

**DATA-BASED ACADEMIC SUPERVISION IN IMPROVING ELEMENTARY SCHOOL
TEACHERS' PEDAGOGICAL COMPETENCE**

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ABSTRACT

Academic supervision is one of the principal's primary duties and responsibilities in ensuring the optimal quality of the learning process. Further research is essential to understand the principal's implementation of academic supervision and to determine its impact on teachers' pedagogical competence. This research was conducted in Ibum District. Data were collected through observation, interviews, and documentation. This study employed a qualitative approach, utilizing a case study method. The research results indicate that academic supervision plays a significant role in enhancing teachers' pedagogical competence. Overall, supervision serves not only as oversight but also as a collaborative process that encourages teacher reflection and innovation. Analysis based on the stages of supervision (planning, organizing, implementing, and monitoring) shows that each stage is interrelated and contributes to improving pedagogical competence.

Keywords: Academic supervision, Elementary School, Pedagogy, Principal, Teacher

INTRODUCTION

One of the principal's primary responsibilities is to conduct academic supervision to ensure that the learning process runs smoothly. This task aligns with Article 9, paragraph (1) of the Minister of Education and Culture Regulation No. 25 of 2024, which states that the principal's workload is entirely to carry out managerial duties, develop entrepreneurship, and supervise teachers and other educational staff academically. The principal is responsible for ensuring that the educational process complies with regulations through academic supervision.

Academic supervision is adequate when the principal fulfills their role to the fullest. The principal is responsible not only as an administrative manager but also as an instructional leader, creating a supportive environment and supporting the continuous development of teacher competencies. The principal is expected to improve teacher competency by inspiring, motivating, empowering, and designing innovations to improve the quality of education (Ismunandar, 2025; Lian et al., 2020; Mahendra, 2018; Sibarani et al., 2024). Furthermore, regular supervision and coaching by academic supervisors are necessary to achieve the best quality of learning. Academic supervision enhances teacher competence, improves performance, and creates a creative and enjoyable learning environment (Diyanti & Atikah, 2024).

Supervisors have many ways to carry out their duties. To best achieve academic supervision goals, an appropriate approach is required. One approach is the stages proposed by G. R. Terry. According to Terry (in Syahputra & Aslami, 2023), adequate supervision involves four stages: Planning, Organizing, Actuating, and Controlling. Research by Amalia et al. (2024) shows that implementing the POAC stages provides a strong foundation for achieving desired educational quality goals. These results align with Setiawan's (2024) research, which states that implementing the POAC stages provides a strong foundation for schools to achieve superior accreditation. Furthermore, to achieve optimal learning quality, regular academic supervision and coaching are necessary. Academic supervision significantly develops teacher competency, improves performance, and creates an innovative and conducive learning environment (Diyanti & Atikah, 2024).

The learning process is closely linked to educators and students. To ensure a successful teaching and learning process, teachers play a crucial role as learning facilitators. One of the responsibilities of teachers as educators is to teach, instruct, guide, direct, train, assess, and evaluate their students (Safitri et al., 2024). The success of learning is greatly influenced by teachers, who interact directly with students. Developing and formulating appropriate objectives is the teacher's responsibility. Teachers must also select and structure learning that aligns with students' needs, interests, and developmental stages, as well as select varied and appropriate learning methods and media (Fatmawati, 2021). Therefore, a teacher's task is not limited to simply delivering subject matter; they must also design engaging, innovative, and enjoyable learning so that students actively participate in the process.

A teacher's ability to plan and implement learning activities is a key factor in producing practical learning activities. Therefore, a teacher must possess the skills that reflect a skilled and professional teacher. Learning is closely related to both teachers and students. Teaching skills must be inherent in the teaching profession if the role of teachers is to be considered a profession (Wasliman et al., 2023). One of the four competencies an educator must possess is pedagogical competence. Pedagogical competence is one of the most important competencies because it relates to the learning process (Cahyana & Agustin, 2024). Pedagogical competence is also defined as a teacher's ability to manage learning (Bukit & Tarigan, 2022). A teacher's ability to plan, implement, and assess the learning process includes understanding learning methods, using them effectively, selecting learning materials, meeting the needs of diverse students, and managing the classroom.

The quality of learning and teacher competency are important indicators for measuring the success of academic supervision. Academic supervision is a process that helps teachers develop professional competence, particularly pedagogical skills, through ongoing, systematic guidance and coaching. Data-based supervision has a significant impact on improving teacher performance (Suryaningsih et al., 2025). Academic supervision aims to help teachers improve their ability to manage the learning process and achieve learning objectives (Nurjannah, 2022; Siswanto et al., 2021). According to Schön's (1983) theory, data-based supervision encourages teachers to "learn by doing," improving their pedagogical skills. This supervision focuses not only on assessing teacher performance but also on enhancing teachers' pedagogical skills to achieve high teaching standards (Mulyasa, 2013). Collaborative, reflective, data-based, and technology-integrated supervision has

proven effective in enhancing teacher professionalism and creating a positive learning environment (Nur'rohim, 2025).

Previous research has shown that a structured academic supervision system can optimally improve teachers' pedagogical competence. Research conducted by Andini (2025) also shows a significant relationship between academic supervision and teachers' pedagogical competence. Furthermore, research by Pratiwi et al., (2025) also shows that a structured academic supervision system can optimally improve teachers' pedagogical competence, both through ongoing evaluation and follow-up programs tailored to teachers' needs. These findings align with research by Yoseptry et al. (2024), which demonstrates that supervision plays a crucial role in improving the quality of learning at the elementary school level. Through planned supervision, careful observation, and constructive feedback, principals can help teachers identify strengths and weaknesses in their teaching practices and design relevant improvement strategies.

However, several studies have also shown that implementing supervision faces several obstacles. Lack of time in planning, testing, and designing supervision results in immature planning (Ilma et al., 2024). According to Hidayat (2019), many principals lack clear supervision planning documents, resulting in sporadic and unfocused supervision. Furthermore, the evaluation phase often focuses solely on completing administrative documents without providing constructive feedback to teachers. Aligns with initial observations by Ratnasari et al. (2018), who found that school supervision is not optimal. Supervision often focuses solely on administrative aspects, such as the completeness of learning documents, without providing in-depth guidance on teaching methods and strategies—inadequate supervision results in teachers receiving less relevant feedback, thereby reducing the quality of learning. Research by Nugraha (2020) found that more than 60% of principals do not conduct supervision regularly due to a lack of time or understanding of effective supervision methods. These conditions indicate a gap between the theory of academic supervision and its practice in the field. As a result, teachers are not adequately trained to improve their pedagogical skills.

Academic supervision is a process that helps teachers develop their professional competence. Numerous studies have been conducted on academic supervision. However, research on academic supervision in elementary schools in Bandung Regency, particularly in Ibum District, remains very limited, particularly regarding its data-based implementation and its impact on the development of teachers' pedagogical competence.

Based on interviews with elementary school teachers, it was found that academic supervision had been put in place. Based on these findings, further research is needed to understand the implementation of academic supervision by school principals and to determine its extent of Influence on teachers' pedagogical competence. Therefore, the researcher is interested in conducting a study entitled "Data-Based Academic Supervision in Improving Elementary School Teachers' Pedagogical Competence."

RESEARCH METHODS

The research approach used in this study is qualitative. According to Sugiyono (2017:14), a qualitative approach is used to understand phenomena in depth through data exploration and interpretation. This approach is suitable for exploring the academic supervision process in improving teachers' pedagogical competence because it allows researchers to study experiences, perceptions, and interactions holistically.

The research method used in this study is a case study. Hidayat (2020) explains that a case study is a method for investigating phenomena in real-life contexts, especially when the boundaries between the phenomenon and its context are unclear. Case studies are typically associated with intensive investigations of a location, organization, or campaign, but they can also focus on established routines and everyday events (Daymon & Holloway, 2008).

This research will be conducted in an elementary school in Ibum District, Bandung Regency. Data collection techniques used include observation, interviews, and documentation. The focus of the observations includes teaching strategies, classroom management, the use of instructional media, and student responses to learning. Interviews were conducted with principals, teachers, and supervisors to understand their perspectives on academic supervision, including their experiences with supervision, the challenges they face, and the impact of supervision on teachers' pedagogical competence. Documentation involved analyzing documents relevant to the research topic. The data obtained were then analyzed and presented in narrative form, from which the researchers concluded. Validation was conducted through data triangulation, which involved comparing the results of

observations, interviews, and documents. Member checking was conducted by requesting confirmation from informants to ensure data accuracy.

RESULTS AND DISCUSSION

Result

The results of the research indicate that the principal's supervision proceeds systematically through four stages: planning, organizing, implementing, and monitoring. Field findings indicate that the academic supervision planning process in elementary schools includes five main steps:

- 1) Identifying supervision needs
- 2) Determining supervision objectives
- 3) Formulating strategies
- 4) Scheduling activities
- 5) Determining success indicators

These steps indicate that planning in elementary schools has been implemented effectively. The supervision planning program is prepared at the beginning of each school year. The principal and the supervisory team prepare the supervisory program as a table listing the names of supervisors, supervised teachers, classes taught, and the supervision schedule. Supervision activities begin with planning at the beginning of each semester. The supervision planning program is prepared by the principal and the supervisory team and communicated to the supervision targets, namely, teachers and students. Implementation techniques are announced verbally in the coaching forum according to a predetermined supervision schedule, which may change depending on circumstances.

Regarding organizational activities, research indicates that the school has a clear structure and plan for academic supervision. To carry out academic supervision activities, the principal forms a supervision team. The supervisory team consists of the principal and a senior teacher. The purpose of forming the supervisory team is to ensure that everyone has equal responsibility and that mentoring continues even in the principal's absence.

The principal, as the primary supervisor and team leader, is responsible for organizing all supervision activities, providing feedback, and conducting classroom observations. The senior teacher is responsible for assisting with technical matters, particularly the review of lesson plans, teaching materials, and the learning media used by teachers.

Organizational activities also include providing facilities such as a small meeting room for reflection after observing the class and a simple digital device to record parts of the learning process for discussion. This demonstrates that the school manages academic supervision professionally and evidence-based.

Furthermore, the principal establishes a comprehensive supervision schedule. This schedule includes observation times, teacher names, subjects, and reflection plans. The school's information boards and internal communication groups use semi-formal announcements about the schedule. Teachers being supervised are given sufficient time to prepare and refine their teaching materials. Research shows that teachers find supervision less surprising or stressful because a clear schedule helps them prepare.

During the activity, the principal conducts observations in the classrooms of the observed teachers according to the schedule. Complete supervisory tools are used for the observations, including learning observation sheets, lesson plan analysis forms, teacher performance assessment rubrics, and post-supervision reflection sheets. These instruments help supervisors record various aspects of a teacher's pedagogical competence, such as lesson planning, the use of methods and media, classroom management, and the teacher's ability to evaluate student learning outcomes.

Observations begin as soon as the learning activity begins, and the principal directly supervises the learning process. Although supervision is conducted semi-formally, supervisors strive to ensure that their presence does not disrupt teachers and students. Principals use a mixed approach: they are directive when providing specific technical guidance, such as improving lesson plans or using instructional media, but they are more collaborative when discussing instructional practices, teacher reflections, and strategies to improve learning outcomes.

After the observation, the teacher and principal hold a post-observation discussion. This discussion focuses on teacher reflections on learning achieved, challenges encountered, and new ideas for use at the next meeting. Supervisors do not make rigid judgments but provide guiding feedback. This method helps teachers feel supported and motivated to improve themselves.

Follow-up is also carried out during supervision. At the next meeting, teachers are asked to revise their lesson plans, try new learning approaches, or follow the supervisor's recommendations. To determine the extent of follow-up, the supervisor then conducts a re-observation or review of the teacher's learning materials. This process creates a continuous cycle of supervision and supports the continuous improvement of teachers' pedagogical skills. The results also indicate that the principal has effectively managed the supervision documentation mechanism. For semester evaluations, all observations, feedback, and teacher reflection notes are recorded and stored.

Then, during the supervision stage, it is carried out systematically and in a structured manner. The principal conducts supervision through several mechanisms, as follows:

1. **Monitoring:** Observations and post-supervision discussions. The supervisor records and analyzes supervision activities. The supervisor assesses whether observations were conducted according to schedule, whether supervision tools were used correctly, and whether post-observation discussions were conducted effectively. The principal ensures the quality of supervision by reviewing teacher reflection notes and feedback.

2. **Evaluating teacher follow-up and verifying whether teachers have followed the suggestions given during supervision.** These include revising lesson plans, implementing new learning approaches, and utilizing recommended tools or techniques. To assess the implementation of recommendations, the principal conducts follow-up observations and reviews updated learning tools.

3. **Administrative supervision.** The principal oversees supervision documentation, which includes observation sheets, teacher reflection notes, supervision team reports, and activity schedules. This documentation is analyzed to determine whether supervision is implemented consistently, how supervision is distributed among teachers, and the overall effectiveness of teacher coaching. Planning for the next semester's supervision is based on administrative supervision.

3.2 Discussion

The planning stage is the foundation of academic supervision. Planning involves analyzing student achievement data and teacher competency through surveys. Good planning allows teachers to focus on aspects such as learning differentiation and the use of innovative methods, thereby increasing teaching effectiveness. As noted by Gusnita & Annisa (20025), good educational planning can positively impact teacher competency and the overall quality of education.

Overall, academic supervision planning demonstrated ideal characteristics: needs-based, structured, and collaborative. This not only reflects the school's institutional readiness to implement learning innovations but also demonstrates a shift in the supervision paradigm from monitoring to mentoring. Principals collect data on teachers' strengths and weaknesses, such as the ability to plan inclusive lesson plans, help teachers understand student characteristics that encourage more personalized learning (Danielson, 2007), such as increasing the use of PBL, structured based on precise needs, motivate teachers to experiment with new methods, which is reflected in the improvement of lesson plan quality. This link is strong, with pedagogical competency, as clear goals motivate teachers to experiment with new methods, as reflected in improved lesson plan quality. Acheson and Gall (1992) emphasized the importance of pre-observation as part of planning, which helps supervisors understand teachers' contexts. Zepeda (2017) added that planning must be integrative, incorporating technology, in line with the use of digital data to identify needs.

Organizational planning involves team formation, instrument provision, and resource allocation. The principal acts as supervisor, assisted by senior teachers as part of the supervision team. They are expected to enhance teacher competency by inspiring, motivating, empowering, and designing innovations to improve the quality of education (Ismunandar, 2025; Lian et al., 2020; Mahendra, 2018; Sibarani et al., 2024). An effective organization can facilitate collaboration, which enhances teachers' ability to implement active learning and authentic assessment. Collaboration encourages teachers to adopt best practices, such as differentiation, which enhances inclusivity. Teacher-centered collaborative practices in schools are particularly effective for teacher learning, as

they enable teachers to engage in in-depth discussions about instructional approaches and student learning that are appropriate to their context (Jong et al., 2022).

Existing instruments are pretty comprehensive, such as assessment rubrics that help objectively measure pedagogical competence. Simple instruments are still effective, demonstrating that organizations can be adaptive. The use of simple media demonstrates that limited resources do not hinder competency improvement, provided there is interpersonal support. Glickman et al. (2014) advocate organizing supervision as a partnership, not a hierarchy, and this approach is reflected in the supervision.

Academic supervision implementation activities include classroom observations, discussions, and follow-up. Observations focus on teacher-student interactions, followed by reflective discussions. This activity aligns with Schön's (1983) theory that data-driven supervision encourages teachers to learn by doing, emphasizing reflection-in-action during implementation. In line with real-time discussions in schools, it can improve teachers' pedagogical skills. Direct implementation encourages teachers to use active methods, such as problem-based learning and STEM, and to conduct process assessments, thereby improving the quality of learning. Educators must prepare a variety of learning methods to engage students in the learning process (Wasliman et al., 2023). During classroom observations, supervisors observe teaching practices such as media use, material accuracy, student responses, and learning methods. This link is strong with pedagogical competence, as observation helps teachers identify areas for improvement, such as the transition from a teacher-centered to a student-centered approach. According to Dwinata and Amelia (2023), the observer's role helps teachers identify areas of weakness in their teaching through observed behavioral indicators. Post-observation discussions, which involve collaborative dialogue on findings, enhance teacher reflection and encourage teachers to evaluate the effectiveness of their methods. In-depth reflection is crucial for improving teachers' ability to adapt learning methods to students' needs (Abdullah & Putra, 2025).

During supervision activities, as a follow-up, teachers are given practical suggestions, such as lesson-plan modifications, which are immediately implemented, demonstrating increased reflection and innovation. Sergiovanni (2009) emphasizes supervision as coaching rather than control, aligning with a collaborative approach. Darling-Hammond (2020) links supervision to student-centered learning, reflected in changes in the methods used. Supervision involves monitoring and follow-up evaluation to ensure sustainability. Danielson (2018) states that evaluation is a dialogue, reflected in communication. Ongoing supervision ensures teachers maintain good practices, such as authentic assessment, which prevents regression. Supervisors check the implementation of suggestions, such as the use of portfolios, to ensure teachers continue to develop and that learning is more effective.

Analysis of student achievement data assesses the effectiveness of supervision. This link is strong, as evaluations demonstrate competency improvements, such as regular reflection. Then, based on the evaluation, program adjustments are made to support long-term pedagogical competency. With a systematic, sustainable approach, needs analysis can help schools design practical, relevant programs to improve teachers' pedagogical competence, ultimately enhancing the quality of teaching and student learning outcomes (Aripin & Nugrahani, 2024). With this structured academic supervision system, teachers' pedagogical competence can be optimally improved through ongoing evaluation and follow-up programs tailored to their needs (Pratiwi et al., 2025).

Academic supervision brings significant changes to teachers' teaching practices. Teachers no longer view supervision as a stressful activity or simply a performance evaluation, but rather as a professional mentoring process. Through planned supervision, careful observation, and constructive feedback, principals can help teachers identify strengths and weaknesses in their teaching practice and design relevant improvement strategies (Yoseptry et al., 2024). The most significant improvements are seen in teacher creativity and in teacher collaboration. Principals consistently conduct supervision using a clinical approach: pre-observation, observation, and post-observation. This dialogic approach makes teachers more receptive to feedback. The following table shows changes in teachers' pedagogical competencies. Demonstrates that academic supervision improves teacher competency, enhances performance, and creates a creative and enjoyable learning environment (Diyanti & Atikah, 2024). Academic supervision significantly develops teacher competency, improves

performance, and creates an innovative and conducive learning environment (Diyanti & Atikah, 2024).

Table 1. Teacher pedagogical competence before and after academic supervision

Pedagogic Competency Aspects	Before Supervision	After Supervision
Understanding student characteristics	General, not in-depth	Teachers can map individual learning styles and needs
Learning planning	RPP is concise, lacks variety	Systematic RPP, based on TP & CP
Implementation of learning	Monotonous & teacher-centered	Active, collaborative, and contextual
Learning assessment	Final value focus	Authentic assessment with rubrics and journals
Learning reflection	Rarely done	Routine reflection at the end of learning
Use of technology	Limited	Teachers utilize PPT, videos, and simple applications.

Teachers demonstrated significant progress in understanding student differences. After academic supervision, teachers considered student characteristics in planning and implementing learning. Fatmawati's (2021) explanation that teachers must also select and structure learning that aligns with students' needs, interests, and developmental stages, as well as select varied and appropriate learning methods and media. Suryaningsih et al.'s (2025) opinion, which explains that data-based supervision has a tangible impact on improving teacher performance. This also aligns with Mulyasa's (2013) opinion that this supervision focuses not only on assessing teacher performance but also on improving teachers' pedagogical abilities to achieve high teaching standards.

CONCLUSIONS

Based on the research results, it can be concluded that academic supervision plays a crucial role in improving teachers' pedagogical competence. Overall, supervision serves not only as oversight but also as a collaborative process that encourages teacher reflection and innovation. Analysis of the stages of supervision (planning, organizing, implementing, and monitoring) shows that each stage is interconnected and contributes to the development of pedagogical competence.

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