



REFLECTIVE-BASED ACADEMIC SUPERVISION BY SCHOOL PRINCIPALS: A STRATEGY FOR IMPROVING TEACHERS' PEDAGOGICAL COMPETENCE IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study aims to provide an in-depth analysis of the implementation of reflective-based academic supervision in improving teachers' pedagogical competence at SD Negeri 107 Air Mumu, Kerinci Regency. The limited practice of self-evaluation in the use of diverse teaching methods became the main concern underlying the application of this supervisory approach. The study employed a qualitative approach with a case study design to explore the phenomenon of supervision based on the actual conditions found in the field. Data were collected through participatory observation, in-depth interviews, and documentation studies involving the school principal and teaching staff. Data validity was ensured through technique and source triangulation, while data analysis followed an interactive model consisting of data reduction, data display, and conclusion drawing. The findings reveal that reflective-based academic supervision was carried out through five systematic stages: identifying teachers' needs, observing classroom learning activities, conducting post-observation reflective dialogue, providing constructive feedback, and offering continuous clinical assistance. This reflective approach proved effective in encouraging teachers to independently evaluate their weaknesses, develop new instructional strategies, and improve classroom teaching practices without feeling judged. The implementation of this supervision model not only enhanced teachers' pedagogical competence.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis secara mendalam pelaksanaan supervisi akademik berbasis reflektif dalam meningkatkan kompetensi pedagogik guru di SD Negeri 107 Air Mumu, Kabupaten Kerinci. Kurangnya evaluasi mandiri dalam ragam metode mengajar menjadi latar belakang pentingnya penerapan model pembinaan ini. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus untuk mendalami fenomena supervisi sesuai dengan realitas objektif di lapangan. Data dihimpun melalui teknik observasi partisipatif, wawancara mendalam, dan studi dokumentasi yang melibatkan kepala sekolah serta dewan guru. Keabsahan data diuji melalui triangulasi teknik dan sumber, kemudian dianalisis menggunakan model interaktif yang mencakup tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa supervisi akademik berbasis reflektif dilaksanakan melalui lima tahapan sistematis, meliputi identifikasi kebutuhan guru, observasi proses pembelajaran di kelas, dialog reflektif pasca-observasi, pemberian umpan balik konstruktif, serta pendampingan klinis lanjutan. Pendekatan reflektif ini terbukti efektif mendorong guru secara mandiri mengevaluasi kelemahan, mengonstruksi strategi baru, dan memperbaiki praktik pengajaran di kelas tanpa merasa dihakimi. Implikasi dari penerapan model supervisi ini tidak hanya berhasil meningkatkan kompetensi pedagogik guru.

Kata kunci: Supervisi Akademik, Kompetensi Guru, Kepala Sekolah

INTRODUCTION

Education is the main pillar in improving the quality of human resources and determining the progress of a nation (Smith et al., 2016). Along with the development of the times, teachers are required to carry out their roles in managing learning processes that are effective and meaningful for students (Breton, 2013). It has become an obligation for teachers to possess adequate professional competence, one of which is pedagogical competence that includes the ability to understand students' characteristics, design learning, implement the learning process, and conduct learning evaluation appropriately. Strong pedagogical competence will contribute significantly to improving the quality of learning in the classroom and achieving educational goals optimally (Hollenstein & Brühwiler, 2024; Belayneh & Belachew, 2024).

All the same, many teachers still face difficulties in designing innovative learning activities, implementing strategies that are appropriate to students' needs, and conducting comprehensive evaluations (Putri Febrianti, 2023). This condition indicates that the development of teachers' pedagogical competence remains an important necessity in efforts to enhance teacher professionalism in schools (Kamardana, 2022). This issue has become increasingly relevant in the current educational context, where demands for teaching quality continue to increase along with the complexity of students' needs and national education standards.

One of the strategies that can be used to improve teachers' pedagogical competence is through academic supervision. Academic supervision is a process of professional guidance conducted by school principals to assist teachers in improving the quality of learning. Through academic supervision, teachers obtain guidance, feedback, and recommendations for improvement that can enhance the quality of classroom teaching practices (Budi & Sulistyarini, 2025). Conceptually, academic supervision provides a framework that enables teachers to review and adjust their teaching practices systematically in order to achieve more effective learning outcomes.

In practice, academic supervision functions not only as a means of evaluating teachers' performance but also as a developmental process that encourages continuous professional growth. One effective approach is the reflective approach, in which teachers review the learning practices that have been implemented, identify weaknesses, and design continuous improvements (Cahyaningsih, 2022). This approach also creates a space for constructive dialogue between school principals and teachers, so that teachers not only receive evaluations, but also actively engage in professional learning aimed at improving the quality of classroom instruction (Sukasman, 2020).

The development of teachers' pedagogical competence does not solely depend on teaching experience or formal education. Academic supervision conducted by school principals plays a role as a systematic mechanism of professional assistance (Maisyaroh et al., 2021). The reflective approach enables teachers to review their teaching practices, recognize their strengths and weaknesses, and design improvement strategies that are aligned with students' needs. This process is in line with the principle of continuous learning, in which teachers learn from their own experiences to improve the quality of instruction.

Various previous studies have highlighted the challenges faced by teachers regarding pedagogical competence. A study conducted by Ting & Chuang, (2025), found that positive instructional supervision by school principals is significantly associated with teaching effectiveness, including learning strategies and classroom management. Furthermore, Owan et al., (2023), revealed that continuous supervision focusing on instructional support

improves teachers' effectiveness and overall performance. In addition, Emmanuel & Chakrawarty, (2026), demonstrated that administrative supervisory support provided by school leaders is strongly related to teachers' competence in implementing a competency-based curriculum.

Although previous studies have highlighted the effectiveness of instructional and administrative supervision, most of them have emphasized general and top-down supervision. This study aims to fill this gap by examining reflective-based academic supervision, which encourages teachers to reflect on their own teaching practices and apply the results for improving the quality of instruction. Therefore, this study is important for exploring the practice of reflective academic supervision conducted by school principals and its influence on the continuous improvement of teachers' pedagogical competence.

The urgency of this study lies in the importance of continuously developing teachers' pedagogical competence through academic supervision that is not only evaluative, but also reflective and humanistic. In current educational practice, many teachers still experience difficulties in developing innovative learning methods that align with students' needs. Therefore, reflective-based academic supervision becomes an important strategy to help teachers conduct self-evaluation, improve their teaching practices, and enhance their professionalism continuously. In addition, this study is important because it can provide practical contributions for school principals in developing a supervision model that is more communicative, collaborative, and capable of fostering a professional learning culture within the school environment.

Based on the results of preliminary observations in the field, the implementation of reflective-based academic supervision at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, still faces several obstacles. The challenges are mainly related to teachers' understanding of the concept of reflective supervision, the reflective culture that has not yet become a habit, psychological readiness in receiving feedback, as well as the inconsistency of mentoring implementation. This condition indicates that reflective supervision has not yet fully operated optimally in improving teachers' pedagogical competence comprehensively.

This study aims to identify the reflective-based academic supervision strategies implemented by the school principal in improving teachers' pedagogical competence. In addition, this study also aims to explain how the school principal designs, implements, and utilizes the reflective approach as a strategy for the continuous professional development of teachers at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency.

METHOD

This study employed a qualitative approach with a case study design to explore in depth the practice of reflective-based academic supervision in improving teachers' pedagogical competence at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency. A qualitative approach was chosen because it is able to understand phenomena contextually, naturally, and comprehensively in accordance with real conditions in the field (Creswell, 2014). The case study design was used to examine intensively a system, activity, or process within a particular context in order to generate an in-depth understanding (Yin, 2018).

The location of this study was State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, which was selected because it has reflective-based academic supervision practices that are relevant to the objectives of the study. The research informants

were determined using a purposive sampling technique, namely the selection of informants based on certain considerations, who were considered to have the most knowledge and understanding of the phenomenon being studied (Sugiyono, 2019). The main informants consisted of the school principal as the supervisor and teachers as the parties directly involved in the academic supervision process.

No	Informant	Total	Selection Criteria	Code
1	School Principal	1	Has the main role in designing and implementing academic supervision	SP
2	Teachers	3	Teachers who participated in reflective-based academic supervision	T1-T3

The data collection techniques in this study included observation, in-depth interviews, and documentation. Observation was conducted to directly observe the academic supervision process in the classroom, including the interaction between the school principal and teachers. The interviews were conducted in a semi-structured manner to obtain in-depth information regarding the informants' experiences and perceptions of reflective supervision. Documentation was used to complement the data in the form of learning instruments, supervision records, and other supporting documents (Creswell, 2014).

Data analysis was carried out using the interactive model proposed by (Miles et al., 2014), which consists of three main stages, namely data reduction, data display, and conclusion drawing (Miles et al., 2014). Data reduction was conducted by selecting and focusing on relevant data, data display was presented in the form of descriptive narratives and tables, while conclusion drawing was carried out continuously throughout the research process until valid findings were obtained.

The validity of the data in this study was maintained through source triangulation and technique triangulation. Source triangulation was conducted by comparing data obtained from the school principal and teachers, while technique triangulation was carried out by comparing the results of observations, interviews, and documentation. In addition, member checking was also conducted to ensure the conformity of the data with the informants' experiences and to enhance the credibility of the research findings.

RESULT AND DISCUSSION

RESULT

Reflective-Based Academic Supervision Strategies Implemented by the School Principal

Based on the results of field observations and interview data, the implementation of academic supervision by the principal of State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, was carried out systematically through five interrelated stages, namely supervision planning, classroom observation, reflective dialogue, strategic feedback, as well as continuous mentoring and monitoring. These five stages form a recurring supervision system aimed at continuously improving the quality of teachers' instructional practices.

1. The Planning Academic Supervision

Academic supervision was designed based on the analysis of teachers' needs, learning conditions, and students' learning outcomes. The principal of State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, did not implement a uniform supervision model, but instead adjusted the focus according to classroom realities, such as lesson planning, teaching methods, classroom management, and the use of instructional media. The researcher found that this planning process provided clarity for teachers before

the supervision was conducted. Teachers at State Elementary School 107 Air Mumu were informed in advance so that they could prepare learning instruments such as lesson plans or teaching modules. This initial communication built teachers' readiness while also reducing their anxiety during the supervision process.

Table 1. Summary of Interview Results on Academic Supervision Planning

Subject	Interview Quotes	Code
School Principal	The academic supervision planning that I carry out is based on an analysis of teachers' needs, starting from learning instruments, students' learning outcomes, and classroom learning conditions. In addition, I focus the supervision on teaching methods, classroom management, and the use of instructional media.	SP-01
Teacher 1	Before the supervision, we are usually informed in advance, so that we can prepare learning instruments such as lesson plans or teaching modules according to the principal's directions.	T1-01
Teacher 2	The principal often conducts initial communication before the supervision to ask about learning obstacles in the classroom, so that the focus of supervision is already clear and in accordance with teachers' needs.	T2-01
Teacher 3	The supervision schedule has been arranged since the beginning of the semester, so teachers can prepare themselves. The aspects being assessed have also been clearly communicated from the beginning.	T3-01

Source: Data Collection, 2026

2. Conducting Classroom Observation

At the classroom observation stage, the school principal directly entered the classroom while the learning process was taking place. The observation was conducted in a manner that did not disrupt the learning activities, where the principal sat at the back of the classroom to carefully observe the teaching and learning process. The researcher found that this stage focused on how teachers opened the lesson, delivered the material, managed students, and utilized instructional media. The results of these observations provided concrete evidence regarding the strengths and weaknesses of teachers at State Elementary School 107 Air Mumu in classroom instructional practices. After the lesson was completed, an informal discussion was usually conducted to provide initial impressions of the teachers' teaching performance.

Table 2. Summary of Interview Results on Classroom Observation

Subject	Interview Quotes	Code
School Principal	I conduct classroom observations directly by entering the classroom during the learning process. I pay attention to how teachers open the lesson, deliver the material, manage the classroom, and use teaching methods and instructional media. From there, the strengths and weaknesses of teachers become visible and later serve as the basis for guidance.	SP-02
Teacher 1	When the principal enters the classroom, he sits at the back and observes the learning process without disrupting the lesson. After that, there is usually feedback about our teaching methods.	T1-02
Teacher 2	The observation is conducted directly in the	T2-02

	classroom. The principal observes how we teach from the beginning until the end of the lesson, especially how we deliver the material and manage students in the classroom.	
Teacher 3	The principal directly observes the teaching and learning process. After it is finished, there is usually a short discussion about what needs improvement and what has already been good in our teaching.	T3-02

Source: Data Collection, 2026

3. Conducting Reflective Dialogue

Reflective dialogue was conducted after the classroom observation as a form of professional reflection. At this stage, the principal of State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, invited teachers to critically review their instructional practices, starting from lesson planning, implementation, to learning evaluation. The researcher observed that this dialogue took place in a communicative and non-intimidating atmosphere, allowing teachers to freely express their experiences and the challenges they encountered. Through this process, teachers at State Elementary School 107 Air Mumu became more aware of the aspects that needed improvement and collaboratively developed strategies to enhance learning in the next cycle.

Table 3. Summary of Interview Results on Reflective Dialogue

Subject	Interview Quotes	Code
School Principal	Reflective dialogue is conducted after supervision and classroom observation activities. The principal invites teachers to review the learning process that has been carried out, starting from planning, implementation, to evaluation. In the dialogue, the principal provides feedback openly and encourages teachers to develop improvement plans so that learning becomes more effective in the next meeting.	SP-01
Teacher 1	The principal usually invites us to discuss after the supervision. We are asked to explain the learning process that has been carried out, then together evaluate the shortcomings and find solutions for improvement in the next lesson.	T1-01
Teacher 2	Reflective dialogue is conducted openly and communicatively. The principal provides feedback on teaching methods and classroom management, then we are directed to improve learning strategies based on the evaluation results from the principal.	T2-01
Teacher 3	After the classroom observation, the principal does not immediately assess us, but instead invites us to discuss what has been done in the classroom. From there, we can realize our shortcomings and develop improvement steps for the next lesson.	T3-01

Source: Data Collection, 2026

4. Providing Feedback to Help Teachers Improve the Quality of Learning

Strategic feedback became an important component in the process of helping teachers improve the quality of learning. The principal of State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, provided direct and concrete input based on the findings in the classroom. The feedback provided by the principal was not limited to

criticism, but was also accompanied by practical suggestions that could be directly implemented in the learning process, such as improving teaching methods, optimizing the use of instructional media, and enhancing classroom management. The results of field observations conducted by the researcher showed that the feedback was delivered by the principal using simple and clear language, making it easier for teachers to understand and implement without causing confusion.

Table 4. Summary of Interview Results on Strategic Feedback

Subject	Interview Quotes	Code
School Principal	The strategic feedback that I provide after supervision and classroom observation activities is by directly conveying the findings to teachers using clear language. Then, I provide concrete suggestions that can be immediately implemented, such as improving teaching methods, the use of instructional media, and more effective classroom management.	SP-01
Teacher 1	The principal provides feedback that is very clear and directly addresses the core problems in learning. We are not only given criticism, but also practical solutions that can be immediately applied in the classroom to make learning better.	T1-01
Teacher 2	After the supervision, the principal explains the parts that need improvement, such as teaching methods and the use of instructional media. The suggestions provided are quite simple but very helpful in improving the quality of learning.	T2-01
Teacher 3	The feedback from the principal is usually accompanied by direct examples of how to improve classroom learning. This makes it easier for us to understand and immediately apply it in daily teaching activities.	T3-01

Source: Data Collection, 2026

5. Conducting Continous Mentoring and Monitoring

Continuous mentoring and monitoring were carried out to ensure that improvements in instructional practices were consistently implemented at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency. The researcher found that supervision did not stop after feedback was provided, but was followed by subsequent classroom visits, periodic evaluations, and ongoing discussions between the school principal and teachers. This mentoring process helped teachers gradually improve the quality of learning and maintain consistency in implementing the recommended strategies. Monitoring activities also functioned as a control mechanism to ensure that the results of supervision were not only understood, but were actually implemented in the classroom.

Table 5. Summary of Interview Results on Mentoring and Monitoring

Subject	Interview Quotes	Code
School Principal	Mentoring and monitoring are carried out continuously through routine supervision, classroom visits, and periodic evaluations. The principal does not only provide direction, but also directly monitors the implementation of agreed improvements. In addition, follow-up discussions	SP-01

	are conducted to ensure that teachers truly implement improvements in their teaching practices.	
Teacher 1	The principal often conducts follow-up checks after supervision to see whether the suggestions given have been implemented in the classroom. If not, we are guided again so that we can gradually improve the teaching process.	T1-01
Teacher 2	Mentoring is carried out continuously, not only once after supervision. The principal sometimes enters the classroom or asks about learning progress, so we feel continuously guided in improving our teaching process.	T2-01
Teacher 3	We feel that we are always monitored and guided by the principal. He ensures that the recommended changes are truly implemented, so we become more consistent in applying better teaching methods.	T3-01

Source: Data Collection, 2026

Overall, the implementation of academic supervision carried out by the school principal reflects a structured and professionally developmental approach. Supervision functions not only as a formal monitoring activity but also as a professional learning process that integrates planning, observation, reflection, feedback, and continuous mentoring. This model creates a supportive environment in which teachers are guided to improve their pedagogical competence gradually and continuously.

DISCUSSION

1. Planning and Pre-Observation

The findings of this study indicate that the planning of academic supervision at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, was carried out based on needs by considering the actual conditions of classroom learning, the analysis of teachers' needs, and students' learning achievement outcomes. The school principal did not apply a uniform supervision pattern, but adjusted the focus of supervision to important aspects such as lesson planning, teaching methods, classroom management, and the utilization of instructional media. According to the view of Wibowo et al., (2025), supervision planning must be carried out systematically through the establishment of objectives, scheduling, and the determination of approaches that are aligned with teachers' needs so that supervision can be implemented effectively and not merely as an administrative formality. Needs-based planning and the provision of schedules from the beginning of the semester are in line with supervision practices that place the planning stage as a key component, including the preparation of instruments, schedules, and initial agreements with teachers (Purnama, 2022).

The Teachers at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, were informed in advance before the supervision was conducted. Teachers were able to prepare learning instruments such as lesson plans or teaching modules, so that the supervision activities took place in a more prepared and professional atmosphere. This practice reflects the existence of good initial communication between the school principal and teachers. Such communication functions not only as a technical notification but also as an initial coaching strategy to improve teachers' readiness in the learning process. A study conducted by Natalia, (2023), emphasized that academic supervision planning carried out through coordination meetings, scheduling, and the socialization of supervision objectives is

able to improve teachers' understanding and create openness in the implementation of supervision. This finding strengthens the results of the present study that teachers' involvement from the planning stage will improve their mental and professional readiness in facing supervision.

The school principal did not only act as an evaluator, but also as a mentor who conducted initial communication to identify learning obstacles in the classroom. This is in accordance with the concept of modern academic supervision, which positions the school principal as an instructional leader who focuses on improving the quality of learning through continuous professional guidance. The planning of academic supervision at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, has fulfilled the principles of effective supervision, namely being needs-based, structured, communicative, and collaborative. This model not only improves teachers' readiness, but also creates a more humanistic and less stressful supervision atmosphere, thereby positively affecting the improvement of learning quality. Well-planned academic supervision has a direct impact on improving teachers' competence and the effectiveness of classroom learning because teachers receive clear guidance from the beginning of the supervision process (Efendi, 2025).

2. Conducting Classroom Observation

The Classroom observations conducted by the school principal at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, were carried out directly by entering the classroom during the learning process. The principal did not interfere with the learning activities, but instead sat at the back of the classroom to systematically observe teachers' teaching activities. The focus of the observation included lesson opening, material delivery, classroom management, as well as the use of teaching methods and instructional media. After the learning activities were completed, the principal also conducted informal discussions with teachers to provide initial feedback regarding the learning process that had taken place.

Academic supervision conducted by school principals, which includes classroom observation, feedback provision, and follow-up coaching, can improve teacher performance and students' learning outcomes (Sari, 2025). The findings obtained by the researcher indicate that classroom observation conducted by the school principal does not merely function as an administrative monitoring activity, but also as part of academic supervision aimed at teachers' professional development. Through direct observation, the school principal can obtain authentic data regarding classroom instructional practices, enabling the identification of teachers' strengths and weaknesses objectively. In line with the study conducted by Silalahi et al., (2026), structured classroom observation in academic supervision enables school principals to provide constructive feedback that significantly impacts the improvement of teachers' performance, particularly in lesson planning and instructional implementation. In addition, Sulistiana et al., (2025) revealed in their study that teachers who regularly received classroom observations accompanied by constructive feedback experienced improvements in the use of varied teaching methods and in their ability to manage classrooms effectively.

Therefore, the classroom observation conducted by the school principal at State Elementary School 107 Air Mumu is in accordance with the principles of modern academic supervision, namely being objective, direct, and accompanied by feedback. However, its effectiveness would be more optimal if the observations were conducted using standardized instruments and followed by more systematic and continuous follow-up actions, so that the

supervision would not only be informative but also transformative in improving teachers' pedagogical competence.

3. Conducting Reflective Dialogue

The reflective dialogue conducted by the school principal with teachers at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, was carried out after the classroom observation activities as part of academic supervision. At this stage, the school principal invited teachers to review their instructional practices comprehensively, starting from lesson planning, implementation, and learning evaluation. The dialogue was conducted in a communicative, open, and non-intimidating atmosphere, allowing teachers to feel comfortable in expressing their experiences, challenges, and reflections on the learning process that had been implemented.

Reflective dialogue does not merely function as an evaluation forum, but also serves as a professional learning medium that encourages teachers' reflective awareness. Through this dialogue, teachers not only receive feedback from the school principal, but also actively engage in the process of analyzing and improving learning collaboratively. This is important because reflection conducted collectively will produce a deeper understanding compared to one-way evaluation. As shown in the study conducted by Saputro & Soedjono, (2026), the modern supervision paradigm positions supervision as a humanistic, reflective, and collaborative developmental process rather than merely a monitoring activity. This approach has proven to be more effective in improving teacher professionalism because it encourages active and participatory involvement in the reflection process.

The reflective dialogue conducted by the school principal at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, is in accordance with the principles of modern academic supervision that emphasize collaborative and reflective approaches. The dialogue, which was carried out openly and without intimidation, proved to encourage teachers to be more honest in conducting self-evaluation and more prepared in developing strategies for improving learning. However, in order for this reflective dialogue to provide a more optimal impact, reinforcement is needed in the form of documentation of reflection results and well-planned follow-up actions. Thus, reflective dialogue does not merely become a temporary discussion activity, but develops into part of a continuous cycle of improving learning quality.

4. Providing Feedback to Support Teachers

The feedback provided at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, was delivered directly, clearly, and based on actual findings in the classroom. The feedback was not limited to criticism of teachers' shortcomings, but was also accompanied by practical suggestions that could be directly implemented, such as improving teaching methods, optimizing the use of instructional media, and enhancing classroom management. In addition, the use of simple and communicative language made it easier for teachers to understand and implement the suggestions provided.

Feedback in academic supervision serves as a constructive and transformative developmental instrument. Effective feedback does not merely assess performance, but also provides clear and applicable directions for improvement. This is important because teachers need concrete guidance in order to continuously improve their instructional practices. According to (Nurani et al., 2024), feedback that is constructive, solution-oriented, and delivered through dialogic interaction is able to increase teachers' involvement in the process

of improving learning. Research conducted by Rahmadani et al., (2025) also emphasized that feedback is a key component in supervision because it functions as a bridge between observation results and the improvement of instructional practices. Effective feedback should be clear, systematic, and oriented toward teachers' professional development rather than merely evaluation.

The feedback provided by the school principal at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, was delivered directly, clearly, and based on actual findings in the classroom, accompanied by practical suggestions that were easy to implement. The feedback did not only focus on teachers' shortcomings, but also provided concrete solutions such as improving teaching methods, optimizing the use of instructional media, and enhancing classroom management through communicative language that was easy for teachers to understand. These findings confirm that feedback in academic supervision functions as a constructive and transformative developmental instrument, because it does not merely assess performance, but also provides clear and applicable directions for improvement. This finding is in line with previous studies stating that constructive, dialogic, and solution-oriented feedback is able to increase teachers' involvement and serve as an important bridge between observation results and continuous improvement in instructional practices.

5. Conducting Mentoring and Monitoring

Mentoring and monitoring at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, were conducted continuously after the observation and feedback processes. The school principal did not stop at the evaluation stage, but continued through follow-up classroom visits, periodic evaluations, and follow-up discussions with teachers. This mentoring aimed to ensure that the recommendations for improvement were consistently implemented in classroom instructional practices.

The findings of the study showed that mentoring and monitoring at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, were carried out continuously after the observation and feedback processes. The school principal did not stop at the evaluation stage, but continued through follow-up classroom visits, periodic evaluations, and follow-up discussions with teachers. This mentoring process aimed to ensure that the recommendations for improvement were truly implemented consistently in instructional practices within the classroom.

The academic supervision implemented at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, has reflected a sustainable and follow-up-based supervision model. The mentoring and monitoring conducted by the school principal function not only as a form of control, but also as professional guidance that encourages teachers to continuously improve the quality of learning gradually. According to Lalupanda, (2019), academic supervision carried out continuously through cycles of planning, implementation, and follow-up is able to gradually improve the quality of learning and teachers' performance. Continuous mentoring makes teachers more prepared and consistent in improving instructional practices (Putri et al., 2025). Monitoring functions as a tool to ensure that teachers' pedagogical competence develops through a systematic mentoring process (Putra et al., 2020).

Mentoring and monitoring at State Elementary School 107 Air Mumu, Gunung Raya District, Kerinci Regency, have been implemented continuously and systematically as part of academic supervision. These activities did not stop at the observation and evaluation stages,

but were followed by classroom visits, periodic evaluations, and follow-up discussions to ensure that improvements in learning were consistently implemented. The academic supervision applied has reflected a sustainable supervision model that emphasizes follow-up as an essential component in improving the quality of learning. Mentoring and monitoring function not only as forms of control, but also as professional development mechanisms that encourage teachers to continuously improve their teaching practices gradually and consistently. Thus, the implementation of supervision in this school has proven to support the development of teachers' pedagogical competence and improve the quality of learning on a continuous basis.

CONCLUSION

Based on the data analysis and discussion, this study concludes that the implementation of reflective based academic supervision at SD Negeri 107 Air Mumu within Kerinci Regency serves as an effective strategy to improve the pedagogical competence of teachers. The success of this supervisory model relies on the consistent application of five systematic and continuous stages by the school principal, which include identifying the actual needs of teachers, conducting classroom observations, holding post observation reflective dialogues, providing constructive feedback, and offering regular clinical assistance. This approach successfully shifts the conventional supervisory paradigm that often tends to be judgmental or top down into a humane and teacher centered space for professional discussion. Through reflective dialogue, teachers are encouraged to develop a critical self awareness to independently evaluate their teaching weaknesses, construct new strategies, and improve the quality of instructional planning, delivery, and evaluation in the classroom. The long term impact of this clinical intervention extends beyond personal pedagogical improvements because it triggers a collaborative school culture characterized by open communication and professional mutual support among colleagues. Ultimately, this strengthening of competence directly leads to a dynamic, creative, and adaptive learning environment that effectively addresses the diverse characteristics and learning needs of elementary school students.

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