

Original Article

Implementation of Academic Supervision in Improving the Quality of Learning at SMA N 2 Batang, Batang Regency

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Abstract:

This study aims to describe and analyze the implementation of academic supervision in improving the quality of learning at SMA N 2 Batang in 2024. This study uses a qualitative approach with data collection techniques in the form of observation, interviews and document searches. The data obtained were analyzed using data reduction, data presentation and verification through several informants, namely the principal, vice principal of curriculum, vice principal of student affairs, supervisor team, teachers and students. The results of the study revealed that the implementation of academic supervision in improving the quality of learning at SMA N 2 Batang was carried out through three stages, namely the first stage is planning which consists of activities to identify and plan objectives, design learning strategies and design assessment processes. The second stage is the implementation of academic supervision consisting of pre-observation, observation and post-observation. The third stage is follow-up activities consisting of coaching and in-house training activities. The results of the study revealed three findings, namely: 1) The planning of the academic supervision program at SMA N 2 Batang is centered on the principal so that the program runs well and is able to improve the quality of learning, 2) The implementation of academic supervision at SMA N 2 Batang is carried out through an indirect approach with a humanistic pattern so that good coordination is established between teachers and supervisors, 3) Follow-up to academic supervision at SMA N 2 Batang consists of coaching and providing training to improve teacher competence in order to support improving the quality of learning. Based on the results of the study and discussion, it can be concluded that the implementation of academic supervision at SMA N 2 Batang has been carried out well because it is carried out according to procedures so that it is able to improve the quality of learning which is seen from the increase in teacher competence starting from planning, implementing, and evaluating learning so that it can stimulate students to focus and be active in learning.

Keywords: Implementation, Academic Supervision, Learning Quality.



<https://jurnal.usk.ac.id/riwayat>

Introduction

In the entire school education process, learning is the most important activity where teachers play a very crucial role. The process of interaction between educators and

Received: June 2, 2024 – Revised: July 11, 2024- Accepted: September 16, 2024 - Published online: October 31, 2024

students becomes very important in learning because, without educational interaction, the learning process will not be effective. The direct interaction between teachers and students during learning activities or guidance in accordance with the students' learning load in the curriculum structure is called face-to-face, as stated in Article 4 of the Ministry of Education and Culture Regulation Number 15 of 2018. As an effort or activity, learning is expected to produce certain outcomes. According to Gagne & Briggs ([Adiyono et al., 2023](#)), learning outcomes are the abilities possessed by students as a result of learning activities and can be observed through their performance. This means that learning is expected to bring about positive changes that can be observed or measured in terms of its impact.

Good learning outcomes indicate that the quality of the learning obtained by students is also good. Learning quality can be achieved if it is carried out in accordance with the Education Process Standards stated in the Ministry of Education and Culture Regulation No. 16 of 2022. The learning process is conducted in an enjoyable manner, follows the times, creates innovation, and can motivate students to discover their own creativity, which is adjusted to their talents, interests, and psychological development. The learning process is the core and center of educational activities, while the quality of the learning is a key determinant of the success of the school as an educational institution.

Learning quality refers to a learning process that has been planned according to existing procedures and involves designing what will be taught to students with the aim of achieving satisfactory outcomes that meet expectations. This understanding aligns with Rusman's definition ([AFRIANTI, 2019](#)), which states that learning quality is the comprehensive picture of the quality of learning from both the process and outcomes that meet expectations.

Improving learning quality is an essential aspect that must be continuously addressed to maintain educational standards. One program that can be implemented to enhance learning quality is teacher empowerment through academic supervision. Academic supervision is a series of activities aimed at helping teachers develop their abilities in the learning process to achieve academic goals. According to Daresh, academic supervision is a series of activities to help teachers develop their ability to manage the learning process so that learning objectives are achieved ([Festiawan, 2020](#)).

According to Sahertian ([Dahlim, 2021](#)), supervision is an effort to provide services to teachers, either individually or in groups, to improve teaching within the curriculum. Supervision activities are carried out by the school principal as oversight in providing guidance to teachers. Furthermore, Sahertian states that the goal of supervision is to provide services and help improve the quality of teaching in the classroom, ultimately enhancing student learning quality. Besides improving teaching skills, supervision can also develop the potential of teachers, which is why supervision must be carried out based on objective data and facts.

The person responsible for supervision, whether the school principal or inspector, is called a supervisor. Supervision activities can be conducted effectively, such as class visits, group discussions, individual guidance, and learning simulations. As stated in Ministry Regulation No. 15 of 2018, regarding the duties of school principals, there are several steps that must be followed in conducting academic supervision. In general, academic supervision begins with the planning stage, followed by the supervision process, and the final stage is the follow-up to the results of the academic supervision itself.

SMA N 2 Batang is one of the public high schools in Batang Regency, established in 2000. Over its 24 years of existence, the achievements of SMA N 2 Batang cannot be overlooked. Numerous accomplishments have been achieved by the students of SMA N 2 Batang, indicating that the learning process has yielded results.

Methods

The research approach used in this study is descriptive qualitative. Qualitatively, the

data are explored in-depth to complement the data related to the issue, which is the implementation of educational supervision to improve the quality of learning at SMA N 2 Batang, Batang Regency. The research location is SMA N 2 Batang in 2024, located at Jl. Pemuda, Rowobelang, Batang Regency. The research began on February 1, 2024, and continued until completion.

The research process started with the submission of the research proposal. Prior to conducting field research, the researcher conducted preliminary research through general observations of the research site. After selecting an academic advisor and consulting to obtain approval for the research proposal, the researcher completed the necessary administrative requirements to begin the actual research. Data collection in this study was conducted using observation, interviews, and documentation. Data collection through observation involved both participant and non-participant observation. This means that in some instances, the researcher participated directly in the observed activities or situations, while in other cases, the researcher only observed without direct involvement. Through these observations, the researcher was able to understand the realities, situations, and conditions related to the research data. Observations could be carried out during pre-observation, during the learning process, or post-observation.

To verify the data, the researcher checked the validity of the data obtained from several sources. Data validity was ensured through credibility testing. Credibility or trustworthiness was established by comparing the data through triangulation from various sources, specifically using source triangulation. In qualitative data analysis, the researcher followed the data analysis model proposed by Miles and Huberman ([Lalupanda, 2019](#)), which involves three stages: data condensation, data display, and conclusion drawing/verification. This analysis process is interactive and continuous until the research is completed.

Data Sources

In research, data sources refer to the origins from which data is collected. For the study outlined, the primary data sources include direct observations, interviews, and documentation. These data sources provide qualitative insights into the research topic, which is the implementation of educational supervision at SMA N 2 Batang to improve the quality of learning in 2024 ([Afrizal, 2016](#)).

Data Collection Techniques

The techniques used for data collection in this study were:

Observation: This involved both participant and non-participant observation. The researcher either participated directly in the activities or simply observed without involvement. These observations occurred at different stages, such as during the learning process and in pre- or post-observation phases. Interviews: These were conducted to gather in-depth information from individuals directly involved in the research subject. Documentation: Various documents were reviewed to supplement the data gathered through observation and interviews ([Afrizal, 2016](#)).

Data Analysis Techniques

The qualitative data analysis followed the model proposed by Miles and Huberman, which includes:

Data Condensation: Reducing and organizing the data collected to focus on the most relevant

information. Data Display: Presenting the organized data in a way that allows patterns and themes to be identified. Conclusion Drawing/Verification: Interpreting the data to draw conclusions and verify findings through continuous and interactive analysis until the research is completed ([Afrizal, 2016](#)).

Results

Planning Academic Supervision to Improve Learning Quality

a. Identifying and Planning Goals

The results of interviews with the school principal regarding the identification and planning of academic supervision goals revealed that the process begins with collecting data from various sources, such as classroom observations, analyzing student learning outcomes, and obtaining feedback from teachers. Based on these data, goals are then formulated to improve the quality of teaching, as expressed by the principal:

"I gather data through classroom observations, analysis of learning outcomes, and discussions with teachers. After identifying needs, we formulate specific, measurable, and relevant academic supervision goals. The supervision plan includes a schedule, methods, and clear indicators of success" (W.KS.08/07/2024).

From the interview results, it can be concluded that the needs for academic supervision are identified through classroom observations, analysis of student learning outcomes, and teacher feedback. The data from learning outcomes and observations of teaching methods are used to determine areas that need improvement. The planning of academic supervision at SMA N 2 Batang is done in a well-organized and structured manner. This planning is included in the school's strategic plans for 2021-2025, the school's annual work plan (RKAS), and the academic supervision program for 2023, from the program creation process to the socialization of the program by the school principal.

b. Designing Learning Strategies

One geography teacher revealed that the strategy applied often involves initial discussions with students to understand which areas they find difficult. The teacher explained:

"When facing academic supervision, I always try to involve students in the learning planning process. I hold preliminary discussions with students to understand which areas they find challenging, and I use that as a basis to design more effective learning strategies" (W.Gr7.16/07/2024).

From this interview, it can be concluded that in preparation for academic supervision, teachers develop learning strategies to ensure that learning objectives align with the set standards. Teachers have created learning strategies as part of their teaching modules or lesson plans, including clear learning objectives, structured activities, and comprehensive assessment plans. However, some areas still need improvement. Teachers understand the curriculum and learning objectives but need to enhance their application of varied methods and the use of technology. The implemented strategies include group discussions and project-based learning, with a differentiated approach to accommodate various student learning styles. However, teachers still need to adjust their methods to better meet individual student needs. Teachers are encouraged to further develop competencies in modifying materials and methods and in implementing differentiation techniques. It is also recommended that teachers utilize interactive learning platforms, such as Quizizz, and improve communication and feedback within the learning process.

c. Designing the Assessment Process

An interview with a mathematics teacher revealed that assessment planning begins with designing clear and detailed assessment rubrics. The assessment includes

both formative and summative assessments, as described:

"The assessment process in academic supervision is very important. I design clear rubrics for learning objectives, which help with objective assessments and provide guidance to students. I also conduct formative assessments, such as quizzes and discussions, to assess students' understanding and identify areas that need improvement" (W.Gr1.10/07/2024).

Based on interviews, observations, and documentation studies, it can be concluded that teachers design the assessment process comprehensively and in a structured manner. Formative assessments are conducted regularly through quizzes, discussions, and observations to monitor student progress and identify areas for improvement. Summative assessments are designed to reflect students' overall understanding through written tests, assignments, projects, and performance tasks. Conclusion of Academic Supervision Planning: The principal of SMA N 2 Batang involves school staff (vice principals and teachers) and uses classroom observations, learning outcome analysis, and teacher feedback to design specific, measurable, and achievable academic supervision goals. Teachers design learning strategies aligned with curriculum standards, incorporating relevant models, methods, and techniques such as project-based learning and technology to enhance student engagement. Teachers design comprehensive assessments, combining formative and summative methods, with formative assessments conducted regularly and summative assessments using various formats, such as written tests, projects, and performance tasks.

Implementation of Academic Supervision to Improve Learning Quality at SMA N 2 Batang

a. Pre-Observation

Pre-observation activities in academic supervision are conducted before classroom observation to understand the strategies that teachers will use to achieve learning objectives. According to the principal, pre-observation starts with an initial meeting with the teacher to determine the aspects to focus on during the observation, as expressed:

"I start with an initial meeting with the teacher to explain the supervision objectives, clarify expectations, and discuss the focus of the observation. We determine the learning aspects to be observed, prepare the observation instruments, and agree on the time and place for the observation to align with the teacher's lesson plan" (W.Ks.08/07/2024).

Based on interviews, observations, and documentation studies, it can be concluded that academic supervision plays a crucial role in improving teachers' preparation for teaching. Through academic supervision, teachers become more meticulous and critical in designing lesson plans and teaching modules, paying attention to learning objectives, material relevance, and the use of varied teaching methods.

b. Classroom Observation

The vice principal of curriculum stated that during classroom observation, the supervisor visits the classroom to make important notes about how the teacher delivers the material, the interaction between teachers and students, and the strategies applied, as expressed:

"During the observation, the principal/supervisor enters the classroom to directly observe the learning process. The supervisor makes notes on important aspects such as how the teacher delivers the material, the interaction between teacher and students, and the effectiveness of the teaching strategies used. The observation is conducted objectively and documented in detail using prepared observation sheets" (W.Wk1.08/07/2024).

Based on interviews, observations, and documentation studies, it was concluded that teachers demonstrated improvements in adopting more interactive, student-centered, and varied teaching methods, such as using technology, project-based learning, and differentiated instruction. These strategies created a dynamic and inclusive classroom atmosphere and helped students develop critical thinking, social, and collaboration skills.

c. Post-Observation

In the post-observation stage, the principal/supervisor and the teacher hold a meeting to discuss the results of the classroom observation. The supervisor presents the observation data to the teacher, and the teacher is asked to reflect on and evaluate their teaching practices. Conclusion on Academic Supervision Implementation:

In the pre-observation stage, the supervisor plays a crucial role in assisting teachers in preparing teaching tools such as lesson plans or teaching modules. The dialogue between the teacher and the supervisor provides feedback that helps the teacher adjust their teaching methods to meet student needs. Teachers also receive input on the use of technology and visual aids for innovative teaching.

During observation, the supervisor observes the classroom learning process, noting the effectiveness of teaching methods, teacher-student interaction, and technology use. Observations showed that teachers successfully implemented interactive and inclusive teaching strategies, such as project-based learning, differentiation, and the use of visual aids and technology, such as virtual labs and Quizizz.

In the post-observation stage, the supervisor provides constructive feedback to teachers. As a result, teachers continuously improve their skills in classroom management and designing assessments that include both theoretical and practical aspects. Academic supervision encourages teachers to use more relevant and contextual teaching methods, ultimately enhancing student understanding and engagement.

Follow-Up on Academic Supervision to Improve Learning Quality at SMA N 2 Batang

a. Coaching

Follow-up from academic supervision at SMA N 2 Batang is conducted through coaching sessions aimed at improving teaching quality. This coaching is carried out by the principal, either individually or in groups, based on the results of observations and notes from the academic supervision process.

Based on interviews, observations, and documentation reviews, it can be concluded that the follow-up from academic supervision at SMA N 2 Batang includes individual and group coaching sessions by the principal, focusing on providing constructive solutions and guidance to improve teacher performance.

b. In-House Training

In addition to general and specific coaching, the principal also follows up on the supervision results by organizing In-House Training (IHT) to strengthen teachers' competencies, as expressed:

"To address the issues faced by the majority of teachers, I have scheduled In-House Training (IHT) sessions at the school, inviting external speakers or internal resources such as lead teachers" (W.Ks.08/07/2024).

Based on interviews, observations, and documentation reviews, it can be concluded that the follow-up from academic supervision at SMA N 2 Batang includes In-House Training (IHT), optimizing the school's learning community, and subject-based teacher groups (MGMP). The principal uses the results of academic supervision to identify training needs and design IHT sessions aimed at improving teacher

competencies, particularly in pedagogy and professionalism, such as implementing differentiated learning and using technology like Quizizz. Conclusion on Academic Supervision Follow-Up: Academic supervision at SMA N 2 Batang has led to continuous coaching, involving individual and group guidance from the principal. This coaching not only identifies weaknesses but also provides constructive solutions and support to enhance teacher competence and performance.

IHT is designed based on teacher needs to improve teacher competencies in specific areas, such as differentiated learning and technology use. These trainings help strengthen innovative teaching methods and ensure that teachers can effectively adapt technology to enhance student learning experiences. Training is also conducted through school learning communities and MGMP, where teachers can share knowledge, experiences, and solutions to teaching challenges. This supports collaboration and collective learning that enhances the effectiveness of academic supervision and ensures continuous improvement in learning quality.

Conclusion

The planning of academic supervision at SMA Negeri 2 Batang is supported by strategic documents such as the RKJM, RKAS, and Renop, which demonstrate a clear commitment from the school to improve the quality of learning through the identification and planning of academic supervision goals, designing learning strategies, and developing the assessment process. The identification and planning of academic supervision goals are clear and measurable, the design of learning strategies is aligned with student needs, and the development of the assessment process supports a more directed, responsive, and effective learning process, ultimately enhancing overall student learning outcomes.

The implementation of academic supervision, involving pre-observation, observation, and post-observation phases conducted in accordance with established procedures, contributes to the improvement of learning quality. During the pre-observation phase, the supervisor ensures thorough preparation by discussing learning objectives and plans with teachers, helping them focus their efforts on relevant areas and prepare for a more effective observation. During the observation phase, the supervisor directly monitors the learning process, identifying strengths and weaknesses in teaching practices and providing feedback on the learning strategies applied in the classroom. In the post-observation phase, the supervisor offers specific feedback and discusses the observation findings with the teacher to facilitate continuous improvement in teaching practices and professional development, thereby enhancing the overall quality of learning and student outcomes.

Follow-up actions from academic supervision, including individual and group coaching, the implementation of training, the utilization of learning communities within the school, and the use of subject-based teacher groups (MGMP) at the school and district levels, contribute to improving the quality of learning. Individual and group coaching provides support tailored to the specific needs of each teacher to strengthen their competencies. Training activities, In-House Training (IHT), the utilization of learning communities, and MGMP activities offer opportunities for teachers to learn and collaborate, develop new competencies, and share experiences that are relevant to student needs.

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