

ANALYSIS OF THE IMPLEMENTATION OF THE ACADEMIC SUPERVISION MODEL IN ENHANCING THE PROFESSIONALISM OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

This study was motivated by the fact that the implementation of academic supervision in primary schools still faces various obstacles, meaning that the enhancement of teachers' professionalism has not yet been optimally achieved. The objectives of this study are (1) to analyse the application of the academic supervision model in enhancing teachers' professionalism at SDN 01 Delingan, (2) to identify the obstacles to the implementation of academic supervision, and (3) to propose solutions for its implementation. The study employed a qualitative case study approach. The research subjects were the headteacher and primary school teachers. Data were collected through observation, in-depth interviews, and document analysis. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions. The research findings are: (1) academic supervision has been implemented through planning, execution, and follow-up, but remains oriented towards administrative and evaluative aspects; (2) the main constraints are time constraints, the school principal's workload, and teachers' perceptions of supervision; and (3) the solutions implemented include scheduling supervision and strengthening communication. The research findings provide practical significance for the development of more collaborative academic supervision, as well as a theoretical contribution to the study of academic supervision in enhancing teacher professionalism.

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INTRODUCTION

Academic supervision is regarded as a process of professional development aimed at improving the quality of teaching and learning in primary schools. Academic supervision activities focus on the observation, assessment and guidance of teachers' teaching practices. Academic supervision is carried out through systematic planning,

targeted implementation and continuous follow-up (Zulfiani et al., 2021). This process is intended to assist teachers in developing pedagogical and professional competencies in line with the demands of quality learning.

Teacher professionalism is understood as a teacher's ability to carry out educational duties responsibly, effectively, and with a focus on improving the quality of learning (A'yun & Muttaqin, 2025). Teacher professionalism is reflected through mastery of learning materials, the ability to design and implement learning, and the capacity to reflect on learning practices that have been carried out (Rizqa et al., 2024). The enhancement of teacher professionalism is viewed as a key factor in realising a meaningful learning process for primary school pupils.

Academic supervision is regarded as one of the key strategies for enhancing teachers' professionalism. Through academic supervision, feedback on teachers' performance can be provided objectively based on the results of classroom observations (Aziz, 2023). The guidance provided during academic supervision enables teachers to receive direction on how to improve and develop their teaching practices. The appropriate implementation of academic supervision is expected to foster the continuous improvement of primary school teachers' professionalism.

The conditions surrounding the implementation of academic supervision at SDN 01 Delingan indicate that supervisory activities have been carried out by the headteacher as part of their managerial duties. Supervision is conducted through classroom observations and reviews of teachers' teaching materials. The implementation of supervision places greater emphasis on the fulfilment of teaching administration and the delivery of the teaching process in the classroom. Guidance on the development of teaching strategies and reflection on teachers' teaching practices has not yet been carried out in a thorough and sustained manner.

Teacher professionalism at SDN 01 Delingan still requires strengthening through more systematic and collaborative academic supervision. Teachers have been delivering lessons in accordance with the current curriculum; however, the development of innovative teaching methods and professional reflection has not yet been fully facilitated through supervisory activities. This situation indicates that the implementation of academic supervision needs to be directed not only towards an evaluative function, but also towards a professional development function to support the enhancement of primary school teachers' professionalism.

Various previous studies have shown that academic supervision plays a significant role in enhancing the professionalism of primary school teachers. Academic supervision is viewed as a means of professional development that enables teachers to receive feedback on their teaching practices (Arifin et al., 2023). Previous research findings reveal that academic supervision, when carried out in a planned and sustained manner, is capable of enhancing teachers' pedagogical competence, particularly in lesson planning, the delivery of lessons, and the evaluation of learning outcomes. Teachers' professionalism is reported to develop when supervision is directed towards mentoring and reflection on teaching practice (Zainuri et al., 2022).

Research conducted by (Anridzo et al., 2022) indicates that the effectiveness of academic supervision is significantly influenced by the approach adopted by the headteacher in their role as supervisor. Academic supervision that is collaborative and focused on professional development is reported to have a greater impact on enhancing teachers' professionalism than supervision that emphasises solely evaluative and administrative aspects. The findings of the study by (Fitriyanti et al., 2022) confirm that academic supervision carried out in a reflective manner is capable of encouraging teachers to develop innovative teaching methods, enhance professional accountability, and improve the quality of the learning process in primary schools.

Although various studies have shown that academic supervision plays a role in enhancing teachers' professionalism, research that delves deeply into the process of implementing academic supervision in primary

schools remains limited. Most studies focus more on the influence of supervision on improving teachers' performance in general without exploring the supervisory practices taking place within the real-world context of schools. Analyses of how academic supervision is implemented, the forms of support provided, and teachers' responses to the supervision process have not been extensively explored through a qualitative case study approach. This situation indicates a research gap that requires further investigation, particularly regarding the application of academic supervision models in professional development.

Research conducted by (Anridzo et al., 2022) indicates that the effectiveness of academic supervision is significantly influenced by the approach adopted by the headteacher in their role as supervisor. Academic supervision that is collaborative and focused on professional development is reported to have a greater impact on enhancing teachers' professionalism than supervision that emphasises solely evaluative and administrative aspects. The findings of the study by (Fitriyanti et al., 2022) confirm that academic supervision carried out in a reflective manner is capable of encouraging teachers to develop innovative teaching methods, enhance professional accountability, and improve the quality of the learning process in primary schools.

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The novelty of this study lies in its in-depth analysis of the application of the academic supervision model in the real-world context of a primary school, using a qualitative case study approach. This study not only focuses on the outcomes of supervision but also examines the academic supervision process, which encompasses planning, implementation and follow-up, with a view to enhancing teachers' professionalism. Teacher professionalism is analysed through teachers' experiences, responses, and reflective practices during the supervision process (Sedana, 2019). The case study approach at SDN 01 Delingan is expected to provide a contextual and empirical picture of the implementation of academic supervision, which has not been extensively explored in previous research.

This study aims to analyse the application of the academic supervision model in enhancing teacher professionalism at SDN 01 Delingan. The research focus is directed towards revealing the processes of planning, implementation, and follow-up of academic supervision carried out by the headteacher. This study also aims to identify the challenges faced in the implementation of academic supervision and the solutions applied to address these challenges. It is hoped that the research findings will provide a comprehensive overview of the effectiveness of academic supervision in supporting the professional development of primary school teachers.

METHOD

This study employs a qualitative approach using a case study design. The research focuses on analysing the implementation of an academic supervision model in enhancing teacher professionalism at SDN 01 Delingan. The study was conducted within the school's natural setting without the application of any experimental treatments. The research subjects included the headteacher as the implementer of academic supervision and primary school teachers

as the subjects being supervised. Subjects were selected purposively based on their direct involvement in the implementation of academic supervision.

Research data were collected through observation, in-depth interviews, and document analysis. Observations were conducted to observe the implementation of academic supervision and teachers' teaching practices in the classroom. Interviews were used to explore experiences, perceptions, constraints, and solutions in the implementation of academic supervision. Documentary analysis was carried out on supervision tools, teaching materials, and other supporting documents. Data analysis was conducted qualitatively through the stages of data reduction, data presentation, and drawing conclusions. Data validity was ensured through triangulation of sources and techniques to obtain credible findings.

RESULT AND DISCUSSION

Results

The research findings indicate that the implementation of academic supervision at SDN 01 Delingan is carried out through the stages of planning, implementation and follow-up. During the planning stage, the academic supervision programme is drawn up by the headteacher, taking into account the academic calendar and teachers' learning needs. Supervision tools are prepared to serve as guidelines for conducting classroom observations. However, the supervision plan had not been fully and thoroughly communicated to all teachers, so understanding of the objectives of supervision varied.

The implementation of academic supervision was carried out through classroom visits and lesson observations. Supervision activities were largely focused on observing the delivery of lessons and the completeness of teachers' administrative records. Interaction between the headteacher and teachers during supervision was formal and limited to specific times.

Follow-up on academic supervision is carried out through the provision of general advice and guidance on improving teaching. However, this follow-up has not been accompanied by a continuous professional development programme. The main constraints identified include the headteacher's limited time, the administrative workload, and teachers' perception of supervision as an evaluative activity. Solutions implemented include rescheduling supervision, providing motivation to teachers, and efforts to build more open communication between the headteacher and teachers.

Table Findings of Academic Supervision

No.	Aspect of Academic Supervision	Field Findings	Impact on Teacher Professionalism
1	Supervision planning	Supervision programmes are available but dissemination is limited	Understanding of supervision objectives is not uniform
2	Implementation of supervision	Classroom observation and administrative checks	Pedagogical guidance is not yet optimal
3	Follow-up on supervision	Provision of advice and guidance for improvement	Changes in teaching practice are not yet sustainable
4	Supervision constraints	Time constraints and administrative workload	Supervision implementation is not yet optimal

5	Supervision solutions	Rescheduling communication	and	Relations between supervisors and teachers are starting to improve
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discussion

The research findings indicate that academic supervision at SDN 01 Delingan has been carried out in accordance with the stages of supervision, which include planning, implementation and follow-up. These findings are consistent with the views of experts who state that academic supervision is a systematic process designed to help teachers improve the quality of teaching through continuous professional development.

In terms of planning, the existence of a supervision programme indicates the headteacher's efforts to manage teacher development activities in a structured manner. However, suboptimal dissemination of information has meant that some teachers do not yet fully understand the objectives and benefits of supervision. This situation risks creating the perception that supervision serves merely as an assessment activity, rather than a means of professional development.

During the follow-up stage, providing advice and guidance on improvements is a positive step in helping teachers enhance the quality of teaching. However, the absence of a continuous professional development programme means that the impact of supervision on improving teachers' competence has not yet been maximised. These findings reinforce the view that the effectiveness of academic supervision is greatly influenced by the continuity of the mentoring process following the observation activities.

The constraints identified such as the headteacher's limited time, the heavy administrative workload, and teachers' perception of supervision as an evaluative activity—are common challenges in the implementation of academic supervision. Therefore, more effective time management strategies, the reduction of non-essential administrative burdens, and the strengthening of communication between headteachers and teachers are required so that supervision is understood as a professional development activity.

Overall, academic supervision at SDN 01 Delingan has contributed to enhancing teachers' professionalism. However, its effectiveness still needs to be improved through more intensive programme outreach, more in-depth pedagogical guidance, and ongoing follow-up, so that the objective of academic supervision as a means of professional development for teachers can be optimally achieved.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of academic supervision at SDN 01 Delingan has been carried out through the stages of planning, implementation and follow-up. However, the implementation of academic supervision has not yet been fully effective in enhancing teachers' professionalism. Supervision remains more focused on administrative and evaluative aspects than on reflective and continuous professional development.

The main constraints in the implementation of academic supervision include the headteacher's limited time, the burden of administrative tasks, and teachers' perception of supervision as an assessment activity. Solutions implemented, such as rescheduling supervision and strengthening communication, show potential for improvement, but still require systematic follow-up. Consequently, the implementation of collaborative academic supervision oriented towards professional development is deemed necessary to enhance the professionalism of primary school teachers on a sustainable basis.

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