

Research Article

Optimizing Principal Academic Supervision Through the SWOT Analysis Approach

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Abstract: This study aims to identify the inhibiting and supporting factors in the implementation of academic supervision by school principals using a SWOT analysis approach based on a literature review. Through a systematic literature review of various research sources related to academic supervision and communication in educational management, it was found that strengths such as principal competence, structured supervision with effective communication between principals and teachers, and facility support are the main assets for successful supervision. Meanwhile, weaknesses such as time constraints, limited resources, and a lack of innovation in supervision and communication approaches remain challenges. Opportunities arise from supportive education policies, technological advances that can strengthen internal communication, and the role of active learning communities in sharing information and collaboration. However, threats such as dynamic policy changes and resistance to change require adaptive supervision strategies, open communication, and collaboration in order to optimize academic supervision. The results of this study provide an overview of strategies for school principals and policy makers to optimize academic supervision through effective communication approaches in order to improve teacher professionalism and the quality of learning in schools.

Keywords: Academic supervision; Communication; Educational Leadership; School principals; SWOT analysis

1. Introduction

The implementation of academic supervision by school principals is a supervisory and coaching process aimed at developing teachers' professionalism to improve the quality of learning in schools. Academic supervision helps teachers manage the learning process effectively and innovatively, creating a conducive and high-quality learning environment (Glickman, Gordon, and Ross-Gordon 2017; Yusnidar, Santoso, and Yunus 2024). The improvement of teacher professionalism has a direct impact on student learning outcomes and the overall quality of education (Mailani, Nazir, and Zein 2023). Therefore, academic supervision serves as a strategic instrument that significantly contributes to enhancing teacher competence, strengthening learning quality, and achieving the school's vision and mission. The positive impact of supervision also reflects the role of the principal as a supervisor who must be able to guide and facilitate teachers to become professional and innovative in their teaching practices (Hidayat, Santoso, and Rahayu 2023; Soro, Putri, and Damanik 2024).

In Indonesia's current educational landscape, the implementation of academic supervision by principals has not been fully optimized in improving teacher professionalism, particularly in elementary schools. Data from the 2024 and 2025 Education Report in Gresik Regency indicate a decline in learning quality achievement, despite the schools' commendable academic and non-academic performance (basic data, 2025). Several issues remain, such as the lack of systematic and methodical mapping of student needs in accordance with learners' characteristics, which still frequently occurs at UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik. The involvement of the educational community including parents and the school environment is strategically important in supporting effective supervision through

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collaboration and active participation to enhance teacher professionalism and learning quality (Astuti 2017; Rohmah 2017). However, such contributions remain limited due to internal management constraints and the need to strengthen principals' supervisory capacity (Yuliana and Prasetyo 2022).

Previous studies emphasize the importance of academic supervision that adopts collaborative, individual, and group approaches in developing teachers' abilities, thereby improving their performance and learning quality (Hasanah & Kristiawan, 2019; Prayitno, 2019). Research conducted in various elementary and secondary schools reveals that principals who carry out academic supervision in a planned, consistent, and data-based manner can enhance teachers' motivation and competence (Mahfuzhiansyah, 2021; Ramadani, 2023; Azlina, 2024). On the other hand, less intensive supervision practices and insufficient reinforcement of supervisory actions remain obstacles that slow down the improvement of teacher professionalism (Syadiah & Andriani, 2025). This condition is also reflected in the low indicators of instructional improvement and innovation observed in schools across Gresik (primary data, 2025).

The theory of academic supervision used in this study is based on the concept of a coaching process that includes planning, implementation (observation, dialogue, guidance), and evaluation, as well as actions taken to assist teachers in developing their professional competencies (Glickman, Gordon, and Ross-Gordon 2017 ; Ministry of Education and Culture Regulation No. 15/2018). As supervisors, principals must perform supervisory, coaching, and motivational functions to ensure continuous improvement in the learning process. This theory emphasizes the importance of individual and group supervisory techniques that are collaborative and foster partnerships between principals and teachers to enhance professionalism (Yusnidar, Santoso, and Yunus 2024).

Ideally, academic supervision by school principals should be implemented in a structured and continuous manner to optimize learning quality and teacher professionalism (Purwaningsih, Lestari, and Nugroho 2020). However, previous studies in various schools still show significant gaps, such as unstructured and uneven implementation of academic supervision, leading to low levels of teacher professionalism (Mahfuzhiansyah, 2021; Azlina, 2024; Rohmah 2017). Nevertheless, the two elementary schools that are the focus of this study—UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik demonstrate strong commitment and concrete efforts in consistently implementing academic supervision as a key strategy to foster teacher professionalism. This is evident from their continuous efforts in learning development and teacher performance improvement.

The conceptual foundation of this study rests on the principle that well-planned, structured, and continuous academic supervision is the key to improving learning quality and enhancing teacher professionalism on a broader scale. Thus, the results of this research are expected not only to enhance learning quality in these two schools but also to provide practical solutions adaptable for other schools as a foundation for strengthening academic supervision as an instrument for developing human resources in education more broadly. Accordingly, this study aims to analyze the implementation of academic supervision by school principals in realizing teacher professionalism at UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik. The focus of this research is on the process of implementing academic supervision, as well as the supporting and inhibiting factors influencing the principals' supervisory practices.

2. Method

The data collection techniques in this study were carried out through several stages. First, a literature search was conducted using specific keywords such as “academic supervision,” “teacher professionalism,” “school principal,” and “learning quality development” in library catalogs and academic journal databases (Deepublish 2023). The researcher then selected literature based on relevance, publication year, and source credibility to ensure that the data used were valid and up to date (Danial, DM, and Warsinah 2009). Subsequently, articles, books, and other documents containing essential information related to the research topic were collected. The final stage involved in-depth reading and note-taking of relevant information for synthesis in the research discussion.

The collected literature data were analyzed using a qualitative descriptive approach by grouping and categorizing information based on themes and subthemes related to academic supervision and teacher professionalism. Findings from various sources were then synthesized and integrated to build a comprehensive understanding of the implementation of

academic supervision and its impact. Furthermore, the researcher identified gaps and opportunities for improvement emerging from the comparison between theory and practice based on literature and primary data (Ridley 2012; Yulia, Fadli, and Rahman 2022). Through this method, the study provides a detailed and systematic description of how principals' academic supervision contributes to achieving teacher professionalism and establishes a strong foundation for developing practical recommendations in the field.

3. Results and Discussion

The Role of School Principals in Enhancing Teacher Professionalism

Academic supervision is one of the key efforts to improve the quality of learning in schools. According to (Arikunto 2006) as cited in (Yusnidar, Santoso, and Yunus 2024), academic supervision is an important effort to enhance the quality of the learning process in schools. (Arikunto 2006) further explains that academic supervision is an effort undertaken to improve the quality of the learning process in schools. Academic supervision can be carried out through two approaches: first, individual techniques aimed at developing teachers' learning processes, which include classroom visits, classroom observations, personal interviews, joint classroom visits, and self-assessment; and second, group techniques focused on staff development.

(Arikunto 2006) also describes academic supervision as assistance and services provided to teachers to continuously improve learning quality, foster teacher creativity, and collaboratively make improvements through the selection and revision of learning objectives, teaching materials, instructional models and methods, as well as teaching evaluation. The purpose of supervision is to ensure that the development of learning processes runs effectively so that the expected outcomes can be achieved optimally. In line with this, (Glickman, Gordon, and Ross-Gordon 2017) state that academic supervision functions as a method to enhance teachers' professionalism in planning, implementing, and evaluating student learning outcomes. Thus, academic supervision not only improves teaching quality at the local level but also supports the achievement of national educational goals. Based on this perspective (Yusnidar, Santoso, and Yunus 2024), educational supervision involves two techniques: individual techniques for developing teachers' learning processes—such as classroom visits, observations, personal interviews, joint class visits, and self-evaluation—and group techniques aimed at staff development.

Teacher professionalism is a key aspect that is strongly influenced by the effectiveness of academic supervision. (Aulia, Nasution, and Fikri 2024) explain that teacher professionalism refers to the attitudes and commitment of teachers to continuously realize and enhance the quality of their professional competence. This is reinforced by (Ningsih 2024), who emphasizes that teacher professionalism includes the ability to perform core duties as educators, ranging from planning, implementing, to systematically evaluating the learning process. Furthermore, (Rusman 2010) adds that teacher professionalism encompasses conditions, directions, values, objectives, and standards related to expertise and authority in the field of education and learning, which serve as the foundation for teachers in carrying out their professional roles.

Moreover, the level of teacher professionalism is not uniform but varies among individuals, depending on how effectively each teacher can optimize their professional abilities. (Wijaya et al. 2023) state that teacher professionalism represents the degree to which teachers perform their duties and functions professionally, with varying levels of quality from high to low. Therefore, academic supervision holds a strategic role in continuously assisting teachers in developing their professionalism so they can deliver effective and high-quality instruction.

Continuous and comprehensive improvement of teacher professionalism is crucial to advancing and refining the overall education report (Rapor Pendidikan). The education report serves as valuable feedback for schools and teachers to identify areas that need improvement in professional teaching practices. Based on the 2024 Education Report of Gresik Regency, the results are as follows:

Table 1. Education Report of Kabupaten Gresik in 2024.

Performance Indicator	Achievement Results 2024		
	Public Elementary Schools	Ministry of Religious Affairs Elementary Schools	Equivalency Elementary Schools
Students' Literacy Skills	Good (Increased)	Fair (Increased)	Excellent (Increased)
Students' Numeracy Skills	Good (Increased)	Fair (Increased)	Fair (Increased)
Students' Character	Good (Increased)	Good (Increased)	Good (Increased)
Quality of Learning	Good (Decreased)	Fair (Decreased)	Poor (Decreased)
School Safety Climate	Good (Increased)	Good (Increased)	Good (Increased)
School Diversity Climate	Good (Increased)	Fair (Increased)	Fair (Decreased)
School Inclusivity Climate	Good (Increased)	Fair (Decreased)	Fair (Decreased)

Source: Primary Data, 2025

Based on the table showing the Education Report of Kabupaten Gresik in 2024, the achievement of learning quality in various types of schools has decreased compared to the previous year, which has affected classroom learning activities. This condition requires teachers to receive guidance and coaching from school principals to improve their competence and professionalism in teaching. (Mailani, Nazir, and Zein 2023)mailama emphasized that learning quality is influenced by the principal's academic supervision and teacher professionalism through well-directed coaching and supervision. The principal plays an important role in creating an effective learning environment and is responsible for implementing regulations and guiding teachers to align with the school's vision and mission (Soro et al., 2024; Hidayat et al., 2023). According to Mailani, Nazir, & Zein (2023), the quality of learning in education is influenced by several factors, including the academic supervision of principals and teacher professionalism, which together improve the quality of learning through guidance and supervision, resulting in high-quality learning and competent teachers in carrying out their duties.

Professional teachers need support from the principal to fully develop their potential. The principal has a key role in improving educational quality and teacher professionalism while creating an effective learning environment. The principal is directly responsible for implementing all forms and types of regulations that must be followed by teachers and students (Hidayat, Santoso, and Rahayu 2023; Soro, Putri, and Damanik 2024). As a supervisor, the principal must possess supervisory competencies, including planning, implementation, evaluation, and follow-up supervision of educators and education personnel in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 15 of 2018 (Yusnidar, Santoso, and Yunus 2024). These competencies are essential for principals to guide and assist teachers in creating high-quality learning processes, thereby achieving national education goals (Soro, Putri, and Damanik 2024). Academic supervision is carried out through a partnership and dialogue approach that brings principals closer to teachers. This helps improve teachers' ability to manage learning effectively and innovatively (Glickman, Gordon, and Ross-Gordon 2017).

The principals of UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik demonstrate a highly proactive, professional, and committed attitude in implementing academic supervision as the main strategy for improving teacher professionalism. This proactive attitude is reflected in structured supervision activities, including classroom observations, teacher performance assessments, and regular coaching sessions both individually and in groups. This is supported by teacher performance scores showing the rating "Meets Expectations" in classroom observations and "Meets Expectations" in work behavior, resulting in an overall teacher performance rating of "Good." This condition reinforces that the academic supervision carried out by the principals positively influences the overall development of teacher competence and professionalism.

Implementation of Academic Supervision at UPT SD Negeri 15 and UPT SD Negeri 23 Gresik

Both UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik are public elementary schools led by principals appointed from the Guru Penggerak program. These schools were chosen as research sites because UPT SD Negeri 15 Gresik has achieved numerous academic and non-academic accomplishments at the district, provincial, and national levels. The school's flagship programs include SALIN (Saturday Literacy and Numeracy), a digital library,

and the Pena Mandiri 15 Learning Community a collaborative teacher forum to share knowledge and best practices, as explained by Yuly Astuti, S.Pd., the principal of UPT SD Negeri 15 Gresik.

Meanwhile, UPT SD Negeri 23 Gresik was selected because it has successfully strengthened its flagship programs such as Tahfiz (Qur'an memorization) and Do More (morning prayer), which characterize the school's focus on fostering religious, independent, and disciplined students. According to Anis Surofah, M.Pd., the principal of UPT SD Negeri 23 Gresik, the school's vision is "To Realize an Excellent Generation with Pancasila Character and Environmental Awareness." The school has achieved numerous awards, including a gold medal (English) and a bronze medal (Science) by Muhammad Alvinno Fauzan at the 2025 National Competition Grand Final at Universitas Internasional Semen Indonesia, as well as championships in pencak silat, badminton, volleyball, and calligraphy competitions at the district and sub-district levels.

UPT SD Negeri 15 Gresik, also known as ESDELIMAS, is a public school with diverse community backgrounds. Known for its competent teachers, the school has an excellent reputation in both academic and non-academic achievements. Its students have won various competitions such as roller skating, pencak silat, and science olympiads. The school's leading programs SALIN (Saturday Literacy and Numeracy), a digital library, and the Pena Mandiri 15 Learning Community help enhance teacher competence through peer learning and collaboration, contributing to continuous learning quality improvement. UPT SD Negeri 23 Gresik, on the other hand, emphasizes Qur'anic education through Tahfiz (memorization), Tilawatil Qur'an (BTQ), and Do More (morning prayer) programs that strengthen students' religious and moral character. The school's Cakrawala Learning Community (KBM) fosters a collaborative environment where teachers regularly engage in joint learning and reflection to enhance instructional quality.

Based on evaluation data from the education report on teacher professionalism practices in improving learning quality at UPT SD Negeri 15 and UPT SD Negeri 23 Gresik, the following table presents the education report achievement data of Kabupaten Gresik in 2025.

Table 2. Education report Data of UPT SD egeri 15 for 2025, Based on the Learning Quality Indicator .

Achievement Indicator	Achievement Score 2025	Achievement Score 2024	Change in Achievement Score 2025
Learning Method	63	61.74	Increased by 1.26
Reflection and Learning Improvement	81.58	72.49	Increased by 9.09
Teaching Reflection Practice	89.25	87.4	Increased by 1.85
Innovative Implementation Practice	66.97	57.76	Increased by 9.21

Source: Education Report 2025

Based on the table above, the 2025 education report data show that UPT SD Negeri 15 Gresik experienced a positive improvement across all indicators of learning quality compared to 2024. The learning method indicator increased by 1.26 points, indicating an improvement in teaching methods. A significant increase was also seen in the reflection and learning improvement indicator, which rose by 9.09 points, as well as in the implementation of innovative practices, which increased by 9.21 points demonstrating progress in learning evaluation and the application of new creative methods. In addition, the teaching reflection practice indicator increased by 1.85 points, showing that teachers are becoming more active in evaluating their teaching processes. Overall, these data reflect a positive trend in efforts to improve learning quality at the school, although there is still room for further development, particularly in the learning method indicator, which showed a relatively small increase.

Table 3. Education Report Data of UPT SD Negeri 23 for the Year 2025 Based on Learning Quality Indicators.

Achievement Indicator	Achievement Score 2025	Achievement Score 2024	Change in Achievement Score 2025
Learning Method	59	57	Increased by 2.00
Reflection and Learning Improvement	61.27	53.05	Increased by 8.22
Teaching Reflection Practice	70.74	59.22	Increased by 11.52
Innovative Implementation Practice	54.88	45.5	Increased by 9.38

* *Source: Education Report 2025*

The table above shows that based on the 2025 education report data, there was a positive increase across all learning quality indicators at UPT SD Negeri 23 Gresik compared to 2024. The learning method indicator increased by 2.00 points, indicating a relatively small but still positive improvement. A more significant increase was seen in the reflection and learning improvement indicator, which rose by 8.22 points, as well as in the teaching reflection practice indicator, which increased by 11.52 points showing greater awareness and effort in evaluating and developing learning processes. In addition, the implementation of innovative practices also increased by 9.38 points, indicating growth in the use of newer, more creative, and effective teaching methods and strategies.

At UPT SD Negeri 23 Gresik, there are a total of 24 teachers with Bachelor's (S1) and Master's (S2) degrees. Among them, 9 are civil servants (PNS), 10 are PPPK, 1 is a non-permanent teacher, and 4 are GTT teachers. This shows that the teaching staff at the school generally meets good educational standards to support quality learning processes.

UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik have both achieved strong academic and non-academic performance, with various flagship programs and learning communities to enhance teacher competence. However, the 2025 education report data still indicates a gap in learning quality. At UPT SD Negeri 15 Gresik, the learning method indicator only increased by 1.26 points and the implementation of innovative practices rose by 9.21 points, while at UPT SD Negeri 23 Gresik, the learning method increased by 2.00 points and innovative practices by 9.38 points. The learning method scores in both schools remain below the ideal level 63 and 59 out of 100, respectively. Field findings reveal that the improvement in learning quality is still progressing slowly despite the various innovations and programs implemented. This indicates that the achievement of learning method and innovative practice scores is not yet optimal and does not fully reflect the expected teacher professionalism, showing the need to strengthen the implementation of academic supervision by school principals to improve the quality of learning in both schools.

At UPT SD Negeri 15 Gresik, there are 15 teachers, all of whom hold at least a Bachelor's (S1) degree. This demonstrates that the school's teaching staff meets the required educational standards to support effective and high-quality learning processes. With the majority of teachers holding university degrees, the school is capable of providing educational services aligned with curriculum demands and student development. The competent educators at UPT SD Negeri 15 Gresik with adequate educational qualifications contribute to the creation of an optimal learning environment for students.

Both UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik have shown commendable academic and non-academic achievements, largely supported by effective academic supervision practices. At SD Negeri 15 Gresik, the "Pena Mandiri 15" learning community serves as the main driver of academic supervision, where teachers regularly conduct reflection, share best practices, and discuss instructional innovations. The principal carries out supervision through classroom observations, performance assessments, and both individual and group coaching. The results are reflected in the increase of 9.09 points in reflection and learning improvement indicators and 9.21 points in innovative practice implementation. However, the small increase of 1.26 points in learning methods suggests the need for deeper application of more varied and effective teaching methods, even though all teachers already have S1 qualifications supporting more professional and data-driven supervision.

Meanwhile, at SD Negeri 23 Gresik, academic supervision is carried out systematically through classroom observation, performance behavior assessment, and routine coaching by the principal, encouraging teachers to be more active in evaluating and developing learning.

This is evident from the significant improvement of 11.52 points in teaching reflection practice and 9.38 points in innovative practice implementation. However, the learning method score, which only reached 59 with a 2.00-point increase, remains below the ideal level, indicating a need for stronger supervision in lesson planning and implementation aspects. The composition of teachers with bachelor's and postgraduate degrees also supports the implementation of professionalism-based supervision at this school.

The main challenge faced by both schools lies in the still-low achievement of the learning method indicator, meaning that academic supervision has not yet fully transformed teaching practices significantly. Therefore, more comprehensive, intensive, and innovative supervision strategies are needed to achieve optimal learning quality transformation in the future. Thus, the implementation of academic supervision at UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik has been carried out and has impacted improvements in reflection, learning enhancement, and innovation. However, its effectiveness in encouraging changes in learning methods still needs to be improved. Collaboration within learning communities and the active role of school principals as academic supervisors are key to accelerating learning quality and teacher professionalism in the future.

A study by (Yuliana and Prasetyo 2022) shows that even when schools have numerous achievements and innovative programs, without consistent supervision, academic quality and teacher professionalism cannot be maximized. Research by (Astuti 2017) indicates that community-based learning and school flagship programs need to be supported by optimal supervision to truly realize teacher professionalism. (Rohmah 2017) also emphasizes the crucial role of academic supervision in guiding teachers to apply innovative and reflective teaching methods. Schools with effective academic supervision tend to have more professional teachers and better student learning outcomes.

Inhibiting and Supporting Factors (SWOT Analysis)

SWOT analysis is an essential tool to identify internal and external factors that influence the implementation of a program, including academic supervision. Internal factors include strengths and weaknesses, while external factors involve opportunities and threats that must be considered in strategic planning (Ferrell & Harline, 2005).

Strengths

The main strength of academic supervision implementation at UPT SD Negeri 15 and UPT SD Negeri 23 Gresik lies in the strong commitment of school principals who actively and consistently conduct supervision innovatively. Active learning communities, such as Cakrawala at SD Negeri 15 and similar communities at SD Negeri 23, play a major role in promoting reflection, collaboration, and innovation among teachers. This is evident from the significant improvements in the learning reflection and innovative practice indicators, which increased by about 9–11 points. Furthermore, most teachers in both schools already hold at least an S1 degree, with some holding S2 degrees, supporting professionalism-based supervision and effective teacher development. Academic supervision is also carried out continuously and systematically through classroom observations, performance assessments, and both individual and group coaching resulting in positive impacts on learning quality improvement.

Weaknesses

Despite these strengths, several weaknesses remain in the implementation of academic supervision. The most notable weakness is the relatively low improvement in learning methods, which remains below the ideal level, with increases of only 1.26 to 2 points. This indicates that teaching methods are still insufficiently varied and effective. In addition, some teachers have not yet optimally mapped students' learning needs, making instructional adaptations less targeted. Teacher collaboration also needs to be further strengthened, as the principal's role in facilitating collaboration and supporting learning communities could still be improved. Finally, academic supervision has not yet fully transformed teaching practices, particularly in learning methods highlighting obstacles in the supervision process and follow-up actions.

Opportunities

Various opportunities exist to strengthen academic supervision and enhance teacher professionalism. One is the strong support from national education policies emphasizing teacher professionalism and learning quality improvement through academic supervision. Furthermore, existing flagship programs and learning communities at the schools can be further developed as platforms for teacher competency enhancement and instructional innovation. The availability of qualified teachers also serves as a solid foundation for training,

sharing teaching methods, and implementing new learning innovations. Rapid developments in educational technology, such as digital libraries and various learning evaluation tools, offer great opportunities to support the efficiency and effectiveness of supervision and learning development. Lastly, parental and community involvement can serve as additional support for educational and supervisory progress in schools.

Threats

Several threats still hinder optimal academic supervision implementation. Increasing competition and high demands for learning outcomes can create pressure if supervision is not effectively implemented, it may affect the school's reputation. Limited resources, especially principals' time and energy, pose challenges, as they must balance supervision with numerous administrative tasks. The constant changes in curriculum and education policies also make it difficult to maintain supervision consistency. Moreover, inconsistent stakeholder support, including the suboptimal role of parents and teacher participation, can hinder success. Finally, the risk of stagnation in instructional innovation remains a real threat if teacher collaboration and supervision reinforcement are not continuously improved.

Table 4. Academic Supervision Implementation Strategies Based on SWOT Analysis.

Strategy	Description
SSO	Develop Study Communities as centers for innovation and collaborative learning. Utilize the school principal's background to lead technology-based training. Maximize the use of digital technology (digital libraries, applications, supervision tools).
WO	Provide training to improve the mapping of learning needs and diverse teaching methods for teachers. Strengthen the principal's role as a facilitator for regular teacher collaboration. Develop data-based supervision systems aligned with current policies.
ST	Optimize the principal's tasks with management support to ensure supervision runs effectively. Enhance managerial supervision competence to encourage innovation. Engage parents and the community actively through socialization and collaborative programs.
WT	Build a sustainable supervision coordination mechanism to address the principal's limited time and authority. Provide adaptive training to anticipate policy change periods. Encourage a culture of openness and teacher collaboration to prevent innovation stagnation.

** Source: Processed by Researcher, 2025*

Based on the table above, it can be concluded that the implementation of academic supervision at UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik demonstrates key strengths such as the principal's strong commitment, active learning communities, and academically competent teachers. However, weaknesses remain, particularly in improving teachers' instructional methods and collaboration. The significant opportunities provided by educational policies and technological development should be utilized to strengthen supervision, while threats such as limited principal time and policy changes must be anticipated through effective management strategies. The table also highlights strategies to develop learning communities, train teachers in innovative teaching methods, enhance data-based supervision, and strengthen collaboration and stakeholder engagement to achieve greater teacher professionalism and continuous improvement in learning quality.

Discussion

The study shows that the principal's academic supervision is a crucial factor in improving teaching quality and teacher professionalism. Previous studies, such as those by (Pangestuti and Mustofa 2024), affirm that well-planned and well-implemented academic supervision can enhance teacher performance, although discrepancies between planning and implementation have been identified (Pratiwi, Santoso, and Muhardi 2023). Generally, research focuses on improving teacher performance, pedagogical competence, and principal leadership.

Furthermore, numerous studies emphasize that academic supervision has a positive and significant correlation with teacher professionalism, teacher performance, and overall learning quality (Fauziah Yolviansyah, Wahyuni, and Prabowo 2025; Mahdi, Arif, and Rahman 2023; Sanoto and Prastania 2022; Kulsum & Yuliejantiningih, 2022; Yunus and Radjab 2022). Effective supervision methods include collaborative approaches, guidance, direction, and the use of coaching techniques (Muslih, Fadilah, and Syahril 2025; Wati, Susanti, and Rahayu 2024), all of which aim to support teacher motivation (Werong, Sari, and Hilman 2024) and identify learning needs. Some studies also highlight the importance of sound academic management supervision, including planning, implementation, evaluation, and follow-up actions, as well as how transformational school leadership can strengthen this relationship (Anwar Hadi Firdos Santosa et al., 2024; Nadrah 2023).

This study offers novelty by focusing on the implementation of principals' academic supervision in realizing teacher professionalism in two elementary schools with distinct and superior program characteristics: UPT SD Negeri 15 Gresik, known for its integrated technology-based learning, and UPT SD Negeri 23 Gresik, characterized by Islamic values-based education. These unique characteristics, combined with the principals' background as *guru penggerak* (educational reformer teachers), provide an in-depth perspective on how academic supervision can be adapted and integrated into school programs to shape teacher professionalism that not only emphasizes general performance but also supports the achievement of each school's vision and mission. Thus, this research not only examines teacher professionalism improvement through supervision but also highlights how supervision can serve as a strategic instrument to develop distinctive school characteristics and build community trust an aspect rarely explored in previous studies.

5. Conclusion

Based on the research findings, it can be concluded that the implementation of academic supervision by the principals at UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik has been carried out in a structured and consistent manner, producing a positive impact on improving teacher professionalism, particularly in the areas of learning reflection and the application of innovative practices. Effective and intensive communication between principals and teachers serves as an essential factor in strengthening partnerships and fostering collaboration through learning communities. The principals demonstrated a proactive attitude and a strong commitment to carrying out their supervisory functions, with open and dialogical communication forming the foundation of academic supervision. However, strengthening supervision in the area of teaching methods is still necessary to achieve more significant improvements, which also requires adaptive communication and strategies tailored to teachers' needs and school characteristics. This study also indicates that the success of academic supervision does not solely depend on its technical implementation but is highly influenced by strategic communication that ensures alignment between supervision strategies and each school's flagship programs and unique characteristics. Thus, academic supervision supported by effective communication can serve as a strategic instrument to enhance teacher quality while supporting the achievement of the school's vision and mission.

It is recommended that principals and policy stakeholders increase the intensity, quality, and innovation of academic supervision with an emphasis on effective communication particularly in applying varied and targeted teaching methods. Strengthening learning communities as platforms for continuous sharing of best practices and integrating school flagship programs with supervision through open and dialogical communication are essential to support both school goals and teachers' overall needs. The Education Office should provide supervision training that not only focuses on monitoring techniques but also on interpersonal and organizational communication, as well as the use of communication technologies to enhance supervision effectiveness. Future research is expected to develop adaptive supervision models that integrate communication aspects aligned with each school's program characteristics to optimize learning outcomes and teacher professionalism. With these recommendations, academic supervision supported by effective communication is expected to become more optimal in continuously improving teacher quality and learning effectiveness.

6. Thank-you note

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