

Enhancing Teacher Professionalism through Academic Supervision: An Investigation in Remote and Peripheral Regions

Tami Nurhadi, Ali Imron, Teguh Triwiyanto

Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan, Universitas Negeri Malang, Indonesia
e-mail: taminurhadi@gmail.com, ali.imron.fip@um.ac.id, teguh.triwiyanto.fip@um.ac.id


Submitted: 23-10-2023

Revised: 07-11-2023

Accepted: 19-11-2023

ABSTRACT. This research aims to describe academic supervision by the school principal to enhance the professionalism of teachers in remote and disadvantaged areas. This study utilizes a qualitative approach to understand the specifics experienced by the subjects in this research. Data collection techniques involve observation, interviews, and documentation. Data analysis is conducted through data condensation, data display, and conclusion. Based on the research findings, the implementation of academic supervision by the school principal begins with pre-supervision meetings. Subsequently, comprehensive classroom observations are carried out objectively using academic supervision instruments, concluding with post-supervision meetings to provide constructive feedback to the teachers. The impact of implementing academic supervision by the school principal includes an increase in teachers' competence in carrying out Teaching and Learning Activities, heightened creativity and innovation in the use of teaching methods and learning media, and an increase in teachers' confidence and collaborative attitudes. In addressing obstacles, the efforts made by the school principal include dividing the tasks of academic supervision among the vice principal and trained senior teachers, scheduling academic supervision at times when technical disruptions are minimal, employing a persuasive approach with teachers, and providing an understanding of the goals and benefits of supervision along with examples of successful instances of academic supervision to teachers. Thus, the implementation of academic supervision by the school principal can enhance teachers' pedagogy, personality, social attitudes, and professionalism in schools in remote and disadvantaged areas.

Keywords: *Academic Supervision, Principal, Teacher Professionalism*

 <https://dx.doi.org/10.32678/tarbawi.v9i02.9437>

How to Cite Nurhadi, T., Imron, A., & Triwiyanto, T. (2023). Enhancing Teacher Professionalism through Academic Supervision: An Investigation in Remote and Peripheral Regions. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(02), 305–316. <https://doi.org/10.32678/tarbawi.v9i02.9437>.

INTRODUCTION

Education is a crucial element in developing human resources. Education is necessary to cultivate individuals holistically, with the perspective that quality is the primary goal (Wardani et al., 2021). One determinant component of educational quality is closely related to the quality of teachers or professionalism, which becomes a determining factor in the success or failure of education through the teaching and learning process (Trisnamansyah et al., 2021a). Therefore, school principals play a significant role in nurturing teachers' abilities in the learning process and enhancing their competence to become professional educators. As leaders of educational institutions, school principals function as managers and supervisors and must be capable of providing professional services to improve the professional competence of teachers (Zoulikha, 2014). The improvement in the quality of teachers directly impacts the enhancement and quality of education (Lian et al., 2020). Thus far, numerous reports have indicated a need for more

professionalism among teachers in carrying out their duties and responsibilities. Quoting former Secretary of the Directorate General of Teachers and Education Personnel, Wisnu Aji, the nation's current issues in realizing professional teachers have not met the expected targets. It is a serious concern for all parties, especially school principals, who play a crucial role in educational units to enhance the professionalism of teachers.

One of the duties of a school principal as a leader of an educational institution is to conduct academic supervision to enhance teachers' professionalism (Lorensius et al., 2022). According to Minister of National Education Regulation number 13 of 2007, the competencies of school principals in implementing academic supervision include planning academic supervision programs, conducting academic supervision with appropriate approaches and models, and following up on the results of academic supervision (Wardhani et al., 2021). To support the development of these competencies, school principals need to have knowledge and skills in planning, implementing, and following up on supervision activities to improve the quality of education in schools. To enhance teachers' quality, school principals supervise through services and guidance, providing teachers with opportunities to develop themselves professionally (Fendi et al., 2021).

Academic supervision is an effort to assist teachers in developing their abilities to achieve learning objectives (Kotirde & Yunus, 2015). Academic supervision is a series of activities that help teachers enhance their skills in managing the learning process to achieve educational goals. Guerin et al. (2015) add that the implementation of academic supervision plays a crucial role in supporting the educational structure and improving the quality of teacher professionalism. Veloo et al. (2013), 'Through the academic supervision process, highlight that teachers' abilities to prepare and conduct lessons are evaluated, and feedback is provided as a follow-up for improvement. It ensures a continuous process of enhancing teacher competence.

Implementing academic supervision by the school principal will present challenges in each educational unit and region, particularly in areas with special considerations, such as the frontier and outermost regions. One of these frontier and outermost areas is the Kepulauan Anambas Regency, administratively located in the Riau Islands Province. The Kepulauan Anambas Regency is categorized as a frontier and outermost region because it faces other countries, including Singapore, Malaysia, Thailand, and Vietnam (frontier). The regency is located in the South China Sea, consisting of islands and falls into the category of outermost regions due to its significant distance from the national capital and provincial capital, separated by vast stretches of open sea with limited transportation options (outermost). In addressing the unique characteristics of this region, specific efforts and different approaches from supervisors (school principals) are needed in the implementation of academic supervision as a means to enhance teacher professionalism in this area.

Several previous studies relevant to this research include Winarno et al. (2021), whose findings reveal that teacher professionalism and school principal supervision play a crucial role in teacher performance. Munawar, (2019) emphasizes that academic supervision activities conducted by the school principal should begin with planning, implementation, and evaluation, guided by the principles of objectivity and continuity. Through these processes, teacher professionalism in the school can be easily achieved, thereby improving the quality of teaching and the institution's overall quality of education. Patrisius and Modo (2020) indicate that the school principal plays a vital role as an educator, manager, administrator, supervisor, leader, innovator, and motivator in enhancing teacher professionalism. Ahmadun et al. (2021) state that academic supervision is crucial in addition to school management processes. The supervision activities aim to stimulate, coordinate, and guide the development of teachers in the school, both individually and collectively, to ensure that the learning process runs optimally to achieve educational goals. What sets this research apart from the studies mentioned above is that it aims to delve deeper into how the implementation of academic supervision by the school principal, the impact of academic supervision, and the challenges and

efforts made by the school principal to overcome obstacles in the implementation of academic supervision in schools located in frontier and outermost areas.

This research was conducted in two schools, namely SMP Negeri 1 Jemaja and SMP Negeri 1 Jemaja Timur. Based on the initial observations, both schools are considered exemplary institutions in their respective districts within the Anambas Islands region. The reason for choosing these schools is that they are seen as the community's hope to produce high-quality graduates. Both schools are located in different districts within the Anambas Islands, and the research aims to fill the gap of limited previous studies in these schools. It was found that there has been a need for more research in both schools; up to this point, no research has been conducted. Thus, this research is expected to contribute new insights related to the findings that will significantly assist school principals, teachers, and other stakeholders obtain information regarding the research results. This information can be used as a benchmark for improving the quality and progress of education in areas with special qualifications or attention, as well as schools in Indonesia in general. The objectives of this research are: 1) to understand the implementation of the academic supervision program by the school principal to enhance teacher professionalism in schools in frontier and outermost areas; 2) to determine the impact of academic supervision by the school principal on the improvement of teacher professionalism in schools in frontier and outermost areas; 3) to identify inhibiting factors and efforts to overcome obstacles to academic supervision by the school principal in schools in frontier and outermost areas. Based on this background, the researcher is interested in investigating the implementation of academic supervision by the school principal in frontier and outermost areas.

METHOD

This research employs a qualitative method with a descriptive approach, chosen because the study aims to gather extensive information to depict phenomena in-depth and comprehensively. Given the information obtained during the research process, the investigation requires profound observation in natural conditions. According to Moleong (2010), one characteristic of qualitative research is its process-oriented nature. The study is conducted in SMP Negeri 1 Jemaja and SMP Negeri 1 Jemaja Timur. Since the research is conducted in two schools with different backgrounds, the research design used is a multiple-case design, employing a multi-case study approach to understand the differences and similarities between cases with different contextual backgrounds (Baxter & Jack, 2008). These similarities and differences are then summarized to draw comparisons (Sinuhaji, 2014).

In this research, the aim is to describe and analyze how school principals implement academic supervision as an effort to enhance teacher professionalism. For data collection, the research utilizes observation, in-depth interviews, and documentary studies involving the research subjects, including school principals, vice principals, and teachers. Data analysis involves the reduction, display, conclusion drawing, and verification processes. Below, the researcher presents a cross-case data analysis diagram.

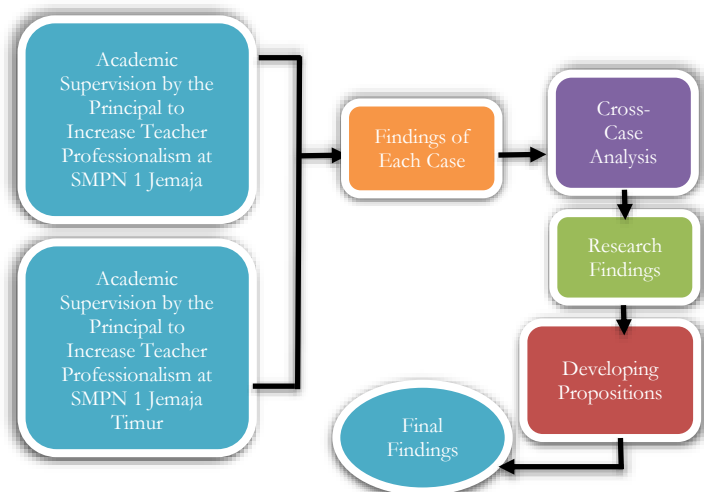


Figure 1: Case Analysis

RESULT AND DISCUSSION

Result

Implementation of Academic Supervision Program by School Principal to Enhance Teacher Professionalism

Cross-case findings on the implementation of academic supervision programs by school principals to improve teacher professionalism in remote and outermost areas at SMP Negeri 1 Jemaja and SMP Negeri 1 East Jemaja can be seen in Table 1.

Table 1: Cross-Case Findings on the Implementation of Academic Supervision Programs by School Principals to Improve Teacher Professionalism

Focus	SMP Negeri 1 Jemaja	SMP Negeri 1 East Jemaja	Research Findings
The implementation of academic supervision program by the school principal to enhance the professionalism of teachers	Before the academic supervision takes place, the school principal holds a pre-supervision meeting to review materials and motivate the teachers who will undergo academic supervision	The school principal conducts a check of the teaching materials created by the teachers who will undergo academic supervision. This is done before the implementation of academic supervision	Before the academic supervision commences, the school principal from both schools holds a preliminary meeting to review the preparedness of the teaching materials arranged by the teachers who will be supervised, providing them with reinforcement and support
	Academic supervision is carried out in the classroom by observing the teaching and learning process conducted by the teacher.	The principal conducts the academic supervision program in the classroom.	The implementation of the supervision program by the principal in the two schools is carried out in the classroom.
	The principal conducts an evaluation using the academic supervision instrument	The assessment of academic supervision by the principal utilizes instruments prepared in advance	In assessing the implementation of the academic supervision program, both schools use the same academic supervision instrument.
	After the academic supervision has been carried out, the principal holds a meeting to provide feedback	Post-academic supervision, follow-up meetings are adjusted according to the principal's situation and conditions	In case 1, after the academic supervision has been conducted, it is followed by immediate feedback. In case 2, post-academic supervision, the follow-up meeting is adjusted to the principal's situation.

These findings indicate that implementing academic supervision involving active participation from teachers can be more effective in enhancing teacher competence. Teachers are more motivated to improve their teaching competencies when they feel involved in the academic supervision process. It reflects the diverse efforts and strategies schools implement in frontier and outermost areas in implementing academic supervision programs to enhance teacher professionalism. Successful implementation acknowledges schools' unique challenges in such environments and adjusts the supervision approach according to their needs. Based on these findings, adequate academic supervision can be one of the efforts to improve teacher professionalism. Therefore, school principals must conduct academic supervision effectively and continuously, actively involving teachers.

The Impact of Academic Supervision by the School Principal on Professional Development.

Cross-case findings on the impact of academic supervision by the school principal on the improvement of teacher professionalism in schools in the remote and outermost regions at SMP Negeri 1 Jemaja and SMP Negeri 1 East Jemaja can be seen in Table 2.

Table 2: Cross-Case Findings of the Impact of Academic Supervision by the School Principal on the Improvement of Teacher Professionalism

Focus	SMP Negeri 1 Jemaja	SMP Negeri 1 East Jemaja	Research Findings
The impact of academic supervision by the school principal on the improvement of teacher professionalism.	There is an improvement in teachers' teaching skills	Teachers have a better understanding of their development in conducting lessons	Both schools prioritize the impact of academic supervision on the enhancement of teachers' abilities and understanding in the teaching and learning process, which ultimately leads to improved student achievement.
	Teachers have good skills in creating learning materials that match the students' needs and support systems	The learning materials created by teachers are getting better	Another impact of academic supervision implementation in both schools is that teachers have become capable of developing learning materials effectively, tailored to the needs of their students and the school's resources.
	Teachers have become more creative and innovative in utilizing teaching media.	They have become more skilled in using various teaching methods and media	The ability of teachers in both schools to utilize teaching media and methods has become more trained and diverse, and they can adapt them to the needs of their students and the school's resources.
	Building teachers' confidence	Teachers are increasingly motivated and confident	In both schools, teachers have good self-confidence in carrying out their responsibilities as educators.
	Fostering a collaborative attitude among fellow teachers.	Making teachers more collaborative	The teachers in both schools actively collaborate with their colleagues, sharing knowledge and experiences, being open to ideas and input, implementing best practices, and supporting each other
	Improving teacher discipline and responsibility	Teachers become more responsible in carrying out their duties	This enhances their sense of responsibility and awareness of their role as educators to perform their tasks to the best of their abilities. Teachers become more disciplined in adhering to the school's rules and regulations
	The establishment of a harmonious and open relationship between teachers and the principal	Fostering teachers' understanding that academic supervision is not about finding faults but rather an instrument to aid teachers	Another impact of academic supervision in both schools is the establishment of a harmonious relationship between teachers and the principal. This is one of the manifestations of a change in teachers' mindset who previously had the understanding that academic supervision was a platform for the principal to find faults in teachers.

Based on the observations, interviews, and documentation obtained above, it is evident that academic supervision by the school principal has significant impacts and benefits. These include valuable feedback, the development of teaching skills, the exchange of experiences among teachers, and the improvement of teaching quality. All these impacts ultimately contribute to student learning outcomes and teachers' personal growth, ensuring that the established educational goals are well achieved through teaching activities conducted by teachers in line with targets and objectives. Indeed, this will bring happiness and satisfaction to teachers in fulfilling their responsibilities as educators.

Factors Inhibiting and Efforts to Overcome the Barriers of Academic Supervision by School Principals towards Professionalism Improvement

Cross-case findings of the obstacles and efforts to overcome obstacles in academic supervision by the school principal in the remote and farthest schools at SMP Negeri 1 Jemaja and SMP Negeri 1 East Jemaja can be seen in Table 3.

Table 3 Cross-Case Findings of Obstacles and Principal's Efforts to Overcome Obstacles in Academic Supervision in Remote and Farthest Schools

Focus	SMP Negeri 1 Jemaja	SMP Negeri 1 East Jemaja	Research Findings
Obstacles and efforts to overcome obstacles in academic supervision by the school principal	Lack of time and energy	Limited resources, especially time and energy	In both schools, the primary obstacle to the implementation of academic supervision is the limited resources of time and energy. The efforts of both school principals to overcome these obstacles include delegating tasks to vice principals and trained teachers, and creating the most effective and efficient schedules possible Top of Form
	Uncooperative teachers, lack of motivation, and a skeptical understanding of academic supervision implementation	Teachers' understanding of the purpose of academic supervision is to find teacher's mistakes	In overcoming these obstacles, both schools' efforts involve the school principals listening to the teachers' reasons, approaching them persuasively, providing an understanding, and reinforcing the idea that academic supervision is for the benefit of everyone, the school, and the students. Of course, this will also bring about positive changes, and it is one of the efforts that the school principal makes to improve teachers' professionalism.
	Technical barriers such as frequent power outages and internet signal disruptions are common issues	Another common problem is the frequent power outages and internet signal disruptions	The efforts made by the school principal to overcome these technical barriers during academic supervision implementation involve preparing a generator set and, together with the teachers, seeking alternative solutions. Of course, the school principal provides an understanding and reinforcement regarding these barriers.

The efforts of the school principal in responding to obstacles teachers face during the implementation of academic supervision are crucial to ensuring that supervision runs smoothly and provides tangible benefits. From these teachers' perspectives, it is evident that a supportive, transparent, and professionally focused school principal can help overcome obstacles during academic supervision. Through an inclusive, transparent, and professionally focused approach, the school principal can assist teachers in overcoming potential obstacles during academic supervision. It ensures that supervision serves as an evaluation tool and an effective development tool for teachers.

Research Proposition

The following propositions are formulated based on the final research findings, which are the result of integrating the cross-case findings of Case 1 and Case 2. The arrangement of these propositions is as follows.

- P1.** The implementation of the academic supervision program by the school principal begins with pre-supervision activities to assess the readiness of teachers, teaching materials, and the use of media, as well as conducting discussions to motivate and strengthen teachers
- P1.1 The implementation of the academic supervision program by the school principal is carried out in the classroom through direct observation of the entire teaching and learning process that takes place
- P1.2 The school principal, as the supervisor, assesses based on the supervision instrument by observing the alignment between the teacher's implementation and their planning
- P1.3 After the completion of the supervision, the school principal and the supervised teacher hold a post-supervision meeting. This is to follow up on the supervisor's findings and provide

feedback, as well as to appreciate the teacher's achievements in teaching

- P2.** Barriers to the implementation of academic supervision by the school principal are the improvement of teachers' skills and understanding in the teaching and learning process (pedagogical)
 - P2.1 The teachers' ability to create teaching materials effectively and in accordance with the needs of students and school resources
 - P2.2 The teachers' ability in utilizing various teaching methods and learning media becomes more trained and diverse, and they can adapt to the needs of students and the school's resources
 - P2.3 Fostering self-confidence, responsibility, and disciplined teachers who collaborate by sharing knowledge and experiences, being open to ideas and input, implementing best practices, and supporting each other
 - P2.4 The establishment of a harmonious relationship between teachers and the principal
- P3.** The obstacles faced by the school principal in the implementation of academic supervision, in general, are the lack of time and resources. The efforts made by the school principal to address these obstacles include delegating tasks to the vice principal and trained teachers who can provide valuable feedback
 - P3.1 Teachers who are uncooperative, perceiving academic supervision as a platform for criticism and finding faults in teachers, the principal's efforts involve using a persuasive approach, listening to teachers' reasons, and providing guidance and reinforcement. The main goal of academic supervision is emphasized, which is for the common good and an effort to enhance teacher professionalism
 - P3.2 Another obstacle is due to the schools' location in remote areas, which frequently experience power outages and internet signal disruptions. The principal's efforts to overcome these technical obstacles include preparing a generator (genset) and, along with the teachers, seeking alternative solutions. Of course, the principal is aware of these challenges.

Discussion

Implementation of Academic Supervision Program by School Principals to Improve Teacher Professionalism

Implementing the academic supervision program is a core stage carried out by the school principal as the supervisor. The implementation stage of the academic supervision program in both schools begins with a pre-supervision meeting. This meeting is held to discuss and assess the readiness of teachers and the prepared teaching materials. It also allows the supervisor to provide support and motivation to the teachers. Once this activity is completed, the supervisor visits classrooms to observe and evaluate the teaching and learning process conducted by the supervised teachers. As stated by April and Bouchamma (2015), the observation activities conducted in the classroom aim to collect comprehensive data on what happens in the classroom when the teacher is teaching.

Based on the findings obtained by the researcher from both cases, it is known that during the observation, the supervisor conducts assessments according to the existing instruments. The school principal observes and remains passive and actively participates in classroom activities to provide assistance rather than intervention. In line with the opinion of Kotirde and Yunos (2015), The duties of a supervisor are: (1) to assist teachers in implementing teaching methods suitable for students and the environment; (2) to organize learning by assisting teachers, students, materials, and facilities in line with the allocated time and established teaching objectives; (3) to ensure facilities are in place for the planned teaching to take place; (4) to obtain a teaching plan by the applied curriculum; and (5) to conduct teaching evaluations. If teachers encounter difficulties in their teaching, the school principal must be ready to address these shortcomings through collaborative teaching methods. This way, the maximum goals of the classroom observation activity can be achieved.

Furthermore, the communication model of the school principal to the teachers significantly influences the evaluation process. Lorensius et al. (2022) stated that communication serves a specific purpose: to influence positive attitudes and behaviors, either through actions or the understanding of the message receiver, in accordance with the sender's intentions. Therefore, face-to-face meetings between the school principal and teachers should be based on aligned communication. Face-to-face interactions between the school principal and teachers can also be scheduled if it is not feasible to conduct evaluations immediately after the implementation. However, the evaluation should be completed on time for more than one week to ensure its effectiveness for the teachers. Hence, effective evaluations are conducted after the completion of the supervision to obtain the most comprehensive feedback and solutions. Group follow-ups are carried out during teacher meetings or regular staff meetings.

In this meeting, attended by the school principal and teachers, they gathered to deliberate and discuss the results of academic supervision. Everyone in the forum works together to address the issues teachers encounter during the supervision. It allows all teachers to provide input and suitable solutions for improvement. The input is not meant to highlight the teachers' mistakes during teaching but to offer immediate solutions for more effective learning. The role of the school principal in this forum should include the ability to interpret each teacher's input to avoid conflicting arguments among the teachers. Moreover, it requires quick and accurate decision-making for selecting the best solutions. At the end of the meeting, conclusions are reached to answer the questions arising from the encountered issues. The teachers will implement and study these answers to improve education in the future.

Amelia et al. (2022) state that the higher the teaching professionalism of teachers, the greater the impact on the quality of instruction. Both evaluation techniques, individual and group, have their benefits and purposes. Both individual and group techniques are fundamentally designed to find solutions to teachers' issues. They can answer questions regarding the appropriate solutions for the teachers. Teachers with excellent supervision results will receive appreciation and recognition. This recognition may come in the form of rewards and promotions. However, the solution for teachers who need to meet the standards is to attend training at various opportunities and levels. As the supervisor, the school principal must demonstrate a strong sense of care for the institution, especially for the school's stakeholders. The high level of care that the school principal exhibits can benefit the teachers and the entire staff. The school principal serves as a facilitator for teachers to learn and enhance their skills continuously.

The Impact of Academic Supervision by the School Principal on the Improvement of Teacher Professionalism

The principal's approach to teachers in the form of academic supervision helps improve the quality of teaching. The research conducted in two sites, SMP Negeri 1 Jemaja and SMP Negeri 1 Jemaja Timur, indicates that academic supervision significantly enhances teachers' performance. It is in line with stating that supervision plays an essential and significant role in improving teachers' performance. Improved teacher performance leads to quality teaching processes and outcomes, resulting in high-quality resources. The increased teacher performance is reflected explicitly in their professionalism. Professionalism indicators include teachers' responsibility, confidence, discipline, and modernity. Teachers expect supervision to enhance their potential and change their perception of supervision from intimidating to helpful.

As mentioned by Marmin et al. (2020), the function of supervision is to assist schools in achieving their goals of having high-quality and quantity of graduates. It also helps education staff work while upholding professional values per the school and community's situation and condition. The benefits for teachers are the positive outcomes of successful academic supervision. Based on the researcher's interviews, observations, and documentation, teachers realize their responsibilities as educators. This awareness is evident in every teacher's lesson plan creation, which is mandatory. Karnati (2019) suggests that lesson plans should be made in advance as a management function to

achieve effective and efficient teaching. Teachers comply with the school principal's regulations to complete all components of the teaching materials. Another manifestation of responsible teachers is their increased agility and creativity. Creativity is shown by utilizing the school's limited facilities to create an attractive learning environment for students.

Furthermore, enhancing teachers' confidence becomes apparent when the teaching process proceeds smoothly. Confidence can be observed in how teachers conduct their classes – with promptness, firmness, and authority. They no longer exhibit nervousness while teaching, their voices are clear, and their body language is organized. They create a conducive classroom atmosphere by actively moving around students' desks to assess their work showing enthusiasm in solving students' problems in class. Their teaching becomes more effective and systematic. The increased teacher confidence ultimately leads to improved student achievements. This outstanding performance results from teachers' hard work and their persistent and resilient attitude. In line with Fendi et al. (2021), performance results from a teacher's experience, skill, dedication, and time management in carrying out assigned tasks.

Improvement in teacher discipline is evident through their adherence to and implementation of school regulations. They arrive on time, guide and organize students before entering the classroom, always remember to take attendance, request permission if they cannot attend school or school activities, and consistently participate in meetings and other formal activities. The increased competence is evidence of the principal's success in fulfilling their role as a supervisor. Along with increased competence, teacher performance becomes more systematic and organized. Next, it is about teachers staying up-to-date, or modern teachers. Modern teachers pay attention to the current developments to synchronize their teaching with the ongoing era. They consistently implement IT-based teaching methods to equip students for the future. The modern teacher's IT skills are unquestionable. They automatically update their teaching methods, models, and learning media to meet students' needs and desires, making learning more engaging and less monotonous. The direct improvement in the quality of teachers can lead to an improvement in the quality of education (Kotirde & Yunos, 2015).

Teachers expect supervision to be a means of self-reflection to enhance their work skills. Teachers take the initiative to seek guidance from the principal regarding the subjects they will teach. For teachers, supervision is no longer a cause for fear but rather motivation and encouragement for their performance. Valuable experiences are gained through supervision about how to become a good and proper educator. There is a strong desire for continuous supervision to seek help in teaching and an increased willingness to accept criticism. Teachers are never satisfied with what they offer students without input and peer criticism. Small meetings or study groups are held to identify these shortcomings. During these meetings, each teacher provides input regarding suitable teaching methods for students. The principal creates a warm and intimate atmosphere during the supervision process. It has a positive impact, leading to a closer, harmonious relationship between the principal and teachers, much like a family. This close-knit relationship is between the principal and teachers and among the teachers themselves.

According to Lorensius et al. (2022), the purpose of supervision is to coordinate, stimulate, and direct the development of teachers; coordinate all efforts in the school, strengthen school leadership, expand teachers' experiences, encourage creative initiatives, provide continuous evaluation and facilities, analyze the learning and teaching situation, provide knowledge and skills to teachers and staff, integrate educational objectives, and provide support to enhance teacher capabilities. The implications that have been beneficial to teachers demonstrate the importance of academic supervision. Academic supervision is essential and must be conducted to advance the skills of educators. With supervision, the positive aspects experienced by the teachers above may have occurred in their work. It is because individuals find it challenging to criticize and correct their shortcomings. Therefore, with a supervisor's assistance to observe teachers' weaknesses in their teaching, positive benefits can be obtained. In addition to achieving professional teacher

performance, there will also be high-achieving students who become the community's preferred choice, thus creating a top-tier school.

Factors Inhibiting and Efforts to Overcome Academic Supervision Barriers by School Principals in Remote and Outermost Areas

Academic supervision is an essential process for enhancing the professionalism of teachers. However, like many aspects of education, various obstacles can arise while implementing academic supervision. The principal's efforts to respond to the obstacles teachers face during academic supervision are vital to ensuring that the supervision runs smoothly and provides real benefits. Through the academic supervision process, teachers' lesson preparation and delivery abilities are evaluated, and feedback is provided as a follow-up for improvement. It ensures continuous improvement of teachers' competence (Lian et al., 2020). The principal should be a good listener. As a supervisor, the principal should allow teachers to express their feelings, discomfort, or issues they face during supervision. It helps the principal understand the obstacles faced by teachers. The principal can provide emotional support to the teachers, including motivation, understanding any anxiety or discomfort the teachers might be experiencing, and moral support.

The obstacles experienced by the principal in conducting academic supervision will vary, depending on the school's situation and conditions. In the two cases examined in this research, where the schools are located in remote and challenging areas, the obstacles experienced by the principal are diverse. Based on the findings from both cases, it is known that the obstacles are internal to the principal, related to the supervised teachers, and the limitations of facilities and infrastructure. Obstacles for the principal include limited time and energy due to numerous mandatory external activities the principal must attend. Suppose these activities are in different districts or provinces. In that case, they can consume a significant amount of time, potentially taking up to a week, mainly due to limited sea transportation and challenging weather conditions in the island areas.

The efforts made by the principal to overcome these challenges involve delegating tasks to the vice-principal and trained teachers who can effectively conduct academic supervision and provide constructive feedback to the supervised teachers. Consequently, the academic supervision process can proceed as planned, and this becomes the follow-up action after the principal returns to school to receive reports from the supervising teachers. Another challenge the principal faces during academic supervision is the perception among some teachers that supervision is an opportunity to find faults and criticize them. This attitude of non-cooperation from teachers can hinder the successful execution of supervision and make it less effective. To address this, the principal conducts meetings with the teachers to understand their perspective, and after careful listening, the principal clarifies the goals of academic supervision, which is to help teachers improve rather than criticize them. The principal may also share successful examples of academic supervision to change the skeptical views of teachers into more optimistic ones regarding the joint goal of advancing education and enhancing quality through the supervision process. The supervisory activities aim to stimulate, coordinate, and guide the development of teachers, both individually and collectively, to ensure that the teaching and learning processes run optimally to achieve the intended learning outcomes (Zoulikha, 2014).

Another obstacle relates to infrastructure support, such as power outages and internet signal disruptions, which frequently occur due to the limited power generation capacity of the local power company. As a result, at certain times and suddenly, there may be power outages that affect internet connectivity. These issues can significantly disrupt school activities, particularly during the implementation of supervision. The principal's efforts to address these challenges include scheduling supervisory activities when power outages and internet signal disruptions are less likely to occur. Additionally, the principal prepares alternative power sources, such as electric generators, and collaborates with teachers to find alternatives and solutions to ensure that teaching and learning processes can continue despite these challenges. Academic supervision can be optimally conducted

with proper planning, creativity, and collaboration between the principal and teachers, enhancing teachers' professionalism.

CONCLUSION

Implementing an academic supervision program in two schools involved a pre-supervision meeting to review teaching materials and provide initial support. The school principal supervised the process using supervision instruments, and a post-supervision meeting was held to discuss teachers' feelings and achievements. The program improved teachers' skills, teaching materials, creativity, self-confidence, collaboration, responsibility, and a harmonious relationship between teachers and the principal. However, challenges such as geographical conditions, limited time, power outages, and skepticism among teachers were encountered. The principal overcame these obstacles by sharing responsibilities, scheduling supervisory activities, employing a persuasive approach, explaining the goals and benefits of supervision, and providing examples of successful outcomes.

BIBLIOGRAPHY

- Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The principal's role as education supervisor in improving teacher professionalism. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 144-155. <https://doi.org/10.31538/ndh.v7i1.2075>
- April, D., & Bouchamma, Y. (2015). Teacher supervision practices and principals' characteristics. *Alberta Journal of Educational Research*, 61(3), 329-346. <https://doi.org/10.11575/ajer.v61i3.56104>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13(4), 544-559.
- Fendi, H., Hanafi, I., Monia, F. A., Taufiq, M. A., & Putri, R. E. (2021, February). Online-based academic supervision during the covid-19 Pandemic. In *Journal of Physics: Conference Series* (Vol. 1779, No. 1, p. 012027). IOP Publishing. <https://doi.org/10.1088/1742-6596/1779/1/012027>
- Guerin, C., Kerr, H., & Green, I. (2015). Supervision pedagogies: narratives from the field. *Teaching in Higher Education*, 20(1), 107-118. <https://doi.org/10.1080/13562517.2014.957271>
- Karnati, N. (2019). Academic supervision to improve the competence of elementary school teachers. *Australasian Journal of Educational Technology*, 35(1), 36-46.
- Kotirde, I. Y., & Yunos, J. B. M. (2015). The processes of supervisions in secondary schools educational system in Nigeria. *Procedia - Social and Behavioral Sciences*, 204, 259-264. <https://doi.org/10.1016/j.sbspro.2015.08.149>
- Kusuma Wardani, R., Santosa, H., & Rahmawati, D. (2021a). The role of academic supervision and communication on teacher performance. *Journal of Educational Research and Evaluation*, 5(2), 302-310. <https://ejournal.undiksha.ac.id/index.php/JERE>
- Lian, B., Wardiah, D., Negeri, S., & Rimau, P. (2020). Effect of academic supervision of school heads and school culture on quality teaching teachers. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 67-77. <http://ijpsat.ijsht-journals.org>
- Lorensius, L., Anggal, N., & Lugan, S. (2022a). Academic supervision in the improvement of teachers' professional competencies: effective practices on the emergence. *EduLine: Journal of Education and Learning Innovation*, 2(2), 99-107. <https://doi.org/10.35877/454ri.eduline805>
- Marmin, M., Koderi, K., Muin, J. A., & Syafe'i, I. (2020). The effectiveness of supervision program at madrasah aliyah in Pesawaran regency. *Educational Management*, 9(2), 248-257. etrieved from <https://journal.unnes.ac.id/sju/index.php/eduman/article/view/39958>
- Martono, S., & Prihatin, T. (2021). The effect of academic supervision and principal leadership through performance motivation toward the teacher performance. *Educational Management*,

- 10(2), 210-220. Retrieved from <https://journal.unnes.ac.id/sju/index.php/eduman/article/view/44731>
- Modo, P. S. (2020). Supervisi akademik pengawas sekolah pada sekolah dasar di daerah Terluar, Terdepan dan Tertinggal (3T). *Media Manajemen Pendidikan*, 2(3), 400-408. <http://jurnal.ustjogja.ac.id/index.php/mmp>
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Mulyani, N. (2019). Pengembangan profesionalisme guru pada MTsN 1 Serang melalui peningkatan kompetensi profesional dan pedagogik. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(01), 87-96. <https://doi.org/10.32678/tarbawi.v5i01.1826>
- Munawar, M. (2019). Supervisi akademik: Mengurai problematika profesionalisme guru di sekolah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(1), 135-155. <https://doi.org/10.33650/al-tanzim.v3i1.522>
- Putri, D. C., Burhanuddin, B., & Wiyono, B. B. (2021). Supervisi kepala sekolah dan hubungannya dengan penguasaan kompetensi guru SMK. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 4(1), 17-23. Retrieved from <http://journal2.um.ac.id/index.php/jamp/>
- Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Surani, D., & Mifthahudin, M. (2018). Kompetensi guru dan motivasi mengajar guru berpengaruh terhadap efektivitas pembelajaran di smk negeri 3 kota serang. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 4(02), 149-158. <https://doi.org/10.32678/tarbawi.v4i02.1227>
- Trisnamansyah, R., Hanafiah, S., & Danuwikarsa, H. (2021). management of supervisor academic supervision in improving the pedagogic competence of madrasah ibtidaiyah teachers in Bandung city. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 7(02), 179–198. <https://doi.org/10.32678/tarbawi.v7i02.4755>
- Veloo, A., Komuji, M. M. A., & Khalid, R. (2013). The effects of clinical supervision on the teaching performance of secondary school teachers. *Procedia - Social and Behavioral Sciences*, 93, 35–39. <https://doi.org/10.1016/j.sbspro.2013.09.148>
- Winarno, J., Fitria, H., & Fitriani, Y. (2021). The role of principal academic supervision in improving the professionalism of teachers of state junior high schools. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(2), 478-481. <https://doi.org/10.29210/021074jpgi0005>
- Wiyani, N. A. (2020). Implementation of a character education strategy in the perspective of permendikbud number 23 of 2015 at raudhatul athfal. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6(02), 141-152. <https://doi.org/10.32678/tarbawi.v6i02.2934>
- Yazid, H., Marsidin, S., & Rifma, R. (2021). The principal's supervision to improve teacher professionalism. *Jurnal Manajemen Dan Supervisi Pendidikan*, 5(3), 137–143. <https://doi.org/10.17977/um025v5i32021p137>
- Zoulikha, T.-M. (2014). Supervision of primary school teachers an analytical field study. *Procedia - Social and Behavioral Sciences*, 112, 17–23. <https://doi.org/10.1016/j.sbspro.2014.01.1135>