

THE EFFECTIVENESS OF ACADEMIC SUPERVISION BY SCHOOL PRINCIPALS IN PRIVATE VOCATIONAL SCHOOLS IN SINDANGKERTA DISTRICT, WEST BANDUNG

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Abstract. *This study investigates the effectiveness of academic supervision conducted by school principals in private vocational schools located in Sindangkerta District, West Bandung. Academic supervision is a critical component of educational leadership, as it directly influences the quality of teaching and learning within schools. The research highlights the essential role that structured academic supervision plays in enhancing the overall quality of education and improving the performance of teachers, which ultimately impacts student outcomes. Through qualitative research methods, data were collected from in-depth interviews with a diverse group of participants, including school principals, teachers, and administrative staff. The interviews aimed to capture the participants' experiences, perceptions, and insights regarding the current practices of academic supervision in their schools. Additionally, direct observations of supervisory activities were conducted to gain a comprehensive understanding of the dynamics involved in the supervisory process. The findings reveal significant challenges faced by these institutions, including incomplete documentation of supervisory activities, inconsistent frequency of supervision, and a predominant focus on administrative tasks rather than pedagogical development. Specifically, the lack of proper documentation hinders the evaluation process and prevents effective tracking of teacher progress. Furthermore, the irregularity of supervisory visits creates uncertainty among teachers regarding their performance and areas for improvement. The emphasis on administrative compliance often detracts from the primary goal of academic supervision, which is to enhance teaching quality and foster professional growth among educators. Based on these findings, the study discusses several recommendations for improving the effectiveness of academic supervision. These include the development of a structured supervision framework that prioritizes both administrative and pedagogical aspects, the provision of ongoing professional development for school leaders, and the encouragement of collaboration between principals and teachers in the supervisory process. By addressing these challenges and implementing strategic improvements, schools can create a more supportive and effective environment for teaching and learning.*

Keywords: *Academic supervision, Educational Leadership, Educational Quality, Professional Development, School Principals, Supervisory Practices, Teacher Performance, Vocational Education.*

1. INTRODUCTION

In the field of education, implementing effective academic practices in schools is crucial for several reasons. One primary reason is that the core activities in schools revolve around academic processes. These processes must be well-planned and organized to ensure they run effectively and efficiently (Imelda Anandiya Putri, 2023). Students, as learners, do not always easily grasp the entirety of lesson content. Therefore, teachers need strategies to overcome these challenges and deliver classroom content effectively (Luhur Wicaksono et al., 2023).

The strategies employed by teachers have a significant influence on the academic process (Teguh Triwiyanto, 2022). Such strategies are expected to lead to better academic outcomes. Hence, it is essential to carefully consider and select appropriate strategies tailored to classroom needs and the materials being taught. Flexibility in

applying academic strategies is crucial to achieving successful outcomes (Indah Safitri Ajeng, 2023).

Teachers play a pivotal role in guiding and facilitating academic processes (Pratama et al., 2022). Their ability to master various teaching strategies is critical in addressing challenges that arise during academic activities. By employing effective strategies, teachers can enhance student engagement, comprehension, and overall academic performance (Julhadi, 2022).

The quality of academic processes directly impacts educational outcomes at both individual and national levels. The success of achieving national educational goals heavily depends on the effectiveness of teaching and learning activities experienced by individuals (Alasan Poltak Parulian Sitorus, 2022). Thus, prioritizing the implementation of effective academic practices in schools contributes to improving human resource quality in Indonesia (Zuli Romdiatin, 2022). In summary, implementing effective school academic practices is critical for enhancing educational quality and achieving national educational goals. By emphasizing strategic teaching methods, educators can optimize students' learning experiences and foster academic success (Mirhayanti Surtiah, 2023).

Academic supervision is a developmental activity that provides technical assistance to teachers in carrying out academic processes aimed at enhancing their professional abilities and improving academic quality (Lutfiah, 2022). The academic quality of students is heavily influenced by the academic quality delivered by teachers. Given the importance of high-quality academic processes, ongoing guidance and support from school principals in the form of academic supervision are necessary. Such supervision ensures that teachers' classroom academic processes are of higher quality and contribute to improved student learning outcomes (Yundiafi, 2024). Therefore, it is evident that implementing academic supervision by school principals is essential for enhancing teacher performance in private vocational schools in Sindangkerta Subdistrict. Based on a preliminary study conducted at SMK IT Bustanul Arifin, it was found that documentation related to academic supervision was severely lacking. This deficiency can affect the principal's effectiveness in conducting supervision. Interviews with one of the school's teachers revealed that the documents intended to serve as references for supervision were incomplete and poorly organized. This condition hampers the supervision process, which should support the improvement of academic quality. Additionally, data from the school's education report indicated that the academic quality at this school was still subpar, reinforcing the notion that ineffective supervision contributes to the low quality of education.

The lack of comprehensive documentation for academic supervision highlights that the existing supervision system has not been functioning optimally. As the educational leader of SMK IT Bustanul Arifin, the principal must possess complete and accurate data and documents to conduct effective supervision. Without adequate documentation, the principal will struggle to monitor, evaluate, and provide constructive feedback to teachers. Therefore, improving and enhancing the effectiveness of supervision by the principal is crucial for improving academic quality at SMK IT Bustanul Arifin. This issue underscores the importance of sound academic supervision management as part of efforts to improve educational quality at the school.

Furthermore, this issue impacts the motivation and performance of teachers. When academic supervision is ineffective, teachers may feel they lack the necessary support and guidance to improve their teaching methods. This can lead to a decline in academic quality and less satisfactory student learning outcomes. Effective supervision should serve as a tool for teachers to identify their strengths and weaknesses in the teaching process and provide opportunities for continuous improvement.

These conditions indicate the need for serious attention from school management and the local education department to improve the supervision system at SMK IT Bustanul Arifin. This research is expected to provide a clear picture of the obstacles faced in implementing supervision and offer implementable solutions. Thus, efforts to

enhance the effectiveness of academic supervision by the school principal will positively contribute to improving the quality of education and the academic success of students at this school.

Research Questions Based on the introduction provided, the research questions for this study are as follows:

1. What is the implementation process of academic supervision conducted by principals in private vocational schools in Sindangkerta?
2. How effective is the implementation of academic supervision by school principals in private vocational schools in Sindangkerta?
3. What are the barriers or challenges in implementing academic supervision by school principals in private vocational schools in Sindangkerta?

Research Objectives

1. To understand the implementation process of academic supervision conducted by school principals in private vocational schools in Sindangkerta.
2. To evaluate the effectiveness of academic supervision by school principals on the academic staff in private vocational schools in Sindangkerta.
3. To identify barriers or challenges in implementing academic supervision by school principals in private vocational schools in Sindangkerta.

2. LITERATURE REVIEW

This literature review will discuss the concept of academic supervision, the role of school principals in supervision, and the factors influencing the effectiveness of academic supervision.

2.1 *Concept of Academic Supervision*

Academic supervision is defined as a process of guidance and support provided by school leaders to improve teaching practices and student learning outcomes. Effective supervision involves regular observations, constructive feedback, and professional development opportunities for teachers. Previous studies have shown that well-structured supervision can lead to improved teacher performance and student achievement (Glickman, Gordon, & Ross-Gordon, 2018). Furthermore, the literature emphasizes the importance of creating a supportive environment where teachers feel valued and motivated to enhance their instructional practices (Blase & Blase, 2000).

2.2 *The Role of School Principals in Supervision*

School principals play a critical role in shaping the educational environment and influencing teacher effectiveness. They are responsible for setting the vision and direction for the school, as well as ensuring that teachers have the necessary resources and support to succeed. Research indicates that effective academic supervision is characterized by collaborative relationships between principals and teachers, where feedback is viewed as a tool for growth rather than criticism (Leithwood & Jantzi, 2006).

2.3 *Factors Influencing the Effectiveness of Academic Supervision*

Several factors can influence the effectiveness of academic supervision, including:

1. **Frequency of Supervision:** Regular and consistent supervision is essential for providing timely feedback and support to teachers. Infrequent supervision can lead to missed opportunities for improvement and can create uncertainty among teachers regarding their performance.
2. **Documentation and Record-Keeping:** Proper documentation of supervisory activities is crucial for tracking progress and evaluating the effectiveness of teaching practices. Incomplete or poorly maintained records can hinder the evaluation process and lead to misunderstandings.

3. **Principal's Leadership Style:** The leadership style of the principal can significantly impact the effectiveness of supervision. Transformational leadership, which emphasizes collaboration and support, is often associated with more effective supervision compared to transactional leadership, which focuses on compliance and control (Robinson, 2007).
4. **Teacher Involvement:** Involving teachers in the supervisory process can enhance their sense of ownership and engagement. Collaborative supervision models, where teachers participate in setting goals and providing feedback, can lead to more meaningful professional development experiences.
5. **Professional Development Opportunities:** Providing ongoing professional development for both principals and teachers is essential for enhancing the quality of supervision. Training programs that focus on effective supervision practices can equip school leaders with the skills needed to support their teachers effectively.

3. RESEARCH METHODS

3.1 Research Method

This study employs a qualitative research approach, chosen because the data is expressed in descriptive forms and analyzed using interpretative methods. According to Sugiyono (2019), a research method is a scientific way to obtain data with specific purposes and uses. The approach in this research is associative, a type of study that examines relationships between at least two variables. This associative approach explores causal relationships between the independent variable (academic supervision, X1) and the dependent variable (academic implementation, X2).

3.1.1 Research Object

The object of this research is the effectiveness of academic supervision by principals in private vocational schools in Sindangkerta Subdistrict, West Bandung Regency. As defined by Suharsimi Arikunto (2021), the research object refers to the primary focus of investigation.

3.1.2 Research Informants

The research informants include individuals with relevant knowledge, experiences, or roles related to the topic. Informants were selected from principals, teachers, and administrative staff of private vocational schools, particularly SMK IT Bustanul Arifin. These participants were chosen based on their ability to provide in-depth and relevant insights regarding the effectiveness of academic supervision by principals. Their contributions are expected to offer comprehensive perspectives on supervision practices, the challenges faced, and their impact on academic processes.

3.1.3 Sources and Types of Data

The data in this study comprises both primary and secondary sources:

- **Primary Data:** Collected directly from the field through in-depth interviews with principals, teachers, and administrative staff. This data includes their views, experiences, and perceptions regarding the effectiveness of academic supervision.
- **Secondary Data:** Obtained from various relevant documents and written sources, such as annual school reports, supervision records, educational policies, and academic literature on supervision. These secondary sources support and strengthen findings from primary data, providing broader contextual insights.

3.2 Data Collection Methods

Data collection refers to the techniques used by researchers to gather necessary information to achieve research objectives. To ensure accurate and reliable data, this study employs multiple methods:

3.2.1 Documentation

Documentation involves acquiring information from documents, records, books, reports, meeting notes, and other written materials (Suharsimi Arikunto, 2021). In this study, documentation was used to assess the number of teachers, subjects taught, and supervision activities conducted by principals, enabling an evaluation of the effectiveness of academic supervision.

3.2.2 Interviews

Interviews are a method of gathering information through face-to-face conversations, either directly or via media like video calls (Umar, 2020). Interviews in this study were conducted with administrative staff, teachers, and principals from private vocational schools in Sindangkerta Subdistrict.

3.2.3 Observations

Observation involves direct examination of the research subject. In this study, observations were conducted to gather supplementary data on teachers' and principals' activities in private vocational schools (Umar, 2020). Observations served to validate and complement the questionnaire data collected from respondents.

3.3 Data Analysis Methods Qualitative data analysis in this study follows the interactive model of Miles and Huberman, encompassing data reduction, data display, and conclusion drawing or verification (Sugiyono, 2015):

1. **Data Collection:** Data from observations, interviews, and documentation were recorded in field notes, comprising descriptive and reflective aspects. According to Sugiyono (2015:337), descriptive notes document what researchers observe, hear, feel, and experience during the study, while reflective notes contain researchers' impressions, comments, and interpretations of findings. Data collection included verifying the completeness and clarity of gathered data to ensure validity.
2. **Data Reduction:** Data reduction involves selecting, focusing, simplifying, and abstracting raw data from the field (Sugiyono, 2015:338). This process occurs during and after fieldwork, refining data by categorizing, organizing, and discarding irrelevant information to derive meaningful insights. Reduced data were systematically arranged for analysis.
3. **Data Display:** Data display involves organizing field data into matrices or diagrams to facilitate understanding and interpretation (Sugiyono, 2015:341). Data were simplified to present complex information in a comprehensible format. Errors in data collection were corrected by revisiting sources or incorporating additional data as needed.
4. **Conclusion Drawing and Verification:** This final step aims to identify patterns, relationships, and causal connections in the data. According to Sugiyono (2015:345), conclusions were verified by reviewing notes and data repeatedly to ensure accurate interpretations aligned with research objectives. The data were analyzed and described comprehensively for clarity and relevance.

3.4 Data Validation

Techniques To ensure data validity, this study uses credibility testing, as outlined by Sugiyono (2012:121). Credibility testing involves triangulation, defined as cross-verifying data from multiple sources using various methods at different times. This study employed source triangulation, which checks the credibility of data by comparing information obtained from principals, teachers, and administrative staff.

4. RESULTS AND DISCUSSION

The findings indicate several challenges in the implementation of academic supervision:

Table 1.

Challenges	Description
Incomplete Documentation	Many schools lack the necessary documentation for effective supervision, which hinders the evaluation process and the ability to track progress over time. This lack of documentation can lead to misunderstandings and miscommunication regarding expectations and outcomes.
Inconsistent Supervision Frequency	Supervision is not conducted regularly, leading to missed opportunities for timely feedback and improvement in teaching practices. The irregularity of supervision can create a sense of uncertainty among teachers regarding their performance and areas for improvement.
Focus on Administrative Aspects	Supervisory activities often prioritize administrative compliance over pedagogical development, which limits the potential for enhancing teaching quality and student engagement. This focus can lead to a disconnect between the goals of academic supervision and the actual needs of teachers in the classroom.

4.1 Incomplete Documentation

One of the most significant challenges identified in the study was the lack of proper documentation of supervisory activities. Many school principals admitted that they did not maintain comprehensive records of their supervisory visits, feedback provided, or follow-up actions taken. This lack of documentation has several implications:

- **Impact on Evaluation:** Without proper records, it becomes difficult to evaluate the effectiveness of teaching practices over time. Principals expressed that they often relied on memory rather than documented evidence when providing feedback to teachers.
- **Missed Opportunities for Reflection:** Teachers also noted that they would benefit from having documented feedback to reflect on their practices. The absence of written records limits their ability to track their progress and identify areas for improvement.

4.2 Inconsistent Supervision Frequency

The study found that the frequency of academic supervision varied significantly among schools. Some principals conducted supervision regularly, while others did so sporadically. This inconsistency has several consequences:

- **Lack of Timely Feedback:** Teachers reported that infrequent supervision led to delays in receiving feedback, which hindered their ability to make timely adjustments to their teaching practices. For instance, one teacher mentioned, "I only see my principal once a semester, and by then, I've already moved on to new topics."
- **Uncertainty Among Teachers:** The irregularity of supervision created uncertainty among teachers regarding their performance. Many expressed a desire for more consistent support, stating that regular check-ins would help them feel more confident in their teaching.

4.3 Focus on Administrative Aspects

Another critical finding was the predominant focus on administrative compliance during supervisory activities. Many principals emphasized the importance of adhering to

administrative requirements, such as completing paperwork and meeting regulatory standards. This focus has several implications:

- Neglect of Pedagogical Development: Teachers felt that the emphasis on administrative tasks detracted from the primary goal of academic supervision, which is to enhance teaching and learning. One teacher remarked

CONCLUSION

This study underscores the critical importance of effective academic supervision in private vocational schools, particularly in the context of Sindangkerta District, West Bandung. The findings reveal several key insights regarding the current state of academic supervision, the challenges faced by school principals and teachers, and the implications for educational practice.

Summary of Findings

The research identified three primary challenges in the implementation of academic supervision:

1. Incomplete Documentation: The lack of proper documentation of supervisory activities significantly hampers the evaluation process and the ability to track teacher progress. This absence of records not only affects the principals' ability to provide constructive feedback but also limits teachers' opportunities for self-reflection and growth.
2. Inconsistent Supervision Frequency: The irregularity of supervisory visits creates uncertainty among teachers regarding their performance and areas for improvement. Many teachers expressed a desire for more consistent support, indicating that regular supervision is essential for fostering a culture of continuous improvement.
3. Focus on Administrative Aspects: The predominant emphasis on administrative compliance detracts from the pedagogical development that should be at the heart of academic supervision. Teachers reported feeling that their professional growth was often sidelined in favor of meeting bureaucratic requirements.

Implications for Educational Practice

The findings of this study have several important implications for educational practice in private vocational schools:

- Need for Structured Supervision Framework: Schools should develop a structured framework for academic supervision that prioritizes both administrative compliance and pedagogical development. This framework should include clear guidelines for documentation, regular supervisory visits, and a focus on constructive feedback.
- Professional Development for Principals: School leaders must receive ongoing professional development to enhance their supervisory skills. Training programs should focus on effective supervision practices, including how to provide meaningful feedback and support teachers in their professional growth.
- Collaboration and Teacher Involvement: Encouraging collaboration between principals and teachers in the supervisory process can lead to more effective outcomes. Schools should consider implementing collaborative supervision models that involve teachers in setting goals and providing feedback.

Recommendations for Future Research

While this study provides valuable insights into the effectiveness of academic supervision, further research is needed to explore additional dimensions of this topic:

- Longitudinal Studies: Future research could employ longitudinal designs to examine the long-term impacts of improved academic supervision on teacher performance and student outcomes. This would provide a deeper understanding of how changes in supervision practices affect educational quality over time.

- **Comparative Studies:** Comparative studies between different types of schools (e.g., public vs. private, urban vs. rural) could yield insights into how contextual factors influence the effectiveness of academic supervision. Such studies could help identify best practices that can be adapted across various educational settings.
- **Role of Technology:** Investigating the role of technology in facilitating academic supervision could provide valuable insights into how digital tools can enhance communication, documentation

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