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PLANNING ACADEMIC SUPERVISION IN IMPROVING TEACHER COMPETENCE (CASE STUDY AT SMP NEGERI 2 RIMBA MELINTANG)

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ABSTRACT

Educational quality depends in part on teacher competence, yet the planning processes intended to support professional development require closer examination. This study analyzed academic supervision planning at SMP Negeri 2 Rimba Melintang, focusing on collaborative program design and arrangements for professional support. A qualitative case study approach was used, with nine purposively selected informants, comprising three school principals, three teachers, and three staff members involved in supervision planning and implementation. Data were collected through in-depth interviews, observation, and document analysis and were analyzed thematically. Findings showed that supervision planning included goal setting, teacher participation, scheduling, and instrument preparation. Teachers described advance communication and supervisory feedback as useful for instructional preparation and reflection. However, individualized support, documented follow-up, and continuing monitoring remained insufficiently developed. The study contributes a planning-centered interpretation that distinguishes administrative completeness from the continuity of professional learning. It suggests that principals connect teacher development priorities with agreed actions, responsible personnel, and realistic review schedules. The findings provide contextual insights rather than causal estimates of improvement in teacher competence.

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1. INTRODUCTION

The quality of education is a global strategic agenda that determines the nation's competitiveness and the quality of human resources. The measurement of education quality across countries through the Global Education Quality Index (GEQI) analyzes data from 62 countries and regions in the period 2009–2018 to map the quality of education based on inputs, processes, and learning outcomes, while highlighting achievement gaps between regions (Cao, Yao, & Zhang, 2025). The countries of the European Union and parts of the Asia Pacific region are at the top of the list, while a number of countries in Southeast Asia face the challenge of improving the quality of their education systems to be able to compete globally. In the study of educational economics, teacher quality emerges as a significant factor that influences the variation in student achievement compared to other internal factors of the school (Hanushek & Rivkin, 2006), and teacher training and professional development contribute positively to students' academic achievement (Harris & Sass, 2011). These findings confirm that improving the quality of global education is highly dependent on strengthening the capacity and professionalism of teachers as the main actors of the learning process in schools.

The challenge of education quality is also reflected in the high rate of learning poverty, which shows a crisis of reading ability in school-age children. Prior to the COVID-19 pandemic, about 53% of 10-year-olds in low- and middle-income countries were unable to read and understand simple texts, an increase of close to 70% due to learning disruptions during the pandemic (Azevedo, 2020). Social and economic inequalities between regions further exacerbate this problem, so efforts to alleviate learning poverty require policies oriented towards equitable distribution of learning quality (Crouch, Rolleston, & Gustafsson, 2021). In Indonesia, the issue of education quality is closely related to teacher competence, where teachers are still found who have not met pedagogic and professional competency standards optimally (Syaekhan et al., 2025). The evaluation of national education policy shows that the transformation of education in Indonesia still faces challenges in improving learning outcomes and strengthening the quality of educators (Aslan & Hajiri, 2025). This condition is in line with the demands of the 21st century, which places teachers' professional competence as a prerequisite in responding to the dynamics of modern learning (Syawitri, 2025).

Strengthening teacher capacity, academic supervision plays a role as a strategic managerial instrument that functions as a mechanism for professional development at the school level. Academic supervision is understood as a coaching approach that focuses on providing direction and technical support to teachers to support the smooth learning process. Through this activity, supervision is directed to strengthen teachers' professional competence so that it has an impact on improving the quality of learning implementation in the classroom (Pramasari, Ismanto, Satyawati, Young, & Hida, 2025). As part of the principal's managerial function, academic supervision requires systematic planning to formulate directions, goals, and indicators of coaching in a measurable manner (Halim & Isdaryanti, 2025). Collaborative planning allows the supervision process to run in a structured manner, focusing on improving

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teachers' pedagogic and professional competencies (Wibowo, Herawati, & Wijayanti, 2025). Managerial competence and supervision of school principals have been proven to affect the quality of learning services (Hernadi, Anwar, & Rahmi, 2026), and planned supervision management supports teacher development through continuous evaluation, feedback, and follow-up (Basin & Warta, 2026). To clarify the planning part, in general, planning is a series of activities that are arranged to determine actions to be carried out in the future, including setting goals and strategies to achieve them (Sutikno, 2022). Planning provides clear direction on how and when an action is taken, who is involved, and helps reduce wasted time, effort, and materials. Systematically, planning must answer six basic questions: what, why, where, when, who, and how, including objectives, reasons, locations, time, implementers, and activity mechanisms (Afifuddin, 2011). Obstacles in planning often arise due to difficulties in forecasting future conditions, limited financing, lack of accurate data, and unclear goals, so that the formulation of firm goals and targeted problem management are the main prerequisites for producing effective planning (Sutikno, 2022).

In academic supervision, planning is a crucial initial stage. Academic supervision planning involves cooperation between principals and teachers in developing a systematic supervision program, including setting objectives, schedules, and supervision instruments, thereby improving teachers' ability to manage learning, including distance learning (Ellyta, Murniati, & Usman, 2022). Thus, academic supervision planning can be understood as the process of preparing structured and mutually agreed steps to ensure better learning quality according to the needs of teachers and educational goals. Various studies have shown the relationship between academic supervision, principals' managerial competence, and learning quality. Hernadi, Anwar, and Rahmi (2026) found that managerial competence and supervision of school principals have a significant effect on the quality of learning services. Basin and Warta (2026) emphasized that supervision management that includes planning, implementation, and evaluation systematically supports the improvement of teachers' pedagogic and professional competence, while Wibowo, Herawati, and Wijayanti (2025) show that collaboration-based supervision ensures the effectiveness of teacher coaching. Halim and Isdaryanti (2025) emphasized the planning aspect as an important part of the managerial function of school principals in improving the professional performance of teachers.

The studies reviewed above mainly examine supervision as a broad managerial process or relate it to teacher performance and learning quality. They provide less detail on how planning decisions connect teachers' needs with supervision objectives, schedules, instruments, and follow-up arrangements. This study therefore treats planning as the central object of analysis rather than as a preliminary step within supervision in general. It examines how academic supervision is planned at SMP Negeri 2 Rimba Melintang, how teachers participate in that process, and which planning gaps constrain sustained professional support. Its contribution is to clarify the relationship between collaborative program design and the arrangements needed to translate supervisory feedback into continuing professional learning.

2. METHODS

This study used a qualitative approach with a single case study design to examine academic supervision planning at SMP Negeri 2 Rimba Melintang. This design enabled contextual analysis of the school's planning practices and participants' experiences (Flyvbjerg, 2006; Etherington & Bridges, 2011). Nine informants were selected purposively, comprising three informants in each of three groups: school principals, teachers, and staff involved in supervision planning and implementation. Data were collected through in-depth interviews, participatory observation, and analysis of supervision plans, activity reports, and evaluation instruments. Thematic analysis involved coding, identifying recurring patterns, developing categories, and examining relationships between planning practices and reported professional support. Source and method triangulation were used to compare interview accounts with observations and documents. Contextual description supports readers' assessment of transferability (Drisko, 2025). The study interprets participants' accounts and documentary evidence; it does not estimate causal effects on teacher competence or student achievement.

3. FINDINGS AND DISCUSSION

Planning for Academic Supervision by the Principal

The results of the interview with the Principal of SMP Negeri 2 Rimba Melintang show that academic supervision planning is carried out collaboratively by involving teachers in formulating goals and compiling supervision programs. The objectives of supervision are set to improve the quality of teaching in the classroom, support the development of teacher competence, ensure the achievement of educational standards, and help teachers identify and overcome challenges in the learning process. The principal emphasized that supervision serves as a continuous development mechanism, not just an evaluation, so that teachers receive continuous support to improve their professional abilities. The planning process includes coordination meetings between principals, vice principals, and teachers to develop a supervision program, including flexible scheduling so as not to interfere with the learning process, appropriate supervision techniques, and structured preparation of instruments with the curriculum team and the education office. Teachers are given the opportunity to provide input on aspects that need to be strengthened, so that the supervision program is relevant to the real needs in the classroom. Analytically, the combination of shared goal setting, advance scheduling, and instrument preparation indicates that planning serves both an organizational and a developmental function. Its organizational function is to coordinate supervision with teaching responsibilities; its developmental function is to align observation priorities with teachers' classroom needs. The identified time and documentation constraints suggest that these functions are not yet consistently connected to sustained follow-up.

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Figure 1. Interview with the Principal of SMP Negeri 2 Rimba Melintang

However, document analysis and interviews show some shortcomings in planning. Some supervision support instruments, such as teacher training certificates and remedial programs, are not yet available, so aspects of teacher professional development and learning follow-up have not been fully documented. In addition, time constraints are a major issue; The busy schedule of teachers and principals makes it difficult to carry out supervision optimally. These findings show that although supervision planning has gone well and involves teachers, improvements are still needed in documentation, follow-up sustainability, and time allocation to make supervision programs more effective.

The Impact of Supervision Planning on Teacher Competency

Teachers described advance communication of supervision objectives and schedules as helpful for preparing lessons and understanding supervision as professional support. Classroom observation and subsequent discussion provided opportunities to reconsider teaching methods and lesson planning. However, participants also reported limited time and requested greater involvement in selecting supervision priorities. These accounts suggest that planning supports the conditions for professional learning, while the available evidence does not establish the size or persistence of competency improvement. The lack of documented training follow-up and remedial programs limits conclusions about sustained development. These findings suggest that readiness for supervision depends on the clarity of its purpose and the opportunity to prepare. However, preparation for observation is distinct from professional learning after observation. Where follow-up actions and review schedules are not documented, the available evidence supports an interpretation of perceived usefulness rather than a conclusion that competence has measurably increased.

Observation Results of Supervision Documents and Instruments

Document analysis shows that SMP Negeri 2 Rimba Melintang has a number of well-structured and documented academic supervision support instruments. Written supervision programs, structured supervision schedules, class observation sheets, and program socialization to teachers are available, and teachers are involved in the planning and implementation of follow-ups. In addition, learning administration such as lesson plans, teaching modules, evaluation tools, teaching journals, and student assessment results are also fully documented. These findings confirm that despite some of the shortcomings discussed earlier, administrative management and supervisive documentation demonstrate regularity and support for teacher competency improvement. Here is table 1. regarding the availability of documentation and academic supervision instruments at SMP Negeri 2 Rimba Melintang:

Table 1. Documentation and Academic Supervision Instruments at SMP Negeri 2 Rimba Melintang

No	Type of Document / Instrument	Aspect Reviewed	Available (✓)	Description
1	Supervision Program	Availability of a written supervision program	✓	The program is clear and well documented
2	Supervision Objectives	Clear statement of supervision objectives	✓	Objectives are aligned with school needs
3	Supervision Schedule	Availability of a structured supervision schedule	✓	The schedule is arranged to avoid disrupting learning activities
4	Classroom Observation Instrument	Availability of observation format	✓	Observation sheets are complete
5	Program Socialization	Dissemination of the program to teachers	✓	Teachers understand the objectives and mechanisms of supervision
6	Teacher Involvement	Teacher participation in planning	✓	Teachers' input is incorporated into the program
7	Teacher Administration	Completeness of teaching administration	✓	Lesson plans, teaching modules, and evaluation tools are documented
8	Teaching Journal	Teachers' reflection on learning activities	✓	Reflections are recorded in teaching journals
9	Student Assessment Results	Evidence of learning outcome analysis	✓	Student evaluation data are regularly documented
10	Training Certificates / Remedial Program	Evidence of teacher professional development or learning improvement	X	Not available

Table 1 distinguishes the availability of planning and teaching documents from evidence of sustained professional development. Programs, schedules, observation instruments, lesson plans, and assessment records were available, whereas training certificates and remedial programs were not found in the reviewed documentation. Their absence indicates a documentation and follow-up gap; it does not establish that teachers never participated in training or provided remedial support. Likewise, available assessment

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records do not demonstrate that supervision caused improvement in student learning. The planning challenge is therefore to connect existing documents with explicit development priorities, agreed actions, responsible personnel, and arrangements for reviewing progress.

Teacher participation in setting goals can make supervision more responsive to classroom needs and improve acceptance of the program. This interpretation is consistent with the emphasis on collaborative planning in Sugiar et al. (2024). However, participation in program preparation should be distinguished from participation in determining individual development priorities and evaluation criteria. Principals can strengthen this connection by reviewing teachers' stated needs before selecting observation areas and by agreeing on what evidence will be discussed after supervision. The implication is a more transparent planning process in which professional support is specified alongside scheduling and instrument preparation.

The findings also indicate a need to plan beyond the observation meeting. Coaching is a possible response to the reported need for individualized support, as discussed in Soro et al. (2024) and Baga et al. (2024), but its effectiveness was not tested in this case. Follow-up planning should specify an achievable instructional goal, an opportunity to try an alternative approach, and a later discussion of progress. Consistent with the attention to feedback and follow-up in Rahabav (2016) and Suchyadi et al. (2022), this approach would make continuity an explicit component of the program. Training certificates can document participation, but evidence of professional learning also requires attention to how teachers use that learning in practice.

Academically, this study contributes a planning-centered interpretation of academic supervision by linking four elements: the identification of teacher needs, collaborative decisions about program design, arrangements for implementation, and documented follow-up. The case illustrates that an administratively complete program may still have weak connections between these elements. This distinction extends discussion beyond the presence of supervision documents toward the coherence of the development process they are intended to support. The contribution is an interpretive proposition from one school rather than a validated model of effectiveness. Further studies could examine how these planning connections operate across schools and whether planned follow-up is sustained over time.

4. CONCLUSION

This study concludes that academic supervision planning at SMP Negeri 2 Rimba Melintang provides an organizational foundation for supporting teachers' pedagogical and professional development. Planning involves the formulation of supervision objectives, preparation of programs and schedules, selection of observation techniques, and development of supervision instruments. Teacher participation helps connect these arrangements with classroom needs, while advance communication allows teachers to understand the purpose of supervision and prepare for its implementation. These findings indicate that planning is an important part of organizing professional support rather than merely completing administrative requirements. The analysis also identifies a distinction between the availability of supervision documents and the continuity of professional learning. Written programs, supervision schedules, classroom observation instruments, lesson plans, teaching journals, and student assessment records provide evidence of established administrative arrangements. However, the availability of these documents does not, by itself, demonstrate sustained improvement in teacher competence. Teachers' accounts suggest that supervision supports instructional preparation and reflection, but the extent and persistence of changes in practice cannot be established from the available qualitative evidence.

Several aspects of supervision planning require further development. Limited time, insufficiently documented follow-up, and the absence of clearly organized individualized support may weaken the connection between supervisory feedback and subsequent instructional improvement. Training certificates and remedial programs were not available in the reviewed documentation. This finding should be interpreted as a limitation of the documented evidence rather than proof that professional development or remedial activities never occurred. More consistent records are needed to show how identified needs are addressed and how agreed actions are reviewed. The academic contribution of this study is a planning-centered interpretation of supervision that connects the identification of teacher needs, collaborative program design, implementation arrangements, and documented follow-up. For school principals, the findings suggest that supervision programs should specify development priorities, realistic schedules, responsible personnel, follow-up activities, and procedures for reviewing progress. Teachers should participate in selecting instructional priorities and discussing evidence of improvement. As a qualitative case study involving nine informants at one school, this research offers contextual insights rather than causal evidence or statistically generalizable conclusions. Further comparative and longitudinal research could examine whether stronger connections between planning and follow-up support sustained changes in teaching practice.

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