teacher, and will be checked through the process. supervision . After the document Once approved , the next step is to determine the schedule and conduct observations by superiors,

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namely the principal and academic team. This observation schedule has been adjusted to the PMM application system based on a predetermined period. However, there are usually obstacles because the schedule that has been determined and agreed upon often... must be changed again because the educator being supervised has assignments outside of school or activities taking place within the school. This usually becomes an obstacle in implementing supervisory activities. Educator will carry out learning activities in class by paying attention to several points that have been uploaded previously, and the principal and academic team will also be present in class. The purpose of this activity is to carry out supervision as a way to help, assess, and evaluate the work abilities of educators. It should be noted that the aim of implementing this supervision is not and does not emphasize finding the teachers' mistakes as in understanding traditional, but more on help improving the quality and performance of teachers carried out directly by the principal as supervisor.

Supervision academics at State Senior High School 16 Samarinda use platform Digital Performance Management in PMM. PMM includes planning, implementation and follow-up. State Senior High School 16 Samarinda has begun using academic supervision through digital platforms, making assistance from the principal more effective and faster. Furthermore, the principal can also provide direct and rapid evaluation responses. Fauza (2025) stated that school principals can use digital platforms to plan, observe, evaluate, and provide feedback systematically. The use of this digital platform also has a positive impact because it makes it easier for school principals to monitor teacher development directly.

The results of this study are in accordance with several previous studies that show that supervision academic very important in increase quality education, such as research (Hanfiah, 2025) which emphasizes that quality Education depends on the competence of teachers and the facilities and infrastructure available. Experienced teachers can teach in an active, creative, effective and fun way. As the person responsible for supervisory activities, the principal has an important role in improve the professional abilities of teachers. Therefore, the principal carries out four stages in carry out academic supervision, namely planning, implementation, evaluation, and follow-up (Sahaludin et al., 2023). After conducting interviews and observations during supervision activities at SMAN 16 Samarinda, several things were found. points important things that are the focus of discussion in this research. These findings are directly related to the implementation academic supervision aimed at improving the quality of education at SMAN 16 Samarinda.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the existing research results, the researcher can convey the following conclusions: The implementation of academic supervision at SMA Negeri 16 Samarinda is carried out starting with planning, namely the delivery of SOPs that must be prepared and carried out by teachers. Teachers prepare Teaching Modules for academic supervision. In the independent curriculum, SMA Negeri 16 Samarinda uses the Merdeka Mengajar Platform for the academic supervision process. PMM is used at the beginning of planning, namely teachers will fill out a work plan that will be agreed upon with the leader or principal, and upload teaching modules and fill in the dates for supervision. Supervision will be carried out by the Principal and assisted by the vice principal and senior teachers. Supervision is carried out routinely, namely once every six months or once a semester. The impact of academic supervision that has been running at SMA Negeri 16 Samarinda is an increase in educational reports that are always updated once a year. The quality of learning that gets a good predicate with a value increase of 3.51% from 2023. The good quality of learning results from teachers who have learned a lot in managing classes and improvements that have been made during academic supervision. The impact of supervision also influences teachers' learning styles, improving them and improving classroom management. During the implementation of academic supervision at SMA Negeri 16 Samarinda, obstacles were encountered, including when the scheduled day clashed with school activities. For example, competitions, teachers who were supposed to supervise received extracurricular assignments, mass mobilization involving students in certain activities, or teachers being ill. Consequently, the teacher would reschedule the supervision.

Suggestion

Academic supervision is crucial in supporting the quality of education. Academic supervision conducted by the Principal is a key factor for teachers to improve their learning management. Teachers' weaknesses and deficiencies will be trained and provided with guidance. Drawing from the researcher's conclusions, the researcher suggests that assessments should not stop at academic supervision alone. The Principal or supervisory team should

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also monitor teachers. Teachers should be more proactive in planning, implementing, evaluating, and following up on supervision activities. Preparing teaching materials and themselves thoroughly fosters a culture of self-improvement and development. This is particularly true for teachers who have made improvements in the areas evaluated during supervision. Future researchers, who are concerned with the effectiveness and efficiency of academic supervision activities, are expected to follow up with different methods, but still within the academic supervision framework.

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