

ACADEMIC SUPERVISION OF SCHOOL PRINCIPALS THROUGH A COLLABORATIVE APPROACH TO ENHANCE THE PEDAGOGICAL COMPETENCE OF ELEMENTARY SCHOOL TEACHERS IN ACEH UTARA

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Abstract

This study aims to analyze how the planning, implementation and evaluation carried out by the principal with a collaborative approach in academic supervision as an effort to improve the pedagogical competence of teachers at SDN 6 Kuta Makmur, SDN 7 Kuta Makmur, and SDN 20 Kuta Makmur. The method used is a qualitative descriptive study with a Multi-Site design with data collection techniques through in-depth interviews, open observations, and documentation studies. Data analysis was carried out with an interactive approach, which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that a collaborative approach in academic supervision is able to encourage the creation of a participatory and reflective work climate. At the planning stage, the principal actively involves teachers in the process of identifying needs, determining the focus of supervision, preparing schedules, and making instruments, thus fostering a sense of belonging and intrinsic motivation. The implementation of supervision is carried out through open class observations followed by reflective reflection between the principal, supervision team, and teachers. This process makes the principal not the sole assessor, but rather a facilitator and equal partner. Evaluation supervision is carried out collaboratively through joint reflection followed up with an action plan and further mentoring program for teachers. The entire collaborative supervision process has been proven to significantly improve teachers' pedagogical competence and to form a professional, supportive, and sustainable development-oriented work culture. Thus, a collaborative approach to academic supervision is recommended as an effective strategy in improving the quality of learning at the elementary school level.

Keywords: academic supervision, collaborative approach, pedagogical competence



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INTRODUCTION

Education serves as a fundamental pillar in national development and functions as a strategic instrument for improving the quality of human resources (Remaker dkk., 2021). The quality of education is largely determined by the effectiveness of the learning process within educational institutions, in which teachers play a central role as facilitators of learning (Ahmadi dkk., 2020). To ensure the achievement of the expected quality of education, the Indonesian government has established various policies, including *Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional* and *Peraturan Pemerintah No. 19 Tahun 2005 tentang Standar Nasional Pendidikan (SNP)* (Motilal dkk., 2025). The SNP outlines eight standards that serve as benchmarks for the success of national education, including the process standard and the standard for educators and educational personnel, both of which are directly related to teacher competence in managing instruction.

In practice, the enhancement of teacher competence particularly pedagogical competence requires planned and continuous intervention (Geesa dkk., 2024). Academic supervision is one of the key instruments that principals can employ to guide and support teachers in delivering effective and efficient instruction (Silva dkk., 2017). Academic supervision aims to provide professional assistance to teachers so they are able to plan, implement, and evaluate the learning process optimally (Wahyudin & Widiyanto, 2025). However, supervision practices in many primary schools remain largely administrative and evaluative, and they have not yet addressed the holistic development of teachers' professional capabilities.

Along with the shift in educational paradigms that emphasize active, creative, and student-centered learning, the supervisory approach used by school principals also needs to be transformed (Subramanian & Thomson, 2017). One approach that aligns with this paradigm is collaborative supervision (Minder & Müller, 2023). This approach positions teachers as partners in the supervisory process rather than as mere subjects of assessment (Edling dkk., 2025). In collaborative supervision, principals and teachers work together to identify instructional problems, design solutions, and evaluate improvements through reflective practices (Bäck dkk., 2025). This model is considered more effective in fostering trust, increasing motivation, and strengthening teacher professionalism.

Pedagogical competence, as regulated in *Undang-Undang No. 14 Tahun 2005 tentang Guru dan Dosen* and *Permendiknas No. 16 Tahun 2007*, encompasses the ability to understand student characteristics, master learning theories, design and implement instruction, and conduct evaluation and reflection on learning activities (Zhou dkk., 2024). However, based on preliminary observations and teacher performance data in several primary schools in Kabupaten Aceh Utara, it was found that teachers' pedagogical competence remains relatively low, particularly in the areas of planning and implementing innovative learning as well as conducting comprehensive assessments.

This low level of pedagogical competence is presumed to be influenced by several factors, including the lack of participatory professional guidance, the suboptimal implementation of supervision by school principals, and teachers' limited understanding of supervision as a developmental rather than evaluative mechanism (Akuneeva dkk., 2025). Therefore, systematic efforts are needed to reformulate the implementation of academic supervision through an approach that better supports teacher empowerment (Alammar dkk., 2020). Collaborative supervision can serve as a strategic alternative to address these issues while simultaneously improving the quality of instructional processes and outcomes.

This study aims to analyze the implementation of collaborative supervision conducted by school principals to enhance the pedagogical competence of primary school teachers (Bettencourt Cota dkk., 2024). The scope of the study includes the planning, implementation, and evaluation of academic supervision carried out collaboratively, as well as the challenges

and supporting factors that influence its success (Berryman dkk., 2017). The findings of this study are expected to provide meaningful contributions to the development of a more effective and applicable supervisory model within the context of primary education, as well as to inform policy recommendations for improving the quality of educators in Indonesia.

RESEARCH METHOD

The following section contains the type of research, research design, time and place of research, targets/subjects, procedures, instruments, and data analysis techniques used in this study (France & Billington, 2020). The details are organized into sub-chapters using sub-headings written in lowercase with an initial capital letter, following the formatting guidelines.

Research Design

This study uses a Qualitative Descriptive approach with a Multi-Site Study design (Sasson dkk., 2024). This design was chosen to provide an in-depth understanding and detailed description of the phenomena academic supervision practices by enabling cross-site comparison (Başar & Gündüz, 2023). The Multi-Site approach allows the research to examine and contrast the implementation, supporting factors, challenges, and impacts of academic supervision across distinct contexts, thereby enriching the data and identifying consistent or divergent patterns.

Research Target/Subject

The research subjects included the key personnel involved in and affected by the academic supervision process across the three selected schools. These informants typically comprised School Principals (as supervisors and leaders), Teachers (as supervisees and practitioners of pedagogical competence), and other relevant educational staff (Herman & Khalaf, 2023). The research targets focused on three main analytical aspects of academic supervision: the planning (collaborative approach), the implementation, and the evaluation.

Research Procedure

The research procedure involved a multi-stage process carried out across the three sites. Initially, permission and access were secured from the school administration. The researcher then conducted concurrent data collection across the three schools. The procedure began with document analysis to obtain baseline data on the schools' existing supervision programs, instruments, and reports (Istiningsih dkk., 2020). This was followed by conducting in-depth interviews with the principals and selected teachers to understand their perspectives and practices regarding supervision planning, implementation, and evaluation. Throughout this process, open observation was periodically conducted to directly witness supervisory activities and classroom instruction (Armour, 2021). The collection process across all three sites was managed simultaneously to ensure comparability and triangulation of data, ensuring the intensive investigation was bounded by the specific pedagogical practices of one academic semester.

Instruments, and Data Collection Techniques

Data for this research was collected through a triangulation of three primary qualitative instruments and techniques: in-depth interviews (used to explore experiences and views on supervision practices); open observation (employed to directly monitor the execution of supervisory sessions and teachers' pedagogical practices); and documentation study (used to analyze formal school documents such as supervision programs, supervisory instruments, and reports).

Data Analysis Technique

The analysis of the obtained data utilized an Interactive Analysis Model (often associated with Miles & Huberman). This technique involves three concurrent and iterative flows of activity: Data Reduction (selectively summarizing, focusing, and abstracting the raw data from interviews, observations, and documents); Data Display (organizing and assembling the reduced data systematically, often through matrices or charts); and Conclusion Drawing/Verification (interpreting the meaning of the organized data, testing findings for credibility, and drawing generalized conclusions related to the research focus).

RESULTS AND DISCUSSION

The planning of academic supervision at SDN 6 Kuta Makmur is carried out using a collaborative approach that emphasizes the active participation of teachers from the very beginning (Bang-Larsen & Qvortrup, 2022). The principal initiates a meeting with all teachers to communicate the supervision plan and invite them to take part in formulating the focus and objectives of the supervision. Together, the teachers and the principal identify professional development needs based on real classroom conditions through informal discussions, questionnaires, and prior observation results. The following is the supervision plan developed by SDN 6 Kuta Makmur.



The Collaborative Supervision Team consisting of the principal, vice principal, senior teachers, and the curriculum coordinator was established to design the schedule, instruments, and procedural flow of the supervision process (McLean dkk., 2020). The schedule was arranged to ensure that it did not interfere with teaching and learning activities, while the supervision instruments were designed to be simple yet aligned with pedagogical competence standards. This planning phase fostered an atmosphere of openness and encouraged a sense of ownership among teachers toward the supervision program (Sasidevan & Sasidharan Nair, 2025). At the same time, it shifted the traditional paradigm that viewed teachers merely as

objects of monitoring into one that positions them as active partners in professional development.

The implementation of academic supervision at SDN 6 Kuta Makmur began with classroom observations conducted by the principal and the supervision team, carried out transparently and without pressure (Kessler dkk., 2021). These observations were followed by reflective discussions in which teachers served as the primary contributors in examining the strengths and weaknesses of the learning process.

During these discussions, the principal acted as a facilitator, guiding teachers in formulating improvement strategies (Gruman & Purgason, 2019). Teachers were given the opportunity to openly express challenges and propose solutions. This created a more humanistic and educative supervisory atmosphere rather than one-sided judgment (Guiney & Newman, 2024). The process encouraged teachers to continuously evaluate and refine their instructional practices.

Teachers experienced tangible benefits from this collaborative approach; besides receiving constructive feedback, they were also encouraged to experiment with more varied teaching methods that aligned with student needs (Touchet dkk., 2018). The approach fostered effective two-way communication between teachers and the principal, strengthening teacher confidence and enthusiasm for instructional innovation.

Supervision evaluation was conducted jointly by the principal, supervision team, and teachers using a reflective and participatory approach (Wiskin dkk., 2018). The results of classroom observations were not only discussed descriptively but also analyzed to formulate applicable follow-up actions (Zendejas dkk., 2020). This evaluation served as a shared learning platform rather than a mere administrative requirement.

The follow-up plan was prepared based on mutual agreement between the principal and teachers to ensure realistic implementation (England dkk., 2017). Teachers facing specific challenges received additional intensive guidance from the supervision team or senior teachers. This evaluation reinforced a continuous cycle of professional development focused on improving instructional quality.

Through this approach, supervision evaluation at SDN 6 Kuta Makmur becomes not only a monitoring instrument but also an effective developmental mechanism (Caron dkk., 2020). The process strengthens a culture of reflection, participation, and collaboration, ultimately enhancing teachers' pedagogical competence and the overall quality of classroom instruction.

The implementation of academic supervision at SD Negeri 7 Kuta Makmur is conducted through a collaborative approach that emphasizes partnership between the principal and teachers (Al-Diery dkk., 2025). In the planning stage, the principal involves teachers through initial meetings, the establishment of a supervision team, and the preparation of a mutually agreed-upon supervision schedule. Teachers participate in determining the supervision focus based on real instructional needs, such as classroom management, active learning methods, and authentic assessment (Mason dkk., 2021). This approach creates a participatory working environment that fosters a sense of ownership and strong commitment to improving instructional quality.

The following table presents the stages of academic supervision planning using the collaborative approach at SDN 7 Kuta Makmur:

Stage	Description
Initial Meeting and Socialization	The meeting is conducted by involving all teachers and educational staff. Its purpose is to build consensus regarding the objectives of supervision and to open a dialogue to identify the needs and challenges teachers face in the learning process.
Formation of the Collaborative Supervision Team	The team consists of the school principal, senior

Identification of Teacher Needs	teachers, and the curriculum coordinator. They are responsible for planning, implementing, and evaluating supervisory activities in an integrated and collaborative manner.
Preparation of the Supervision Schedule	This is carried out through initial observations, group discussions, and questionnaires. The focus is on mapping pedagogical competence aspects that need to be developed, such as active learning approaches, instructional media, and learning evaluation.
Determination of Supervision Focus	The schedule is prepared together while considering teaching and learning activities so that it does not interfere with instructional processes. A flexible schedule provides sufficient space for teachers.
Preparation of Supervision Instruments	The focus of supervision is determined based on the results of identifying teachers' needs, such as differentiated learning, classroom management, or authentic assessment.

During the implementation stage, supervision was carried out through open classroom observations followed by reflective discussions. Teachers were not merely evaluated but were accompanied through a professional, supportive process. In an egalitarian atmosphere, teachers were free to express challenges, receive constructive input, and collaboratively formulate improvement strategies. This process strengthened mutual trust, fostered intrinsic motivation, and enhanced teachers' reflective capacity in their instructional practice. Supervision was no longer perceived as a mechanism of control but as a developmental effort supporting continuous professional growth.

The evaluation stage was conducted collaboratively by involving teachers in joint reflection and in preparing follow-up action plans. These plans were tailored to the needs of each teacher and supported by ongoing assistance such as mentoring and training programs. The evaluation process did not only produce administrative documents but also served as a meaningful platform for professional learning. The principal acted as a facilitator who nurtured an open and supportive working environment.

Overall, the collaborative approach to academic supervision at SD Negeri 7 Kuta Makmur has fostered a positive culture of professional development. Teachers' active involvement in every stage of supervision significantly improved their pedagogical competence and contributed to more meaningful, adaptive, and student-centered learning processes (Maritasari dkk., 2020). This approach has proven effective in enhancing the overall quality of education in the primary school setting.

At SD Negeri 20 Kuta Makmur, the planning of academic supervision was carried out using a collaborative approach aimed at replacing traditional top-down supervision with a more participatory and empowering model. The principal, together with senior teachers and the curriculum coordinator, formed a Collaborative Supervision Team responsible for designing professional development programs based on discussion forums and teacher needs surveys (Hidayatullah dkk., 2020). The primary goals of the supervision program were to enhance teachers' pedagogical competence in a contextual manner, build a collaborative working culture, create space for professional reflection, and develop practical follow-up actions.

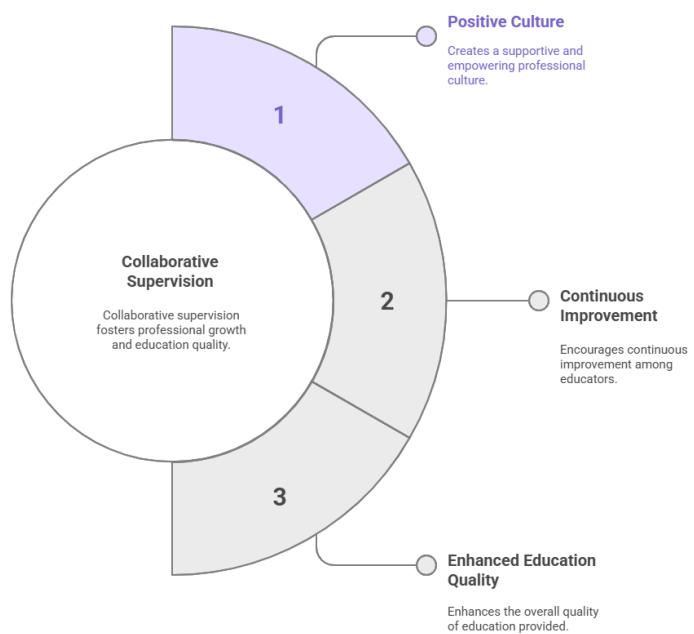


Figure 2. Unveiling the Benefits of Collaborative Supervision

The planning process included several stages. First, an initial dialogue and supervision orientation was conducted to establish a shared understanding of collaborative academic supervision, during which teachers were encouraged to express their expectations and challenges in teaching practice. Second, the supervision team identified developmental priorities based on initial observations, teachers' self-reflection, and input from class coordinators, focusing on aspects such as differentiated lesson planning, classroom management, and authentic assessment. Third, the supervision schedule was arranged flexibly through mutual agreement so as not to disrupt instructional activities. Fourth, supervision instruments were developed jointly with teachers to ensure relevance, feasibility, and alignment with pedagogical performance indicators. Fifth, reflective sessions and coaching were conducted after observations, forming the basis for specific and measurable follow-up plans.

The implementation of academic supervision at SDN 20 Kuta Makmur demonstrated a paradigm shift from a traditional top-down model toward a participatory and empowering collaborative approach (Tan & Chou, 2018). This transformation reflects a renewed understanding of supervision as a professional development process rather than a mere performance evaluation. The principal assumed the role of a facilitator and dialogical partner rather than a sole evaluator. Supervision was conducted in a dialogic and reflective manner, with teachers actively involved throughout the entire process—from observation and evaluation to the formulation of improvement plans.

As a *critical friend*, the principal supported teachers in identifying solutions to instructional challenges. This process fostered intrinsic motivation, openness to feedback, and an increased sense of reflective practice. Continuous professional development was further reinforced through peer coaching led by senior teachers (David & Vieira, 2024). This practice received positive recognition from the supervising school inspector for successfully establishing a reflective and collaborative school culture and serving as an effective model of school-based capacity building.

The evaluation of academic supervision was carried out in a supportive and transparent atmosphere, where teachers served as active participants in reflection and decision-making (Muhith, 2021). The evaluation did not end with administrative reporting but extended to collaboratively formulated improvement plans. Ongoing support in the form of mentoring and training ensured continuity of the development process. Teachers felt valued and supported,

which strengthened their confidence and commitment to improving instructional quality. This collaborative evaluation not only promoted teachers' professional growth but also cultivated a democratic, supportive, and professional working culture (Sørvoll dkk., 2018). The approach demonstrated that academic supervision founded on partnership principles can enhance educational quality in a systematic and sustainable manner.

The evaluation process at SDN 20 Kuta Makmur exemplifies a promising model of collaborative professional development. Carried out with principles of openness, dialogue, and actionable follow-up, the process encouraged teachers to advance professionally and continuously refine their instructional practice (Kaelin & Dancza, 2019). The principal acted as a facilitator who bridged teachers' needs with meaningful support through mentoring and training programs. This approach not only strengthened teachers' pedagogical competence but also nurtured a supportive, democratic, and professional work environment. Such collaborative evaluation is highly relevant for broader implementation in efforts to improve educational quality in a systemic and sustainable way.

CONCLUSION

The collaborative approach in academic supervision has proven effective in enhancing teachers' pedagogical competence. Active teacher involvement in each stage of the supervision process fosters a reflective and participatory working environment that supports continuous professional development. Teachers are not treated merely as objects but as equal partners in improving the quality of instruction.

The supervision planning process at SDN 6, SDN 7, and SDN 20 Kuta Makmur demonstrates a shift from an authoritarian to a participatory approach. Principals involved teachers in identifying needs, arranging schedules, and determining the focus of supervision, thereby cultivating a sense of ownership and ensuring that the program remains relevant to instructional needs.

Supervision was carried out through open observations and reflective discussions. The principal acted as a facilitator rather than an evaluator, enabling teachers to feel guided, appreciated, and more receptive to constructive feedback for improving their teaching practices. The evaluation stage was conducted collaboratively and oriented toward actionable follow-up. Joint reflection resulted in action plans and support programs that strengthened the culture of continuous professional development and fostered teachers' reflective awareness within the school environment.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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