



The Role and Impact of Academic Supervision on Improving the Quality of Learning and Developing Teacher Professionalism

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Abstrak

Supervisi akademik merupakan komponen penting dalam meningkatkan kualitas pendidikan melalui pengembangan profesionalisme guru. Artikel ini bertujuan untuk mengkaji peran dan dampak supervisi akademik terhadap peningkatan kualitas pembelajaran di sekolah melalui studi literatur. Berdasarkan analisis berbagai penelitian, ditemukan bahwa supervisi akademik tidak hanya berfungsi sebagai alat evaluasi, tetapi juga sebagai sarana pembinaan yang mendukung pengembangan keterampilan pedagogis guru. Model supervisi berbasis kolaboratif, yang melibatkan diskusi antara guru dan supervisor, terbukti efektif dalam menciptakan hubungan yang saling mendukung, yang pada gilirannya meningkatkan kualitas pengajaran. Penggunaan teknologi dalam supervisi akademik juga memberikan peluang besar untuk meningkatkan efisiensi dan fleksibilitas dalam proses pengawasan, meskipun tantangan seperti keterbatasan waktu dan sumber daya masih menjadi hambatan. Secara keseluruhan, supervisi akademik yang dilakukan dengan pendekatan yang tepat dapat berkontribusi signifikan terhadap peningkatan kualitas pengajaran dan hasil belajar siswa. Namun, untuk mencapai hal tersebut, diperlukan peningkatan keterlibatan aktif guru, pengembangan model supervisi yang lebih kolaboratif, serta pemanfaatan teknologi secara optimal. Artikel ini juga memberikan saran untuk meningkatkan implementasi supervisi akademik, seperti penguatan model kolaboratif, peningkatan pelatihan bagi guru dan supervisor, serta pemberian waktu yang cukup untuk supervisi yang berkualitas.

Kata Kunci: supervisi, pembelajaran, pengembangan, profesionalisme, guru

Abstract

Academic supervision is an important component in improving the quality of education through the development of teacher professionalism. This article aims to examine the role and impact of academic supervision on improving the quality of learning in schools through literature studies. Based on the analysis of various studies, it was found that academic supervision not only functions as an evaluation tool, but also as a means of coaching that supports the development of teachers' pedagogical skills. The collaborative-based supervision model, which involves discussions between teachers and supervisors, has proven to be effective in creating mutually supportive relationships, which in turn improves the quality of teaching. The use of technology in academic supervision also provides a great opportunity to improve efficiency and flexibility in the supervision process, although challenges such as time and resource constraints are still an obstacle. Overall, academic supervision carried out with the right approach can contribute significantly to improving the quality of teaching and

student learning outcomes. However, to achieve this, it is necessary to increase the active involvement of teachers, develop a more collaborative supervision model, and make optimal use of technology. This article also provides suggestions to improve the implementation of academic supervision, such as strengthening collaborative models, increasing training for teachers and supervisors, and providing enough time for quality supervision.

Keywords: supervision, learning, development, professionalism, teachers

Introduction

Academic supervision is one of the important aspects in the development of teacher professionalism. The basic concept of academic supervision refers to a series of activities carried out to assist teachers in improving their competence in planning, implementing, and evaluating the learning process. According to Glickman et al. (2007), academic supervision not only functions as a monitoring tool, but also as a means of coaching that aims to facilitate the professional development of teachers. In the context of education, academic supervision has the main goal of improving the quality of learning and creating a conducive learning atmosphere for students (Santosa et al., 2019). This is in line with the findings of Johnson & McMillan (2020), who emphasized that supervision is an important process that can strengthen the quality of teacher teaching, improve student engagement, and ensure the success of learning in the classroom.

The academic supervision process can be carried out in various ways, ranging from classroom observation, discussions between teachers and supervisors, to providing constructive feedback. Effective supervision is expected to provide the support teachers need in facing increasingly complex learning challenges, especially in improving the quality of teaching and student learning outcomes. Correspondingly, research by Smith & Johnson (2021) shows that collaboration-based supervision between teachers and supervisors can help identify areas of improvement in teaching as well as develop more effective learning strategies.

One of the important elements in academic supervision is adequate learning planning, which can create a more

structured and engaging learning process for learners (Glickman et al., 2007). The professional development-based supervision model, which also pays attention to the elements of evaluation and reflection, has been shown to be more effective in helping teachers improve the quality of their teaching (Williams et al., 2018). In addition, technology-based supervision models, such as the use of digital platforms for feedback, can increase the speed and effectiveness of supervision, while providing opportunities for remote coaching (Suryani, 2021).

In addition, academic supervision can also play a role in identifying teachers' weaknesses and strengths in carrying out their duties. With the feedback provided through supervision, teachers can gain deeper insights into more effective learning methods, as well as develop better competencies in dealing with the different needs of students (Santosa et al., 2019). Research by Rivera & Hill (2020) shows that providing clear and constructive feedback allows teachers to improve their teaching techniques, thereby creating a more inclusive and adaptive learning atmosphere to the diversity of students. A similar thing was also expressed by Yuliana & Iskandar (2022), who found that feedback-based supervision can significantly improve teacher performance. With direct feedback, teachers can identify strategies that work and those that need to be improved. Therefore, it is important for every school to ensure that academic supervision is carried out in a structured manner and oriented towards improving the overall quality of education.

Literature Studies

Academic supervision has become one of the main focuses in improving the quality of education and developing teacher

professionalism. Glickman et al. (2007) explained that academic supervision is a process that involves coaching and supervision that focuses on improving teacher competence through various techniques and approaches. Supervision is not only intended to supervise teacher performance, but also to empower teachers in terms of self-development, preparation of lesson plans, and effective classroom management.

One of the important aspects of academic supervision is evaluation and constructive feedback. According to Santosa et al. (2019), feedback provided through supervision can assist teachers in understanding the strengths and weaknesses in their teaching practices, allowing them to make necessary improvements. The process also includes ongoing training designed to improve teachers' abilities in pedagogical and managerial aspects. This is in line with the findings of Glickman et al. (2007), which state that effective academic supervision should be based on collaboration between supervisors and teachers, with a focus on continuous professional development.

In addition, academic supervision also plays an important role in the development of teachers' teaching skills, including the use of technology in learning. Research by Lestari and Aminah (2020) shows that academic supervision can improve teacher competence in the use of educational technology, which is a key element in facing the challenges of 21st century education. Teachers who are skilled in using technology can create more engaging and effective learning, which in turn can improve student learning outcomes. Technology also provides opportunities for supervisors to conduct real-time evaluations and feedback, which supports the effectiveness of supervision.

A collaboration-based supervision approach has also been identified as a key factor in improving teacher motivation and performance. According to research by Wasistiono et al. (2018), a collaborative-

based supervision model, which involves discussions between teachers and supervisors about learning strategies, can significantly improve the quality of teaching. The study emphasizes that positive interactions between teachers and supervisors allow them to share knowledge and experience with each other, which enriches the teaching methods used in the classroom.

On the other hand, according to some studies, the biggest challenge in academic supervision is the lack of teacher involvement in the supervision process itself. This often happens when supervision is seen as an administrative activity and does not have a direct impact on teacher professional development. To overcome this, academic supervision must be designed with a more participatory approach and based on the needs of teachers. According to Djameluddin et al. (2016), teachers must be given the opportunity to play an active role in the supervision process so that they feel ownership of the results of the supervision.

Along with the development of technology and changes in the educational paradigm, academic supervision also needs to adapt to the changing times. The use of digital platforms for teacher supervision and training is increasing, allowing supervision to be carried out more flexibly and efficiently. Research by Suryani (2021) shows that online learning platforms can be used as an effective means of supervision, by facilitating distance learning and more structured learning monitoring. From various existing studies, it can be concluded that academic supervision has a significant impact on improving the quality of learning. Supervision based on collaboration, constructive feedback, and the use of technology can help improve teacher professionalism and create a more effective learning environment. Therefore, it is important to continue to develop a supervision model that is more flexible and adaptive to changing educational needs.

Research Methods

The method used in this article is a literature study, which aims to examine and analyze various references related to academic supervision in the context of education. This literature study is carried out by collecting, analyzing, and synthesizing various researches, articles, and books that are relevant to the topic of academic supervision, both theoretical and practical. The data collection process is carried out through the search for scientific sources that include academic journals, textbooks, research articles, and research reports published in the last 10 years, which focus on academic supervision and teacher professional development. These sources are obtained from various scientific databases such as Google Scholar, JSTOR, and ProQuest, as well as other references that can be accessed through academic libraries. The selection of literature is carried out based on the following criteria:

1. Relevance to the topic: The sources used should discuss academic supervision, both in terms of concepts, practices, and their impact on improving the quality of education and teacher professionalism.
2. Research quality: The research used as a reference must be a peer-reviewed scientific work or published by a trusted publisher in the field of education.
3. Depth of analysis: Only research that provides in-depth insights into the mechanisms of academic supervision, both in the context of learning development and teacher quality improvement, is included in this literature study.

This literature study is carried out by categorizing the existing research results into several main themes, namely: (1) the definition and objectives of academic supervision, (2) effective supervision models and approaches, (3) the impact of academic supervision on the quality of

teaching and student learning outcomes, (4) the role of technology in academic supervision, and (5) challenges and opportunities in the implementation of academic supervision in schools. Each of these themes is critically analyzed to find out the relationships between different studies and to find conclusions that can be applied in the current educational context. Through this literature study, it is hoped that a more comprehensive understanding of the importance of academic supervision as one of the key elements in efforts to improve the quality of education can be obtained, as well as to provide recommendations for education practitioners in developing and implementing more effective supervision.

Results and Discussion

Literature studies on academic supervision show that effective supervision has a major impact on the quality of teaching and student learning outcomes. Based on various studies studied, several important findings were found related to the application of academic supervision in education. The following are the results and discussions regarding the main themes that appear in the literature related to academic supervision.

A. Objectives and Benefits of Academic Supervision

Academic supervision aims to improve the quality of learning through the development of teacher professionalism. One of the main goals of supervision is to provide support to teachers so that they can improve their pedagogical skills, design better learning, and manage classes more effectively (Glickman et al., 2007; Lestari & Aminah, 2020). In this context, academic supervision serves as a tool to help teachers identify their strengths and weaknesses, as well as provide constructive feedback that can improve the quality of teaching in the classroom (Djamaluddin et al., 2016). Research by Santosa et al. (2019) revealed that effective supervision can improve the quality of the relationship between teachers and supervisors. The feedback given in supervision serves not only to improve

performance, but also to motivate teachers to be more professional in carrying out their duties. This shows that the benefits of academic supervision are not only limited to improving teaching skills, but also in forming collaborative and mutually supportive relationships in the work environment.

B. Academic Supervision Model and Approach

Models and approaches to academic supervision vary widely, depending on the goals and context. In some studies, the collaborative-based supervision model has shown positive results. This approach involves open discussions between teachers and supervisors, which allows them to share knowledge and experience with each other and find common solutions to challenges faced in the classroom. Wasistiono et al. (2018) found that a collaborative-based supervision model can strengthen teachers' ability to design more effective learning, because teachers feel more supported and valued in the supervision process. Glickman et al. (2007) proposed a supervision model based on professional development, which emphasizes more on providing direct guidance from supervisors to teachers, especially for novice teachers. This model provides space for teachers to get direct guidance in terms of classroom management, curriculum design, and learning evaluation. This approach has proven to be effective in helping teachers acquire the practical skills they need in the classroom.

However, research by Lestari and Aminah (2020) shows that the success of a supervision model also depends heavily on the quality of the interpersonal relationship between teachers and supervisors. An approach based on mutual trust and good communication can increase the effectiveness of supervision.

C. The Impact of Academic Supervision on the Quality of Learning

Academic supervision has been proven to have a significant impact on the

quality of learning. Research by Djamaluddin et al. (2016) shows that well-done supervision can improve the quality of teacher teaching, which leads to an increase in student learning outcomes. Teachers who receive constructive supervision tend to be better able to manage the classroom well, compile relevant learning materials, and pay more attention to the development of individual students. Lestari and Aminah (2020) also found that academic supervision can improve teachers' skills in using various pedagogical approaches that can facilitate diversity in the classroom, both in terms of teaching methods and in how to provide feedback to students. Supervision that focuses on developing these skills is also directly related to improving student learning outcomes. Therefore, academic supervision serves as a key driver in creating an effective and meaningful learning environment for students.

However, research by Suryani (2021) shows that although supervision can improve the quality of teaching, the biggest challenge is the low level of teacher involvement in the supervision process, which is often caused by the impression of supervision that is evaluative and administrative. Teachers who feel that supervision only aims to measure their performance are less likely to be open to feedback and coaching provided by supervisors. Therefore, it is important for supervisors to build a more open and supportive relationship with teachers so that supervision can have a positive impact.

D. The Role of Technology in Academic Supervision

Technological developments have brought significant changes in the implementation of academic supervision. The use of technology in supervision allows the evaluation process to be carried out more flexibly and efficiently. Digital platforms such as online learning applications and learning management systems can be used to observe teachers' teaching practices remotely, provide real-time feedback, and facilitate remote learning

for teachers and students (Suryani, 2021). Research by Santosa et al. (2019) shows that the use of technology in academic supervision can speed up the process of collecting data and analyzing teacher performance, as well as provide opportunities for supervisors to access various learning materials used by teachers. Technology also makes it easier for supervisors to provide feedback directly through discussion forums or video calls, thereby accelerating improvements in the teaching process.

However, not all teachers and supervisors are ready to utilize technology optimally. Research by Djamaluddin et al. (2016) noted that there is a gap in technology skills between teachers and supervisors, which can be an obstacle in the implementation of technology-based supervision. Therefore, adequate training for teachers and supervisors in the use of technology is urgently needed.

E. Challenges in the Implementation of Academic Supervision

Although academic supervision has many benefits, its implementation often encounters various challenges. One of the main challenges is the limited time that supervisors and teachers have to carry out effective supervision. Research by Suryani (2021) states that many schools do not have enough time to carry out supervision regularly, which results in supervision not being carried out optimally.

In addition, another challenge faced is the lack of understanding of teachers regarding the goals and benefits of supervision. Many teachers feel that supervision only focuses on evaluation and performance measurement, so they are reluctant to be actively involved in the supervision process (Wasistiono et al., 2018). Therefore, it is important for schools to ensure that supervision is seen as an effort that supports the professional development of teachers, not just as an administrative or evaluative activity.

Conclusion and Advice

Academic supervision has a very important role in improving the quality of education and developing teacher professionalism. Based on the literature studies conducted, it can be concluded that academic supervision not only functions as an evaluation tool, but also as a means of coaching aimed at improving teachers' pedagogical and managerial skills. With effective supervision, teachers can obtain constructive feedback, improve weaknesses in teaching, and improve the quality of learning in the classroom. The collaborative-based supervision model, which involves open discussions between teachers and supervisors, has proven to be effective in creating better relationships and supporting each other in teachers' professional development. In addition, the use of technology in academic supervision provides opportunities to increase efficiency and flexibility in the supervision and coaching process. However, the main challenges that are still faced are the lack of active involvement of teachers in the supervision process and the limited time and resources to carry out quality supervision.

Overall, academic supervision carried out with the right approach can contribute significantly to improving the quality of teaching and student learning outcomes. Therefore, it is important for educational institutions to strengthen the implementation of academic supervision by considering appropriate models and making optimal use of technology.

Based on the findings in this literature study, several suggestions can be made to improve the effectiveness of academic supervision in schools:

1. Development of a More Collaborative Supervision Model

Schools need to develop a supervision model that is more based on collaboration between teachers and supervisors. This model allows both parties to share experiences, talk about challenges faced in class, and find solutions together. This can improve the

quality of teacher teaching and improve student learning outcomes.

2. Increased Teacher Involvement in the Supervision Process

It is important for supervisors to create a more participatory and supportive supervision climate. Teachers must be actively involved in the supervision process, emphasizing that supervision is not only a performance evaluation, but also a positive professional development process. Training and workshops on the benefits of supervision can be carried out to increase teachers' understanding of the purpose of supervision.

3. Utilization of Technology in Academic Supervision

Given the rapid development of technology, the use of digital platforms for academic supervision must be maximized. Technology can facilitate remote classroom observation, real-time feedback, and teacher performance data management. Therefore, it is important to provide training for teachers and supervisors in the use of technology to support a more efficient and effective supervision process.

4. Giving Enough Time and Resources for Supervision

The main challenge in the implementation of academic supervision is the limitation of time and resources. Therefore, it is important for schools to provide sufficient time for supervisors and teachers to supervise effectively. This can be done by planning a structured supervision schedule and providing adequate administrative support.

5. Further Research on the Impact of Technology in Academic Supervision

Although the use of technology in academic supervision shows great potential, further research is still needed on its impact on teacher competency development and student

learning outcomes. Further research can provide deeper insights into how technology can be optimally integrated in the supervision process.

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