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Analysis Of Factors Influencing The Effectiveness Of Academic Supervision Implementation In State Elementary School 9 Sungai Rotan, Muara Enim District

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Abstract

This study aims to analyze the factors affecting the effectiveness of academic supervision implementation at SD Negeri 9 Sungai Rotan, Muara Enim Regency. The purpose of this study is to identify and analyze the factors influencing the effectiveness of academic supervision at the school. Data collection techniques used in this study include interviews, observations, and documentation, while the data analysis technique applied is qualitative descriptive analysis. The results of the study indicate that the implementation of academic supervision at SD Negeri 9 Sungai Rotan is running well in terms of administration; however, it still lacks development in technology-based teaching methodologies. Supervision is more focused on improving exam results and administrative matters, with limited attention given to pedagogical competence and the use of technology in teaching. The effectiveness of academic supervision at this school is still limited, as evaluations conducted are more focused on exam results without in-depth assessments of pedagogical competence and the use of technology. Factors influencing the effectiveness of supervision include the competence of the principal, teacher readiness, facilities and infrastructure, and organizational climate. The lack of technology training for teachers and limited facilities and infrastructure hinder the improvement of the effectiveness of academic supervision.

Keywords: ***Academic Supervision, Effectiveness, Principal*****.**

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INTRODUCTION

Education is deliberate effort For increase quality source Power man through the learning process . Therefore that , educators are very important and necessary own required skills For provide environment quality learning high (Rosni , 2021). According to Nur and Fatonah's research (2022), quality teachers tall will produce quality students high . Besides that , Gunawan et al . (2020) found that existence system and practice education quality tall depends on the quality of the teacher.

According to Mertayasa and Indraningsih (2020), educators who work direct with students must own quality strong teaching , skills understanding and ability For carry out not quite enough answer main them . However , the quality of teachers in Indonesia is still left behind compared to developing countries others . According to study Suliani and Abadiah (2021), Indonesia is ranked 10th for quality education and the 14th for teacher quality from 14 developing countries . Meanwhile that , quality Indonesia's education is ranked 72nd out of 78 countries in group lowest according to results Program for International Student Assessment (PISA) survey , which is one of the reference For evaluate quality education in the world (Alifa , 2021).

If the standard education national want to increased , findings This show how pressing him improvement teacher effectiveness . One of the problem main limiting factor access children to education quality high in high- income countries low and medium is teacher quality , as noted by Mammadova (2019).

Therefore that , the institution education need take step proactive For increase quality teacher teaching . Implementation supervision academic by the head school is component important in increase quality teacher teaching . Head school can evaluate and regular give advice to the teachers in effort increase quality teaching they through role they in monitoring academic . Monitoring academics are very important Because head school direct all teachers and staff school . Principal school supervise performance academic in effort increase teacher effectiveness in addition operate operational school (Djuhartono) et al ., 2021).

Failure head school For overcome lack This since early in a way direct related with quality bad teacher teaching . With Thus , the process and environment that support the learning process in a way appropriate is component important from learning designed by teachers (Sarifudin , 2019). Therefore that , the teacher's ability to carry out duties and obligations in a way effective can seen as sign that head school do supervision academic in a way effective and precise (Aprida et al ., 2020). Findings study from Nursidah et al . (2022) and Handhini et al . (2020), which shows that supervision academic impact on quality teacher teaching , strengthening argument this .

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Besides that , Anton's research from 2024 shows that supervision academic own effect positive on motivation teacher , ability teaching , and results learning . Positive effects on student achievement were also observed, such as improved test scores, conceptual understanding, and learning motivation.

Elementary, junior high, and senior high schools have all implemented principal-led academic supervision. SD Negeri 9 Sungai Rotan, Muara Enim Regency, is one such institution. Several phenomena were found in the implementation of academic supervision and learning activities at SD Negeri 9 Sungai Rotan, Muara Enim Regency, during the first observation conducted by researchers between April 4 and 11, 2025. For example, the principal did not conduct direct visits to supervise learning activities. Furthermore, it appeared that the principal evaluated teacher effectiveness only using administrative evidence. This indicates that supervision has not improved the quality of teacher teaching because the principal is not impartial in conducting evaluations. Teachers' capacity to manage learning has not been significantly affected by the implementation of academic supervision by the principal, particularly in terms of conducting assessments based on supervisory tools, classroom visits, and teacher coaching. Teachers will be highly motivated by the implementation of directed principal supervision, which will enable them to work with satisfaction or without coercion, thereby improving the quality of their teaching. The goal is that by improving teaching standards, teachers can improve student learning outcomes, which ultimately will improve the quality of school graduates.

Therefore that , supervision academics are very important for teachers to be able to manage learning as effective as possible maybe , start from planning (materials , learning media , methods , sources) learning , and evaluation) to implementation learning (opening , core activities , and closing) until evaluation results Study students . According to findings observation initial activities carried out by researchers , supervision academics carried out by the head school usually more inspection- oriented , where the supervisor look for mistakes made by teachers without offer guidance , explanation , or repair whatever . When the supervisor capable integrate ability technical and interpersonal, they can give effective supervision . Acceptance self , morals, and beliefs between supervisors and teachers can improved by supervisor like that . According to findings observation early researchers , head school Keep going not enough succeed in apply procedure monitoring academics at their institutions watch .

Besides that , the teachers at SD Negeri 9 Sungai Rotan, Muara Enim Regency , are still difficulty manage learning , especially in matter choosing teaching strategies , motivating students , and prepare room class For support learning . So that the learning process walk success , teachers

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must capable create and maintain environment conducive class . This is Still become challenge in the teaching process . According to findings observation researchers , teachers have not capable manage room class in a way effective , which results in activity less than ideal teaching and learning . This matter Because room class No conducive , which hinders teachers in create the desired teaching and learning process .

A number of research , including study Rasyanti (2024), who evaluated implementation supervision head school in effort increase teacher performance , has research activity supervision academics carried out by the head school . Research by Kohar et al . (2024) studied facilitating and inhibiting elements use supervision academic head Schools . The application of principal supervision in improving teacher performance was also examined in Angraini's (2024) research. However, no research has explicitly examined the elements that contribute to the effectiveness of principal academic supervision.

Supervision academic covers supporting and inhibiting characteristics , according to various research . Studies this also shows that teacher performance can improved through supervision academic activities that are implemented with good . However so , not yet There is research that is special research elements that influence effectiveness supervision academic and, consequently , improve teacher performance . Based on gap research that has been mentioned above , researchers believe that is very important For research elements that can influence how much Good head school apply supervision academic , including internal elements such as competencies and elements external like infrastructure and support from outside .

RESEARCH METHOD

A descriptive qualitative approach was used in this study. The purpose of this study was to describe and provide an overview of the variables that influence the successful implementation of academic supervision at SD Negeri 9 Sungai Rotan, Muara Enim Regency, and to collect relevant data and information. The subjects in this study were the actors directly involved and able to provide accurate information related to the principal's academic supervision activities, namely the supervisor, principal, teachers, and students of SD Negeri 9 Sungai Rotan.

The data collection techniques used in this study were interviews, observation, and documentation. The data analysis techniques used in this study, namely data reduction, data display, and conclusion drawing, are examples of data analysis approaches. Through data reduction, display, and verification procedures, the collected data were processed using domain analysis to produce a broad and comprehensive picture of the research object (Miles and

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Huberman, 2013).

RESULTS AND DISCUSSION

Implementation Supervision Academics at Sungai Rotan 9 Public Elementary School , Muara Enim Regency

Based on results observation and interviews with head schools , supervisors , and teachers, planning supervision academics at SD Negeri 9 Sungai Rotan tend to limited to administration and scheduling activities . Head school , in the interview , explaining that planning supervision done every beginning year teachings with focus on setting timetable activities and inspections teacher administration . However, there is no emphasis on technology integration in supervision planning. As reported by principals, supervisors, and teachers, the use of technology in academic supervision has not been considered a priority in annual school planning. Researchers noted that existing planning focuses more on administrative aspects and conventional activities, such as classroom observations and student test evaluations.

Academic supervision planning tends to be limited and under-involves the development of technology in the learning process. In today's digital age, technology integration should be part of a school's strategic planning to support more effective and interactive learning. Lack of attention to technology-based planning can lead to delays in adapting to educational developments that increasingly favor the use of digital media and online learning platforms.

Academic supervision at SD Negeri 9 Sungai Rotan focuses more on administrative aspects and monitoring learning implementation. The principal and supervisors prioritize oversight of learning planning and teacher administration, such as the preparation of lesson plans (RPP) and learning outcome reports. The use of technology in supervision is limited to the use of projectors and laptops for presentations, but there is no focus on developing teacher skills in using interactive media or online learning platforms. Observations indicate that the use of technology in the classroom is still very simple and more one-way (the teacher delivers the material, students listen and take notes), with no effort to optimize student interaction through technology.

The implementation of academic supervision at this school tends to follow a traditional approach that focuses on administrative oversight and assessment of student learning outcomes. Although technology is readily available at the school, its use in learning and supervision is very limited. This indicates a gap between the availability of technological devices and their optimal use in learning activities. While technology can significantly contribute to increasing student interactivity and collaboration, its implementation in academic supervision at SD Negeri 9 Sungai

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Rotan remains suboptimal.

Academic supervision evaluation at SD Negeri 9 Sungai Rotan focused on student achievement and exam results, but there was no specific evaluation related to the use of technology in learning. Interviews with the principal and supervisor stated that the evaluation focused on the administrative processes carried out by teachers and student learning outcomes. The evaluation did not address how technology could be further integrated into learning. The evaluation generally involved providing teachers with feedback on lesson planning and administrative procedures, but technology use was not a primary topic . Supervisory evaluations tended to be limited and focused on administrative aspects, while the use of technology in learning and supervision was not systematically evaluated. This could lead to the neglect of the potential for developing technological competency among teachers.

Follow-up to academic supervision at SD Negeri 9 Sungai Rotan focused more on administrative improvements and enhancing the quality of traditional teaching. Based on observations and interviews, there was no follow-up specifically emphasizing developing teacher competency in using learning technology. The principal and supervisor provided feedback on teacher administration and teaching methods, but technology use was not a primary focus. Researchers also noted that there was no training or workshops for teachers on the use of technology in learning, which is a crucial step in improving the quality of academic supervision. A more technology-based follow-up would be very useful for optimizing the use of existing devices and improving the quality of the learning process, making it more relevant to current developments.

The implementation of academic supervision at Sungai Rotan 9 Public Elementary School, Muara Enim Regency, still relies heavily on administrative processes and traditional teaching approaches. Although technology is readily available, its use in academic supervision is very limited. Planning, implementation, evaluation, and follow-up of supervision focus more on administration and conventional methods, while the use of technology is not a primary focus. To improve the effectiveness of academic supervision, greater attention is needed to integrate technology into the supervision and learning process, as well as to develop technological competency among teachers.

Thus, it can be concluded that the analysis of the findings of the implementation of academic supervision at SD Negeri 9 Sungai Rotan, Muara Enim Regency, among others, are: 1) Supervision planning is administrative in nature. Focused on scheduling and checking teacher administration, without including technology integration as part of the supervision plan; 2)

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Teachers' technological competence is not prioritized in planning. There is no specific program related to improving teachers' abilities in using digital media or learning platforms; 3) Supervision implementation is still traditional. Supervision focuses on the completeness of lesson plans, journals, and other administration, with very minimal use of technology; 4) Learning technology has not been optimally utilized. Devices such as projectors are only used for one-way material delivery, without digital-based interaction; 5) Evaluation focuses on administration and student learning outcomes. There is no evaluation related to the use of technology or digital-based learning innovations; 6) Supervision follow-up is administrative in nature. Improvements are directed at perfecting documents and traditional teaching methods, without training or technological assistance; 7) Technology integration has not been part of supervision. At all stages of planning, implementation, evaluation, and follow-up, technology utilization has not been considered a priority.

The Effectiveness of Academic Supervision Implementation at SD Negeri 9 Sungai Rotan, Muara Enim Regency

Based on data obtained from interviews with the principal, supervisor, and teachers, as well as observations, the researcher was able to analyze the effectiveness of academic supervision implementation at SD Negeri 9 Sungai Rotan, Muara Enim Regency. This analysis is based on four main factors that influence the effectiveness of academic supervision, namely academic supervision planning, academic supervision implementation, academic supervision evaluation, and academic supervision follow-up.

First, academic supervision planning at SD Negeri 9 Sungai Rotan still focuses on administrative aspects and pays little attention to developing teachers' pedagogical competencies, particularly regarding the use of technology in learning. Supervision planning is largely oriented toward preparing learning administration and improving student exam results, without involving a more in-depth discussion of developing teachers' pedagogical competencies, such as the use of technology to improve learning quality. This is in stark contrast to current developments that demand the use of technology in increasingly advanced learning processes.

The researchers' observations also support these findings, indicating that most supervision planning still focuses on overseeing administrative processes and lesson planning, without significant attention to the use of technology as a learning aid. Overall, academic supervision planning at SD Negeri 9 Sungai Rotan has not fully accommodated technological developments in education, which should be a crucial part of planning to ensure better learning quality.

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Second, the implementation of academic supervision at SD Negeri 9 Sungai Rotan tends to emphasize the administrative aspects of learning and improving student test scores, with little attention paid to developing technology-based teaching methods. While there are efforts to incorporate technology into learning, these are often limited to the use of projectors for presentations and computers for accessing materials, without maximizing the use of interactive teaching or project-based learning.

Teachers at Sungai Rotan 9 Public Elementary School have also begun using technology, but this is largely limited to material presentations and there has been little development toward more modern technology-based teaching. He added that many teachers struggle with limited technological resources and unstable internet connections, which hinder their optimal use of technology in learning.

Researchers' observations indicate that although some teachers have begun using technology media such as PowerPoint and instructional videos, the application of technology in learning is inconsistent, often serving only as a visual aid limited to delivering material. Therefore, despite efforts to implement supervision, the application of technology in teaching remains very limited and suboptimal.

Third, evaluations of academic supervision implementation at SD Negeri 9 Sungai Rotan largely focused on improving student test scores and improving instructional administration, with little attention paid to developing pedagogical competence. Evaluations tended to focus on student academic achievement and improving instructional administration, with little evaluation of teachers' technological competence in teaching.

This aligns with researchers' observations that after supervision, feedback given to teachers focused more on administrative improvements and improving exam results, without any discussion or evaluation of how teachers can utilize technology to improve the quality of their teaching. These evaluations failed to address the core issues of technology-based teaching, which are increasingly crucial to today's educational development.

Fourth, follow-up to the results of academic supervision at SD Negeri 9 Sungai Rotan has not shown optimal results in developing teacher competency, particularly in terms of the use of technology in teaching. After supervision, the feedback provided focused more on improving administration and improving the quality of lesson plan preparation, without any clear follow-up regarding the development of technological competency or further training to improve teachers' ability to use technology in learning. Although there was follow-up related to administration, no specific attention was given to the use of learning technology, so teachers felt unmotivated to

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innovate in technology-based teaching.

Researchers' observations indicate that follow-up to the supervision conducted primarily focused on improving learning administration and enhancing teaching materials, without any provision or training focused on the use of technology in learning. This indicates that follow-up to academic supervision results has not been optimal in improving the quality of technology-based teaching.

Based on interviews and observations, it can be concluded that the effectiveness of academic supervision at SD Negeri 9 Sungai Rotan remains very limited, particularly in the utilization of learning technology. Despite efforts by the principal and supervisors to implement supervision, the focus remains largely on administrative aspects of learning and improving exam results, with little attention paid to developing teachers' technological competencies.

Thus, it can be stated that the analysis of the effectiveness of the implementation of academic supervision at SD Negeri 9 Sungai Rotan, Muara Enim Regency based on guest data includes: 1) Supervision planning is still administrative. Planning focuses more on schedules and administrative checks, not yet touching on the need for teacher competency development, especially related to learning technology; 2) Supervision implementation emphasizes administrative completeness. Supervision in the classroom is still oriented towards checking teaching materials. The use of learning technology by teachers is still minimal due to limited facilities and has not received encouragement from supervision; 3) Supervision evaluation has not measured teacher technological competence. The feedback provided by the principal is only related to administration and learning outcomes, has not touched on teacher abilities in innovation and use of digital media; 4) Follow-up does not lead to strengthening teacher ICT skills. The requested improvements are limited to administrative revisions, without training or technological assistance, so that teacher professionalism in ICT does not develop.

Factors Influencing the Effectiveness of Academic Supervision Implementation at SD Negeri 9 Sungai Rotan, Muara Enim Regency

The principal's competence at SD Negeri 9 Sungai Rotan significantly influences the effectiveness of academic supervision, which is largely manual and administrative. Interviews with the principal, supervisor, and direct observations revealed that the principal plays a significant role in managing and facilitating supervision at the school. The principal is highly active in monitoring learning administration, such as reviewing lesson plans (RPP), learning activity reports, and exam evaluation results. However, most supervision focuses more on administrative aspects

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than on developing teaching methodologies, particularly the use of technology in the learning process.

Interviews with the principal revealed that he felt more comfortable with an administration-based supervision approach. While acknowledging the importance of technology, the principal felt limited in terms of facilities and competency in utilizing educational technology to improve teaching quality. This leads to the conclusion that the principal has not fully recognized the potential of educational technology to improve academic supervision and make teaching more effective. In this administration-based supervision process, the principal routinely checks the completeness of lesson planning documents and exam reports, but further supervision regarding the use of methods and technology in learning is very limited.

Observations show that principals' supervision remains focused on administrative audits, such as lesson planning and evaluation of learning outcomes, conducted through written reports and document collection. There are no systematic efforts to develop teachers' pedagogical competencies, let alone utilize technology-based learning media. This results in teachers working largely independently without guidance in developing more innovative teaching methods. Therefore, even though principals conduct regular supervision, the quality of pedagogical development-based supervision remains very limited.

To improve principals' competency in academic supervision, training in technology-based teaching management and more innovative pedagogical approaches is urgently needed. This will enable principals to focus more on developing teacher competency in the use of technology and more creative learning methods, ensuring supervision is not solely focused on administration but also on improving the quality of teaching.

Teacher readiness to accept academic supervision is also a determining factor in its effectiveness. Interviews with classroom teachers revealed that teachers at SD Negeri 9 Sungai Rotan varied in their readiness to participate in academic supervision. Most teachers were familiar with the manual, administration-based supervision approach and felt comfortable with it. They were accustomed to completing necessary documents, such as lesson plans (RPP), activity reports, and learning outcome assessments, and felt secure with these traditional methods.

However, some teachers, especially younger ones, feel they need more intensive guidance in developing pedagogical competencies and using technology in learning. These teachers feel under-empowered in terms of learning innovation, as current supervision has prioritized administrative aspects over developing more creative, technology-based learning methods.

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Results Interviews with several teachers revealed that they felt limited in their competency in using technology in teaching. Although some teachers owned personal laptops and projectors, they felt inadequate in using digital learning platforms or interactive quiz applications that could increase student engagement. Some teachers admitted that they only used these devices for presentations and felt they lacked guidance on how to utilize technology in more innovative ways.

Observations revealed that teachers at Sungai Rotan 9 Public Elementary School generally employ traditional teaching methods. Although some teachers have attempted to adopt technology-based learning methods, they often struggle to utilize more interactive learning tools and applications. This stems from a perceived lack of direct guidance in technology use, both in terms of tool use techniques and in designing technology-based learning. Several teachers admitted to feeling limited in their teaching creativity due to a lack of training on how to use technology to support the learning process.

To improve teachers' readiness to receive academic supervision, more intensive training is needed, including the use of educational technology, project-based learning methods, and mentoring in the use of interactive learning applications. Furthermore, it is important to provide opportunities for teachers to participate in discussion forums on learning innovations so they feel encouraged to develop more creative teaching methods.

The facilities and infrastructure at Sungai Rotan 9 Public Elementary School are a key factor influencing the effectiveness of academic supervision. Interviews with the principal and teachers revealed that the school does have basic technology devices such as laptops, projectors, and several computers for learning. However, the use of these devices remains limited and uneven across all classes. Furthermore, unstable internet access is a major issue that often hinders the use of online learning platforms or technology-based learning applications.

Observations have shown that when using technological devices such as projectors or laptops, teachers often encounter technical challenges, such as equipment failure or difficulty operating them. Furthermore, some teachers also complained about limited equipment, which prevents them from maximizing their use of technology in their lessons. This hinders teachers from developing more interactive, technology-based learning.

To address the issue of limited facilities and infrastructure, technological improvements are needed, such as increasing the number of computers, providing more stable internet connections, and providing a wider variety of learning tools. This will support the development of technology-based learning, which can ultimately accelerate the implementation of more effective academic supervision.

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The organizational climate at SD Negeri 9 Sungai Rotan is quite supportive of the implementation of manual academic supervision. Interviews with the principal, teachers, and supervisors revealed a strong sense of collaboration between the principal, teachers, and supervisors in implementing supervision. The principal and supervisor meet regularly to discuss administrative matters and conduct learning evaluations based on written reports.

However, there is no formal forum that encourages collaboration among teachers on learning innovations or the use of technology in teaching. Teachers often collaborate informally with their peers, but there is no structure that leads to directed discussions on developing pedagogical competencies or using technology-based learning media.

Based on the results of an in-depth analysis of the factors that influence the effectiveness of the implementation of academic supervision at SD Negeri 9 Sungai Rotan, it can be concluded that although there are several positive efforts made by the principal and teachers, the effectiveness of supervision is still limited because: 1) Principal competency still prioritizes administrative aspects over technology-based pedagogical development; 2) Teacher readiness varies in following manual academic supervision, with some teachers feeling limited in developing teaching methods; 3) Limited facilities and infrastructure, especially in terms of technological devices and internet access, which hinders the use of technology-based learning tools; 4) A supportive organizational climate, but still does not facilitate collaboration between teachers in developing innovative learning methods.

To improve the effectiveness of academic supervision at SD Negeri 9 Sungai Rotan, it is necessary to improve the principal's competence in technology-based supervision, provide intensive training for teachers in the use of educational technology, and improve facilities and infrastructure that better support technology-based learning **.**

Based on results analysis above , amak can found that 1) Supervision Still nature administrative . Head school Not yet control technology so that coaching pedagogical and innovation learning No running optimally; 2) Teacher readiness varies . The majority comfortable with supervision documents , while young teachers Still need guidance pedagogical and technological . Mastery application learning Still low ; 3) Facilities technology available However limited and not always functioning good . Internet often No stable so that learning and supervision based technology not optimal; 4) Coordination administrative walking , but Not yet There is culture collaboration or innovation forums . Teachers work independently without intensive guidance.

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CONCLUSION

Based on the research results and discussions presented above, the researcher can draw the following conclusions.

1. Academic supervision at SD Negeri 9 Sungai Rotan has been well-implemented in administrative aspects, but it lacks in the development of technology-based learning methodologies. Supervision focuses more on improving exam results and administration, with little attention to pedagogical and technological competencies.
2. The effectiveness of academic supervision at this school remains limited, as it does not fully encompass the development of teachers' technology skills. Evaluations focus primarily on exam results, without in-depth assessment of pedagogical competence and the use of technology in learning.
3. Factors Influencing the Effectiveness of Academic Supervision Implementation at SD Negeri 9 Sungai Rotan include principal competence, teacher preparedness, facilities and infrastructure, and organizational climate. Despite administrative support, the lack of technology training for teachers and limited facilities and infrastructure impact the quality of effective supervision.

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