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The Implementation of Academic Supervision in Public Junior High Schools

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ABSTRACT

This study aims to analyze the implementation of academic supervision in public junior high schools in Bandar Sei Kijang District, focusing on its execution, challenges, and efforts to enhance its effectiveness. The study employed a qualitative approach with a descriptive design, collecting data through in-depth interviews, observations, and documentation. The results indicate that academic supervision has been conducted systematically; however, challenges remain in terms of follow-up and consistency of implementation. The main obstacles include the limited time of school principals, teachers' perception of supervision as an evaluation, and a school culture that has not fully supported reflective practices. Efforts to improve supervision have been carried out through strengthening planning and scheduling, implementing collaborative supervision, and developing teachers' professional skills. Nevertheless, academic supervision in public junior high schools in Bandar Sei Kijang District still needs to be strengthened, particularly regarding consistent follow-up and the cultivation of a reflective culture.

Informasi Artikel

Kata Kunci:

Supervisi akademik; Perencanaan; Pelaksanaan; Tindak lanjut; Kendala; Pengembangan profesional

ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi supervisi akademik di SMP Negeri se-Kecamatan Bandar Sei Kijang, dengan fokus pada pelaksanaan, kendala, dan upaya peningkatan efektivitas supervisi. Metode yang digunakan adalah pendekatan kualitatif dengan desain deskriptif, mengumpulkan data melalui wawancara mendalam, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa supervisi akademik telah dilakukan secara sistematis, namun masih terdapat tantangan pada aspek tindak lanjut dan konsistensi pelaksanaan. Kendala utama meliputi keterbatasan waktu kepala sekolah, persepsi guru yang menganggap supervisi sebagai penilaian, serta budaya sekolah yang belum sepenuhnya mendukung refleksi. Upaya peningkatan dilakukan melalui penguatan perencanaan dan penjadwalan, penerapan supervisi kolaboratif, serta pengembangan profesional guru. Meskipun demikian, supervisi akademik di SMP Negeri se-Kecamatan Bandar Sei Kijang masih perlu diperkuat terutama pada konsistensi tindak lanjut dan budaya reflektif.

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1. Introduction

The implementation of academic supervision in public junior high schools is a systematic professional development process carried out by school principals to improve the quality of teaching and learning. In the field of Educational Management, academic supervision is regarded as an important instrument for ensuring educational quality through the improvement of teacher competence. Academic supervision is a series of activities designed to help teachers develop their ability to manage the learning process effectively [1]. Academic supervision does not merely function as an evaluation tool but also serves as a continuous, collaborative, and humanistic professional development effort [2]. Therefore, effective implementation of academic supervision should include structured planning, classroom observation, and follow-up activities in the form of constructive feedback to improve teacher professionalism and the quality of learning.

This study is based on the field of Educational Management, which positions academic supervision as a primary instrument for improving the quality of teaching and learning. From the perspective of instructional leadership, school principals play an important role in fostering and developing teacher competence through instructional supervision and professional development [3] [4] [5]. Meanwhile, clinical supervision theory emphasizes that supervision should be conducted systematically through planning, observation, and follow-up, while applying a collaborative and humanistic approach [1] [6] [2].

In addition, theories of teacher professional development further support the role of academic supervision in improving the quality of learning through continuous reflection and feedback. Effective professional development should be continuous, collaborative, and practice-based. Therefore, effective academic supervision should be implemented systematically, collaboratively, and continuously to improve teacher professionalism and the quality of learning [7] [8] [9].

The implementation of academic supervision in public junior high schools throughout Bandar Sei Kijang District, based on observations and interviews, indicates that supervision activities have been implemented, although the quality of implementation varies among schools. Interviews with school principals revealed that academic supervision is generally planned through annual programs and implemented in the form of classroom visits and the examination of instructional documents. However, several school principals stated that limited time due to administrative workloads and other managerial responsibilities has prevented supervision from being implemented optimally and continuously.

Meanwhile, interviews with teachers indicated that they had received supervision activities, but the implementation often emphasized evaluation rather than professional development. Several teachers reported that the feedback provided after supervision was still general and had not fully helped them improve their classroom teaching practices. On the other hand, some teachers experienced greater benefits when school principals provided specific guidance, reflective discussions, and examples of teaching strategies that could be applied in the classroom.

Field findings also indicate that schools implementing supervision in a planned and consistent manner, accompanied by clear follow-up activities, tend to have teachers who are better prepared to develop instructional materials and more varied in their use of teaching methods. Thus, it can be concluded that the effectiveness of academic supervision implementation is strongly influenced by the intensity of implementation, the quality of interaction between school principals and teachers, and the continuity of supervision follow-up as part of teacher professional development. Recent research has shown that academic supervision plays a significant role in improving learning quality and teacher performance. Academic supervision has a positive effect on pedagogical competence, work motivation, and teacher performance, which contributes to an improvement in student learning outcomes of approximately 15% [10]. In addition, academic supervision plays an important role in improving teachers' professional competence and performance, emphasizing that supervision is not merely an administrative activity but also a strategic factor in improving educational quality [11]. These findings are further supported by the literature, which indicates that academic supervision can encourage teacher reflection and continuous professional development through constructive feedback [12].

However, several studies have also identified various limitations in the implementation of academic supervision in practice. Research indicates that the main obstacles include limited time available to school principals, resistance among some teachers, and inadequate follow-up of supervision as part of continuous professional development. In addition, several school action research studies have revealed that improvements in teacher competence through supervision become significant only when supervision is conducted continuously and systematically rather than merely as a formal or administrative activity. This indicates that there remains a gap between the ideal concept of academic supervision and its actual implementation, particularly in terms of consistency and the quality of feedback.

Therefore, it can be concluded that although academic supervision has been proven effective in improving teacher performance and competence, recent research still indicates limitations in its implementation, particularly regarding continuity, intensity of professional development, and utilization of supervision results. Consequently, research on the implementation of academic supervision in public junior high schools throughout Bandar Sei Kijang District is important to examine actual practices in the field more deeply and to identify factors that influence its success.

Although various recent studies have shown that academic supervision contributes positively to improving teacher competence and performance, most studies have focused on the quantitative relationship between supervision and performance outcomes without exploring the implementation process at the school level in depth. Furthermore, within the field of Educational Management, academic supervision is theoretically understood as a continuous and collaborative professional development process [1] [2]. Empirically, however, a gap remains between this ideal concept and actual practice, where supervision is often administrative in nature, lacks continuity, and has not been fully optimized as a means of teacher professional development. Furthermore, research specifically examining the implementation of academic supervision in local contexts, such as public junior high schools throughout Bandar Sei Kijang District, remains limited. Consequently, it has not yet provided a comprehensive picture of the dynamics of implementation, challenges, and good practices occurring in the field.

Based on these gaps, this study aims to analyze how academic supervision is implemented in public junior high schools throughout Bandar Sei Kijang District, what challenges are encountered during its implementation, and what efforts are made to improve the effectiveness of such supervision. The novelty of this study lies in its approach, which does not merely assess the outcomes of supervision but also examines the

implementation process of academic supervision holistically from the perspectives of school principals and teachers within a local context. Therefore, the study is expected to provide practical and contextual contributions to the development of academic supervision at the junior high school level.

2. Method

This study employed a qualitative approach with a descriptive design aimed at gaining an in-depth understanding of the implementation of academic supervision in public junior high schools throughout Bandar Sei Kijang District. This approach was selected because it is appropriate for addressing research questions focusing on the processes, experiences, and meanings constructed by research participants within a real-world context. The research design enabled the researcher to obtain a comprehensive understanding of the planning, implementation, and follow-up of academic supervision in a systematic and contextual manner. The research procedure was conducted in stages, beginning with a preliminary study, followed by field data collection, data analysis, and conclusion drawing, so that the research process was logically structured and easily replicable.

The research subjects consisted of school principals and teachers from public junior high schools throughout Bandar Sei Kijang District. They were selected using purposive sampling based on the consideration that they were directly involved in the implementation of academic supervision. The study was conducted in three schools: SMP Negeri 1, SMP Negeri 2, and SMP Negeri 4 Bandar Sei Kijang. The selection of these participants was considered appropriate because they were able to provide relevant and in-depth information related to the focus of the study. The data collected consisted of qualitative data covering information on supervision planning, classroom observation, and follow-up activities conducted after supervision. Thus, the type of data collected was aligned with the needs of the study.

Data were collected through observation, in-depth interviews, and document analysis. Observation was used to directly examine the implementation of academic supervision in schools, while interviews were conducted to explore the experiences and perceptions of school principals and teachers. Documentation was used to complement the data through supervision programs, assessment instruments, and activity reports. The research instruments were developed based on indicators of academic supervision within the field of Educational Management, covering the aspects of planning, implementation, and evaluation of supervision. The interview instrument took the form of a semi-structured interview guide, allowing flexibility in exploring the data, while the observation sheet was designed to systematically record supervision activities.

The data analysis technique employed an interactive analysis model consisting of data reduction, data display, and conclusion drawing [13]. Data obtained from various sources were analyzed continuously from the data collection process until the completion of the study. To ensure data validity, the researcher employed source and method triangulation by comparing data obtained from interviews, observations, and documentation. In addition, the researcher conducted member checking with the informants to ensure that the data obtained accurately reflected the actual conditions. Thus, the research procedures were systematically and comprehensively designed and could be scientifically justified.

3. Results

The study was conducted in three schools, namely SMP Negeri 1, SMP Negeri 2, and SMP Negeri 4 Bandar Sei Kijang, focusing on the implementation of academic supervision, the challenges encountered, and efforts to improve the effectiveness of academic supervision. Data were obtained through interviews with school principals and teachers, observations, and documentation.

3.1 Implementation of Academic Supervision

a) Academic Supervision Planning

Based on the interview results, academic supervision planning in the schools demonstrated a systematic and structured pattern. This was evident in the process of developing supervision programs at the beginning of the academic year by considering teachers' needs, the academic calendar, and the involvement of the school team. The principal of SMPN 1 stated, “The academic supervision program is developed at the beginning of the academic year based on teachers' needs and the academic calendar so that its implementation is more focused.” (KS-01/SMPN 1). This statement indicates that supervision planning was needs-based and purposefully designed, rather than being conducted spontaneously, but instead through a systematic process.

Furthermore, the principal of SMPN 2 stated, “Supervision planning is conducted through meetings with the curriculum team and incorporated into the school's work program.” (KS-02/SMPN 2). This confirms that supervision planning was conducted collaboratively and integrated into the school management system, thereby providing formal legitimacy for its implementation. This finding was reinforced by a teacher who stated, “We have known about the supervision program since the beginning of the academic year because it was communicated during a school meeting.” (G-02/SMPN 2). This statement indicates that the supervision program was openly communicated to teachers, providing them with an initial understanding and preparation for the supervision process. Therefore, it can be concluded that academic supervision planning in the schools has fulfilled the principles of being systematic, collaborative, and transparent as a foundation for effective supervision.

b) Implementation of Academic Supervision

Based on the interview results, the implementation of academic supervision in the three schools was conducted directly through classroom visits and observation of the teaching and learning process. During the implementation, school principals observed various aspects, including teaching methods, the use of instructional media, and interactions between teachers and students. The principal of SMPN 4 stated, “Supervision is conducted through direct classroom observation to see the actual learning process.” (KS-04/SMPN 4). This statement indicates that supervision was conducted contextually and based on actual classroom conditions, allowing for a more objective assessment.

This finding was reinforced by a teacher who stated, “The principal came directly to the classroom and observed the teaching and learning process that I conducted.” (G-01/SMPN 1). This indicates that supervision was genuinely carried out through direct observation rather than merely through the examination of administrative documents. In addition, interaction between school principals and teachers during supervision tended to be communicative and non-threatening, as expressed by a teacher: “The interaction with the principal was quite good and did not make us feel pressured.” (G-04/SMPN 4). This condition indicates an effort to create a comfortable supervision environment that supports teacher openness. Therefore, it can be concluded that the implementation of academic supervision has moved toward a communicative professional development approach, meaning that supervision functions not only as a form of control but also as a means of teacher professional

development.

c) Follow-Up of Academic Supervision

Based on the interview results, follow-up activities after academic supervision were conducted through feedback, reflective discussions, and recommendations for improving teaching practices. These follow-up activities are important to ensure that the results of supervision have a tangible impact on improving the quality of learning. A school principal stated, "After supervision, we provide feedback and conduct discussions to improve teaching and learning." (KS-02/SMPN 2). This statement indicates that, procedurally, follow-up activities had been implemented by providing guidance and opportunities for teachers to engage in reflection.

However, from the teachers' perspective, implementation was not yet fully consistent, as indicated by the statement, "The feedback provided is quite helpful, but reflective discussions are not always conducted." (G-04/SMPN 4). This indicates a gap between planned implementation and actual practice, particularly regarding reflection, which should be conducted continuously. Therefore, it can be concluded that academic supervision follow-up activities have been implemented but remain suboptimal in terms of consistency and depth of reflection, making this one of the weaknesses in the implementation of academic supervision in schools.

Based on the observation results, the implementation of academic supervision at SMPN 1, SMPN 2, and SMPN 4 Bandar Sei Kijang indicated that most components were available and implemented. This was evident from the existence of academic supervision programs, structured supervision schedules, and supervision instruments used during supervision activities. In addition, supervision programs had been communicated to teachers through school meetings.

During implementation, supervision was conducted through direct classroom observations using appropriate supervision techniques. Interaction between school principals and teachers was relatively good and communicative within a conducive atmosphere. Supervision also focused on the teaching and learning process in the classroom. At the follow-up stage, school principals provided feedback and recommendations for improving teaching practices; however, reflective discussions were not always conducted consistently. Furthermore, supervision follow-up activities had not yet been fully implemented on a continuous basis. Documentation findings also supported these results, as supervision programs, implementation schedules, supervision instruments, evidence of supervision activities, classroom observation records, and feedback notes were found, although documentation of follow-up activities was incomplete in all schools.

3.2 Challenge in Academic Supervision

a) Limited Time and Administrative Workload

Based on the interview results, the main challenge in implementing academic supervision in the three schools was the limited time available to school principals due to their heavy administrative and managerial workloads. This condition prevented supervision from being implemented optimally and continuously. The principal of SMPN 1 stated, "The main challenge is time because there are many administrative tasks that need to be completed." (KS-01/SMPN 1). This statement indicates that administrative demands were a dominant factor hindering the implementation of supervision.

A similar concern was expressed by the principal of SMPN 2, who stated, "Time is a challenge because it has to be divided among other managerial responsibilities, so supervision does not always take place according to schedule." (KS-02/SMPN 2). In addition, the principal of SMPN 4 stated, "The relatively high administrative workload makes it difficult to conduct supervision comprehensively and optimally." (KS-04/SMPN 4).

These findings indicate a similar pattern of challenges across the three schools, namely limited time resulting from the complex workload of school principals. Therefore, it can be concluded that limited time and a high administrative workload constitute the main obstacles to the implementation of academic supervision, thereby affecting the intensity and continuity of supervision activities in schools.

b) Teacher Perceptions and Motivation

Based on the interview results, teacher perceptions and motivation constituted one of the challenges in implementing academic supervision. Some teachers still perceived supervision as an assessment activity, which created feelings of tension and discomfort during the process. This was expressed by a teacher at SMPN 2 who stated, "At first, we felt that supervision was like an assessment, so we were somewhat nervous." (G-02/SMPN 2). This statement indicates that teachers' initial perceptions of supervision were still evaluative rather than developmental.

A similar finding was obtained at SMPN 1, where a teacher stated, "When I was supervised for the first time, I felt nervous because it felt like I was being assessed." (G-01/SMPN 1). However, with increased experience and a more communicative approach from school principals, these perceptions began to change, as expressed by a teacher at SMPN 4: "Now supervision feels more like professional development because there is guidance and discussion afterward." (G-04/SMPN 4).

This change in perception indicates that a humanistic and communicative approach to supervision can influence teachers' attitudes in a more positive direction. In addition, teachers' motivation to participate in supervision also varied. Teachers with higher levels of motivation tended to be more prepared and open to supervision than those with lower levels of motivation. Therefore, it can be concluded that teacher perceptions and motivation are important factors influencing the effectiveness of academic supervision. Efforts are therefore needed to shift the paradigm of supervision from assessment toward professional development.

c) School Culture

Based on the interview results, school culture generally supported the implementation of academic supervision, but it had not yet fully established a culture of reflection and openness among teachers. The principal of SMPN 4 stated, "The school culture already supports supervision, but not all teachers are open to reflection." (KS-04/SMPN 4). This statement indicates that although supervision had been accepted as part of school activities, not all teachers were prepared to engage in in-depth reflection on their teaching practices.

A similar statement was made by the principal of SMPN 2: "The school culture is quite supportive of supervision, but teachers' openness to receiving feedback still needs to be improved." (KS-02/SMPN 2). From the teachers' perspective, some teachers were still uncomfortable expressing the challenges they faced, as stated by a teacher: "Sometimes we are not yet accustomed to openly discussing our weaknesses after supervision." (G-01/SMPN 1).

These findings indicate that a reflective culture has not yet become a fully established practice within the school environment. Therefore, although the school culture supports the implementation of academic supervision, strengthening a culture of reflection and openness is still necessary so that supervision can be implemented continuously and have a more optimal impact on teacher professionalism.

Based on the observation results, challenges in academic

supervision were evident in the limited time available for supervision due to the high administrative workload of school principals. This affected the optimal and comprehensive implementation of supervision on a continuous basis. In addition, teachers' responses to supervision varied, with some teachers demonstrating limited openness and not yet having a high level of motivation to participate in supervision. This condition was also influenced by a school culture that did not yet fully support openness and reflection in teaching and learning.

The documentation revealed records of challenges encountered during supervision implementation and supervision evaluation reports, although not all schools had complete documentation regarding these challenges. Thus, the observation and documentation results indicate that the challenges of academic supervision are not merely technical but are also related to cultural aspects and teachers' attitudes toward receiving supervision.

3.3 Efforts to Improve Academic Supervision

a) Strengthening Planning and Scheduling

Based on the interview results, strengthening planning and scheduling was one of the main efforts undertaken by schools to improve the effectiveness of academic supervision. Schools attempted to develop more structured and regular supervision schedules so that implementation could be conducted consistently and would not be disrupted by other responsibilities.

The principal of SMPN 2 stated, "We are trying to create a more regular supervision schedule so that its implementation is consistent." (KS-02/SMPN 2). This statement demonstrates an awareness of the need to address previous weaknesses related to irregular supervision implementation. Similarly, the principal of SMPN 1 stated, "We arrange the supervision schedule more systematically so that all teachers have an equal opportunity to be supervised." (KS-01/SMPN 1).

In addition, the principal of SMPN 4 stated, "We adjust the supervision schedule to the teaching and learning activities so that it can be more effective." (KS-04/SMPN 4). From the teachers' perspective, a clear schedule helped them prepare, as expressed by a teacher: "If the schedule is clear, we can prepare our teaching more effectively." (G-02/SMPN 2).

Therefore, it can be concluded that strengthening planning and scheduling is an important strategy for improving the consistency and effectiveness of academic supervision implementation.

b) Collaborative Supervision and Communication

Based on the interview results, the implementation of collaborative supervision and improved communication constituted important efforts to increase the effectiveness of academic supervision. Supervision was increasingly directed toward an approach that actively involved teachers in discussion and reflection.

The principal of SMPN 4 stated, "We have started involving teachers in discussions after supervision." (KS-04/SMPN 4). This indicates a shift from an evaluative supervision approach toward a collaborative approach. A similar statement was made by the principal of SMPN 2: "We are trying to build two-way communication so that teachers are more open to receiving feedback." (KS-02/SMPN 2).

From the teachers' perspective, this condition was reinforced by the statement, "Communication with the principal is quite good and helps us develop." (G-01/SMPN 1), as well as, "The discussion after supervision helps us better understand the weaknesses in our teaching." (G-04/SMPN 4).

These findings indicate that effective communication and teacher involvement in supervision can create a more open atmosphere and support professional development. Therefore, collaborative supervision and effective communication are key factors in improving the quality of academic supervision.

c) Teacher Professional Development

Based on the interview results, teacher professional development was an important component of efforts to improve academic supervision. Schools conducted various activities, such as training and workshops, to improve teachers' competence in teaching and learning.

A teacher from SMPN 2 stated, "The training is very helpful in improving our teaching skills." (G-02/SMPN 2). This statement indicates that professional development activities had a positive impact on the quality of learning. Similarly, a teacher from SMPN 1 stated, "The workshops organized by the school help us understand more varied teaching methods." (G-01/SMPN 1).

In addition, the principal of SMPN 4 emphasized, "We continue to encourage teachers to participate in training as part of continuous professional development." (KS-04/SMPN 4). These findings indicate that professional development was not only conducted through formal activities but also through continuous professional development within the supervision process.

Therefore, it can be concluded that teacher professional development is an important strategy for improving teacher competence and supporting the overall success of academic supervision.

Based on the observation results, efforts to improve academic supervision in the three schools were evident in the implementation of collaborative supervision and relatively effective communication between school principals and teachers. Schools had also conducted training and workshops for teachers as part of professional development. In addition, teacher development activities were conducted continuously, although not yet consistently in all schools.

Supervision evaluation was also conducted systematically as part of continuous improvement efforts. Documentation showed the existence of teacher training/workshop programs, professional development documents, meeting minutes related to supervision, and supervision evaluation and development reports. These findings indicate that schools had attempted to strengthen the academic supervision system through various strategies involving planning, implementation, and teacher professional development, although further improvement is still required in terms of implementation consistency and program continuity.

4. Discussion

This study examined the implementation of academic supervision in public junior high schools throughout Bandar Sei Kijang District, involving three main stages: planning, implementation, and follow-up. Supervision planning in the schools was conducted systematically through annual programs and structured schedules based on teachers' needs, effective supervision planning requires comprehensive identification of needs and the development of structured programs based on teacher development priorities [14]. Observations showed that schools in Bandar Sei Kijang District had annual supervision programs containing supervision activity schedules, success indicators, and persons responsible for the activities, demonstrating the schools' awareness of the importance of systematic planning.

Effective supervision planning requires collaboration among school principals, supervisors, and teachers in identifying professional development needs. This is consistent with the

findings of this study, which show that supervision planning in schools involved various stakeholders in its development [15]. Supervision planning based on teachers' needs is more effective than top-down planning because teachers feel more responsible for participating in development programs that they have helped formulate through a participatory process [16].

The implementation stage of supervision was conducted through direct classroom observation, in which school principals observed teaching methods and teacher-student interactions [2].Observations showed that school principals in these schools had conducted regular classroom observations, although the frequency varied among schools. This indicates the commitment of school leaders to improving the quality of learning through direct presence in classrooms.

The findings also indicate that direct supervision can increase teacher involvement in the learning process [10]. Direct classroom observation provides supervisors with opportunities to see how teachers apply various teaching strategies under actual classroom conditions. In this context, school principals, as supervisors, can provide more accurate and contextual feedback based on what they directly observe in the classroom [17].

However, at the follow-up stage, this study found that feedback and reflective discussions were not consistently conducted [18]. This finding indicates a gap between the implementation of supervision and the follow-up activities that should take place after observation. This may be caused by various factors, including limited time, insufficient understanding of the importance of follow-up activities, and the absence of a well-established reflective culture among teachers. The effectiveness of supervision therefore depends on the quality and consistency of follow-up activities [11].

The main challenge in implementing academic supervision was the limited time available to school principals due to their high administrative workload. The workload of school principals reduces the effectiveness of supervision [12]. This finding indicates that time constraints are a universal challenge faced by school principals in various regions, not only in Bandar Sei Kijang District.

Teachers' perceptions of supervision as an assessment activity rather than professional development also constituted an obstacle, supervision should be collaborative in nature [2]. Negative teacher perceptions of supervision hinder its effectiveness [11].

To improve the effectiveness of academic supervision, schools in Bandar Sei Kijang District have undertaken various efforts, including strengthening planning and scheduling, implementing collaborative supervision, and developing teachers' professional competence through training and workshops [1] [2].

Collaborative supervision increases teacher openness [12]. In this context, the establishment of a supervision team involving several senior teachers or subject teachers could serve as an alternative for expanding the scope of supervision without excessively increasing the workload of school principals. Professional development through training integrated with supervision can significantly improve teachers' pedagogical competence [18]. These findings demonstrate the importance of linking professional development programs with supervision activities so that knowledge gained from training can be implemented and optimized in classroom teaching practices.

Overall, although academic supervision has been implemented systematically, the main challenges lie in the consistency of follow-up activities and the continuity of professional development programs. Effective implementation of supervision requires strengthening in terms of time management, teacher openness to reflection, and a deeper collaborative culture [10] [19].

5. Conclusion

Based on the study of the implementation of academic supervision in public junior high schools throughout Bandar Sei Kijang District, it can be concluded that supervision has been implemented relatively well but has not yet reached an optimal level. The supervision process includes systematic planning and classroom observation conducted in a communicative manner; however, follow-up activities, particularly reflective discussions and continuous professional development, are still inconsistent.

The main challenges include limited time available to school principals, teachers' perceptions of supervision as an assessment activity, and a school culture that does not yet fully support reflection. Efforts to improve supervision have been made through strengthened planning, collaborative supervision, and teacher professional development. Although there is already a commitment to improving supervision, greater consistency in implementation, stronger reflective practices, and optimization of the role of school principals in continuous supervision are still needed.

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