

The Effectiveness of the Implementation of Collaborative-Based Academic Supervision by School Principals to Improve the Professionalism of Senior High School Teachers in Sleman Regency

Diah Rina Miftakhi^{1*}, Sri Sugiyarti²

¹*Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Bangka Belitung, Indonesia, diah.rinamiftakhi@unmuhbabel.ac.id*

²*Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Bangka Belitung, Indonesia, sri.sugiyarti@unmuhbabel.ac.id*

Abstract

The effectiveness of teacher professional practice is highly dependent on the competence of the principal in carrying out managerial and instructional tasks, especially in implementing academic supervision programs. Teacher professionalism is essential to achieve educational goals and improve the quality of education. This study aims to examine the level of effectiveness of the implementation of collaborative-based academic supervision. This study uses a qualitative approach using a case study design. Data was collected through observation, interviews, and documentation. The subjects of the study include school principals, teachers, and students. The validity of the data is ensured through triangulation techniques and in-depth observation. The findings show that collaborative academic supervision programs are very effective in improving teachers' professionalism in the teaching and learning process. Principals provide opportunities for teachers to develop a variety of instructional innovations, as teachers are one of the key determinants of the success of learning implementation. Academic supervision has proven to be very effective in improving teacher professionalism. Professional teachers contribute to improving student achievement and improving the overall quality of learning.

Keywords: Teacher, Principal, Collaborative, Professionalism, Academic Supervision

INTRODUCTION

The principal is responsible for carrying out learning activities at school. The principal has a strong management role in coordinating all available educational resources. The leadership of the principal is one of the factors that can encourage schools to be able to realize their vision, mission, goals, and goals through programs that are implemented in a planned and gradual manner. School principals are required to have good competencies to improve the quality of learning. The program that can be done is to improve the professionalism of teachers to be more effective. Professional teachers are an important factor in determining the success of learning (Miftakhi, 2017). The professionalism of a teacher can be seen from his or her competence (Herwati, 2022).

The effectiveness of the implementation of teachers' professional performance is highly dependent on the competence of the principal in carrying out his duties. Improving teacher professionalism can be achieved by conducting academic supervision (Fauzi et al., 2022). Academic supervision is essential for teacher preparation, support, and evaluation in carrying out teaching duties (Livers et al., 2022). To carry out academic supervision, the principal as a supervisor and person in charge of activities in the school must be able to formulate programs, implement, and follow up on academic supervision in the school he leads (Herwati, 2022).

The academic supervision program prepared by the principal is a guideline in carrying out academic supervision (Directorate of Primary and Secondary Education Education Personnel Development Directorate General of Teachers and Education Personnel of the Ministry of

Education and, 2017). Academic supervision programs can also develop teachers' ability to manage learning effectively (Aisyahrani et al., 2023). From the results of the implementation of academic supervision, school principals must also be able to reflect on their performance. In addition, the principal also carries out follow-up as feedback that is very useful for improving the quality of students and teachers which can ultimately improve the quality of learning.

Learning that is carried out well by teachers will have an impact on improving student achievement. Thus, the success of students in learning is highly dependent on the ability of teachers to facilitate learning and the competence of the principal in carrying out academic supervision. Partnership cooperation between principals and teachers in the implementation of academic supervision is very important, namely the implementation of collaborative-based academic supervision (Jamila, 2020; Muryati et al., 2025).

The implementation of academic supervision carried out at Muhammadiyah Kalasan Senior High School and Muhammadiyah 1 Prambanan Senior High School has been going well. The principal has carried out academic supervision programs routinely or periodically in each semester. The results of observations show that academic supervision programs are very important to be implemented in order to improve learning outcomes. The problem that still arises in the implementation of academic supervision is that academic supervision is still carried out by school principals, especially in Muhammadiyah Senior High Schools due to the limited number of teachers who can be involved in the implementation of academic supervision.

The problems that arise in the school must get the right solution so that the academic supervision program can run well. The right step to overcome this problem is to create a collaborative-based academic supervision program. Collaborative academic supervision focuses on the process of joint investigation and problem-solving. Supervision helps teachers to more actively build their own knowledge and understanding through experiential and collaborative (Sujianto et al., 2023). Collaborative academic supervision is also very important for conducting assessments. The assessment is not only on the final result, but on how the collaboration process proceeds and its impact on improving the professionalism of teachers (Nirwana, 2023).

The collaborative approach is a combination of direct and indirect approaches. A collaborative approach can be done through presenting, explaining, listening, problem-solving, and negotiation. The collaborative supervision approach is implemented by the supervisor by sharing responsibilities with the person being supervised. Thus, when the principal carries out collaborative supervision, the principal shares responsibility with the teacher (Muryati et al., 2025). The supervisory task of the principal in collaborative supervision is to listen and pay close attention to teachers' complaints about the problems of improvement, improvement, and development of their performance. In a collaborative supervision approach, the principal can ask the teacher for explanations of things that he or she does not understand (Sika, 2021).

So that the implementation of collaborative-based academic supervision will be very effective if the principal and teachers can carry out good cooperation. The cooperation carried out is a form of partnership to support the implementation of learning to be of higher quality. If the implementation of learning has obtained good results, this will automatically have an impact on the learning outcomes of students. Students will have good achievements, especially in the academic field.

The description above shows that academic supervision in Muhammadiyah Kalasan Senior High School and Muhammadiyah 1 Prambanan Senior High School is still largely dominated by

conventional, principal-centered practices, with limited involvement of teachers as collaborative partners and insufficient space for joint reflection and problem-solving. This condition illustrates a clear gap between the strategic role of academic supervision in improving teacher professionalism and the limited implementation of collaborative-based models in practice. Empirical studies that specifically examine how collaborative academic supervision can be designed, implemented, and followed up in the context of Muhammadiyah senior high schools, and how it contributes to strengthening teacher professionalism and improving the quality of learning, are still very limited. Therefore, this study aims to analyze in depth the planning, implementation, and follow-up of collaborative-based academic supervision carried out by principals together with teachers, as well as to identify its implications for teacher professional performance and student learning outcomes.

METHODS

The approach in the research uses a qualitative-naturalistic-interactive approach with a case study method. The use of a qualitative approach is based on obtaining a comprehensive and in-depth picture of the development of collaborative academic supervision to improve teacher professionalism. The naturalistic quantitative approach is intended to explain that the phenomenon or condition/condition being studied is really an event, community, interaction that occurs naturally (Uhar., S, 2012). So that this research is as much as possible to describe the case in the field as it is. Naturalistic qualitative research also aims to explore facts and social phenomena from the perspective of participants.

In the qualitative research process, before conducting data analysis, data obtained from the field needs to be compiled in a *field note* as the first step in data analysis. The data collection techniques used were interviews, observations, and documentation. The three data were analyzed qualitatively through data collection, data reduction, data presentation, and conclusion drawing (Miles et al., 2014).

Data reduction will make it easier for researchers to collect data because the reduced data clearly describes the data that is in accordance with the focus of the research. The presentation of data is intended to obtain biases on facts, as well as to provide the possibility of drawing initial conclusions and taking further action. Data verification is a recheck process during the research period by matching data with the records that have been made by the researcher when drawing initial conclusions. The verified data is then used as a basis to draw conclusions.

RESULTS

The results of the data obtained in the field provide a clear picture that so far the principals at Muhammadiyah Kalasan Senior High School and Muhammadiyah 1 Prambanan High School carry out their academic supervision duties by applying an individual direct supervision approach. The method is carried out by visiting teachers who are in charge of teaching in the classroom, observing their performance in the learning process and conducting assessments. This individualized supervision approach has proven to be not very effective in improving teachers' competence in carrying out their duties, especially those related to their professional competence. This is due to the lack of collaborative cooperation between the principal and teachers during the implementation of academic supervision. The implementation of academic supervision tends to be one-way, namely more school principals take a role in its implementation.

This result is an empirical study conducted by researchers on teachers at Muhammadiyah Kalasan Senior High School and Muhammadiyah 1 Prambanan High School in Sleman Regency.

The results of the implementation of academic supervision still find many teachers who are not administratively complete in the learning process that is carried out. In addition, some teachers have also not developed methods and use the right media to teach. The results of reflection on these findings show that the factors that cause the teacher's lack of competence are suspected to be caused by internal and external factors. Internal factors that are suspected to affect teachers' professional competence include: 1). Teachers still do not understand the development of learning materials to be implemented, 2). Teachers do not analyze learning materials before developing teaching materials, 3) Teachers tend to use learning methods that are still observant, and 3). Lack of self-motivation for teachers to perform their professional performance well.

External factors that are suspected to result in the lack of teachers' ability are the implementation of supervision by school principals which is more assersive. Ideally, supervision is carried out collegially, in partnership, coaching, and mentoring. Academic supervision is carried out through discussion, open and flexible brainstorming to assist teachers in evaluating their performance in carrying out their teaching duties. One of the partnership approaches between school principals as academic supervisors and teachers as supervised people to improve teacher professionalism is through collaborative-based academic supervision approach activities (Nirwana, 2023).

Collaborative academic supervision is a learning supervision approach that emphasizes cooperation, partnership, and professional dialogue between supervisors (principals, supervisors, or academic coordinators) and teachers in order to improve the quality of learning processes and outcomes. In this approach, teachers are not positioned as mere objects of assessment, but rather as equal partners who are actively involved in the process of planning, observation, reflection, and supervision follow-up. Glickman, Gordon, and Ross-Gordon affirm that effective academic supervision should be developmental and collaborative, with the primary goal of helping teachers develop their professional capacity through dialogical and reflective interactions (Glickman et al., 2018).

DISCUSSION

Academic supervision is closely related to learning and professional development that encourages a teacher's evolving mindset (Adams et al., 2018). One of the professional competencies of teachers according to Permendiknas Number 16 of 2007 is that teachers are able to develop professionalism in a sustainable manner by taking reflective actions and are able to utilize information and communication technology to communicate and develop themselves (Permendiknas, 2007). To carry out academic supervision, school principals must be able to prepare programs to follow up on the results of academic supervision (Windarta, 2021).

The results of data in the field show that the implementation of academic supervision at Muhammadiyah Kalasan Senior High School and Muhammadiyah 1 Prambanan High School in Sleman Regency shows that the implementation of academic supervision needs to be further developed in the program. The implementation should not only be administrative, but the principal and supervision team must be more creative in encouraging teachers to improve their teaching skills. Academic supervision is a planned activity aimed at the qualitative aspect of the

school by assisting teachers through support and evaluation of the learning and learning process that can improve learning outcomes. This supervision aims to improve the learning situation in schools to be more effective (Djuhartono et al., 2021; Marfinda, 2022).

The above findings show that the implementation of academic supervision has not had a positive impact and has not had a significant impact on the quality of learning (Nurulita et al., 2020). Based on these problems, it is necessary to implement collaborative-based academic supervision so that academic supervision programs can run effectively and can improve teacher professionalism. Increased professionalism in a dynamic school is focused on the school's vision and is integrated with collegiality and collaborative work (Glickman et al., 2018). The goal is to focus on the professional development of teachers by providing the support needed to improve teaching skills (Muryati et al., 2025). The progressive view of supervision focuses on intrinsic motivation to improve teaching reflection, as well as empowering teachers to engage in research actions to encourage improvement efforts (Mette, 2024).

The implementation of collaborative academic supervision allows teachers to make adjustments to teaching strategies based on feedback received from peers and the results of observations in the classroom (Mulyadi et al., 2022). The concept of collaborative academic supervision serves as a tool for professional development and empowers teachers to take responsibility for teaching strategies, thereby fostering a culture of continuous improvement in learning (Subagio et al., 2024).

Collaborative academic supervision refers to a partnership-oriented approach in which teachers and supervisors work together to improve the learning process. The application of best practices becomes easier because teachers can share experiences and methods that have been proven to be effective (Rochbani & Nurdianingsih, 2023). Collaborative supervision is a partnership-based supervision between the supervisor and the supervised, where the supervisor is positioned as a more experienced partner to conduct the inquiry and problem-solving process.

The main competence of supervision is to plan, implement, and follow up on the results of teachers' academic supervision in order to improve teacher professionalism (Sujianto et al., 2023). Supervision as a center for teaching improvement that involves teachers with the aim of improving teaching to modify teaching practices that are in line with improving student achievement (Miller, 2023). The principal in carrying out his performance has the expectation to share responsibility, so they conclude that the collaborative supervision approach will be more effectively applied because of the collegiality between the principal as a supervisor and the teacher in solving the problem.

The choice of a supervision approach will depend on the characteristics of the supervisor. If the supervised person is capable and low in motivation, they tend to be supervised with a direct approach. Those who have successfully developed their competencies and motivations tend to be suitable for supervision with a collaborative approach. Furthermore, if the supervised person has a broad background of experience and high competence and motivation both in cooperation and working independently, then the appropriate approach to be applied is an indirect approach.

By carrying out collaborative-based academic supervision at SMA Muhammadiyah Kalasan and SMA Muhammadiyah 1 Prambanan, the performance of teacher professionalism can be further improved. Collaborative activities carried out by the principal as a supervisor and teachers as supervised people can have a very good impact, because there is partnership cooperation in the implementation of academic supervision. The principal carries out academic

supervision by carrying out dialogue and providing inputs and feedback to foster teachers' motivation in teaching. The motivation provided by the principal can be a stimulus in developing media ideas and learning methods that will be used in teaching. In addition, teachers are also more innovative in the learning process that is carried out to improve student achievement. The final goal that will be achieved by carrying out collaborative academic supervision is to improve the quality of learning in all areas of learning outcomes.

CONCLUSION

The implementation of academic supervision at SMA Muhammadiyah Kalasan and SMA Muhammadiyah 1 Prambanan is still dominated by a direct supervision approach that is assessment, so it has not been effective in improving the professionalism of teachers optimally. This condition has an impact on the discovery of weaknesses in the planning, implementation, and development of learning. The implementation of collaborative-based academic supervision is a relevant solution because it emphasizes partnership, professional dialogue, and joint reflection between principals and teachers. This approach is able to increase teacher motivation, professional competence, and innovation in learning, which ultimately contributes to improving the quality of learning and learning outcomes of students.

REFERENCES

- Adams, P., Mombourquette, C., Brandon, J., Hunter, D., Friesen, S., Koh, K., Parsons, D., & Stelmach, B. (2018). A Study of Teacher Growth, Supervision, and Evaluation in Alberta: Policy and Perception in a Collective Case Study. *Journal of Educational Supervision*, 1(2), 1–16. <https://doi.org/10.31045/jes.1.2.1>
- Aisyahrani, A., Putri, E. J., Aulia, I. N., Pamungkas, F. H., Khairi, M. A., Jannah, Z., & Nasution, I. (2023). Efektivitas Pelaksanaan Supervisi Akademik Kepala Sekolah Guna Meningkatkan Kompetensi Guru. *Sublim: Jurnal Pendidikan*, 2(1), 27–37. <https://doi.org/10.33487/sublim.v1i1.5616>
- Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan. (2017). *Panduan Kerja Pengawas Sekolah Pendidikan Dasar Dan Menengah* (Pertama). Jakarta, Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan.
- Supervisi kolaboratif merupakan supervisi yang berbasis kemitraan antara supervisor dengan yang disupervisi, dimana supervisor berposisi sebagai mitra yang lebih berpengalaman untuk melakukan proses inkuiri dan pemecahan masalah.
- Fauzi, F., Sudirman, S., & Fahrudin, F. (2022). Pelaksanaan Supervisi Akademik Berbasis Teknologi Informasi dan Komunikasi (TIK). (*JPAP*) *Jurnal Praktisi Administrasi Pendidikan*, 6(1), 10–16. <https://doi.org/10.29303/jpap.v6i1.495>
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *Supervision and Instructional Leadership: A Developmental Approach* (Tenth edit). New York: Pearson.
- Herwati, N. (2022). Penerapan Pendekatan Supervisi Kolaboratif Untuk Meningkatkan Kompetensi Profesional Guru IPA Di SMP Negeri 4 Pontianak. *Pembelajaran Dan Pendidikan Karakter*, 1(2), 123–132.
- Livers, S. D., Baker, A. M., Guerra, P., & Acosta, M. (2022). The Complexities and Discourse

- of Supervision for Equity and Justice in Teaching and Teacher Education. *Journal of Educational Supervision*, 5(2), 1–10. <https://doi.org/DOI:https://doi.org/10.31045/jes.5.2.1>
- Mette, I. (2024). Instructional Leadership in a Rural State: How Position and Rurality Influence Supervision, Professional Growth, and Evaluation. *Journal of Educational Supervision*, 7(3), 49–67. <https://doi.org/10.31045/jes.7.3.3>
- Miftakhi, D. R. (2017). Manajemen Pengembangan Profesionalisme Guru Di SMP Muhammadiyah Ngemplak Sleman Yogyakarta. *Edutainment*, 5(1), 25–41.
- Miles, M. B., Michael, H., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications, Inc.
- Miller, L. S. (2023). Supervision to Support Reflective Practices. *Journal of Educational Supervision*, 6(1), 1–18. <https://doi.org/https://doi.org/10.31045/jes.6.1.1>
- Mulyadi, D., Wasliman, I., & Sauri, R. S. (2022). Implementation Of Integrated Quality Management Academic Supervision Of School Principles In Improving The Quality Of High School Teachers Professional Competence. *International Journal of Social Science, Education, Communication and Economics*, 1(3), 317–326. <https://doi.org/https://doi.org/1054443/sj.v1i3.41>
- Supervisi kolaboratif merupakan supervisi yang berbasis kemitraan antara supervisor dengan yang disupervisi, dimana supervisor berposisi sebagai mitra yang lebih berpengalaman untuk melakukan proses inkuiri dan pemecahan masalah.
- Muryati, J., Munandar, A., Hilmizen, N., Hanafiah, Mulyanto, A., & Warta, W. (2025). Supervisi Akademik dengan Pendekatan Kolaboratif untuk Meningkatkan Mutu Lulusan: Studi Kasus di Madrasah Ibtidaiyah Miftahul Ulum Kecamatan Serpong Utara Kota Tangerang Selatan. *Reslaj: Religion Education Social Laa Roiba Journal*, 7(4), 1027–1040. <https://doi.org/10.47476/reslaj.v5i3.1670>
- Nirwana. (2023). Penerapan Pendekatan Supervisi Edukatif Kolaboratif Untuk Meningkatkan Kompetensi Profesional Guru Kelas Di Sd Negeri 1 Martapura. *TEACHER : Jurnal Inovasi Karya Ilmiah Guru*, 3(1), 57–62. <https://doi.org/10.51878/teacher.v3i1.2177>
- Nurulita, N. D., Prestiadi, D., & Imron, A. (2020). Education Supervision as A Teacher Professionalism Improvement. *Advances in Social Science, Education and Humanities Research*, 589(Iccoet), 129–131.
- Permendiknas. (2007). Peraturan Menteri Pendidikan Nasional Republik Indonesia, Nomor 16 Tahun 2007, Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru. In *Peraturan Menteri Pendidikan Nasional Republik Indonesia, Nomor 16 Tahun 2007: Vol. (Issue)*.
- Rochbani, I. T. N., & Nurdianingsih, F. (2023). Educational Supervision: An Analysis of Models, Approaches, And Techniques of Educational Supervision in Higher Education. *ZIJEd: Zabags International Journal of Education*, 1(2), 73–81. <https://doi.org/https://doi.org/10.61233/zijed.v1i2.11>
- Sika, S. (2021). Penerapan Pendekatan Supervisi Akademik Kolaboratif Untuk Meningkatkan Kompetensi Guru Di SDN Tanah Merah. *Indonesian Journal of Intellectual Publication*, 1(3), 180–188.
- Subagio, A., Waruwu, M., Enawaty, E., & Halida, H. (2024). Collaborative Academic Supervision as an Effort to Optimize Teacher Performance in the Independent Curriculum. *Riwayat: Educational Journal of History and Humanities*, 7(4), 2740–2753.

<https://doi.org/10.24815/jr.v7i4.41505>

Sujianto, I., Dwikoranto, D., & Marsini, M. (2023). Improving the Ability of Principals to Carrying Out Academic Supervision Through Managerial Supervision with a Collaborative Approach. *IJORER : International Journal of Recent Educational Research*, 4(2), 239–253.

<https://doi.org/10.46245/ijorer.v4i2.278>

Windarta, L. R. P. (2021). Supervisi Akademik Internal Guru TK Dengan Pendekatan Kolaboratif. *WISDOM: Jurnal Pendidikan Anak Usia Dini*, 2(1), 33–47.

<https://doi.org/10.21154/wisdom.v2i1.2639>