Collaborative-Based Principal Academic Supervision on Teacher Competence

Irma Suryani[1,] Khairuddin[2,] Niswanto[3,]

[1, 2, 3] Universitas Syiah Kuala Darussalam, Indonesia

	Abstract
Keywords: Collaborative Academic Supervision; Teacher Competence; Implementation; Challenge.	Supervision is the practice of keeping an eye on academic activities such as the teaching and learning process, supervising teachers. At the same time, they teach, supervising students while they learn, and monitoring the situations that lead to them. This research aims to investigate the program and the implementation of the collaborative-based principal academic supervision program to improve teacher competency and its challenges at Muamalat Solidarity Boarding School in Aceh Besar District. This study combines both a qualitative and descriptive strategy. The research subjects include school supervisors, principals, and teachers. Data collection methods include observation and interviews. Data analysis techniques include data reduction, data display, and making conclusions. The results of this study are as follows: 1) The collaborative design of the principal academic supervision program led has the potential to improve teacher competency in the classroom learning process. 2) The collaborative-based academic supervision program led by the school principal was carried out under the Ministry of Education and Culture's (MPPKS-PKG) standards, beginning with supervision planning and ending with evaluation, 3) School supervisors and principals continue to be constrained by a lack of time to conduct academic supervision, and some instructors are still unprepared to be overseen by school supervisors and leaders.

	Abstrak
Kata kunci: *Supervisi akademik berkolaborasi;* *kompetensi guru;* *pelaksanaan; hambatan.* Article history: Received: 15-05-2024 Revised 13-11-2024 Accepted 25-12-2024	*Supervisi adalah praktik pengawasan terhadap aktivitas akademik seperti proses pengajaran dan pembelajaran, pengawasan terhadap guru saat mengajar, pengawasan terhadap siswa saat belajar, dan pemantauan terhadap situasi yang mengarah pada aktivitas tersebut. Tujuan dari penelitian ini adalah untuk menyelidiki program dan implementasi program supervisi akademik kepala sekolah berbasis kolaborasi untuk meningkatkan kompetensi guru serta tantangannya di Muamalat Solidarity di Kabupaten Aceh Besar. Studi ini menggabungkan strategi kualitatif dan deskriptif. Subyek penelitian meliputi pengawas sekolah, kepala sekolah, dan guru. Metode pengumpulan data meliputi observasi dan wawancara. Teknik analisis data meliputi reduksi data, penyajian data, dan membuat kesimpulan. Hasil dari penelitian ini adalah sebagai berikut: 1) Perancangan kolaboratif dari program supervisi akademik kepala sekolah memiliki potensi untuk meningkatkan kompetensi guru dalam proses pembelajaran di kelas. 2) Program supervisi akademik berbasis kolaborasi yang dipimpin oleh kepala sekolah dilakukan sesuai dengan standar Kementerian Pendidikan dan Kebudayaan (MPPKS-PKG), dimulai dari perencanaan supervisi dan berakhir dengan evaluasi. 3) Pengawas sekolah dan kepala sekolah terus terkendala oleh kurangnya waktu untuk melakukan supervisi akademik, dan beberapa instruktur masih belum siap untuk dipantau oleh pengawas sekolah dan pimpinan.*

Corresponding Author:
Irma Suryani
Universitas Syiah Kuala Darussalam, Indonesia; irmasy22@mhs.usk.ac.id

INTRODUCTION

Education is an intentional attempt by people to shape personalities of high quality, substance, and integrity. Education can be defined as persons providing intentional direction to help a community mature or achieve a higher level of living (Wang et al., 2022). Law Number 20 of 2003 mandates education, including formal, informal, and non-formal education, to achieve national educational goals and aspirations. To do this, the government, educational institutions, and the community must all work together to ensure that the educational process runs smoothly and efficiently (AL-Momani, 2024; Amirudin et al., 2024). Thus, there is a great demand for monitoring or supervising educational programs that have been established in schools to drive change inside these institutions (Arifin et al., 2023; Kholik et al., 2024).

Supervision entails monitoring current or completed programs, including academic activities such as teaching procedures, teacher performance, student learning, and the factors that influence these features (Abadi et al., 2020) (Arifmiboy et al., 2024). The purpose of instructional supervision is to improve the quality of basic educational activities, specifically the teaching-learning process or instruction. According to Law Number 14 of 2005, teacher competency supervision includes professional, pedagogical, personal, and social competencies, with professional competence being critical to effective teaching (Nurkhasanah et al., 2023). This indicates that supervision seeks to promote and improve the quality of education by supervising teaching activities. School principals oversee instructional activities aimed at improving educational quality, as well as school development through various leadership and management activities that rely largely on their skills (Odo, 2023) (Alwi & Mumtahana, 2023; Mariani et al., 2024).

Principal supervision is an important implementation for measuring the success of ongoing programs. It also acts as a starting point for future positive transformation decisions (Arum et al., 2024; Fischer et al., 2021). Supervision attempts to empower teachers to improve classroom teaching processes and make them more successful (Safiullah et al., 2021). It is an essential component of the educational administration process, with the primary goal of improving the performance of school personnel in performing basic educational activities. To put it another way, supervision helps teachers solve problems. Academic supervision seeks to strengthen the professional and technical abilities of teachers, principals, and other school personnel to promote school-based education quality (Daheri et al., 2023; Haq & Roesminingsih, 2024). Importantly, academic supervision is based on cooperation, participation, and collaboration rather than force and obedience, resulting in increased awareness, initiative, and innovation among school professionals. Supervision can be defined as a systematic service and mentoring activity provided by school administrators to assist teachers and staff in increasing the efficacy of learning (Palupiningsih et al., 2021).

Based on the preliminary research at Muamalat Solidarity Boarding School in Aceh Besar District, the school is highly regarded by the community. This is due to its appropriate facilities, experienced teaching staff, adequate financial support, and

capable school administration in incorporating technology and information-based learning, such as the current trend of 21st-century learning. Such conditions encourage parents to enrol their children at this school. This statement is consistent with the National Education Standards Agency's (BSNP, 2010) assertion about the goals of 21st-century National Education, which are to create a prosperous and happy Indonesian society that is recognized and respected internationally by developing independent individuals who are willing and capable of realizing the country's aspirations.

Another data of preliminary research is that the learning activities at Muamalat Solidarity Boarding School in Aceh Besar District prioritize character formation and the development of critical, creative, and innovative thinking skills. This is accomplished by using technology as a medium or learning resource as part of attempts to develop high-quality human resources: people who are self-sufficient, willing, and capable. The success of these endeavours may be due to the school's precisely crafted planning, which includes programme planning, school administration, teachers, students, and the community, all working together to improve the school's educational quality. In this sense, the school surely meets the Minimum Service Standards (SPM), as well as the eight National Education Standards (SNP).

Based on these phenomena, the researcher is spurred to embark on a comprehensive investigation, seeking to illuminate the intricacies surrounding the implementation of collaborative academic supervision led by school principals. This study aims to meticulously capture a multifaceted understanding, characterized by clarity, comprehensiveness, accuracy, and timeliness. Focused on Muamalat Solidarity Boarding School in Aceh Besar District, the research endeavours to dissect the dynamic interplay between collaborative academic supervision and its impact on enhancing teacher competence. Moreover, it seeks to find out the challenges encountered during the practical application of academic supervision within the school's unique context.

RESEARCH METHOD

This study focuses on the implementation of collaborative-based principal academic supervision to improve teacher competency, as well as the problems encountered when carrying it out at Muamalat Solidarity Boarding School in Aceh Besar District. The qualitative nature of the study is driven by the intention to explore social and dynamic issues inherent in the educational context (Sugiyono, 2022). Using a qualitative descriptive study design, the author collected data in the form of words, sentences, and images, resulting in a non-numerical descriptive data set. Purposive sampling was used, which allows for purposeful participant selection (Sugiyono, 2022). The key subjects for data collection were the principal, vice principal, teachers, and school supervisors.

Data-collecting strategies are critical elements in research because gathering data is the primary goal. The quality of the data obtained is greatly dependent on the methodologies used. This study's data collection strategies include two basic methods. Firstly, observation as described by Sugiyono (2022) describes observation as a

complex process that combines observation and memory. In this study, participant observation was chosen following the research objective. Participant observation entails the researcher actively joining in the actions of the individuals under inquiry, resulting in a thorough understanding of the observed event. This technique allows researchers to obtain a better knowledge of the subject matter by personally experiencing the activities and obstacles that participants undergo. Secondly, in-depth interviews involve direct and in-depth oral questioning to collect important data and information about the research issue. According to Sugiyono (Sugiyono, 2022), interviews enhance the exchange of information and ideas between two people, allowing for the building of meaning around specific issues. In the field, extensive in-depth interviews with school principals and teachers are undertaken to investigate the implementation of educational performance enhancement projects. Unstructured interviews are used, allowing researchers to acquire data following regularly defined rules. Furthermore, documentation serves as a record of previous events, and appropriate documentation is collected throughout the research process to supplement the material gathered through interviews. The acquired data was then analysed using recognised procedures, which included data reduction, data presentation, and conclusion drafting (Sugiyono, 2022).

FINDINGS AND DISCUSSION
Findings
Academic Supervision Program for Improving Teacher Professionalism

Building a comprehensive approach is one of the approaches taken by the principal to improve teacher professionalism. This approach is carried out for academic monitoring that includes core staff. This approach is carried out with pre-observation, observation, and post-observation stages, which results in a comprehensive review. Furthermore, the principal also carries out a collaborative-based supervision model approach that has been carried out since 2021, with three years of successful implementation. The principal said that the implementation of collaborative-based supervision was carried out by involving teachers in every stage of learning planning and evaluation. The principal emphasized that the purpose of supervision is to improve teacher competence, especially in the use of technology and the implementation of character-based learning. However, the main challenges faced are the limited time for teachers, which must be divided between administrative and teaching tasks, as well as the lack of technology skills among some teachers. To overcome this, the principal holds regular training and provides flexibility in scheduling supervision so as not to interfere with other tasks.

In addition, the school also implemented a unique CMS platform for instructors, which acts as a single hub for educational resources and administrative activities, promoting a structured and efficient learning environment. Key stakeholders, such as the principal, vice principal, and senior teachers, actively participated in the formulation and implementation of the supervision framework. We placed emphasis on professionalism and adherence to established supervision norms to ensure quality and consistency. Teachers contributed to the development of performance evaluation instruments, increasing transparency and ownership of the evaluation process.

Title: Example: The Influence of School Culture and Work Motivation on School Quality in Vocational Schools

Furthermore, socialization workshops preceded supervision activities, ensuring that teachers were prepared and understood the expectations. This proactive strategy created a supportive environment for continuous improvement.

Furthermore, the application of monitoring is distinguished by clear communication and systematic methods. Teachers are given advanced notice of supervision schedules, which allows for appropriate preparation and minimizes disruptions to classroom activities. Standardized assessment instruments serve as benchmarks for evaluating teacher performance, ensuring alignment with professional standards, and promoting continuous professional growth. Finally, this study emphasizes the relevance of collaborative academic supervision in promoting a culture of excellence and continual development in educational settings.

Implementation of Principal Academic Supervision for Teachers with Approaches and Techniques

The implementation stages of academic supervision on teacher competence are crucial determinants of the success of collaborative academic supervision conducted by the school principal, aiming to unearth teachers' potential for enhanced performance. Hence, the utilization of appropriate approaches and techniques in academic supervision is essential. If the approaches or techniques are mismatched, it can be anticipated that the supervision's objectives will not be adequately met. Therefore, the collaborative school principal involved in academic supervision needs to comprehend the ideal and suitable supervisory techniques. Responses from the school principal regarding the execution of academic supervision indicate that it has been conducted with appropriate approaches and techniques, generally aligning with the academic supervision guidelines and teacher competency assessment (MPPKS-PKG) issued by the Ministry of Education and Culture in 2019, serving as a reinforcement module for school principal in academic supervision.

The principal uses collaborative-based academic supervision and previously designed planning results. From the observation results, it can be seen that supervision is carried out using a systematic method, starting from direct observation in class to discussions and providing feedback by the principal to teachers. This observation covers aspects of teaching such as the use of digital media, teacher interaction with students, and strategies used in learning. Although some teachers have started to integrate technology into learning, there are still technical obstacles such as inadequate devices and internet connection problems. On the other hand, the collaborative atmosphere in supervision can be seen from the active discussion between the principal and teachers, which shows a mutually supportive relationship in improving the quality of learning.

Then based on the information given by the teachers, it shows that they feel more confident after following supervision that involves active collaboration between the principal and teachers. Teachers feel appreciated because they are invited to share experiences and discuss the challenges faced in learning. However, some teachers expressed obstacles in dividing their time between teaching, administrative tasks, and following supervision. They also suggested that training on the use of technology in

learning be more intensive, considering that not all teachers feel ready to use technology optimally.

This depiction shows that the school principal always considers the best approach to academic monitoring in compliance with applicable legislation. The instruments employed are the product of designs that adhere to current supervisory guidelines. During the supervision process, the school principal, and the core team at Muamalat Solidarity Boarding School in Kabupaten Aceh Besar conduct pre-observation supervision by assessing the readiness of teaching aids and the learning objectives met during the lesson, as well as visiting classrooms during teaching sessions. The school principal's implementation of academic supervision is constructive, intending to improve teachers' competency, particularly in controlling classroom instruction.

To ensure the quality of education and the effectiveness of teaching methods, the school principal actively participates in oversight activities by personally visiting classrooms when teaching is taking place. This hands-on approach enables the principal to witness instructional methods, classroom management approaches, and student engagement strategies firsthand. Such observations are essential to the overall supervisory process, as they provide significant insights about instructional practice strengths and areas for growth. Academic supervision is considered a frequent and vital practice at Muamalat Solidarity Boarding School in Kabupaten Aceh Besar, and it is normally carried out once per semester. This periodicity enables complete monitoring of teaching standards as well as the long-term implementation of educational programmes. Through these periodic supervision sessions, the school principal can keep a consistent dialogue with teachers, providing support, direction, and feedback to help them grow professionally. By performing academic supervision on a semester basis, the school administrator verifies that teaching techniques are consistent with the institution's educational objectives and standards. This systematic approach also promotes a culture of continuous development, encouraging teachers to reflect on their teaching methods and implement innovative strategies to improve student learning outcomes.

Academic supervision at Muamalat Solidarity Boarding School in Aceh Besar District is a collaborative endeavour led by the principal and their staff that takes place once a semester. This systematic method serves two purposes: to assess the achievement of learning objectives and to provide a platform for reflection and improvement in succeeding semesters. During these sessions, all active teachers engage, ensuring complete coverage of the teaching cohort and allowing for a thorough assessment of learning outcomes attained over the semester. The process involves a meticulous examination of teaching practices, learning outcomes, and any challenges encountered during the instructional process. Through collaborative efforts, the supervisory team identifies areas of strength and areas needing improvement, fostering a culture of continuous growth and development among the teaching staff. Importantly, the involvement of the entire teaching team underscores a commitment to collective accountability and shared responsibility for educational excellence. Feedback

from both the vice principal and the teachers confirms the efficacy of this collaborative approach to academic supervision. It emphasizes the school's commitment to providing every teacher with the assistance and guidance they need to grow professionally and help their students succeed. The school principal provides a holistic and methodical approach to improving teaching quality and promoting the school's educational objectives by conducting academic monitoring once a semester with all active teachers participating.

Challenges in Implementing Collaborative-based Principal Academic Supervision

The research findings underscore the importance of aligning the implementation of supervision with the initial collaborative planning conducted with the team. This alignment serves as a key factor in preventing obstacles or hindrances during the supervision process. Before commencing supervision activities, the school principal and their team engage in thorough preparation, meticulously following the guidelines outlined in the Supervision and Performance Assessment of Teachers (MPPKS - PKG) provided by the Ministry of Education and Culture. This framework serves as the official blueprint for conducting academic supervision within the school.

However, even with diligent planning, many hurdles may develop during the oversight process. For starters, timing differences between the school principal and the teachers scheduled for supervision may arise because of the principal's hectic schedule, which includes both internal and external tasks. This can reduce the amount of time available for productive supervision sessions. Second, some teachers or educators may be resistant to monitoring because they believe it is just intended to discover flaws rather than to provide supporting professional development. Third, financial limits indicated in the School Budget Plan (RAPBS) may impede the successful implementation of academic supervision. This constraint may impede efforts to remediate teaching deficiencies and improve overall educational quality.

Table 1. Visualization of the implementation of academic supervision

Aspect	Description
Supervision Approach	Collaborative-based academic supervision with pre-observation, observation, and post-observation stages. This approach is implemented with a systematic method.
Parties Involved in Supervision	Principal, vice principal, senior teachers, and core staff. All parties play an active role in the formulation and implementation of the supervisory framework.
Supervision Method	Supervision is carried out once per semester by visiting the class to observe teaching methods, class management, and student engagement.
Supervision	Using standardized instruments and in accordance with the Guidelines for Academic Supervision and

Techniques Used	Teacher Competency Assessment (MPPKS-PKG) from the Ministry of Education.
Supervision Implementation Time	Supervision is carried out periodically once per semester to ensure continuous evaluation of the quality of teaching and achievement of learning objectives.
Collaborative Strategies in Supervision	Teachers participated in the formulation of evaluation instruments, and socialization workshops were conducted to prepare teachers before supervision was implemented.
Evaluation Instruments Used	To conduct the Principal evaluation, a standardized assessment instrument is used , which is used to evaluate teacher performance and ensure alignment with professional standards.
Teacher Involvement in Supervision	All teachers are actively involved in every stage of supervision, both in observation and in feedback for improving professionalism.
Challenges of Supervision Implementation	1. Time difference between the principal and teachers. 2. Rejection of some teachers towards supervision. 3. Financial constraints in implementing supervision.
Supervision success factors	Thorough preparation, team collaboration, use of clear guidelines, and systematic communication between principals, teachers, and other stakeholders.

Discussion

Academic Supervision Program for Improving Teacher Professionalism

The discussion delves into the indicators of supervision stated in Minister of Education and Culture Regulation Number 13 of 2007, focusing on four major aspects: guiding, monitoring, assessment, and professional guidance and training. To begin, under the guiding indication, supervisors serve as mentors to the schools they oversee, from management to programme implementation. Before beginning guidance activities, supervisors confirm their visitation with the school, which is usually three times per semester. Their responsibilities include contributing to academic supervision planning, assisting with issue solutions, and ensuring compliance with supervision standards. Supervisors work collaboratively to build academic supervision plans that are aligned with established criteria (Rohmah et al., 2023; Sirojuddin et al., 2021).

Moving on to monitoring, supervisors oversee putting academic supervision plans into action, evaluating their efficacy, and gathering data on teacher performance and learning outcomes. They visit schools regularly to examine the effectiveness of

academic supervision activities, such as classroom observations and teacher discussions. The feedback from these visits helps identify areas for development and ensures that educational requirements are being met. Furthermore, supervisors work with school principals to discuss academic supervision findings, promoting an organised approach to evaluation and ongoing development (Purnama, 2021).

In terms of evaluation, supervisors work with principals and academic supervision teams to analyse the outcomes of academic supervision activities. Feedback is offered to relevant teachers, assisting in their professional growth and improving teaching quality (Sintasari & Afifah, 2022; Siregar et al., 2022). Supervisors also advise administrators on how to address teacher issues, including offering training programmes to develop innovative and engaging teaching approaches. This comprehensive approach to supervision, which includes guidance, monitoring, assessment, and professional development, emphasises the value of collaboration among supervisors, school leaders, and personnel. Effective academic supervision, as highlighted by authors such as (Lorensius et al., 2022) and (Paais & Dwikurnaningsih, 2022), is critical to increasing teaching quality and meeting educational goals (Purwanto, 2014).

Besides, the discussion focuses on the importance of academic supervision provided by school principals in improving performance and meeting organisational goals. Drawing on Darwina et al., (2019) and Nasution et al. (2020), supervision is defined as a service that aims to improve teaching, learning, and curriculum implementation. This emphasises the critical role of school leaders in learning supervision concepts, procedures, and evaluation methodologies to successfully support teachers' professional development and instructional quality. Furthermore, supervision aims are consistent with academic supervision objectives, emphasising teacher competency development, curriculum enhancement, action research facilitation, and effective leadership (Junanto & Utami, 2020).

To attain these objectives, the creation of standardised oversight instruments is critical. According to replies from supervisors and school principals, the design of academic supervision tools follows established criteria and includes teacher competencies. Academic supervision plans created by school principals and their teams constantly follow regulatory criteria, assuring consistency with essential values including practicality, objectivity, and cooperation (Bekkouche, 2024; Pizzolato & Dierickx, 2022). Prasojo and Sudiyono (2021) outline comprehensive criteria for effective academic supervision that emphasise aspects such as systematic planning, cooperation, and humanistic interaction, highlighting the multifaceted nature of supervision and its role in fostering a supportive and innovative learning environment (Kashner et al., 2024).

In conclusion, the discussion focuses on the multidimensional nature of academic supervision and its critical role in improving teaching quality and organisational performance. School principals must understand supervision principles and design standardised supervision tools in order to achieve supervision goals and foster a collaborative and supportive learning environment (Simoens et al., 2024). By following

to established academic supervision standards, school administrators can assist teachers' ongoing improvement and professional progress, ultimately contributing to educational institutions' overall success (Maulidiya et al., 2024).

Implementation of Principal Academic Supervision for Teachers with Approaches and Techniques

The importance of academic supervision by the school principal cannot be emphasised, as it is a crucial job in providing support to teachers to improve their competencies and instructional quality. Supervision can be defined as a collaborative process in which the school principal serves as a mentor, assisting teachers through class preparation and development. This assumption is consistent with major markers of principle supervision, including guidance, problem-solving, oversight, interpersonal interactions, and performance evaluation. Furthermore, supervision helps teachers navigate instructional implementation issues and offers support throughout the evaluation process. Essentially, supervision is a stepwise process that fosters real changes in teaching methods to attain educational goals (Djuhartono et al., 2021). The study investigates the implications of both internal academic supervision by school administrators and external academic supervision by educational supervisors on teacher performance at Muamalat Solidarity Boarding School in Aceh Besar District. It examines how internal and external academic supervision affects teacher abilities in the school setting. By looking into these two aspects of supervision, the study hopes to provide useful insights into how different supervisory approaches contribute to teacher growth and instructional quality at the school. This detailed analysis aims to guide future initiatives for optimising academic supervision procedures and improving teacher effectiveness within the educational framework of Muamalat Solidarity Boarding School.

The research analysis shows that the school principal implemented academic supervision effectively, as indicated by the school supervisor's explanation of academic supervision methods at the school. This includes the preparation, execution, and follow-up of academic supervision by the school principal. The goal of effective academic supervision and teacher development is to improve classroom learning quality. Permendiknas No. 13 of 2007 requires a school principal to have abilities in personality, managerial skills, entrepreneurship, supervision, and social skills. This statement emphasises the importance of the school principal's abilities in influencing the performance improvement of other school members, which include personal, management, entrepreneurial, supervisory, and social skills. The school principal's supervision competencies can help teachers resolve existing learning challenges and further their professional development as educators. Ardiansyah et al. (2022) go on to say that as change agents in their communities, the school principal must be creative and innovative in carrying out their responsibilities. The capabilities of a school principal have a considerable impact on the transformation of the school environment. Furthermore, Gaol and Siburian (2018) emphasise that school principal and teachers are the major drivers with a considerable impact on all aspects of student learning

processes. Without skilled teachers and proper school leadership, achieving educational quality or satisfying national education requirements becomes difficult. Wardany (2020) found that leadership had an 83% positive influence on teacher competencies.

Based on this knowledge, academic supervision provided by the school principal and the team, with competent supervision abilities, can help teachers improve their teaching competencies (Anderson et al., 2022). Through rigorous academic supervision planning, the school principal can identify the obstacles that teachers confront during the teaching process. By using this supervisory technique, the school principal addresses the needs of teachers to improve learning quality. Rondo and Valentino (2021) found that a school principal's leadership style has a substantial impact on teachers' competencies (Sig. 0.03 < 0.05). Similarly, Herlinawati et al., (2021) found that the school principal's leadership and supervision had a similar impact on teacher skills at SMK Negeri Bandung Barat.

The academic supervision of the school principal, as well as the academic supervision of the school supervisor, have an impact on teacher competence development. Muamalat Solidarity Boarding School in Kabupaten Aceh Besar provided organised mentoring to both the school principal and the teachers. Supervisors also oversee the scaled execution of programmes previously created with the school principal and the academic supervision core team (Eva et al., 2019). This supervision is intended to guarantee that the supervision is carried out correctly and to identify any issues that may develop during its implementation. Tengko et al. (2021) emphasise that school supervisors are an important element of education and have a responsibility to help teachers improve their professionalism. School supervisors are responsible for providing oversight at specific schools, and the oversight offered to teachers is known as academic supervision.

The following level is assessment, advice, and professional training, during which the supervisor assesses the extent of progress made in the school principal's supervision duties. They require statistics and evidence of the school's actions. In this stage, the supervisor can direct the school principal to create teacher training programmes based on the issues found in the supervision results. This monitoring is expected to provide professional help to teachers. teachers should gladly and passionately welcome the presence of school supervisors in the classroom because they are necessary for teachers (Tengko et al., 2021).

Supervisors, with their abilities to guide a school, play an important role in providing services such as supervision and professional training to improve the quality and competency of teachers in carrying out the teaching and learning process in school. This was demonstrated in a study by Ramadhan (2017) titled "The Influence of School Supervisor Academic Supervision and Principal Supervision on the Competence of Vocational School Teachers in Majener District". The study's findings revealed a coefficient of determination of 0.078, indicating that 7.8% of the execution of school

supervisor academic supervision involves teacher competence, with the remaining 92.2% influenced by other variables.

Fitria et al. (2019) also conducted a relevant study aiming to improve the competence of elementary and junior high school teachers in Ogan Ilir Regency, South Sumatra Province. Classroom Action Research (CAR) helps to improve teacher competence. The Classroom Action Research (CAR) programme follows a cyclic approach, with stages ranging from problem identification to planning, action, observation, and reflection. According to the problem identification, many teachers encountered problems in planning and implementing CAR in the classroom. Their low ability to build CAR is due to a lack of practical expertise and comprehension of CAR. This study's data collection approaches include observation, interviews, and evaluation. The findings revealed that teachers actively participated, demonstrating seriousness, desire, and strong motivation to do classroom action research. Nadrah (Nadrah, 2023) also discovered that school supervisor academic supervision has an impact on teacher competency in the school setting.

In conclusion, principal academic supervision on teacher competency has had a substantial impact on improving educational quality in schools. The principal has identified the issues that teachers confront during the teaching process by working collaboratively with their teams. The findings of this supervision provide the basis for offering guidance and professional training to teachers, allowing them to address these difficulties more effectively. Additionally, school supervisors play an important role in monitoring the implementation of the supervision programme and offering structured support to teachers.

Challenges in Implementing Collaborative-based Principal Academic Supervision

This study has used systematic procedures to execute optimal supervision, starting with telling teachers that classroom teaching supervision will be undertaken every semester and allowing teachers to request classroom visits for supervision. In addition, the school and its crew explained the supervision schedule as well as the assessment indications. In terms of implementation, no major barriers were discovered, ensuring that the supervisory process ran smoothly and accurately. However, common challenges include a lack of time for supervisors and the principal to undertake supervision at the school, which is exacerbated by a shortage of senior teachers. This was also indicated in Paais & Dwikurnaningsih (2022) research, which highlighted challenges in academic supervision implementation, such as limited supervision provided by Education Office supervisors, the principal's time constraints in supervising sociology teachers, and a shortage of senior colleagues to assist the principal in academic supervision. Similarly, Ngutini et al. (Ngutini & Syukri, 2023) discovered barriers from the principal, such as unexpected meetings or pressing concerns at the Education Office that cannot be transferred, which resulted in postponed supervision. Furthermore, some teachers may be unprepared for supervision, despite scheduled appointments and the availability of necessary

equipment. Based on the explanation above, the challenges encountered are mostly technical in nature, involving supervisors, the principal, and teachers. However, excellent communication can address these issues, resulting in their resolution.

CONCLUSION

Based on the research findings on the Implementation of Collaborative Academic Supervision by the School Principal in Enhancing Teacher Competence at Muamalat Solidarity Boarding School in Aceh Besar District, it can be concluded that the implementation of the collaborative academic supervision programme by the school principal at Muamalat Solidarity Boarding School in Aceh Besar District was carried out following the standards outlined. Furthermore, supervisors and the principal are still hampered by a lack of time to undertake academic supervision, and there are still teachers who are unprepared to be overseen by supervisors and the principal.

The research findings confirm the importance of implementing collaborative-based academic supervision in improving teacher competence. By aligning supervision practices with the standards set by the Ministry of Education and Culture (Kemendikbud), Muamalat Solidarity Boarding School in Aceh Besar District has successfully executed the supervision program well, from planning to evaluation stages. However, the findings also reaffirm the challenges faced by supervisors and school principals regarding limited time and teacher readiness to participate in the supervision process, as previously identified in prior research.

The findings of this study have important implications for educational institutions, particularly in terms of comprehending the role and value of academic supervision conducted by principals. For starters, it emphasises the critical role of academic supervision, whether undertaken collectively or individually by the school principal, in addressing the different issues that teachers face in both administrative and instructional parts of the school setting. This highlights the need for school leaders to actively support and direct teachers to improve the quality of classroom education. The report also emphasises the need to follow the Ministry of Education and Culture's specified norms and standards when performing academic supervision. Academic supervision can help improve teacher competency and instructional quality in schools by adhering to these rules and meeting set standards. Furthermore, the study emphasises the necessity of ongoing school improvement activities, such as improving learning facilities and infrastructure and developing individual teacher competencies. These efforts are critical in addressing the numerous issues that arise during the teaching and learning process, ultimately contributing to the overall improvement in educational quality and outcomes.

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