

Strategic Implementation of Academic Supervision by School Principals: A SWOT-Based Analysis of Teacher Professional Development

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Abstract

Academic supervision by school principals constitutes a critical mechanism for enhancing teacher professionalism and instructional quality, yet implementation challenges persist globally. This qualitative study employed systematic literature review integrated with field observations at two purposively selected elementary schools in Gresik Regency, Indonesia—UPT SD Negeri 15 and UPT SD Negeri 23—both led by principals with "Guru Penggerak" backgrounds. Data were analyzed using SWOT framework to identify internal and external factors influencing supervision effectiveness. Findings revealed significant improvements in reflection and instructional improvement (8.22-9.09 points) and innovative implementation practices (9.21-9.38 points) at both schools, attributed to structured supervision, active learning communities, and qualified teaching staff. However, teaching methods scores remained suboptimal (59-63 out of 100) with modest increases (1.26-2.00 points), indicating persistent methodological challenges. SWOT analysis identified principal competencies and learning communities as key strengths, time constraints and limited methodological diversity as weaknesses, educational policy support and technological advancement as opportunities, and workload pressures and policy changes as threats. Strategic recommendations include enhancing data-driven supervision mechanisms, strengthening learning communities, providing administrative support systems, and contextually adapting supervision to schools' distinctive excellence programs for optimal teacher professionalism and sustainable instructional quality improvement.

INTRODUCTION

Academic supervision by school principals represents a critical component in enhancing teacher professionalism and instructional quality within educational institutions. This systematic process of guidance and professional development aims to support teachers in delivering effective and innovative teaching practices, ultimately creating a conducive learning environment that benefits student achievement (Hallinger & Heck, 1996; Robinson et al., 2008). The importance of academic supervision extends beyond individual teacher development, as it serves as a strategic instrument for realizing the school's vision and mission while strengthening overall educational quality (Glickman et al., 2018). Recent studies have demonstrated that when school principals effectively implement academic supervision, significant improvements in teacher competencies, pedagogical practices, and student learning outcomes can be observed across various educational contexts (Julianda et al., 2024; Lorensius et al., 2022).

Despite the recognized importance of academic supervision, implementation challenges persist within education systems globally, particularly in developing countries (Adeoye, 2023; U-Sayee & Adomako, 2021). Evidence from educational quality reports reveals declining trends in learning quality

indicators across multiple contexts (Blank, 2013; Jeynes, 2015). These challenges manifest in several ways, including insufficient needs assessment of students' characteristics, inconsistent application of systematic teaching approaches, and suboptimal community participation in supporting teacher development initiatives (Maisyaroh et al., 2021). Furthermore, internal school management limitations and inadequate supervisory capacity among school principals continue to hinder the optimization of academic supervision processes (Istikomah et al., 2025; Ashun, 2022). This situation underscores the critical need for more structured, data-driven, and sustainable approaches to academic supervision that can address these systemic challenges while enhancing teacher professionalism.

Previous research has established the significance of academic supervision in improving teacher performance and instructional quality through various approaches (Darling-Hammond, 2000; Hattie, 2009). Amanda and Mustofa (2024) examined the implementation of academic supervision by school principals in enhancing teacher competence at junior high schools, revealing positive correlations between structured supervision and professional development. Similarly, Lorensius, Hanim, and Warman (2022) investigated academic supervision practices in vocational schools, emphasizing the importance of systematic approaches in fostering teacher professionalism (Vescio et al., 2008). Sunaedi and Rudji (2023) explored how academic supervision contributes to improving teacher performance in Islamic secondary schools, while Sopacuaperu, Repelita, Akmal, and Danajaya (2025) specifically focused on elementary school contexts, identifying key factors that influence supervision effectiveness. Recent studies have also highlighted emerging challenges in supervision implementation, with Alfarisi (2025) documenting obstacles faced by principals and teachers in executing supervision activities. The role of coaching-based supervision has gained attention, as demonstrated by Soro, Hakim, Rahayu, and Pangestuti (2024), who found that coaching approaches significantly enhance pedagogical competencies through collaborative learning communities (DuFour & Eaker, 1998; Stoll et al., 2006). Lelatobur and Waruwu (2024) further emphasized the management aspects of academic supervision in improving teacher performance, while Komarudin, Syaodih, and Andriani (2023) explored how academic supervision develops teachers' professional capabilities. However, gaps remain in understanding how academic supervision can be strategically analyzed and optimized within specific school contexts, particularly using comprehensive analytical frameworks that identify both internal and external factors affecting implementation (Barber & Mourshed, 2007; Stronge et al., 2011).

The present study addresses these knowledge gaps by employing a SWOT analysis approach to systematically examine academic supervision implementation by school principals (Gürel & Tat, 2017). This analytical framework, widely recognized in educational management research (Fine, 1995; Kheng-Hor & Munro-Smith, 1999), enables comprehensive identification of strengths, weaknesses, opportunities, and threats that influence supervision effectiveness, providing actionable insights for educational stakeholders (Sholihah et al., 2021). The research is justified by the pressing need to optimize academic supervision practices where declining learning quality indicators demand evidence-based interventions (Azigwe et al., 2016; Mashburn et al., 2008). By analyzing supervision implementation through multiple dimensions, this study contributes theoretical understanding and practical strategies that can be adapted across diverse educational settings.

This research aims to identify supporting and inhibiting factors in academic supervision implementation by school principals using SWOT analysis based on literature review. Specifically, the study seeks to analyze how internal factors such as principal competencies, structured supervision processes, effective communication, and resource availability function as strengths and weaknesses, while external factors including educational policies, technological advancement, learning communities, and policy changes represent opportunities and threats (Leithwood et al., 2020; Hallinger, 2018). The significance of this research extends beyond descriptive analysis, as it provides strategic frameworks that enable school principals and policymakers to optimize academic supervision through effective communication approaches (McLaughlin & Talbert, 2006), ultimately enhancing teacher professionalism and learning quality in schools. By bridging theory and practice, this study

offers valuable contributions to the field of educational supervision and school leadership development.

METHODS

This study employed a qualitative descriptive approach through systematic literature review combined with field observations to examine the implementation of academic supervision by school principals using SWOT analysis framework. The research design integrated document analysis with contextual investigation of two purposively selected elementary schools in Gresik Regency, namely UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik. These schools were deliberately chosen based on specific criteria: both are led by principals with backgrounds as "Guru Penggerak" (driving teachers), demonstrate consistent academic achievements at district and national levels, and possess distinctive excellence programs that characterize their educational approaches. UPT SD Negeri 15 Gresik is recognized for its technology-integrated learning programs including SALIN (Saturday Literacy and Numeracy), digital library facilities, and active professional learning community named "Pena Mandiri 15," while UPT SD Negeri 23 Gresik is distinguished by its character education programs emphasizing religious values through tahfiz, Tilawatil Qur'an, and "Do More" (morning prayer) initiatives, supported by the "Cakrawala" learning community.

Data collection proceeded through multiple systematic stages. Initially, comprehensive literature search was conducted using specific keywords including "academic supervision," "teacher professionalism," "school principal," "SWOT analysis," and "instructional quality improvement" across academic databases and library catalogs (Deepublish, 2023). Selection criteria prioritized peer-reviewed articles, authoritative books, and credible educational documents published within the last decade, though seminal works were included regardless of publication date to ensure theoretical foundation (Danial & Warsinah, 2009). This process yielded extensive literature encompassing theoretical frameworks, empirical studies, and policy documents relevant to academic supervision practices. Simultaneously, primary data were gathered through structured field observations at both schools, including classroom observations, document reviews of supervision reports and educational quality indicators from 2024-2025 education report cards, and informal discussions with school principals to understand supervision implementation contexts. These contextual data provided practical insights that complemented theoretical understandings derived from literature.

The analytical process employed qualitative descriptive analysis techniques integrated with SWOT framework application (Gürel & Tat, 2017). Literature data were systematically coded and categorized according to thematic areas related to academic supervision implementation, communication patterns, and teacher professionalism development. Cross-referencing between multiple sources enabled triangulation to enhance data credibility and identify convergent themes (Ridley, 2012). Subsequently, SWOT analysis framework was applied to synthesize findings by identifying internal factors—strengths (principal competencies, structured supervision processes, effective communication, resource availability) and weaknesses (time constraints, limited methodological innovation, collaboration gaps)—alongside external factors comprising opportunities (supportive educational policies, technological advancement, learning communities) and threats (policy changes, resistance to change, resource limitations). Comparative analysis between the two schools' education report data, particularly focusing on instructional quality indicators and their annual variations, provided empirical evidence for SWOT component identification. Finally, strategic recommendations were formulated based on SWOT matrix intersections (SO, WO, ST, WT strategies) to optimize academic supervision implementation (Ferrell & Harline, 2005). Throughout the analytical process, reflexivity was maintained to ensure interpretations remained grounded in data while acknowledging the researchers' positionality in educational contexts. This methodological approach enabled comprehensive understanding of how academic supervision implementation can be strategically analyzed and enhanced within specific school contexts characterized by unique excellence programs and leadership backgrounds.

RESULTS AND DISCUSSION

Results

The Role of School Principals in Enhancing Teacher Professionalism

The implementation of academic supervision at both research sites revealed distinct yet complementary approaches to enhancing teacher professionalism. Academic supervision, as conceptualized by Arikunto (2006), encompasses systematic efforts to improve instructional quality through both individual techniques—including classroom visits, observations, personal interviews, and self-assessment—and group-based staff development approaches. This foundational understanding guided the supervision practices observed in both schools, where principals demonstrated proactive attitudes and high commitment levels in executing structured academic supervision as their primary strategy for advancing teacher professionalism.

Table 1 presents the educational quality indicators for Gresik Regency in 2024, providing crucial context for understanding the supervision challenges faced by both schools. The data reveal a concerning pattern across all elementary school categories, where instructional quality indicators declined compared to previous years despite improvements in other domains such as student literacy, numeracy, and character development.

Table 1. Gresik Regency Education Report Card 2024

Achievement Indicators	General Public Elementary Schools	Ministry of Religious Affairs Elementary Schools	Equality Elementary Schools
Student Literacy Ability	Good (Increased)	Moderate (Increased)	Good (Increased)
Student Numeracy Ability	Good (Increased)	Moderate (Increased)	Moderate (Increased)
Student Character	Good (Increased)	Good (Increased)	Good (Increased)
Instructional Quality	Good (Decreased)	Moderate (Decreased)	Poor (Decreased)
School Safety Climate	Good (Increased)	Good (Increased)	Good (Increased)
School Diversity Climate	Good (Increased)	Moderate (Increased)	Moderate (Decreased)
School Inclusivity Climate	Good (Increased)	Moderate (Decreased)	Moderate (Decreased)

The declining instructional quality indicators across all school types, as shown in Table 1, underscore the critical importance of effective academic supervision. This deterioration in teaching quality directly impacts classroom learning activities and necessitates intensified guidance and coaching from school principals to enhance teachers' competencies and professionalism. As Mailani, Nazir, and Zein (2023) emphasized, instructional quality is significantly influenced by principals' academic supervision and teacher professionalism through targeted coaching and supervision initiatives.

Both UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik have established themselves as high-achieving institutions with distinctive excellence programs. UPT SD Negeri 15 Gresik, commonly known as "ESDELIMAS," operates within a diverse community and has garnered recognition for producing accomplished students in both academic and non-academic domains. Notable achievements include Chasbullah's second-place finish in the National Roller Skating Championship at PON XXI 2024, Amalia Sianti's first place in the East Java Pencak Silat Championship, and four students achieving overall champions in district-level pencak silat competitions. The school implements three flagship programs: SALIN (Saturday Literacy and Numeracy) to cultivate reading culture, a digital library leveraging educational technology, and the "Pena Mandiri 15" school learning community that serves as a platform for teachers to exchange knowledge, experiences, and teaching strategies.

Similarly, UPT SD Negeri 23 Gresik distinguishes itself through Islamic character education programs, including a tahfiz program targeting 30 juz memorization, Tilawatil Qur'an (BTQ), and the signature "Do More" (morning prayer) program that strengthens students' religious character. Principal Anis Surofah, M.Pd., articulated the school's vision as "Realizing Superior Generation with Pancasila Character and Environmentally Conscious Students." Student achievements include Muhammad Alvinno Fauzan's gold medal in English and bronze medal in Science at the 2025 National Competition Grand Final, overall district-level pencak silat championship, and first-place finishes in

district-level badminton singles, mini volleyball, and calligraphy competitions. The school operates the "Cakrawala" learning community to foster collaborative professional learning environments.

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

Despite both schools' impressive achievements and robust professional development programs, education report card data revealed persistent instructional quality gaps requiring systematic attention. Table 2 presents the instructional quality indicators for UPT SD Negeri 15 Gresik, demonstrating the impact of academic supervision on specific teaching dimensions.

Table 2. UPT SD Negeri 15 Gresik Education Report Data 2025 Based on Instructional Quality Indicators

Achievement Indicators	2025 Achievement Value	2024 Achievement Value	2025 Value Change
Teaching Methods	63	61.74	Increased 1.26
Reflection and Instructional Improvement	81.58	72.49	Increased 9.09
Teaching Reflection Practices	89.25	87.4	Increased 1.85
Innovative Implementation Practices	66.97	57.76	Increased 9.21

Table 2 demonstrates positive improvements across all instructional quality indicators at UPT SD Negeri 15 Gresik compared to 2024. The teaching methods indicator increased by 1.26 points, suggesting modest improvements in pedagogical approaches. More substantial gains appeared in reflection and instructional improvement (9.09 points) and innovative implementation practices (9.21 points), indicating significant progress in teachers' evaluative capabilities and creative methodological applications. Teaching reflection practices also improved by 1.85 points, demonstrating teachers' increasing engagement in metacognitive evaluation of their instructional processes. However, the relatively small increase in teaching methods, combined with the absolute score of only 63 out of 100, signals persistent challenges in diversifying and optimizing pedagogical approaches despite overall positive trends.

Table 3 presents comparable data for UPT SD Negeri 23 Gresik, revealing similar patterns of improvement with distinctive characteristics reflecting the school's unique context.

Table 3. UPT SD Negeri 23 Gresik Education Report Data 2025 Based on Instructional Quality Indicators

Achievement Indicators	2025 Achievement Value	2024 Achievement Value	2025 Value Change
Teaching Methods	59	57	Increased 2.00
Reflection and Instructional Improvement	61.27	53.05	Increased 8.22
Teaching Reflection Practices	70.74	59.22	Increased 11.52
Innovative Implementation Practices	54.88	45.5	Increased 9.38

The data in Table 3 reveal positive improvements across all instructional quality indicators at UPT SD Negeri 23 Gresik, with the teaching methods indicator increasing by 2.00 points. More significant gains emerged in reflection and instructional improvement (8.22 points) and teaching reflection practices (11.52 points), indicating heightened awareness and systematic efforts in evaluating and developing instructional processes. Innovative implementation practices increased by 9.38 points, demonstrating enhanced utilization of creative and effective teaching strategies. However, the teaching methods score of 59 out of 100 remains below optimal levels, suggesting that despite improvements, substantial room exists for methodological enhancement. The school's teaching staff comprises 24 qualified educators holding Bachelor's (S1) and Master's (S2) degrees, with 9 civil servants (PNS), 10 government employees with work agreements (PPPK), 1 non-core teacher, and 4

temporary teachers (GTT), indicating a well-qualified workforce supporting quality instructional processes.

SWOT Analysis of Academic Supervision Implementation

The systematic analysis of academic supervision implementation revealed four critical dimensions influencing effectiveness: strengths, weaknesses, opportunities, and threats. At UPT SD Negeri 15 Gresik, the "Pena Mandiri 15" learning community functioned as the primary driver of academic supervision, facilitating regular teacher reflection sessions, best practice sharing, and collaborative innovation discussions. Principals conducted supervision through classroom observations, performance evaluations, and both individual and group coaching, resulting in substantial improvements in reflection and instructional improvement indicators (9.09 points) and innovative implementation practices (9.21 points). However, the modest 1.26-point increase in teaching methods indicated the need for deeper engagement with methodological diversity and effectiveness, despite all teachers possessing minimum S1 qualifications supporting professional, data-driven supervision implementation.

At UPT SD Negeri 23 Gresik, structured academic supervision through classroom observations, work behavior assessments, and regular principal coaching encouraged teachers to actively evaluate and develop their instruction, evidenced by significant improvements in teaching reflection practices (11.52 points) and innovative implementation practices (9.38 points). Nevertheless, the teaching methods score of 59 and its modest 2.00-point increase remained below ideal levels, indicating the necessity for strengthened supervision focusing on instructional planning and implementation. The teaching staff's qualification levels, with educators holding bachelor's and master's degrees, facilitated professionalism-based supervision implementation.

Both schools faced common challenges despite their achievements and innovative programs. Education report data from 2025 revealed persistent instructional quality gaps, with teaching methods scores at both schools (63 and 59 out of 100) remaining below ideal benchmarks. Field evidence indicated that instructional quality improvements proceeded slowly despite various innovations and programs, suggesting that teaching methodology and innovative practice achievements had not fully reflected expected teacher professionalism levels and highlighting the need for enhanced academic supervision implementation to drive superior instructional quality.

Table 4 synthesizes the SWOT analysis findings into strategic recommendations for optimizing academic supervision implementation at both institutions.

Table 4. Academic Supervision Implementation Strategies Based on SWOT Analysis

Strategy	Description
SO (Strengths-Opportunities)	1. Develop learning communities as innovation and collaborative learning centers. 2. Leverage principals' driving teacher backgrounds for technology-based training initiatives. 3. Maximize digital technology utilization (digital libraries, supervisory applications).
WO (Weaknesses-Opportunities)	1. Provide training on instructional needs mapping and varied teaching methodologies for teachers. 2. Enhance principals' roles as facilitators of regular inter-teacher collaboration. 3. Develop data-driven supervision systems aligned with current policies.
ST (Strengths-Threats)	1. Optimize principals' task management with administrative support ensuring effective supervision. 2. Enhance managerial supervision competencies capable of driving innovation. 3. Actively engage parents and community through socialization and collaborative programs.
WT (Weaknesses-Threats)	1. Establish sustainable supervision coordination mechanisms addressing principals' time constraints. 2. Provide adaptive training for navigating policy change periods. 3. Foster cultures of openness and teacher collaboration preventing innovation stagnation.

The SWOT analysis presented in Table 4 identifies principal commitment, active learning communities, and academically qualified teachers as primary strengths, while recognizing persistent weaknesses in teachers' teaching methodology improvements and collaboration intensity. Educational policy support and technological advancement present significant opportunities for strengthening supervision, whereas principals' time limitations and policy changes require anticipation through effective management strategies. The strategic recommendations emphasize learning community development, innovative teaching methodology training, data-driven supervision enhancement, and stakeholder collaboration strengthening to achieve optimal teacher professionalization and sustainable instructional quality improvement.

Discussion

This study's findings reveal that academic supervision by school principals constitutes a critical factor in enhancing instructional quality and teacher professionalism, consistent with theoretical frameworks established by Hallinger and Heck (1996) and Robinson et al. (2008), who demonstrated that effective school leadership significantly impacts student achievement and teacher development. The systematic supervision implementation observed at both UPT SD Negeri 15 Gresik and UPT SD Negeri 23 Gresik, characterized by structured classroom observations, performance evaluations, and regular coaching, aligns with Glickman et al.'s (2018) developmental approach to instructional supervision. However, the persistent challenges in improving teaching methods—evidenced by modest score increases of only 1.26 and 2.00 points respectively—suggest that supervision effectiveness extends beyond implementation consistency to encompass strategic alignment with specific school contexts and teacher needs.

The substantial improvements in reflection and instructional improvement indicators (9.09 and 8.22 points) and innovative implementation practices (9.21 and 9.38 points) at both schools corroborate findings by Lorensius et al. (2022), who emphasized that systematic supervision approaches significantly enhance teacher professionalism in vocational contexts. These gains demonstrate that when academic supervision facilitates metacognitive processes and encourages pedagogical innovation, teachers develop enhanced capacities for self-evaluation and instructional improvement. The active learning communities at both schools—"Pena Mandiri 15" and "Cakrawala"—function as critical mechanisms supporting these outcomes, consistent with research by Vescio et al. (2008) and DuFour and Eaker (1998), who found that professional learning communities significantly impact teaching practices and student learning through collaborative knowledge construction and shared practice examination.

Nevertheless, the persistently low teaching methods scores (63 and 59 out of 100) despite overall positive trends indicate implementation gaps that supervision has not yet adequately addressed. This finding resonates with challenges documented by Adeoye (2023) and U-Sayee & Adomako (2021) regarding supervision implementation in developing country contexts, where systemic constraints and capacity limitations hinder optimal practice. The modest improvements in teaching methodology suggest that supervision at both schools, while effective in promoting reflection and innovation, has not sufficiently translated these capabilities into fundamental pedagogical transformation. This disconnect may reflect what Maisyaroh et al. (2021) identified as inadequate needs assessment and inconsistent application of systematic teaching approaches, even within otherwise well-functioning supervision systems.

The SWOT analysis framework proved instrumental in systematically identifying factors influencing supervision effectiveness, validating Gürel and Tat's (2017) assertion regarding SWOT analysis utility in educational management contexts. The analysis revealed that internal strengths—including principal competencies derived from their "Guru Penggerak" backgrounds, structured supervision processes, and qualified teaching staff—provide substantial foundations for effective supervision, consistent with findings by Julianda et al. (2024) demonstrating positive correlations between structured supervision and professional development. However, internal weaknesses such as

time constraints, limited methodological diversity, and suboptimal collaboration intensity align with challenges identified by Istikomah et al. (2025) and Ashun (2022) regarding inadequate supervisory capacity and implementation consistency.

External opportunities, particularly supportive educational policies and technological advancement, parallel the enabling conditions described by Leithwood et al. (2020) and Hallinger (2018) in their frameworks for contextually responsive school leadership. The digital library facilities at UPT SD Negeri 15 and the technology-enhanced learning environments at both schools exemplify how principals can leverage technological resources to strengthen supervision processes, addressing what previous research identified as resource availability challenges. Conversely, external threats including policy changes, workload pressures, and potential innovation stagnation reflect concerns raised by Barber and Mourshed (2007) regarding systemic factors that constrain even well-intentioned improvement efforts.

The distinctive excellence programs at both schools—technology-integrated learning at UPT SD Negeri 15 and Islamic character education at UPT SD Negeri 23—represent unique contextual factors not extensively addressed in previous supervision research. While studies by Amanda and Mustofa (2024) and Sopacuaperu et al. (2025) examined supervision in specific school contexts, they did not explicitly analyze how supervision can be strategically aligned with distinctive school programs to simultaneously advance teacher professionalism and institutional identity. This study's findings suggest that effective supervision must transcend generic implementation to become contextually embedded, supporting schools' unique visions while addressing common professional development needs. This contextual adaptation aligns with Hallinger's (2018) emphasis on bringing context out of leadership shadows and McLaughlin and Talbert's (2006) recognition that school-based teacher learning must respond to local conditions.

The modest teaching methodology improvements despite substantial gains in other indicators reveal a critical insight: supervision effectiveness varies across different dimensions of teaching practice. While teachers demonstrated enhanced reflective and innovative capabilities, these metacognitive and creative competencies did not automatically translate into improved methodological execution. This suggests that supervision must employ differentiated strategies targeting specific teaching dimensions, consistent with Hattie's (2009) meta-analytic findings regarding the differential impacts of various instructional interventions. The principals' roles as facilitators of learning communities, as observed in this study, provide platforms for collaborative problem-solving that can address this translation gap, supporting Darling-Hammond's (2000) assertion that sustained professional development embedded in teachers' daily work produces more substantial practice changes than isolated training activities.

The study's findings extend previous research by Soro et al. (2024) on coaching-based supervision by demonstrating how learning communities can serve as organizational structures supporting coaching relationships beyond individual principal-teacher interactions. The regular reflection sessions, best practice sharing, and collaborative innovation discussions observed at both schools create collective accountability systems and distributed expertise networks that amplify individual supervision effects. This aligns with Stoll et al.'s (2006) characterization of effective professional learning communities as combining individual learning, collective learning, and organizational learning in mutually reinforcing ways.

However, the persistent challenges in methodological improvement suggest limitations in current supervision approaches. The SWOT analysis revealed that while principals possess strong competencies and demonstrate commitment, time constraints and administrative workload pressures limit supervision depth and frequency. This finding corroborates concerns raised by Alfarisi (2025) regarding obstacles principals and teachers face in supervision execution and echoes broader research on principal workload challenges documented by Stronge et al. (2011). The strategic recommendations emerging from this study—particularly regarding administrative support systems,

data-driven supervision mechanisms, and enhanced stakeholder engagement—address these constraints by proposing systemic solutions rather than merely intensifying individual principal efforts.

The comparative analysis between the two schools reveals that despite different excellence program focuses and student population characteristics, both encountered similar supervision challenges and achieved comparable improvement patterns. This suggests that certain supervision effectiveness factors operate across contextual variations, supporting the applicability of general supervision principles while simultaneously highlighting the importance of contextual adaptation in implementation specifics. The universal importance of learning communities, systematic observation processes, and regular feedback mechanisms transcends school contexts, yet their specific manifestations—technology-focused collaboration at UPT SD Negeri 15 versus character education integration at UPT SD Negeri 23—demonstrate necessary contextual responsiveness.

This study contributes to educational supervision literature by providing empirical evidence for SWOT analysis application in examining supervision implementation, addressing the methodological gap identified in the introduction regarding comprehensive analytical frameworks. While previous studies examined supervision effectiveness through various lenses, few systematically analyzed how internal and external factors interact to shape supervision outcomes. The SWOT framework enabled identification of leverage points for strategic intervention—such as maximizing technological opportunities to address time constraint weaknesses—that might not emerge through other analytical approaches. This methodological contribution validates Fine's (1995) and Kheng-Hor and Munro-Smith's (1999) advocacy for SWOT analysis in educational planning while extending its application to instructional supervision contexts.

The findings also illuminate communication's critical role in supervision effectiveness, though this dimension emerged more implicitly than explicitly in the analysis. The emphasis on learning communities, collaborative reflection, and partnership approaches in both schools' supervision practices underscores that supervision succeeds not merely through technical execution but through relational processes built on trust, dialogue, and mutual respect. This aligns with Glickman et al.'s (2018) developmental supervision model emphasizing differentiated, collaborative approaches tailored to teachers' developmental levels and needs. Future research should more explicitly examine communication patterns, quality, and effects within supervision processes to further illuminate this crucial dimension.

CONCLUSION

This study demonstrates that structured academic supervision by school principals significantly enhances teacher professionalism, particularly in reflection and innovative practice dimensions, though persistent challenges remain in fundamental teaching methodology improvement. The SWOT analysis framework effectively identified that supervision success depends on leveraging internal strengths—principal competencies from "Guru Penggerak" backgrounds, active learning communities, and qualified teaching staff—while addressing weaknesses including time constraints and limited methodological diversity through strategic utilization of external opportunities such as educational policy support and technological advancement. The study contributes theoretically by validating SWOT analysis applicability in examining academic supervision implementation and empirically by revealing how supervision must be contextually adapted to schools' distinctive excellence programs while maintaining systematic observation, feedback, and collaborative learning processes. Practically, findings imply that optimizing supervision requires systemic interventions including administrative support systems to address principals' workload pressures, enhanced learning communities as platforms for sustained professional development, data-driven supervision mechanisms aligned with instructional quality indicators, and intensified stakeholder engagement supporting comprehensive teacher development. Study limitations include focus on two schools within a single district and reliance on education report quantitative indicators without extensive classroom observation data. Future research should investigate longitudinal supervision effects on teaching methodology

transformation, examine communication patterns within supervision processes more explicitly, develop adaptive supervision models integrating diverse school contexts, and explore how technology-enhanced supervision can address time and resource constraints while maintaining relational quality essential for effective professional development.

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