



Academic Supervision Management in Enhancing Teachers' Pedagogical Competence: A Multi-Site Case Study in Indonesian Junior High Schools

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Abstract:

Teacher quality is widely recognized as a crucial determinant of educational effectiveness and student learning outcomes, with pedagogical competence playing a central role in shaping the quality of classroom instruction. Academic supervision has been widely promoted as an institutional strategy to support teachers' professional development and improve instructional practices. However, existing studies predominantly focus on measuring the effects of supervision on teacher competence, while providing limited understanding of how academic supervision management is implemented within diverse institutional and contextual conditions. This study aims to analyze the implementation of academic supervision management and its contribution to improving teachers' pedagogical competence in two public junior high schools located in Pasirkuda District, Cianjur Regency, Indonesia. The research employed a qualitative multi-site case study design involving SMP Negeri 1 Pasirkuda and SMP Negeri 4 Pasirkuda. Data were collected through classroom observations, in-depth interviews with principals, teachers, and students, as well as document analysis related to supervision practices. The data were analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing in order to identify patterns of supervision management across research sites. The findings indicate that academic supervision in both schools is implemented through an integrated management cycle consisting of planning, implementation, evaluation, and follow-up activities. Supervision planning is conducted based on teachers' professional needs and instructional challenges, while the implementation stage emphasizes dialogic communication, systematic classroom observation, and reflective feedback. Evaluation is carried out through structured supervision instruments and reflective analysis of teaching practices, while follow-up actions include mentoring, coaching, professional development programs, and collaborative teacher forums. Despite contextual challenges such as limited time, teacher workload, and resource constraints, school leaders employ adaptive strategies including flexible scheduling, supervision teams, and professional learning communities to sustain supervision practices. The study contributes theoretically by conceptualizing academic supervision as a contextualized management cycle that integrates instructional leadership and continuous teacher development, while practically

providing an adaptive supervision management framework applicable to schools operating under diverse institutional and resource conditions.

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Introduction (مقدمة)

Teacher quality has long been recognized as one of the most critical determinants of educational effectiveness and student learning outcomes (Rusdi & Madihah, 2023). Numerous international studies emphasize that the success of educational reform largely depends on teachers' professional competence and their ability to facilitate meaningful learning experiences (Mammadov & Çimen, 2019). In this context, teachers are not merely responsible for delivering instructional content but also serve as facilitators, motivators, and guides who support students' cognitive, social, and emotional development (Pentury & Anggraeni, 2019; Opakova et al., 2024). Consequently, improving teacher competence has become a central agenda in many education systems worldwide, particularly in strengthening teachers' pedagogical capabilities to design, implement, and evaluate effective learning processes (Ockta & Mardesia, 2023; Wahyuni & Rozi, 2020).

Among various teacher competencies, pedagogical competence plays a crucial role because it directly influences the quality of classroom instruction (Magnaye, 2022; Vindigni, 2023). Pedagogical competence includes the ability to understand student characteristics, apply learning theories, design contextual learning plans, utilize appropriate instructional strategies, and conduct continuous evaluation and reflection (Aulia, 2021; Manu et al., 2020). However, empirical evidence suggests that many teachers still face challenges in developing effective pedagogical practices (Gopining & Mohamad, 2024). Several studies indicate that teachers often struggle with lesson planning (Dahlia & Maisarah, 2025; Iqbal et al., 2021), rely heavily on conventional teaching methods, and have limited integration of educational technology in the learning process (Sepadi et al., 2025; Timotheou et al., 2022). These challenges are frequently influenced by disparities in school resources, infrastructure, and geographical contexts.

Ideally, teachers are expected to continuously improve their pedagogical competence through professional development and reflective teaching practices (Moreira et al., 2023; Siregar, 2020). One of the most widely recognized mechanisms for supporting teacher development is academic supervision (Hakim et al., 2021; Saihu, 2020). Academic supervision is defined as a systematic process of professional assistance provided to teachers in order to improve the quality of teaching and learning (Akhmad & Akhmad, 2023; Yuliana & Yaakob, 2022). Effective academic supervision involves structured managerial processes that include planning, implementation, evaluation, and follow-up actions (Maharani, 2024; Rusdi & Madihah, 2023). Through these stages, supervision functions not merely as a monitoring mechanism but as a professional development strategy aimed at strengthening teachers' pedagogical competence and improving instructional quality (Julianda et al., 2024; Sari et al., 2026).

Although numerous studies have demonstrated the positive influence of academic supervision on teacher competence (Rashid, 2024; Shintawati et al., 2025), most of these studies

have focused on relatively homogeneous school contexts (Rusdi & Madihah, 2023). In practice, the effectiveness of supervision may vary significantly depending on contextual factors such as school resources, geographical conditions, and organizational culture (Plessis et al., 2024). Therefore, examining how academic supervision management is implemented in schools with different contextual characteristics becomes essential for developing a more adaptive and context-sensitive supervision model. This study seeks to address this issue by analyzing the management of academic supervision and its contribution to improving teachers' pedagogical competence in SMP Negeri 1 and SMP Negeri 4 Pasirkuda.

A growing body of research has examined the role of academic supervision in improving teacher competence and instructional quality. Several studies demonstrate that systematic and well-structured supervision can significantly enhance teachers' pedagogical competence and professional performance (Rasu et al., 2021). These studies highlight that supervision provides constructive feedback, encourages reflective teaching practices, and supports teachers in improving their instructional strategies. Other studies emphasize the importance of effective supervision management. Research conducted by Antika et al. (2025) indicates that academic supervision becomes more effective when it is implemented through a comprehensive management cycle involving planning, implementation, evaluation, and follow-up activities. Such a systematic approach allows school leaders to identify teachers' instructional strengths and weaknesses and provide targeted professional support.

In addition, several international studies underline the role of leadership and teacher-related factors in determining the success of academic supervision. Singerin (2021) found that academic supervision significantly influences teachers' pedagogical competence, with teacher self-efficacy acting as a moderating variable. Similarly, Istikomah et al. (2025) reported that collaborative supervision models combined with professional development programs can produce significant improvements in teaching quality.

Despite these positive findings, previous studies reveal diverse approaches and contexts of supervision practices. Some studies focus primarily on measuring the impact of supervision on teacher competence, while others emphasize leadership roles or teacher psychological factors. However, relatively limited research has explored how academic supervision management is implemented in schools with varying contextual conditions, particularly those located in geographically challenging areas or with limited resources.

Based on the literature synthesis, most previous studies have focused on examining the impact of academic supervision on teacher competence without providing an in-depth analysis of how supervision management is implemented within different institutional and contextual settings. Furthermore, many studies have been conducted in relatively well-resourced schools or urban educational environments, where institutional capacity and infrastructure tend to support supervision practices.

Consequently, there remains a contextual and managerial gap in understanding how academic supervision management operates in schools with diverse geographical, social, and resource conditions. Investigating these contextual dynamics is essential to provide a more comprehensive understanding of how supervision strategies can be adapted to different school environments.

The novelty of this research lies in its contextual and methodological approach to examining academic supervision management. First, this study provides conceptual novelty by positioning academic supervision not merely as an instructional evaluation mechanism but as a contextualized management process that adapts to school-specific conditions. Second, the study offers methodological novelty through the use of a multi-site qualitative approach, allowing comparative analysis between two schools with different contextual characteristics. Third, the

research contributes contextual novelty by examining supervision practices in schools located in rural or geographically distinct areas, which are rarely explored in existing literature.

Through these contributions, the study aims to enrich the theoretical discourse on educational supervision management and provide practical insights for school leaders in implementing more adaptive and sustainable supervision practices. Based on the identified research gap and the novelty of the study, this research aims to analyze the implementation of academic supervision management and its contribution to improving teachers' pedagogical competence in SMP Negeri 1 and SMP Negeri 4 Pasirkuda. Specifically, the study seeks to examine how the stages of supervision management including planning, implementation, evaluation, and follow-up are conducted in both schools, as well as to identify the supporting and inhibiting factors influencing the effectiveness of academic supervision practices.



Method (منهج)

This study employed a qualitative multi-site case study design to examine the management of academic supervision in improving teachers' pedagogical competence. A qualitative approach was chosen because the research aims to understand managerial processes, experiences, and perspectives of participants within their natural educational context rather than to measure relationships between variables. Qualitative research is particularly suitable for exploring complex social and organizational phenomena in depth and for capturing contextual dynamics that influence educational practices (Creswell, 2014). In this study, the case study design was used to investigate the implementation of academic supervision management within real school settings. Case study research enables researchers to examine contemporary phenomena within their real-life context and is widely used in educational leadership and management research (Yin, 2018). The use of a multi-site design allows comparison between two schools so that similarities and differences in supervision practices can be identified across contexts.

The research was conducted at SMP Negeri 1 Pasirkuda and SMP Negeri 4 Pasirkuda located in Pasirkuda District, Cianjur Regency, Indonesia. These schools were selected purposively because both institutions actively implement academic supervision programs aimed at improving teaching quality. In addition, the two schools possess different contextual characteristics in terms of resources and institutional conditions, which allows the study to explore how supervision management may adapt to different school contexts. Data collection was carried out from January to March 2026, a period that coincided with the implementation of academic supervision activities in both schools.

Participants in this study consisted of school principals, teachers, and students from the two schools. Participants were selected through purposive sampling, which allows researchers to identify individuals who have relevant knowledge and experience related to the phenomenon being studied (Creswell, 2014). School principals served as key informants because they are responsible for planning and implementing academic supervision programs. Teachers were selected as primary participants because they directly experience the supervision process and its influence on classroom teaching practices. Students were involved as supporting informants in order to provide perspectives regarding classroom learning experiences and teaching practices.

Data were collected through three qualitative techniques, namely observation, in-depth interviews, and document analysis. Observation was conducted to examine directly the implementation of supervision practices and classroom learning processes. This technique allowed the researcher to capture actual teaching practices and supervisory interactions within the school environment. In-depth interviews were carried out with principals, teachers, and selected students using semi-structured interview guidelines. These interviews aimed to explore

participants' experiences, perceptions, and views regarding the planning, implementation, evaluation, and follow-up of academic supervision activities. Document analysis was conducted to examine relevant institutional records, including supervision schedules, supervision reports, and other administrative documents related to supervision practices. The use of multiple data collection techniques allowed the researcher to obtain comprehensive and corroborated information regarding supervision management practices.

Data analysis followed the interactive analysis model proposed by Miles, Huberman, and Saldaña (2014), which involves three interconnected stages: data condensation, data display, and conclusion drawing. During the first stage, data obtained from interviews, observations, and documents were organized and reduced through coding and categorization in order to identify meaningful patterns related to academic supervision management. In the second stage, the categorized data were presented in the form of thematic descriptions that illustrate key aspects of supervision practices, including planning, implementation, evaluation, and follow-up activities. In the final stage, conclusions were drawn and continuously verified by comparing findings across different data sources and research sites. This process enabled the researcher to identify recurring patterns and contextual variations in supervision management between the two schools.

To ensure the rigor of the findings, this study applied the trustworthiness criteria proposed by Lincoln and Guba (1985), which include credibility, transferability, dependability, and confirmability. Credibility was achieved through triangulation of data sources and data collection techniques by comparing information obtained from interviews, observations, and documents. Transferability was ensured by providing detailed descriptions of the research setting and participants so that readers may determine the relevance of the findings to other contexts. Dependability and confirmability were maintained through systematic documentation of the research procedures and data analysis processes. Ethical considerations were also observed throughout the study. Participants were informed about the purpose of the research and their participation was voluntary. The confidentiality of participants' identities was maintained and the collected data were used solely for academic purposes.

Result (نتائج)

The findings show that academic supervision management at SMPN 1 Pasirkuda and SMPN 4 Pasirkuda is implemented through interconnected stages of planning, implementation, evaluation, and follow-up. Each stage is carried out with strategies adapted to the specific context of each school.

Planning of Academic Supervision Based on Teachers' Needs

The findings indicate that the planning of academic supervision in both schools begins with the formulation of objectives based on teachers' actual needs and classroom learning problems. At SMPN 1 Pasirkuda, supervision objectives are formulated through direct identification of learning challenges and aligned with the school's vision, mission, and national education standards. Meanwhile, at SMPN 4 Pasirkuda, the formulation of supervision objectives is based on analysis of the education report card, teacher performance appraisal results, and teachers' learning reflections using the SMART principle (Specific, Measurable, Achievable, Relevant, and Time-bound).

The preparation of supervision schedules in both schools is conducted collaboratively and flexibly by considering the academic calendar, teachers' teaching workload, and the principal's

availability. In addition, the selection of supervision approaches and models is adjusted to the characteristics of teachers. SMPN 1 Pasirkuda tends to use clinical and collaborative approaches with a coaching model, whereas SMPN 4 Pasirkuda applies a combination of directive, nondirective, and collaborative approaches depending on teachers' levels of experience.

"Directive approaches are used for teachers who are still studying (honorary teachers), whereas nondirective approaches are applied to teachers who are already civil servants and relatively senior." (Interview, Principal of SMPN 4 Pasirkuda, January 14, 2026).

Supervision instruments in both schools are systematically developed by referring to educational regulations and teacher performance indicators, and they use clear language to minimize miscommunication.

Dialogic and Professional Implementation of Academic Supervision

The implementation of academic supervision in both schools consists of three main stages: pre-observation, observation, and post-observation. During the pre-observation stage, the principal establishes dialogic communication with teachers to agree on the focus of supervision, review teaching documents, and create a supportive atmosphere so that teachers do not feel intimidated.

"I feel that supervision is no longer something frightening for teachers. In fact, teachers now realize the benefits of supervision itself." (Interview, teachers of SMPN 1 Pasirkuda and SMPN 4 Pasirkuda, January 13 and 14, 2026).

The observation stage is conducted through direct classroom observation in an objective and systematic manner. Supervisors observe the alignment between instruction and lesson plans or teaching modules, the use of teaching methods and learning media, classroom management, and teacher-student interactions. Findings are recorded using previously prepared supervision instruments.

"When conducting supervision, I usually sit at the back of the classroom and observe every activity carried out by the teacher during the learning process without interrupting the lesson." (Interview, Principal of SMPN 1 Pasirkuda and SMPN 4 Pasirkuda, January 13 and 14, 2026).

At SMPN 1 Pasirkuda, classroom observations involve a supervision team to address time limitations, whereas at SMPN 4 Pasirkuda observations are conducted directly by the principal.

"To deal with the large number of teachers and my limited time, I formed a supervision team consisting of the vice principal and the curriculum coordinator to assist the principal in supervising teachers. Usually the principal supervises civil servant teachers, while the vice principal and curriculum coordinator supervise honorary teachers." (Interview, Principal of SMPN 1 Pasirkuda, February 4, 2026).

During the post-observation stage, supervision results are discussed through reflective dialogue that emphasizes reinforcement of teachers' good practices and constructive discussion of areas that need improvement. Feedback is delivered based on observational data using respectful and supportive language, which encourages teachers to continuously improve their teaching practices.

Data-Based and Reflective Evaluation of Academic Supervision

The evaluation of academic supervision in SMPN 1 Pasirkuda and SMPN 4 Pasirkuda is conducted through the collection and analysis of observation data, field notes, and learning

documents. The data are analyzed by comparing classroom practices with ideal teaching indicators to identify teachers' strengths and weaknesses. The evaluation process also includes identifying gaps between ideal conditions and actual classroom practices as a basis for professional reflection rather than as a form of judgment.

"I conduct the assessment according to the instrument that has been prepared, so the evaluation is not done arbitrarily." (Interview, Principals of SMPN 1 Pasirkuda and SMPN 4 Pasirkuda, February 4 and January 14, 2026).

Feedback in both schools is delivered constructively by emphasizing appreciation for teachers' strengths, followed by concrete and realistic suggestions for improvement, and mutual agreement on improvement plans. All evaluation results are then documented in systematic academic supervision reports and used as a basis for follow-up decision making.

Follow-up of Academic Supervision to Improve Pedagogical Competence

Follow-up actions of academic supervision in SMPN 1 Pasirkuda and SMPN 4 Pasirkuda are designed based on comprehensive evaluation results. Forms of follow-up include coaching, mentoring, training, school-level teacher subject forums (MGMP), and continuous professional development activities. Supervision action plans are prepared based on the analysis of teachers' competency gaps and implemented gradually according to a schedule.

Further monitoring and evaluation are carried out through repeated classroom observations, review of teaching documents, teacher reflections, and periodic professional discussions.

"For follow-up, I review the lesson plans prepared by teachers." (Interview, Principal and teacher of SMPN 4 Pasirkuda, January 14, 2026).

Monitoring results are used to assess the effectiveness of follow-up actions and to improve supervision programs in the next cycle so that improvements in teachers' pedagogical competence can occur sustainably.

Challenges in the Implementation of Academic Supervision

The study conducted at SMPN 1 Pasirkuda and SMPN 4 Pasirkuda identified several challenges in implementing academic supervision, including limited numbers of teachers, high teaching workloads, limited time for principals, and inadequate learning facilities.

"I teach two subjects, Indonesian and Sundanese, so the learning process cannot yet be maximized due to limited capability or teaching outside my qualification." (Interview, teacher of SMPN 1 Pasirkuda, January 13, 2026).

"In my current condition of still studying at university, I feel that academic supervision has not been optimal because it sometimes coincides with my university assignments." (Interview, teacher of SMPN 4 Pasirkuda, January 14, 2026).

"With unexpected schedules such as official meetings or other duties that require me to go to the education office, the supervision schedule that has already been planned sometimes cannot be implemented and must be rescheduled." (Interview, Principal of SMPN 1 Pasirkuda, February 4, 2026).

Despite these challenges, both schools are still able to implement academic supervision effectively according to the planned program.

Solutions in the Implementation of Academic Supervision

In response to various challenges faced in implementing academic supervision at SMPN 1 Pasirkuda and SMPN 4 Pasirkuda, the schools apply several adaptive solutions. These include flexible supervision scheduling, involving supervision teams or senior teachers, utilizing discussion forums and professional learning communities, and optimizing the use of simple and contextual learning media. These findings indicate that although schools face various limitations, academic supervision management designed in a contextual and collaborative manner can still support the improvement of teachers' pedagogical competence in both schools.



Discussion (مناقشة)

The findings of this study demonstrate that the management of academic supervision in SMP Negeri 1 Pasirkuda and SMP Negeri 4 Pasirkuda is implemented through a continuous cycle consisting of planning, implementation, evaluation, and follow-up activities. This structured process indicates that academic supervision is not merely conducted as a periodic administrative requirement, but rather as an ongoing management practice aimed at improving the quality of teaching and learning. The results therefore highlight the importance of integrating supervision into the broader framework of school management and instructional leadership.

These findings are consistent with previous studies emphasizing the important role of academic supervision in improving teacher competence and instructional practices. For example, Rasu et al. (2021) found that systematic supervision contributes significantly to the development of teachers' pedagogical competence by providing constructive feedback and encouraging reflective teaching practices. Similarly, the present study reveals that supervision activities in both schools include structured observation processes and reflective discussions between supervisors and teachers. Through these processes, teachers are encouraged to analyze their own teaching practices and identify areas for improvement.

However, while many previous studies have primarily focused on examining the impact of supervision on teacher competence, the present research provides a deeper understanding of how supervision management is organized and implemented within specific institutional contexts. The findings demonstrate that the effectiveness of supervision is strongly influenced by the management processes that structure supervision activities, including the formulation of supervision plans, the implementation of classroom observations, the evaluation of teaching practices, and the development of follow-up programs. This suggests that academic supervision should be understood not only as an evaluative mechanism but also as a comprehensive management process embedded within school leadership practices.

One of the most significant findings of this study relates to the planning stage of academic supervision. The results indicate that supervision planning in both schools is based on the real needs of teachers and the instructional challenges encountered in classroom practice. In SMP Negeri 1 Pasirkuda, supervision objectives are formulated through direct identification of teaching difficulties experienced by teachers and aligned with the school's vision, mission, and national education standards. Meanwhile, in SMP Negeri 4 Pasirkuda, supervision planning is informed by the analysis of educational report data, teacher performance appraisal results, and reflective discussions with teachers using the SMART principle.

This needs-based approach reflects a more responsive and contextualized model of supervision management. In the literature on educational leadership, effective supervision planning is often associated with instructional leadership practices in which school leaders focus on supporting teaching quality and professional development. The findings therefore reinforce the argument that academic supervision becomes more meaningful when it is grounded in the

professional needs of teachers rather than implemented solely as a formal administrative procedure.

The findings also confirm the importance of systematic supervision management as highlighted by Antika et al. (2025), who emphasize that academic supervision becomes more effective when implemented through a comprehensive management cycle involving planning, implementation, evaluation, and follow-up activities. The results of the present study demonstrate a similar pattern in which supervision activities are organized through interconnected stages that support continuous improvement in teaching practices. This structured management cycle enables school leaders to identify instructional strengths and weaknesses more systematically and provide targeted professional support for teachers.

Nevertheless, the present study extends previous findings by showing how supervision management is adapted to the contextual realities of schools. In both research sites, the supervision process is adjusted to accommodate institutional constraints such as limited time, varying teacher experience levels, and administrative responsibilities of school leaders. For example, SMP Negeri 1 Pasirkuda addresses the challenge of limited supervisory time by forming a supervision team consisting of vice principals and curriculum coordinators to assist the principal in conducting classroom observations. In contrast, supervision in SMP Negeri 4 Pasirkuda is primarily conducted directly by the principal, although the approach used varies depending on the professional experience of teachers.

The implementation stage of academic supervision in both schools also illustrates the importance of dialogic and professional interactions between supervisors and teachers. The supervision process includes three main stages: pre-observation, classroom observation, and post-observation reflection. During the pre-observation stage, supervisors communicate with teachers to clarify the focus of supervision, review lesson plans, and create a supportive atmosphere that reduces teachers' anxiety. This approach indicates that supervision is designed not as a controlling mechanism but as a collaborative professional learning process.

These findings align with contemporary perspectives on supervision that emphasize collaboration and professional dialogue. Singerin (2021), for example, found that academic supervision significantly influences teachers' pedagogical competence, particularly when teachers perceive supervision as a supportive professional activity rather than an evaluative inspection. Similarly, Istikomah et al. (2025) reported that collaborative supervision models combined with professional development programs can significantly improve instructional quality. The results of the present study reinforce these arguments by demonstrating that dialogic communication and reflective feedback play an essential role in creating positive supervision experiences for teachers.

During the classroom observation stage, supervisors observe teaching activities objectively while minimizing disruption to the learning process. Observations focus on several aspects of instructional practice, including the alignment between lesson plans and teaching implementation, classroom management strategies, the use of learning media, and teacher-student interaction. The use of structured supervision instruments allows supervisors to record observations systematically and ensures that evaluation is based on observable evidence rather than subjective judgment.

The evaluation stage of supervision in both schools is conducted through the analysis of observation data, field notes, and instructional documents. This process allows supervisors to compare actual classroom practices with established instructional standards in order to identify both strengths and areas that require improvement. Importantly, the evaluation process is framed as a reflective activity rather than a fault-finding exercise. Supervisors emphasize constructive feedback by first acknowledging teachers' strengths before discussing possible improvements in

teaching practices.

Providing feedback in a constructive and supportive manner is an important element of effective supervision. When feedback is based on empirical observation data and delivered through respectful communication, teachers are more likely to accept suggestions and implement improvements in their instructional practices. In this study, reflective discussions during the post-observation stage serve as an important space for professional dialogue in which teachers and supervisors collaboratively explore strategies for improving teaching effectiveness.

Another important finding of this study concerns the follow-up stage of academic supervision. The results indicate that supervision activities in both schools are followed by various professional development initiatives such as coaching, mentoring, teacher training programs, school-based teacher working groups, and continuous professional development activities. These follow-up activities demonstrate that supervision is not limited to identifying instructional problems but also aims to support teachers in developing solutions and improving their pedagogical competence.

In the literature on teacher professional development, mentoring and coaching are widely recognized as effective strategies for supporting teachers' instructional growth. Through sustained professional interaction, teachers can receive guidance and support in addressing specific challenges encountered in classroom practice. The results of this study therefore reinforce the idea that supervision should be integrated with broader professional development programs in order to maximize its impact on teaching quality.

Despite these positive practices, the study also identifies several contextual challenges that influence the implementation of academic supervision. These challenges include limited numbers of teachers, high teaching workloads, time constraints faced by school principals, and limited learning facilities. In some cases, teachers are required to teach subjects outside their primary area of expertise due to staffing shortages. Additionally, some teachers are simultaneously pursuing further education, which sometimes creates scheduling conflicts with supervision activities.

These findings highlight the complex contextual conditions under which supervision practices operate in many schools. Previous research on academic supervision has often been conducted in relatively well-resourced educational settings where institutional capacity and infrastructure support the implementation of supervision programs. In contrast, the present study provides insights into supervision management in schools that face practical limitations related to human resources, administrative capacity, and geographical conditions.

This contextual dimension represents an important contribution of the study. While previous studies have largely focused on measuring the effects of supervision on teacher competence or examining leadership variables influencing supervision outcomes, relatively few studies have explored how supervision management is implemented in schools with diverse contextual conditions. By examining supervision practices in two schools located in geographically distinct and resource-constrained environments, the present study contributes to a more nuanced understanding of how supervision strategies can be adapted to local institutional realities.

Despite these constraints, the findings demonstrate that school leaders in both institutions employ adaptive strategies to sustain supervision practices. These strategies include flexible scheduling of supervision activities, delegation of supervisory responsibilities to supervision teams, the use of teacher discussion forums, and the optimization of simple yet contextual learning resources. These adaptive practices illustrate the capacity of school leaders to respond creatively to institutional challenges while maintaining their commitment to improving teaching quality.

Overall, this study contributes to the literature on academic supervision in several important ways. First, it conceptualizes academic supervision as a continuous management cycle consisting of planning, implementation, evaluation, and follow-up processes that support sustainable improvement in teaching practices. Second, the study highlights the importance of contextual adaptation in supervision management, demonstrating that effective supervision strategies must consider institutional conditions, teacher characteristics, and organizational constraints. Third, the research provides empirical insights from rural and geographically distinct school environments that remain underrepresented in the existing literature on educational supervision.

These findings suggest that the effectiveness of academic supervision depends not only on the technical procedures used during classroom observation but also on the broader managerial and contextual strategies adopted by school leaders. By understanding supervision as a contextualized management process, schools may develop more adaptive and sustainable supervision practices that better support teachers' professional development and ultimately improve the quality of classroom learning.



Conclusion (خاتمة)

This study examined the management of academic supervision in improving teachers' pedagogical competence at SMP Negeri 1 Pasirkuda and SMP Negeri 4 Pasirkuda using a qualitative multi-site case study approach. The findings indicate that academic supervision in both schools is implemented through a continuous management cycle consisting of planning, implementation, evaluation, and follow-up activities, allowing supervision to function as an ongoing professional support mechanism rather than merely an administrative requirement.

Supervision planning is conducted based on teachers' professional needs and instructional challenges, using strategies such as identifying classroom problems, analyzing educational data, reviewing teacher performance results, and conducting reflective discussions. The implementation process involves pre-observation meetings, classroom observations, and post-observation reflections that emphasize dialogic communication and professional collaboration. Evaluation focuses on identifying teachers' strengths and areas for improvement through constructive feedback and reflective dialogue.

Follow-up activities are integrated with professional development programs such as mentoring, coaching, training, and teacher learning forums, enabling sustainable improvement in pedagogical competence. However, the implementation of supervision also faces several contextual challenges, including limited teaching staff, heavy workloads, time constraints for principals, and limited educational facilities. To address these challenges, both schools adopt adaptive strategies such as flexible supervision scheduling, forming supervision teams, and optimizing available resources.

Overall, this study highlights that effective academic supervision should be implemented as a continuous and context-sensitive management process that supports teacher professional development and sustainable improvement in teaching practices.



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