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Performance-Based Academic Supervision Management In Improving The Professional Competence Of Junior High School Teachers

Alvina Putri Sukmana
Master's Program in Educational Administration, Graduate School, Universitas Islam Nusantara
Waska Warta
Master's Program in Educational Administration, Graduate School, Universitas Islam Nusantara

Corresponding Author: alvinasukmana@gmail.com

Abstract

Academic supervision in schools often remains administratively oriented and is not yet fully used as a basis for teacher development. This study analyzes performance-based academic supervision management through the Plan, Do, Check, and Act (PDCA) stages in improving teachers' professional competence at SMP Negeri 1 and SMP Negeri 2 Warungkondang, Cianjur Regency, and compares its implementation in both schools. A qualitative approach with a multiple case study design was employed. Data were collected through semi-structured interviews, non-participant observation, and documentation involving school supervisors, principals, vice principals for curriculum, and teachers, and were analyzed using the Miles, Huberman, and Saldaña model. The results show that both schools ran the PDCA cycle through performance indicator-based planning, observation and feedback, evaluation of supervision results, and follow-up in the form of coaching, mentoring, and program refinement. Implementation differed: SMPN 1 emphasized individual needs mapping and mentoring, whereas SMPN 2 combined school programs with group coaching and peer discussion. The supervision scores of four teachers rose by 6-12 points between initial and follow-up supervision, mainly in material development and the use of learning resources. However, the formulation of specific improvement targets and the documentation of follow-up monitoring still need strengthening. The PDCA cycle helps link evaluation results to follow-up actions, enabling academic supervision to function as a continuous process of developing teachers' professional competence.

Keywords: academic supervision management, performance-based, teacher professional competence, PDCA.

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INTRODUCTION

Formal education in Indonesia still faces demands to improve the quality of learning so that it can produce graduates whose competencies keep pace with the times. As one of the main components of the educational process, teachers play a strategic role in determining that quality, which is why *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen* (Law No. 14 of 2005 on Teachers and Lecturers) positions teachers as professional educators. Teacher professionalism is determined not only by individual ability but also by school management support in the form of guidance, professional development, and academic supervision (Prastania & Sanoto, 2021; Riyandanita et al., 2020). In facing curricular dynamics, students' needs, and the demand to use technology in learning, academic supervision has become an important instrument for helping teachers improve and develop their teaching practice.

Academic supervision is essentially part of a school's effort to help teachers develop their professional abilities through a planned and continuous process of guidance (Glickman et al., 2018; Mulyasa, 2022). Academic supervision therefore needs to be positioned as a guidance process oriented toward improving teacher performance, not merely as an assessment activity. Arikunto (2004) explains that supervision should be carried out systematically so that its results can be used to help teachers improve the learning process; hence, supervision results need to be analyzed and used as the basis for determining forms of guidance that match teachers' needs. Undang-Undang Nomor 14 Tahun 2005 establishes professional competence as one of the four teacher competencies, alongside pedagogical, personal, and social competence, while *Permendiknas Nomor 16 Tahun 2007* (Regulation of the Minister of National Education No. 16 of 2007) affirms that these four competencies are integrated in teacher performance. In this study, performance-based academic supervision is understood as supervision that uses teacher performance indicators as the reference for planning, implementing, evaluating, and following up on supervision. Teachers' professional competence, in turn, is viewed in terms of their ability to prepare instructional documents, master and develop subject matter, use teaching methods and media, manage the classroom, and reflect on their teaching.

Managing supervision in this way requires a management mechanism that integrates planning, implementation, evaluation, and follow-up. Deming (1986) offers such a mechanism through the *Plan*, *Do*, *Check*, *Act* (PDCA) cycle, which rests on the principle of continuous improvement, that is, a cycle that allows evaluation results to be used to determine corrective actions and to serve as input for planning in the next cycle. In academic supervision, *Plan* covers

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the planning of programs, objectives, performance indicators, and schedules; *Do* covers carrying out supervision, classroom observation, feedback, and guidance; *Check* covers evaluating supervision results and teachers' performance attainment; and *Act* covers follow-up through guidance, mentoring, training, coaching, and refinement of the supervision program.

The need for such integrated supervision management is relevant to the situation at SMP Negeri 1 Warungkondang and SMP Negeri 2 Warungkondang, Cianjur Regency. Based on preliminary observation, academic supervision in both schools still faced challenges in the form of an administrative orientation, principals' limited time, guidance and coaching that were not yet optimal, and evaluation results that were not yet fully used as the basis for follow-up in teachers' professional development. This condition indicates that supervision had not fully moved from checking instructional documents and observing lessons toward evaluation and continuous corrective action, even though Mulyasa (2022) emphasizes that academic supervision should be directed at guiding and developing teachers' abilities so that its results bring tangible benefits to the quality of learning. Similar constraints have been reported in other studies. The systematic review by Aprilianty et al. (2025) found that the implementation of academic supervision was hindered by time, workload, and limited understanding, while Najwa (2026) identified limited time and teacher workload as factors impeding academic supervision at SMAN 5 Mataram. This issue merits study because supervision that merely satisfies administrative requirements leaves no room for teachers to reflect on and continuously develop their teaching practice, while demands for better learning quality and the use of technology keep growing.

A number of studies show that academic supervision contributes to improving teacher professionalism and competence. Through an *ex-post facto* study of kindergarten teachers, Isriyati et al. (2024) found that principals' academic supervision affects teacher professionalism both directly and through teaching motivation, indicating that supervision concerns not only oversight but also the development of teachers' abilities and professional motivation. Nurhadi et al. (2023) likewise found that principals' academic supervision in junior high schools in remote areas can improve teachers' pedagogical competence, personality, social attitudes, and professionalism, while Aisyah (2024) reported that principals' academic supervision can improve teacher competence at SMA Negeri 5 Palembang. The systematic review by Pardi (2025) also concluded that academic supervision and school culture have a positive effect on teachers' teaching quality. Nevertheless, these findings are not always uniform. Harwisaputra et al. (2024), in contrast, found that academic supervision had no significant effect on teachers' professional

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competence at SMAN 2 Ponorogo. Another group of studies focuses more on supervision approaches and processes. Nawas (2023) showed that coaching-based supervision can improve elementary school teachers' performance in implementing differentiated instruction. More broadly, the meta-analysis by Kraft et al. (2018) of 60 studies with causal designs found that teacher coaching has a positive effect on instructional practice and student achievement, while Lara et al. (2025) emphasized the importance of evaluative and continuous supervision through planned oversight, feedback, and professional development. Istikomah et al. (2025) showed that teacher competence can be improved through a sequence of collaborative planning, classroom observation, reflective discussion, evaluation, and follow-up in the form of awards and competence development programs through training. Sari et al. (2024) also described academic supervision in elementary schools through the stages of planning, implementation, evaluation, and follow-up in the form of training and workshops. Overall, these findings indicate that the effectiveness of academic supervision is related to the regularity of the process, the quality of feedback, guidance, and the continuity of follow-up.

However, these studies tend to examine the effectiveness of supervision, coaching approaches, or supervision stages separately. Although some studies have described the stages from planning to follow-up (Istikomah et al., 2025; Sari et al., 2024), they have rarely examined how all supervision stages are managed as a single cycle, that is, how evaluation results are translated into follow-up and in turn become the basis for planning in the next cycle. In addition, several of the studies discussed were set in kindergartens and elementary schools (Isriyati et al., 2024; Istikomah et al., 2025; Nawas, 2023). Nurhadi et al. (2023) did examine academic supervision in two junior high schools in remote areas, but their focus was on supervision implementation along with its obstacles and the efforts to overcome them, rather than on the interconnection of supervision stages as a single cycle of continuous improvement. Thus, within the literature discussed, studies that analyze performance-based academic supervision in junior high schools as a PDCA cycle while also comparing its implementation across schools remain limited.

Building on this gap, this study uses the PDCA cycle as the analytical framework for performance-based academic supervision management. Unlike the studies discussed above, this study analyzes academic supervision not as a series of stand-alone activities but as a quality management cycle that links planning, implementation, evaluation, and corrective action. The analysis is conducted comparatively in two public junior high schools so as to reveal variations in

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how schools run the same cycle, and it is complemented by changes in teachers' supervision scores between initial and follow-up supervision as an illustration of the development of teachers' professional competence.

Accordingly, this study aims to analyze performance-based academic supervision management through the *Plan*, *Do*, *Check*, and *Act* stages in improving teachers' professional competence at SMP Negeri 1 Warungkondang and SMP Negeri 2 Warungkondang, Cianjur Regency. Specifically, this study seeks to answer how the planning, implementation, evaluation, and follow-up of performance-based academic supervision were carried out in both schools, and what similarities and differences exist in the application of the cycle between the two schools in supporting the improvement of teachers' professional competence.

RESEARCH METHODOLOGY

This study employed a qualitative approach with a case study method. The qualitative approach was chosen to gain an in-depth understanding of performance-based academic supervision management in improving teachers' professional competence based on actual conditions in the field. This approach enables researchers to understand phenomena from the informants' perspectives within the natural context of the research (Creswell & Creswell, 2023). The case study method was used because the study focused on the implementation of academic supervision management in two educational units, namely SMPN 1 Warungkondang and SMPN 2 Warungkondang, Cianjur Regency. This multiple case study design allows the findings from each case to be synthesized and compared across cases (Yin, 2018). Both schools were examined in depth to obtain a picture of the planning (*Plan*), implementation (*Do*), evaluation (*Check*), and follow-up (*Act*) of academic supervision, including its constraints and improvement efforts.

Research subjects were selected purposively based on the informants' involvement in and knowledge of academic supervision. The informants consisted of school supervisors, principals, vice principals for curriculum, and teachers at SMPN 1 and SMPN 2 Warungkondang. Informants were selected by considering the relevance of the information they held to the research focus. The research data consisted of primary and secondary data. Primary data were obtained through interviews with and observation of informants involved in academic supervision, while secondary data were obtained through documentary study of documents related to academic supervision, such as supervision programs and schedules, supervision instruments, classroom observation results, evaluation reports, and follow-up documents on teacher guidance. These supervision

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documents also contained teachers' supervision scores from initial and follow-up supervision, together with descriptive notes on teachers' progress. In presenting the results, informants were coded KS for principals (*kepala sekolah*), WK for vice principals for curriculum (*wakil kepala sekolah*), and G for teachers (*guru*), while the numbers 1 and 2 denote SMPN 1 and SMPN 2 Warungkondang. Teachers whose supervision scores were analyzed were coded G1-A, G1-B, G2-A, and G2-B according to the supervision documents, separate from the interview informant codes.

Data were collected through semi-structured interviews, non-participant observation, and documentary study. Interviews were conducted using a guide developed with reference to the four PDCA stages. At the *Plan* stage, the data explored included the preparation of the program, objectives, performance indicators, instruments, and the supervision schedule. The *Do* stage covered pre-supervision, classroom observation, feedback, and guidance or coaching. The *Check* stage covered the analysis of supervision results, attainment of performance indicators, identification of teachers' strengths and weaknesses, constraints, and the effectiveness of supervision. The *Act* stage covered follow-up in the form of guidance, mentoring, training, coaching, monitoring, and refinement of the supervision program. Observation was conducted to obtain a direct picture of supervision and teaching, including preliminary observation of supervision activities and feedback sessions as well as an examination of supervision schedules and documents in both schools, while documentation was used to strengthen and verify the interview and observation data.

The research procedure comprised preparation, data collection, data analysis, and conclusion drawing. In the preparation stage, the researchers determined the research focus, developed the instruments, selected the sites and informants, and prepared the research requirements. Data collection was carried out through interviews, observation, and documentary study at both research sites. The data obtained were then grouped according to the *Plan*, *Do*, *Check*, and *Act* stages to obtain a picture of how performance-based academic supervision management was implemented in each school. Subsequently, the data from the two sites were compared to identify similarities, differences, and characteristics of academic supervision implementation in each school.

Data were analyzed using the qualitative analysis model of Miles, Huberman, and Saldaña (2020), which comprises data condensation, data display, and conclusion drawing and verification. Data condensation was carried out by selecting, focusing, simplifying, and grouping

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data relevant to the research focus. The data were then displayed in the form of narrative descriptions, interview excerpts, and tables organized by PDCA stage. Teachers' supervision scores from initial and follow-up supervision were presented descriptively as score differences to complement the picture of teachers' competence development. Conclusions were drawn gradually and verified throughout the research process to ensure the link between the findings and the research data.

Data trustworthiness was established through source triangulation and technique triangulation. Source triangulation was carried out by comparing information obtained from principals, vice principals for curriculum, and teachers on the same focus. Technique triangulation was carried out by comparing the results of interviews, observation, and documentation. These strategies were used to enhance data credibility and to ensure that the research findings matched the conditions found in the field.

RESULTS AND DISCUSSION

Planning (Plan) of Performance-Based Academic Supervision in Improving Teachers' Professional Competence

The results show that performance-based academic supervision planning at SMPN 1 and SMPN 2 Warungkondang was carried out through the preparation of supervision programs, the setting of objectives and teacher performance indicators, the development of instruments, and the scheduling of supervision. Planning took into account previous evaluation results, teachers' needs, school programs, and the academic calendar. The process involved school supervisors, principals, vice principals for curriculum, and teachers. These findings indicate that the *Plan* stage served as the foundation for subsequent supervision. Setting performance indicators, such as lesson planning and delivery, the use of methods and media, classroom management, assessment, and reflection, helped supervisors observe in a more focused way while also serving as a reference for teachers in improving their performance.

Planning in the two schools had different starting points. At SMPN 1 Warungkondang, planning placed greater emphasis on mapping individual teachers' needs based on previous supervision results, as the principal stated:

“Before drawing up the supervision program, we look at the previous supervision results. From there we can see which teachers still need mentoring, especially in mastering the

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material, developing teaching materials, and using learning media. So the focus of supervision isn't always the same for every teacher." (KS1)

This account was confirmed by G1, who stated that difficulties in the form of insufficiently varied material were then made one of the supervision foci. Meanwhile, at SMPN 2 Warungkondang, planning started from the school program and schedule, and teachers' needs were then explored in depth at the pre-supervision stage:

"We put together the supervision program based on the academic calendar and previous evaluation results. The supervision instrument is prepared to look at administrative readiness and how lessons are carried out. Then we dig into each teacher's needs during pre-supervision." (KS2)

G2 also stated that the supervision schedule was announced at the beginning of the semester and that teaching difficulties were raised in discussions before the observation. This difference shows that SMPN 1 formulated the supervision focus from the planning stage based on individual teachers' needs, whereas SMPN 2 established the program framework first and sharpened teachers' needs during pre-supervision.

These results are consistent with the *Plan* concept in the PDCA cycle proposed by Deming (1986), which holds that improvement must begin with identifying needs, setting objectives and indicators of success, and drawing up a plan. The finding is also in line with Arikunto (2004) and Mulyasa (2022), who position academic supervision as a professional guidance process that needs to be planned systematically and continuously. The presence of clear indicators and instruments shows that supervision was directed not only at fulfilling administrative requirements but also at collecting teacher performance data as the basis for guidance. This is in line with *Permendiknas Nomor 13 Tahun 2007 tentang Standar Kepala Sekolah/Madrasah* (on standards for school/madrasah principals), which sets out principals' supervisory competence, and Permendiknas Nomor 16 Tahun 2007 *tentang Standar Kualifikasi Akademik dan Kompetensi Guru* (on standards for teachers' academic qualifications and competence). The different planning starting points in the two schools also extend the account of Istikomah et al. (2025) of supervision planning that involves teachers, as this study shows that teachers' needs can be mapped from the planning stage, as at SMPN 1, or explored in depth during pre-supervision, as at SMPN 2.

Thus, the *Plan* stage in both schools was carried out systematically, involved teachers, and was oriented toward improving teachers' professional competence, although the planning

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starting points differed. Planning based on needs and performance indicators became the foundation for the implementation, evaluation, and follow-up of supervision within a framework of continuous improvement.

Implementation (Do) of Performance-Based Academic Supervision in Improving Teachers' Professional Competence

The *Do* stage of performance-based academic supervision management at SMPN 1 and SMPN 2 Warungkondang was carried out through pre-supervision, classroom observation, feedback, and guidance and coaching. Implementation followed the program and schedule prepared at the *Plan* stage, so that supervision proceeded as planned and was oriented toward improving teachers' professional competence. Supervision began with communication between the principal or supervisor and the teacher regarding the objectives, schedule, instructional documents, and aspects that would be the focus of supervision. Teachers were also given the opportunity to describe the conditions and constraints they faced in teaching. This stage helped increase teachers' readiness while creating an open and collaborative supervision atmosphere.

Classroom observation was then conducted using the prepared supervision instrument. Supervisors observed various aspects, such as subject-matter mastery, the use of methods and media, classroom management, interaction with students, and assessment. The observation results provided a concrete picture of the strengths and the aspects of teacher performance that still needed improvement. The use of the instrument also helped supervisors observe in a more focused way. After the observation, supervisors gave feedback based on what they had observed. Feedback was delivered dialogically, with appreciation for aspects that were already good alongside suggestions for improvement. Teachers were given the opportunity to express their opinions and explain the constraints they faced. Thus, feedback was not merely a delivery of supervision results but also a means of reflection for teachers in improving their teaching practice. The feedback then became the basis for guidance and coaching. Guidance was tailored to each teacher's needs through direction, discussion of teaching strategies, mentoring in preparing instructional documents, and solving teaching problems. Through coaching, teachers were encouraged to identify problems, reflect, and find solutions that could be applied in their teaching. This shows that teachers were not merely objects of supervision but were actively involved in the process of developing their own competence.

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The interview data reveal different implementation patterns in the two schools. At SMPN 1 Warungkondang, feedback and mentoring were mostly carried out individually. The principal explained:

> "When we do classroom observation, we don't just check whether the lesson documents are complete. We also look at how the teacher explains concepts, develops the material, and answers students' questions. After that, we discuss what we observed directly with the teacher to decide which parts need to be improved." (KS1)

G1 confirmed that after the supervision, the principal invited G1 to discuss the parts of the lesson that were already good and those that needed improvement, including a suggestion to use more examples close to students' lives. At SMPN 2 Warungkondang, individual feedback was combined with discussion and group guidance, with the timing of guidance adjusted to the school agenda:

> "Supervision starts with checking the lesson documents and observing the lesson. After it's done, the teacher gets notes on the supervision results. We also do guidance, but the timing is adjusted to the school agenda and what the teachers need." (WK2)

G2 added that unresolved constraints from the feedback session were usually revisited in guidance activities. Nevertheless, preliminary observation indicated that the implementation of the *Do* stage was not yet fully ideal. In one initial supervision activity at SMPN 1 Warungkondang, the examination of lesson planning documents dominated, while discussion on developing the substance of the material was not yet evident in depth. In one feedback session at SMPN 2 Warungkondang, the supervisor had conveyed the strengths and weaknesses of the teacher's teaching, but the formulation of specific improvement targets and a mechanism for monitoring their results was not yet apparent. This finding shows that the link between observation, feedback, and guidance still needs strengthening, particularly in formulating specific improvement targets.

These findings are consistent with the *Do* concept in the *Plan*, *Do*, *Check*, *Act* (PDCA) cycle proposed by Deming (1986), namely implementing the prepared plan concretely and consistently. The results are also in line with Darling-Hammond et al. (2017), who identify coaching and expert support, as well as opportunities for feedback and reflection, as elements of effective teacher professional development. Hattie and Timperley (2007) also show that the impact of feedback depends on its type and the way it is delivered, so dialogic and specific feedback is important at this stage. In addition, Kraft et al. (2018) found that teacher coaching

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has a positive effect on instructional practice. In the researchers' view, the strength of the *Do* stage in this study lies in the link between observation, feedback, and guidance. Supervision results did not stop as assessment data but were used to determine forms of guidance according to teachers' needs. Communicative and collaborative implementation also made teachers more open to receiving input and making improvements.

Thus, the *Do* stage of performance-based academic supervision management at SMPN 1 and SMPN 2 Warungkondang was carried out through a collaborative process oriented toward professional guidance, although discussion of the substance of the material and the formulation of specific improvement targets still need strengthening. This implementation became the basis for the *Check* stage in evaluating the attainment and effectiveness of academic supervision in improving teachers' professional competence.

Evaluation (Check) of Performance-Based Academic Supervision in Improving Teachers' Professional Competence

The *Check* stage of performance-based academic supervision management at SMPN 1 and SMPN 2 Warungkondang was carried out through analysis of supervision results based on teacher performance indicators; identification of attainments, strengths, weaknesses, and constraints; and assessment of the effectiveness of supervision in improving teachers' professional competence. Evaluation was conducted after supervision to determine whether the planned objectives had been achieved and to provide the basis for deciding on follow-up. The results show that evaluation drew on classroom observation results, supervision notes, and the outcomes of discussions among principals, school supervisors, and teachers. These data were analyzed against the established performance indicators so that the development of teachers' professional competence and the aspects still requiring guidance could be identified. Evaluation served not only to assess but also to identify strengths to be maintained, weaknesses to be addressed, and constraints affecting supervision. Each teacher had different attainments and development needs. Some teachers had met the established performance indicators, while others still needed mentoring in certain aspects, such as the use of teaching methods and media, classroom management, or assessment. In addition, several constraints were found, such as aligning the supervision schedule with school activities, principals' limited time, and differences in teacher readiness. These constraints were addressed through schedule adjustments and continuous guidance as needed.

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Evaluation in both schools started from indicators and supervision notes, but with different emphases. At SMPN 1 Warungkondang, evaluation emphasized the attainment of indicators and the progress of each teacher:

> "We evaluate the supervision results based on the indicators in the instrument. We look at which parts already meet expectations and which parts still need improvement. Those notes are used to decide the next mentoring, not just to give teachers a score." (KS1)

G1 stated that the explanation of the assessment results made G1 aware that subject-matter mastery was already fairly good, but that developing examples and teaching materials still needed improvement. At SMPN 2 Warungkondang, evaluation placed more emphasis on mapping attainments, common constraints, and teachers' guidance needs:

> "We do the evaluation by checking the observation results and supervision notes. From there we can see that teachers' abilities vary. Some are already quite good at delivering the material, but still need mentoring in developing teaching materials and using technology." (KS2)

G2 stated that the supervision results, namely that the material was already appropriate but the variety of learning resources still needed improvement, then became a topic of discussion in teacher guidance activities. The constraints faced by the two schools also differed. SMPN 1 faced limited time to mentor every teacher, while SMPN 2 faced the challenge of aligning the guidance schedule with school activities and teachers' diverse needs. Preliminary observation at SMPN 2 Warungkondang also found a classroom observation whose timing had to be adjusted because it coincided with a school agenda item, so the supervision and the discussion of its results had to be rescheduled.

The development of teacher competence was also reflected in the initial and follow-up supervision scores of the four teachers whose data were analyzed, as presented in Table 1.

Table 1. Changes in Teachers' Supervision Scores between Initial and Follow-Up Supervision

Teacher code	School	Initial score	Follow-up score	Change
G1-A	SMPN 1	68	80	+12
G1-B	SMPN 1	74	83	+9
G2-A	SMPN 2	70	77	+7
G2-B	SMPN 2	72	78	+6

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All four teachers in Table 1 showed score increases of 6-12 points. These figures are read as score differences on the school's supervision instrument, not as attainment categories. The increases for the SMPN 1 teachers (9 and 12 points) were larger than those for the SMPN 2 teachers (6 and 7 points). The supervision notes show a consistent direction of development. In the initial supervision, G1-A demonstrated mastery of core material, but the development of contextual examples and the use of supporting references were still limited, whereas in the follow-up supervision the teacher "used more varied material sources, explained the connection between concepts and everyday situations, and showed revisions of teaching materials based on the guidance received." For G2-A, the initial supervision noted that the development of teaching materials and the use of digital learning resources still required mentoring, while the follow-up supervision noted that the teacher "had begun using additional learning resources and developing material with the support of relevant digital references." Because they are limited to four teachers, these data describe the development tendencies of the supervised teachers, not a measure of success for all teachers.

In the researchers' view, using teacher performance indicators as the basis for evaluation made the supervision process more focused. Evaluation results did not end as administrative documents but were used to set guidance priorities. Teachers who had demonstrated good performance received reinforcement, while those still experiencing difficulties received mentoring according to their needs. Thus, evaluation became part of the decision-making process for improving teachers' professional competence. This finding is consistent with the *Check* concept in the *Plan*, *Do*, *Check*, and *Act* (PDCA) cycle proposed by Deming (1986), namely examining the results of program implementation to determine the degree to which objectives have been achieved and to identify what needs improvement. Mulyasa (2022) explains that evaluation of academic supervision is needed to determine the success of teacher guidance and to serve as the basis for refining the next program. Arikunto (2004) also emphasizes that supervision results need to be analyzed systematically so that they can serve as the basis for determining guidance that matches teachers' needs.

The scores and supervision notes in Table 1 indicate that academic supervision supported the development of the supervised teachers' professional competence. Progress was most evident in developing subject matter and teaching materials, using contextual examples, and using more varied learning resources, including digital references. This progress appears to be related to the consistency of supervision, communication between supervisors and teachers, and

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the continuity of guidance after supervision. This finding is in line with Isriyati et al. (2024), who showed that academic supervision affects teacher professionalism, and with Lara et al. (2025), who emphasized that systematic, evaluation-based supervision can improve the quality of learning. The pattern of score increases in Table 1 is also in line with Sitaasih (2020), who reported improved competence of elementary school teachers in the learning process through academic supervision in school action research. However, this finding needs to be read alongside Harwisaputra et al. (2024), who found no significant effect of academic supervision on teachers' professional competence. This difference suggests that the contribution of supervision probably depends on the continuity of the accompanying guidance, as seen in the follow-up in both schools. In the researchers' view, the effectiveness of academic supervision cannot be judged merely by whether activities were carried out on schedule, but by the changes in teachers' professional competence after they received supervision and guidance. Therefore, evaluation results need to be used as the basis for determining corrective actions at the *Act* stage. This shows that the *Check* stage serves as the link between supervision implementation and follow-up and continuous improvement.

Thus, the *Check* stage of performance-based academic supervision management at SMPN 1 and SMPN 2 Warungkondang was carried out through analysis of supervision results, identification of attainments and constraints, and assessment of supervision effectiveness, although aligning schedules with the school agenda still affected its implementation. Evaluation based on teacher performance indicators helped the schools determine guidance that matched teachers' needs. The *Check* stage functions not only as evaluation but also as the basis for continuous improvement in the *Plan*, *Do*, *Check*, and *Act* (PDCA) cycle to improve teachers' professional competence.

Follow-Up (Act) of Performance-Based Academic Supervision in Improving Teachers' Professional Competence

The *Act* stage of performance-based academic supervision management at SMPN 1 and SMPN 2 Warungkondang was carried out through the preparation of a follow-up program based on evaluation results, guidance, mentoring, training, coaching, and refinement of the academic supervision program. This stage followed up on the evaluation results of the *Check* stage so that every weakness identified could be addressed and the attainments achieved could be maintained. The results show that supervision follow-up did not stop at conveying evaluation

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results but took the form of guidance programs tailored to teachers' needs. Principals and school supervisors used supervision results to determine the forms of mentoring, guidance, training, or coaching required. Teachers experiencing difficulties received mentoring according to their problems, while teachers who had demonstrated good performance received reinforcement to maintain and develop effective teaching practices.

Guidance was provided through professional discussions, mentoring in preparing instructional documents, direction on teaching strategies, experience sharing, and training activities. Coaching, meanwhile, gave teachers the opportunity to reflect, identify problems, and determine improvement alternatives independently, with the principal or supervisor acting as facilitator. In the researchers' view, this approach shows that supervision follow-up had been directed toward building teacher capacity, not merely resolving the weaknesses identified. Beyond teacher guidance, the results show that evaluation results were also used to refine the academic supervision program. Refinement was carried out by adjusting schedules, implementation mechanisms, supervision instruments, and forms of guidance based on previous evaluation results. Principals and supervisors coordinated while taking teachers' input into account so that subsequent supervision would be more effective and better suited to the school's needs. Thus, the supervision program was not fixed but was continuously developed based on experience and evaluation results.

The forms of follow-up in the two schools also differed. At SMPN 1 Warungkondang, follow-up focused on mentoring and checking the results of teachers' improvements:

> “After the evaluation, we decide the follow-up based on what the teacher needs. If the difficulty is in developing the material, the teacher is mentored to improve the teaching materials. We also ask the teacher to show the revised work so we can see the progress after the guidance.” (KS1)

G1 recounted revising the *modul ajar* (teaching module), adding more contextual examples, and then discussing the revisions again with the principal. At SMPN 2 Warungkondang, follow-up drew on joint guidance, peer discussion among teachers, and targeted mentoring:

> “We follow up on supervision through guidance, discussions among teachers, and competence development activities. Teachers who face similar difficulties can be guided together. For more specific problems, we do mentoring as needed.” (KS2)

G2 confirmed that discussions with fellow teachers provided examples of material and learning media development, which were then adapted to the subject taught. However,

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preliminary observation at SMPN 1 Warungkondang found that the supervision documents reviewed contained assessment instruments and observation notes but did not yet contain monitoring evidence showing teachers' progress after receiving guidance. This finding indicates that follow-up monitoring at the initial stage had not been adequately documented.

In summary, a comparison of the implementation of performance-based academic supervision management in the two schools is presented in Table 2.

Table 2. Comparison of the Implementation of Performance-Based Academic Supervision at SMPN 1 and SMPN 2 Warungkondang

Aspect	SMPN 1 Warungkondang	SMPN 2 Warungkondang
Plan	Planning placed greater emphasis on mapping individual teachers' needs from previous supervision results.	Planning started from the school program and schedule, and teachers' needs were then explored in depth during pre-supervision.
Do	Feedback and mentoring were mostly provided individually.	Individual feedback was combined with discussion and group guidance.
Check	Evaluation emphasized the attainment of indicators and each teacher's progress.	Evaluation emphasized mapping attainments, common constraints, and teachers' guidance needs.
Act	Follow-up focused on mentoring and checking the results of teachers' improvements.	Follow-up drew on joint guidance, peer discussion among teachers, and targeted mentoring.
Constraints	Limited time to mentor every teacher.	Aligning the guidance schedule with school activities and teachers' diverse needs.

The implementation of the *Act* stage reflects the principle of continuous improvement in the *Plan*, *Do*, *Check*, and *Act* (PDCA) cycle proposed by Deming (1986). Evaluation results from

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the *Check* stage were translated into corrective actions so that each supervision cycle became the basis for improvement in the next cycle. Mulyasa (2022) explains that supervision follow-up is an important part of developing teachers' professional competence, while Darling-Hammond et al. (2017) emphasize that effective professional development is sustained over time so that teachers have time to learn, practice, implement, and reflect on new strategies. In the researchers' view, the *Act* stage is decisive for the success of academic supervision because it shows that evaluation results are actually used to bring about change. Planned follow-up gives teachers the opportunity to improve their teaching practice while enhancing their professional competence. At the same time, schools obtain a basis for refining the supervision system so that it increasingly fits teachers' needs and developments in learning. Compared with previous studies, the results of this study show that supervision follow-up is an important part of supporting teacher competence development, as also seen in follow-up in the form of training and competence development in the studies by Istikomah et al. (2025) and Sari et al. (2024). The difference is that this study positions follow-up as an integrated part of the PDCA cycle, so that evaluation results are used not only for teacher guidance but also for refining the supervision program in the next cycle. This reveals a continuous relationship between evaluation, corrective action, and subsequent planning. Also unlike Nurhadi et al. (2023), who highlighted supervision obstacles and efforts to overcome them in two junior high schools, this study reveals variations in how two schools ran the same cycle, namely a more individual approach at SMPN 1 and an approach that incorporated group guidance at SMPN 2 (Table 2). Nevertheless, the preliminary observation finding that teachers' progress monitoring had not yet been documented indicates that the link between follow-up and subsequent planning still needs to be strengthened through more systematic record-keeping.

Based on the overall discussion, it can be concluded that the *Act* stage of performance-based academic supervision management at SMPN 1 and SMPN 2 Warungkondang was carried out through follow-up comprising guidance, mentoring, training, coaching, and refinement of the supervision program based on evaluation results. This stage served not only to address teachers' weaknesses but also to maintain attainments and improve the quality of the supervision program. Thus, the *Act* stage became the bridge to the next *Plan* cycle and strengthened the application of PDCA in the effort to improve teachers' professional competence continuously.

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CONCLUSION

Based on the findings on performance-based academic supervision management through the application of the *Plan*, *Do*, *Check*, and *Act* (PDCA) cycle in improving teachers' professional competence at SMP Negeri 1 and SMP Negeri 2 Warungkondang, it can be concluded that academic supervision management was carried out in a planned and continuous manner, although several aspects still need strengthening. At the *Plan* stage, supervision was designed based on teachers' needs, learning conditions, and the goal of improving teachers' professional competence through setting the program, schedule, instruments, and supervision focus. The *Do* stage was carried out through classroom observation, checking of instructional documents, feedback, and mentoring that encouraged teachers to improve their teaching practice. The *Check* stage was carried out through analysis of supervision results; identification of attainments, strengths, weaknesses, and constraints; and assessment of the development of teachers' professional competence. The *Act* stage, in turn, took the form of follow-up through guidance, mentoring, training, coaching, and refinement of the supervision program based on evaluation results. Taken together, these stages show that applying the PDCA cycle makes academic supervision not merely an activity for assessing teacher performance but a professional development process oriented toward continuous improvement. The application of the cycle differed between the two schools: SMP Negeri 1 Warungkondang placed greater emphasis on needs mapping and individual mentoring, whereas SMP Negeri 2 Warungkondang combined school programs with group guidance and peer discussion among teachers. The increase in the supervision scores of the four teachers whose data were analyzed indicates that performance-based academic supervision management through the PDCA cycle supported the development of teachers' professional competence in both schools. However, the formulation of specific improvement targets, discussion of the substance of the material during supervision, and documentation of follow-up monitoring still need strengthening.

The implications of this study indicate that the success of performance-based academic supervision requires integration of planning, implementation, evaluation, and follow-up. Schools need to maintain supervision planning based on teachers' actual needs and strengthen collaborative and communicative supervision. Evaluation results also need to be used as the basis for determining guidance and teacher competence development programs, not merely as administrative documents. Follow-up in the form of mentoring, training, coaching, and professional development activities needs to be carried out continuously so that supervision

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results bring real changes to teaching practice. Consistent application of the PDCA cycle can also provide a basis for schools to build a culture of reflection, collaboration, and continuous improvement in academic supervision.

Based on these findings, school supervisors and principals are advised to strengthen performance-based academic supervision by ensuring that every supervision result is followed up through guidance that matches teachers' needs, formulating specific improvement targets in each feedback session, and documenting the monitoring of teachers' progress after guidance. Teachers are expected to use supervision as a means of reflection and self-development and to participate actively in guidance, training, mentoring, and coaching activities to improve their professional competence. This study was limited to two public junior high schools in Warungkondang, Cianjur Regency, used a qualitative approach, and had supervision score data covering only four teachers, so its findings are not intended to be generalized. Future research on performance-based academic supervision management could be extended to a wider range of sites, use different research approaches, or examine its relationship with other aspects such as school quality culture, principal leadership, teacher work motivation, instructional innovation, or student learning outcomes. Such research is expected to enrich the study of educational administration and contribute to the development of more effective and sustainable supervision management.

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