

## Epistemic Construction of Teachers' Perceptions of Academic Supervision at SMAN 2 Singingi Hilir

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### ABSTRACT

This study examines the epistemic construction of teachers' perceptions of academic supervision at SMAN 2 Singingi Hilir within the framework of cognitive, affective, and conative dimensions. The study is grounded in the global shift from administrative supervision toward professional development-oriented practices, which emphasize reflection, collaboration, and continuous teacher learning. A qualitative approach with a single case study design was employed, involving seven purposively selected teachers who had experienced academic supervision. Data were collected through semi structured interviews, non participant observation, and document analysis, and analyzed using thematic analysis. The findings reveal that teachers' cognitive construction of supervision is divided into two main orientations: evaluative and reflective, with the former being more dominant. The affective dimension shows a dynamic emotional cycle, characterized by anxiety before supervision, tension during the process, and relief afterward, alongside ambivalent perceptions of supervision as both pressure and professional support. The conative dimension manifests in post-supervision actions, predominantly in administrative revisions rather than substantive pedagogical transformation. Variations in implementation are influenced by individual reflective capacity and contextual constraints such as time, student characteristics, and institutional resources. These findings indicate that the integration of cognitive, affective, and conative dimensions in academic supervision remains partial and uneven. The novelty of this study lies in demonstrating that teachers' epistemic construction operates as a non-linear spectrum shaped by the interaction of epistemic awareness, emotional experience, professional identity, and contextual factors. This study contributes to the development of a more holistic model of academic supervision that emphasizes reflective, dialogic, and context-sensitive professional learning.

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## 1. INTRODUCTION

Globally, the education system is showing a significant shift from an administrative supervision model to a more oriented approach to teacher professional development. Academic supervision is now understood not only as a performance control mechanism, but also as a professional learning space that emphasizes reflection, collaboration, and teacher capacity building. This is in line with UNESCO's report in the Global Report on Teachers which confirms that many countries are experiencing serious challenges in teacher provision and development, including the need to improve the quality of supervision and professional training as part of global education reform (UNESCO, 2023). The report also shows that the world is facing a significant shortage of teachers, with an estimated need of around 44 million additional teachers globally by 2030, mainly to achieve the target of quality primary and secondary education. This condition reinforces the urgency of improving the quality of academic supervision as a strategy to strengthen the existing professional capacity of teachers. Supervision is no longer positioned as a mere evaluation tool, but as part of a system of continuous professional development that supports a teacher's learning throughout his or her career. In line with that, studies in the field of epistemic cognition show that teachers' understanding of knowledge and learning is greatly influenced by the interaction between cognitive, affective, and conative dimensions (Hofer, 2016; Fives et al., 2017). Teachers who are in a developmentally supportive supervisory environment tend to be better able to integrate reflection, emotions, and actions into their learning practices. Thus, academic supervision is understood as a complex epistemic space, in which teachers' professional knowledge is formed through the interaction between global education policies, local experiences, as well as social dynamics in schools.

National policies, academic supervision in Indonesia have gained strong legitimacy as an instrument to improve the quality of education through various regulations. The supervision policy is reflected in the standards of education management and the competence of the principal which places academic supervision as a strategic function in the professional development of teachers. In addition, policies such as Permendiknas Number 13 of 2007 concerning Standards for Principals/Madrasah and other derivative regulations affirm that school principals have the responsibility to carry out supervision that is oriented towards improving the quality of learning. Furthermore, the current education policy framework through the Merdeka Learning program also encourages a more reflective, contextual, and student-centered transformation of learning practices, which implicitly demands a paradigm shift in academic supervision towards a more dialogical direction and sustainable teacher capacity development. However, the implementation of these policies at the school level still faces various structural and cultural challenges. The implementation of academic supervision at the school level shows diverse dynamics, especially in translating policies into real practice. At SMAN 2 Singingi Hilir, academic supervision is carried out periodically as part of the school management system that refers to national standards. The results of initial observations indicate that supervision practices are still oriented towards fulfilling the administrative aspects of learning, such as the completeness of teaching tools and compliance with formal procedures. This condition is in line with the findings of a number of studies that show that administrative orientation in supervision tends to limit the space for pedagogical reflection and hinder the professional development of teachers in depth (Stoltenberg et al., 2014; Poncy, 2020). In addition, teachers' psychological responses to supervision activities show a tendency to arise anxiety, tension, and performative pressure that affect the quality of supervision interactions. This situation strengthens the argument that the affective dimension has a significant role in shaping teachers' supervisory experiences and involvement in the professional learning process (Vilhunen et al., 2022; Weinstock et al., 2017). In these conditions, teachers' focus is more directed towards meeting evaluative expectations rather than developing critical reflection on the learning practices carried out.

Furthermore, the limitations in integrating cognitive, affective, and conative dimensions in academic supervision show that the process of building teachers' professional knowledge has not taken place optimally. In fact, the epistemic cognition literature emphasizes that effective professional development requires integration between conceptual understanding, emotional readiness, and the tendency for reflective actions in learning practices (Hofer, 2016; Fives et al., 2017). The imbalance in these three dimensions has implications for the limited transformation of pedagogic practices that are sustainable at the classroom level. Thus, the empirical condition at SMAN 2 Singingi Hilir represents a gap between the paradigm of academic supervision that is developing globally and the practice that takes place at the local level. This gap underscores the importance of a more in-depth study to understand how teachers' epistemic cognition is constructed in the context of academic supervision, particularly in an effort to encourage more reflective, adaptive, and development-oriented learning practices..

## 2. METHODS

This study uses a qualitative approach with a single case study design to examine teachers' perceptions of academic supervision in an epistemic framework that includes cognitive, affective, and conative aspects. The qualitative approach is used because this research focuses on an in-depth understanding of the meaning, experience, and construction of teachers' knowledge in a natural context. In this perspective, reality is understood as the result of a social construct that is subjective and contextual (Lincoln, 2005). The case study design was chosen because the research focuses on one bounded system, namely the practice of academic supervision at SMAN 2 Singingi Hilir, thus allowing an in-depth exploration of the relationship between the school context and the construction of teacher perception. The subjects of this study consisted of 28 teachers who had participated in academic supervision at SMAN 2 Singingi Hilir. The selection of informants was carried out using purposive sampling techniques by considering the suitability of the subject's characteristics to the focus of the research (Patton, 1990). Based on the selection process, 7 teachers were obtained as the main informants. The criteria for informants include: (1) have participated in academic supervision at least twice, (2) have a working period of more than five years, and (3) are able to reflect on supervisory experience in cognitive, affective, and conative aspects. The determination of the number of informants is based on the principle of data saturation, which is a condition when the data obtained has shown a repeating pattern and no significant new categories have been found (Guest et al., 2006).

The main instrument in this study is the researcher himself as a human instrument that plays a role in the process of collecting, interpreting, and constructing the meaning of data. Data collection techniques were carried out through semi-structured interviews, non-participant observations, and documentation studies. The interview was used to explore the epistemic dimension which includes cognitive, affective, and conative teachers in interpreting academic supervision. Observations are carried out to directly observe supervision practices and interactions between teachers and supervisors in a real context. Meanwhile, documentation is used to study supervision programs, implementation reports, and learning tools as supporting data. The combination of these three techniques is used to ensure the depth and completeness of the data through triangulation (Patton, 1990).

**Table 1. Table of Specification of the Research Instruments**

<b>Dimension</b>	<b>Indicators</b>	<b>Instruments</b>
<b>Cognitive (Epistemic Knowledge)</b>	Teachers' understanding of the concept, objectives, and benefits of academic supervision	Interview
<b>Cognitive (Meaning-Making)</b>	Teachers' interpretation of supervision as evaluation or professional mentoring, and the sources shaping their understanding	Interview
<b>Affective (Emotional Experience)</b>	Teachers' emotional experiences before, during, and after academic supervision	Interview
<b>Affective (Attitude)</b>	Teachers' attitudes toward supervisors, including levels of comfort and anxiety during supervision	Interview, Observation
<b>Conative (Action Tendency)</b>	Teachers' readiness to follow up and implement changes after supervision	Interview
<b>Conative (Behavioral Change)</b>	Implementation of instructional and pedagogical changes following supervision	Interview, Documentation
<b>Integrative (Epistemic Coherence)</b>	Alignment between teachers' understanding, emotional experiences, and actions in academic supervision	Interview
<b>Supervisory Context</b>	Academic supervision practices and institutional conditions within the school	Observation, Documentation

The data analysis in this study uses a thematic analysis technique that refers to Braun and Clarke (2006), which is carried out through six stages, namely data familiarization, initial code preparation, theme search, theme review, theme definition, and writing analysis results. The analysis process begins with repeatedly reading all the data from interviews, observations, and documentation to gain a comprehensive understanding of the content of the data.

Table 2. Data Analysis Protocol Using Thematic Analysis (Braun & Clarke, 2006)

Data Analysis Stage	Process Focus	Researcher Activities	Interim Output
<b>1. Data Familiarization</b>	Understanding the overall data	Repeatedly reading interview transcripts, observation notes, and documents while recording initial ideas	Initial reflective notes
<b>2. Initial Coding</b>	Identifying preliminary meanings	Systematically highlighting significant meaning units line by line from the data	Initial data driven codes
<b>3. Code Organization</b>	Structuring preliminary data	Grouping codes with similar or related meanings	Code clusters
<b>4. Theme Searching</b>	Developing patterns of meaning	Connecting code clusters to identify broader patterns	Candidate themes
<b>5. Theme Review</b>	Validating consistency	Comparing themes across the entire dataset to ensure coherence and consistency	Revised, merged, or separated themes
<b>6. Theme Definition</b>	Clarifying thematic meaning	Defining the essence and conceptual boundaries of each theme	Final themes
<b>7. Theme Naming</b>	Finalizing thematic structure	Assigning thematic names that represent the core meaning	Final thematic structure
<b>8. Report Production</b>	Presenting findings	Developing thematic narratives supported by data excerpts	Research findings

In the initial coding stage, the researcher identified the units of meaning relevant to the research focus, particularly those related to the cognitive, affective, and conative dimensions in teachers' perceptions of academic supervision. The codes are then grouped to form initial categories that represent patterns of meaning that emerge from the data. Furthermore, at the theme search stage, the categories that have been formed are analyzed to find patterns of relationships between the codes so as to produce the main themes of the research. The theme is then reviewed to ensure consistency between data and interpretation and avoid overlap between themes. The final stage is carried out by defining and naming the theme specifically, then presenting it in the form of an analytical narrative that describes the construction of the teacher's perception as a whole. This process allows researchers to understand the relationship between cognitive, affective, and conative dimensions and identify epistemic gaps in academic supervision practices. The validity of the data in this study is maintained through trustworthiness criteria which include credibility, dependability, and confirmability. Credibility is achieved through triangulation of sources and methods as well as member checking to informants. Dependability is maintained through systematic documentation of the research process, while confirmability is carried out through peer debriefing to minimize researcher bias in data interpretation. This approach refers to the principle of validity in qualitative research that emphasizes the fit between empirical data and the construction of meaning (Lincoln & Guba, 1988).

### 3. FINDINGS AND DISCUSSION

#### A. Teachers' Cognitive Epistemic Construction of Academic Supervision

The results of the study show that teachers' cognitive epistemic construction of academic supervision is formed through a layered process that comes from empirical experiences, social interactions, and professional practices in schools. The findings show that teachers' understanding is not single, but rather develops through a combination of direct supervision experiences, communication with principals, and collegial discussions. Empirically, there are two main patterns of cognitive construction. The first pattern shows that academic supervision is understood as a performance evaluation mechanism oriented to the administrative aspect of learning. Data indications show that teachers emphasize activities such as learning device inspections, classroom observations, and performance assessments as the core of supervision. This meaning appears predominantly in teachers who have supervision experience in a formal context and are based on compliance with institutional standards. The second pattern shows that academic supervision is constructed as a reflective professional mentoring process. In this pattern, teachers interpret supervision as a dialogue space that allows for improvement of learning practices. The data shows that there are discussion activities on the results of supervision, joint reflection, and revision of learning strategies as part of the process. This construct is more commonly found in teachers who engage in intense and ongoing professional interactions. The difference between the two patterns shows that there is a variation in the construction of teacher knowledge. This variation correlates with the source of experience gained, both through formal school policies and through social interactions in the work environment.

Table 3. Teachers' Cognitive Epistemic Construction in Academic Supervision

Cognitive Category	Form of Construction	Source of Knowledge	Characteristics of Understanding	Empirical Evidence
<b>Supervision as Evaluation</b>	Administrative control	School policies and early supervision experiences	Oriented toward assessment and compliance	Lesson plan checking, classroom observation, performance evaluation
<b>Supervision as Mentoring</b>	Reflective development	Peer discussions and reflective experiences	Oriented toward instructional improvement	Post supervision discussions and revision of teaching strategies
<b>Sources of Knowledge</b>	Formal and informal knowledge	Principal socialization and direct experiences	Integration of theory and practice	Training activities and repeated supervision experiences
<b>Epistemic Variation</b>	Dualistic understanding	School social environment	Diverse understanding among teachers	Differences between evaluative and reflective orientations

Based on Table 3. It shows that the cognitive epistemic construction of teachers is distributed in two main orientations, namely evaluative and reflective. The two orientations do not stand apart, but arise as a result of the interaction between formal and informal experiences experienced by teachers. The distribution of findings shows that supervised construction as an administrative evaluation appears more often than construction as professional assistance. This indication can be seen from the frequency of data related to administrative control activities such as formal assessment and observation, compared to reflective activities such as discussion and learning improvement. These findings show that empirically, teachers' understanding of academic supervision is still dominated by evaluative orientation, although there is a tendency for reflective orientation to emerge as a form of meaning development. Overall, the results of the study show that teachers' cognitive epistemic constructions of academic supervision are dynamic and diverse. Two main patterns, namely evaluative and reflective, emerge as representations of different experiences in supervisory practice. This variation asserts that teacher knowledge is formed through the interaction between direct experience, institutional structure, and the school's social environment. Thus, academic supervision in this context functions as a space for knowledge construction that develops contextually and is not singular.

**B. Epistemic Construction of Affective Dimension**

The results show that the affective epistemic construction of teachers towards academic supervision is formed through emotional experiences that are layered and contextual. Empirical data show that supervision is not only interpreted as a professional process, but also as a psychological experience that affects the teacher's emotional response at every stage of the activity. In the pre-supervision phase, the findings showed the dominance of negative emotions in the form of anxiety, tension, and worry. Data indications reveal that this condition is related to the perception of supervision as an evaluative activity that has implications for performance assessment. Teachers tend to anticipate the possibility of negative assessments, thus giving rise to initial psychological pressure. In the supervision implementation phase, tense and alert emotions still appeared to be dominant, although some informants showed a process of emotional adaptation. This adaptation is characterized by a decrease in the intensity of anxiety after the interaction with the supervisor takes place, especially when communication is more dialogical. In the post-supervision phase, there is a significant shift towards positive emotions. Teachers reported feelings of relief, satisfaction, and acceptance of the results of supervision. Data indications suggest that the completion of the supervision process contributes to a reduction in psychological distress previously experienced. In addition to this linear pattern, an ambivalent affective construct was also found. In this condition, supervision is perceived simultaneously as pressure and as a form of professional support. These findings show that teachers' emotional experiences are not singular, but are formed through the interaction between evaluative perceptions and self development needs.

Table 4. Teachers' Affective Epistemic Construction in Academic Supervision

Affective Category	Form of Emotion	Source of Emotional Trigger	Psychological Impact	Empirical Evidence (Data Extract)
<b>Before supervision</b>	Anxiety, fear, nervousness	Evaluative perception	Psychological tension	"Feeling nervous and afraid of being judged"
<b>During supervision</b>	Tension, alertness	Presence of the supervisor	Emotional adaptation	"Still nervous at the beginning"
<b>After supervision</b>	Relief, satisfaction	Supervision outcomes	Stress reduction	"Feeling relieved after it was finished"
<b>Ambivalent perception</b>	Pressure and support	Supervision experience	Emotional duality	"It feels like pressure but also support"

Based on the analysis in Table 4. shows that the teacher's affective construct is distributed in three main temporal phases (before, during, and after supervision) as well as a cross-phase category of emotional ambivalence. The distribution of data showed that negative emotions were more dominant in the initial phase and

during supervision, while positive emotions appeared more in the final phase. The frequency of data on anxiety and tension was higher compared to satisfaction expressions, but shifts in emotions after supervision showed a consistent pattern of change.

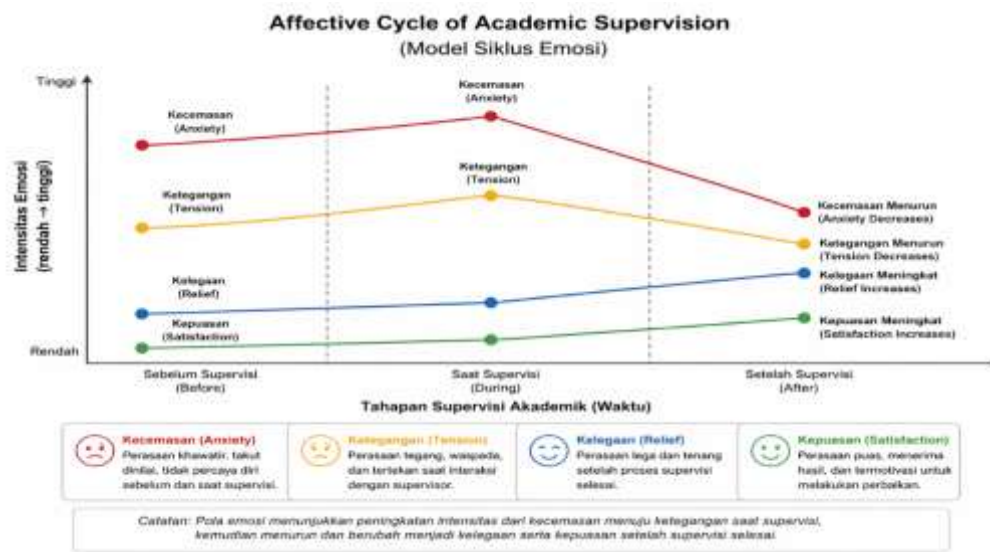


Figure 1. Affective Cycle of Teachers in Academic Supervision

Based on figure 1. It can be seen the pattern of teachers' emotional dynamics that are formed throughout the stages of academic supervision. Empirically, there is a change in the intensity of emotions that follow the timeline, starting from the phase before, during, and after supervision. In the pre-supervision phase, the intensity of anxiety was at a relatively high level. This shows that teachers interpret supervision as an evaluative situation that has the potential to cause psychological pressure. This anxiety then transitions into tension that reaches its peak in the phase when supervision takes place, especially when direct interaction with the supervisor occurs. Entering the phase after supervision, the graph shows a significant decrease in negative emotions such as anxiety and tension. On the other hand, positive emotions such as relief and satisfaction are increased. This shift indicates that the completion of the supervision process plays a role in reducing emotional distress and providing a sense of acceptance of the results obtained.

Overall, the pattern formed is cyclical with the characteristic of an increase in negative emotions at the beginning of the process, followed by a decrease and transformation towards positive emotions at the end of the process. These findings confirm that academic supervision is an emotional experience that is temporary but has a regulative function on the psychological condition of teachers. In addition, the existence of four simultaneous moving emotion variables suggests that the supervisory experience is not a single linear one, but rather involves the interaction between negative and positive emotions in a whole series of processes. This pattern reinforces that the affective dimension plays a significant role in shaping teachers' epistemic constructions of academic supervision.

### C. Epistemic Construction of Conative Dimension

The results of the study show that the conative epistemic construction of teachers towards academic supervision is manifested in the form of real post-supervision actions. Empirical data show that the conative dimension serves as a practical articulation of previously formed cognitive understanding and affective experiences, which then translates into learning improvement efforts. The findings show that the most common form of action is administrative follow-up in the form of revision of learning tools. Data indications include improvement of lesson plans, alignment of learning indicators, and adjustments to evaluation documents. These actions are generally triggered directly by the recommendations of the supervisory results and show a relatively high level of implementation. In addition, actions were also found that led to changes in pedagogic practices, such as adjusting teaching methods and implementing more active learning strategies. However, the implementation in this aspect tends to be moderate and uneven among teachers. Data show that pedagogical changes are more common in teachers who actively reflect on their teaching practices. At a more advanced level, there are

indications of commitment to continuous improvement, although the intensity varies. Some teachers show consistency in integrating supervisory outcomes into learning practices, while others make only limited adjustments without significant changes in classroom practice. On the other hand, the findings also identified implementation barriers that affected teachers' actions. Factors such as time constraints, student characteristics, and limited learning facilities appear as obstacles that limit the space for the actualization of conative actions. This shows that the construction of action is influenced not only by epistemic consciousness, but also by institutional contextual conditions.

Table 5. Teachers' Conative Epistemic Construction toward Academic Supervision

Conative Category	Form of Action	Source of Motivation	Level of Implementation	Data Indications
<b>Follow-up to supervision</b>	Revision of instructional documents	Supervision results	High	Revised lesson plans and administrative documents
<b>Changes in teaching practices</b>	Teaching methods and strategies	Reflection and supervisor feedback	Moderate to high	Active learning implementation
<b>Commitment to improvement</b>	Consistency of actions	Professional awareness	Varied	Continuous improvement efforts
<b>Implementation barriers</b>	External factors	Institutional conditions	Inhibiting	Time constraints, student factors, and facilities

Table 5. It shows that teachers' conative actions are distributed across the spectrum of implementation, ranging from administrative changes to pedagogical changes, and are influenced by supporting and inhibiting factors in the school context. Based on Table 5.3, the conative epistemic construction of teachers shows that academic supervision is directly related to learning improvement actions. Nevertheless, the level of implementation shows considerable variation. Administrative actions such as the revision of learning tools emerged as the most dominant response, indicating that changes are easier to make on aspects that are structural and measurable. In contrast, changes in pedagogic practices show lower intensity and tend to be inconsistent. This indicates that the transformation from understanding and experience to action has not been fully internalized deeply in all teachers. In addition, the existence of contextual barriers suggests that the realization of conative actions is not entirely determined by internal factors, but is also influenced by external conditions that limit the optimal implementation of change.

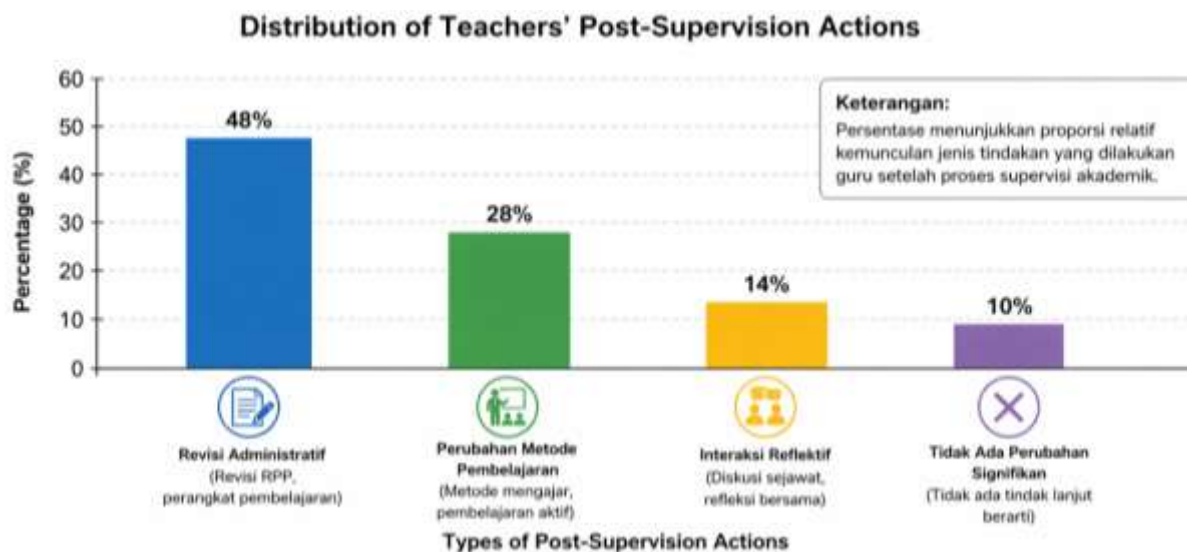


Figure 2. Distribution of Teachers' Post-Supervision Actions

Figure 2. shows the relative distribution of teachers' actions after the implementation of academic supervision which is divided into four main categories, namely administrative revision, change in learning methods, reflective interaction, and absence of significant changes. In general, this visualization shows that administrative actions have the most dominant proportion compared to other categories. The dominance of administrative revision indicates that teachers' initial response to supervision is more directed towards fulfilling formal aspects, such as improving learning tools and evaluation documents. This shows that the changes that occur tend to be at a structural level that is easier to implement and directly related to the demands of supervision. Meanwhile, actions related to changes in learning methods occupy the second position with a lower proportion. These findings show that despite efforts to develop pedagogic practices, their implementation is not even and still depends on the readiness and individual reflection of teachers. Categories of reflective interactions, such as peer discussion and joint reflection, appear in smaller proportions. This indicates that collaborative practice as part of professional development has not yet become the primary response in supervision follow-up. In addition, the existence of categories without significant changes suggests that not all teachers respond to supervision with concrete actions. This condition corroborates the variation in conative construction influenced by internal and external factors.

Overall, this distribution pattern confirms that teachers' conative epistemic constructions of academic supervision are still dominated by changes at the administrative level, while more profound and reflective pedagogic transformations have not been optimally developed across learning practices. Overall, teachers' conative epistemic constructions of academic supervision show real action in response to supervision results, but with varying degrees of depth and consistency. The changes that occur tend to be more dominant in the administrative aspect than in substantial pedagogic transformation. These findings confirm that the relationship between cognitive, affective, and conative dimensions has not been fully optimally integrated in academic supervision practices, resulting in variations in the implementation of learning improvement actions.

The cognitive epistemic construction of teachers towards academic supervision is formed in layers through empirical experiences, social interactions, and professional practices in schools, with two main orientations, namely evaluative and reflective. This pattern can be understood within the framework of epistemic cognition as described by Hofer (2016), who asserts that individual epistemic beliefs are not static, but rather develop through the interaction between learning experiences, social contexts, and internalized knowledge structures. In this study, teachers interpret supervision as a technical activity as well as a construction of knowledge that is influenced by how they view the nature of pedagogical knowledge itself, whether it is fixed and measurable or open to reflection and revision.

The variation in the construction of supervision (administrative evaluation vs reflective mentoring) can be explained from the perspective of *identity processing style* (Berzonsky, 2004). Evaluative teachers tend to be normative in style: their decisions are guided by the rules of institutions and external authorities. Reflective teachers tend to be *informational style*: open to exploration, dialogue, and revision of knowledge based on experience. Thus, differences in epistemic constructions reflect variations in experience as well as differences in cognitive identity styles in processing professional knowledge. These findings also suggest that academic supervision is inherent in the relational dimension and epistemic justice. Fay et al. (2021) emphasize that sound supervisory practices need to focus on academic control and the creation of epistemically fair dialogue spaces, by recognizing the voice of teachers as a legitimate source of knowledge. In this study, supervision as reflective assistance reflects a shift towards more dialogical practices, although the evaluative approach is still dominant in schools. The dynamics between *epistemic experience* and *epistemic expertise* (Velmurugan & Davidsen, 2024) are relevant to explain the results of the study. The conflict between the teacher's teaching experience and the principal's supervisory authority suggests an ongoing epistemic negotiation. Teachers do not passively accept supervisory knowledge, but negotiate it based on practical experience in the classroom. Thus, academic supervision becomes an arena for negotiation between *epistemic experience* and *epistemic expertise*, which forms a dynamic and contextual construction of knowledge. Overall, the results of this study reinforce the view that teachers' epistemic cognition in academic supervision is the result of a complex interaction between cognitive factors, professional identity, and school social structure. Supervision serves not only as an instrument of evaluation, but also as a space for the construction of knowledge influenced by broader epistemic dynamics.

The findings of the study show that the affective epistemic construction of teachers in academic supervision is formed through complex emotional dynamics, is temporal, and is strongly influenced by power relations and institutional contexts. The emotional pattern that moves from anxiety before supervision, tension during supervision, to relief after supervision reflects that the experience of supervision is not only a professional activity, but also a space for the production of emotional experiences that are full of epistemic meaning. The

phenomenon of dominance of negative emotions in the early phase of supervision can be understood through the perspective of epistemic justice in academic supervision. Fay et al. (2021) emphasize that in supervised practice, knowledge relations are often not neutral, but rather influenced by authority structures that can place teachers in more vulnerable epistemic positions. In the context of this study, teachers' anxiety and tension before and during supervision reflect the existence of a perception of epistemic inequality, in which the supervisor is positioned as the assessing authority, while the teacher is in the position of being assessed. This condition reinforces the emergence of psychological distress in response to evaluative situations that are perceived to be not fully epistemically equivalent. However, the findings also show that there is a process of emotional adaptation during supervision, especially when the interaction between teachers and supervisors is more dialogical. This is in line with the view of Fay et al. (2021) that more critical and reflective supervisory practices can open up a languaging space of research or in this context, a more equal space for pedagogical dialogue, thereby reducing epistemic tension and allowing the emergence of affective comfort. In other words, the quality of epistemic interaction in supervision contributes directly to the emotional stability of teachers.

Furthermore, the emotional dynamics found in this study are also related to the construction of identity and teacher agency in the supervision space. Lai and Dai (2025) emphasized that the experience of supervision can influence how individuals interpret themselves, whether as professional agents who have control over their practices or as workers who are pressured by the demands of the system. In the context of this study, the shift from anxiety to relief after supervision shows a recovery of epistemic agency, where teachers feel they have control over learning practices again after the evaluation process is completed. However, the dominance of negative emotions in the early phase also indicates that the epistemic agency was reduced by evaluative pressure. In addition, the ambivalent affective constructs found, in which supervision is perceived as both pressure and support, suggest that teachers' emotional experiences are multidimensional. This can be explained through the concept of professional becoming put forward by Fato and Lombardi (2026), which views supervision as a space for the formation of professional identity that is not always linear, but full of negotiations between emotions, ethics, and social relations. In this perspective, supervision not only results in performance appraisals, but also shapes the process of becoming a teacher through contradictory but professionally productive emotional experiences.

Overall, the results of this study confirm that the affective dimension in academic supervision is an integral part of the epistemic construction of teachers. Emotions act as a psychological response as well as a mechanism that reflects epistemic relationships, professional identities, and power structures in supervisory practice. Thus, academic supervision is a space for epistemic-affective interaction that shapes teachers' experiences cognitively and emotionally. Epistemic constructions of the conative dimension of teachers post-academic supervision tend to manifest in actions that are more dominant in the administrative aspect than in profound pedagogic transformations, a pattern that is generally consistent with the findings of previous research that assert that teachers' initial responses to supervision are more easily directed towards structural and standardized changes (Stoltenberg et al., 2014; Poncy, 2020). However, compared to previous studies that emphasized the effectiveness of supervision in encouraging changes in learning practices, the results of this study show that pedagogic changes are still partial and highly dependent on the teacher's individual reflection capacity, so they have not occurred evenly (Weinstock et al., 2017). This distinction suggests that the integration between cognitive, affective, and conative dimensions in the context of supervision has not fully reached the stage of deep internalization as assumed in the framework of epistemic cognition (Hofer, 2016; Fives et al., 2017). In addition, the findings regarding the strong influence of contextual factors such as time constraints, student characteristics, and learning facilities expand on the results of previous research that tended to focus on individual factors, by affirming that the actualization of conative actions is also highly determined by institutional conditions (Gupta & Bhaskar, 2020; Elias et al., 2026). Thus, the novelty of this research lies in the affirmation that the conative epistemic construction of teachers in academic supervision does not take place linearly from understanding to action, but rather in the form of a spectrum of implementation influenced by the complex interaction between epistemic awareness, professional reflection, and contextual barriers, resulting in variations in the depth of change from administrative to pedagogical.

#### **4. CONCLUSION**

This study shows that the epistemic construction of teachers' perceptions of academic supervision is formed through the complex interaction between cognitive, affective, and conative dimensions that develop contextually in the school environment. In the cognitive dimension, teachers' understanding is distributed in two main orientations, namely evaluative and reflective, with the dominance of evaluative orientations that show the strong influence of institutional structures in shaping the meaning of supervision. In the affective dimension,

teachers' emotional experiences are dynamic and cyclical, characterized by anxiety before supervision, tension during implementation, and relief after supervision, which at the same time reflects the ambivalence between pressure and professional support. Meanwhile, in the conative dimension, epistemic construction is manifested in real post-supervision actions dominated by administrative changes rather than more profound pedagogic transformations. Variations in the level of implementation show that the internalization of supervision results is uneven and is influenced by individual reflection capacity as well as contextual barriers such as time constraints, student characteristics, and learning facilities. Overall, this study confirms that the integration between cognitive, affective, and conative dimensions in academic supervision has not taken place optimally, resulting in a diverse spectrum of implementation. The novelty of this research lies in the affirmation that the epistemic construction of teachers is not linear, but rather is formed through a dynamic interaction between epistemic awareness, emotional experiences, professional identity, and institutional conditions. The implications of this study lead to the importance of developing a more reflective, dialogical, and contextual academic supervision model to encourage the transformation of sustainable learning practices

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