



Principal supervision in enhancing middle school teachers' professionalism

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ABSTRACT

Supervision has a strategic role in improving the quality of teaching and teacher professionalism in the school environment. This study describes the principal's supervision strategy in improving teacher professionalism at SMP Muhammadiyah 2 Samigaluh. The study used a qualitative method with data collection techniques in the form of interviews, observations, and documentation. The study results indicate that academic supervision is designed through annual and semester programs, including learning administration, teaching and learning activities, and evaluation. The implementation of supervision is carried out individually and in groups with a collaborative approach involving the principal and the supervision team. Evaluation supervision is carried out every semester to identify strengths and weaknesses and design teacher competency improvement programs. Supervision also encourages professional development through training, workshops, and mentoring. Supporting factors for supervision include positive teacher attitudes, harmonious relationships, and periodic training. Obstacles include limited time, teacher mental readiness, and limited facilities and budget. Planned, evaluative, and adaptive supervision has created an effective and professional learning environment.

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ABSTRAK

Supervisi mempunyai peran yang strategis dalam meningkatkan mutu pengajaran dan profesionalisme guru dalam lingkungan sekolah. Penelitian ini bertujuan mendeskripsikan strategi supervisi kepala sekolah dalam meningkatkan profesionalisme guru di SMP Muhammadiyah 2 Samigaluh. Penelitian menggunakan metode kualitatif dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa supervisi akademik dirancang melalui program tahunan dan semesteran yang mencakup administrasi pembelajaran, kegiatan belajar mengajar, dan evaluasi. Pelaksanaan supervisi dilakukan secara individual dan kelompok dengan pendekatan kolaboratif yang melibatkan kepala sekolah dan tim supervisi. Evaluasi supervisi dilakukan setiap semester untuk mengidentifikasi kekuatan dan kelemahan serta merancang program peningkatan kompetensi guru. Supervisi juga mendorong pengembangan profesional melalui pelatihan, lokakarya, dan pendampingan. Faktor pendukung supervisi meliputi sikap positif guru, hubungan harmonis, dan pelatihan berkala. Kendala yang dihadapi antara lain keterbatasan waktu, kesiapan mental guru, serta fasilitas dan anggaran yang terbatas. Supervisi yang terencana, evaluatif, dan adaptif terbukti berkontribusi dalam menciptakan lingkungan belajar yang efektif dan profesional.

Kata Kunci: kepala sekolah; profesionalisme guru; sekolah menengah pertama; supervisi akademik

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INTRODUCTION

Education is one of the fundamental aspects of a nation's development. High-quality education can foster the creation of excellent and competitive human resources. In formal education, teachers play a crucial role in shaping character, improving academic competence, and guiding students to face future challenges (Ghamrawi et al., 2024). Therefore, enhancing teacher professionalism is essential to achieving optimal educational goals. Effective and continuous school principal supervision is one key factor in improving teacher professionalism. Proper supervision can create a more dynamic learning environment responsive to students' needs. Consequently, school principal supervision should be carried out systematically and continuously (Indraswati & Widodo, 2021).

School principal supervision is a developmental process to improve teachers' competencies, skills, and teaching quality in schools (Ratnawati et al., 2023). Effective supervision is not solely focused on evaluating teacher performance but also includes providing guidance, mentoring, and support in the teaching and learning process. The principal creates a conducive work environment that fosters teacher development (Hatmoko et al., 2024). Through systematic and continuous supervision, school principals can assist teachers in identifying their weaknesses, exploring their potential, and enhancing the quality of classroom instruction. Additionally, good supervision can boost teachers' motivation and enthusiasm in performing their duties. With supervision oriented toward professional development, teachers will be more motivated to improve their competencies. Effective supervision also encourages teachers to be more reflective in evaluating their teaching practices (Wahyuni et al., 2024).

At SMP Muhammadiyah 2 Samigaluh, school principal supervision is a crucial aspect of efforts to enhance teacher professionalism. The Muhammadiyah education system, which is based on Islamic values and academic excellence, faces unique challenges in addressing the dynamics of modern education. Teachers are expected not only to master the subject matter effectively but also to implement innovative teaching methods that align with students' learning needs. In this regard, the principal's role in conducting supervision becomes increasingly important to ensure that the teaching and learning process runs effectively and with high quality. The principal must provide clear guidance and support for teachers' professional development. Well-planned supervision can help teachers overcome challenges in the learning process. The quality of education at SMP Muhammadiyah 2 Samigaluh can continue to improve with appropriate supervision (Caesaria et al., 2024; Pisriwati et al., 2024).

Effective school principal supervision can have a positive impact on enhancing teacher professionalism. With structured supervision, teachers are more motivated to improve their competencies through various training programs, self-reflection, and implementing more effective teaching strategies (Tseng et al., 2022). Moreover, a dialogical and participatory supervision can foster a collaborative work culture in which teachers feel supported and appreciated in performing their duties (Putri et al., 2025). This aligns with the modern supervision concept, emphasizing coaching rather than merely assessing performance. Supervision that focuses on improving teaching quality can enhance students' learning outcomes. Teachers who receive proper supervision tend to be more innovative in developing

their teaching methods. Therefore, principal supervision is vital in creating a better learning environment (Umkabu, 2023).

However, implementing school principal supervision in various schools still faces multiple challenges. One of the main issues is the limited time for principals to conduct comprehensive supervision for all teachers. Additionally, not all principals possess adequate supervision competencies, which may hinder the effectiveness of coaching and guidance. Another common obstacle is the lack of openness and effective communication between principals and teachers, which can reduce the impact of supervision on improving teacher professionalism. Other challenges include limited resources and support for optimal supervision practices. Some teachers may also feel uncomfortable receiving criticism and evaluation through supervision. Therefore, a more flexible supervision approach that adapts to teachers' needs is necessary (Dong et al., 2020).

At SMP Muhammadiyah 2 Samigaluh, school principal supervision is influenced by both internal and external factors. Internal factors include teachers' readiness to receive supervision and their level of competency. In contrast, external factors involve educational policies, resource availability, and support from the Muhammadiyah foundation as the educational governing body. Therefore, an adaptive supervision strategy focused on sustainable teacher professional development is needed. The school principal must implement various supervision approaches that align with the characteristics and needs of teachers at the school. More personalized and needs-based supervision can enhance its effectiveness. Additionally, involving teachers in supervision can increase their sense of ownership and responsibility for improving teaching quality. Supervision can serve as an effective tool for enhancing teacher quality with the right approach (Tarso et al., 2025).

Although various studies have examined the importance of school principal supervision, there remains a research gap in understanding the effectiveness of supervision in the context of Islamic-based schools, such as SMP Muhammadiyah 2 Samigaluh. The main challenge in supervision at religious-based schools is balancing the academic approach with Islamic values in learning. Moreover, previous research has not extensively discussed how principals can adapt flexible supervision strategies according to teachers' specific characteristics and needs. Obstacles in supervision often arise from time limitations, principals' supervisory skills, and ineffective communication between principals and teachers. Therefore, this study aims to fill this gap by analyzing the supervision strategies implemented at SMP Muhammadiyah 2 Samigaluh and the challenges faced in improving teacher professionalism.

This study aims to analyze the role of school principal supervision in enhancing teacher professionalism at SMP Muhammadiyah 2 Samigaluh by exploring various supervision strategies applied, the challenges encountered, and their impact on teacher professionalism. This research is expected to provide concrete recommendations for principals and educational stakeholders to optimize effective academic supervision by understanding these aspects. The findings of this study may also serve as a reference for other schools in developing more adaptive and needs-based supervision strategies. Effective supervision improves teachers' competencies and positively contributes to the quality of learning (Suryani et al., 2024). Through this research, it is hoped that school principal supervision can be continuously refined and improved as part of broader efforts to enhance the quality of education.

LITERATURE REVIEW

School Principal Supervision

School principal supervision is a key factor in enhancing the effectiveness of the learning process in schools. It serves as a control mechanism and a developmental strategy to assist teachers in improving their professional competencies (Lestari & Bedi, 2025). Effective supervision should be carried out systematically and continuously, employing an approach oriented toward the professional development of teachers. Supervision involves techniques such as classroom observations, reflective discussions, and direct guidance to ensure that teachers can deliver high-quality learning experiences to students. Therefore, school principals must possess strong leadership skills to conduct supervision effectively and create a work environment that supports teachers' professional growth (Nopitasari & Bustari, 2024).

Furthermore, several studies suggest that participatory and collaborative supervision is more effective than authoritative approaches. Reflective and development-based principal supervision can motivate teachers to improve their pedagogical and professional competencies (Hasanah & Sururi, 2025). Effective supervision should be built on a harmonious working relationship between the principal and teachers, fostering a school culture conducive to learning and innovation. Supervision evaluates teachers' performance and provides guidance, encouragement, and opportunities for continuous self-development. Thus, effective school principal supervision can significantly improve the overall quality of education in schools (Undiadi & Muhammad, 2025).

Teacher Professionalism

Teacher professionalism is a fundamental aspect of education that relates to an educator's competence, responsibility, and commitment in carrying out their duties. It encompasses mastery of pedagogical skills, expertise in the subject matter, and the ability to continuously develop through research and teaching innovations (Suryatama et al., 2024). A professional teacher can effectively deliver lessons and is skilled in classroom management, implementing innovative teaching methods, and building positive relationships with students. Therefore, teacher professionalism is a priority in improving education quality at all levels, including junior high schools (Setiawan et al., 2024).

One key factor influencing teacher professionalism improvement is systematic support and guidance from the school principal through academic and pedagogical supervision. The principal is crucial in creating a work environment encouraging teachers to grow professionally. Teachers can enhance their teaching competencies and classroom management skills through training programs, workshops, and guidance during supervision. Additionally, teacher professionalism can be fostered through strengthening work ethics, promoting collaboration among teachers, and encouraging active participation in professional learning communities. A balance is needed between the demands for innovation and flexibility and the support and control mechanisms that do not restrict the space for the growth of teachers (Azhar et al., 2024). Therefore, teacher professionalism is not solely determined by individual factors but also by the availability of a supportive system within the school (Alam et al., 2025; Wibowo et al., 2025).

Junior High School

Junior High School is a formal educational level that plays a vital role in shaping students' academic foundations and character before they advance to higher education (Novantoro et al., 2025). According to Indonesia's National Education System Law, junior high schools aim to provide a more in-depth basic education with a curriculum emphasizing mastery of knowledge, skills, and social and moral values. In practice, learning at the junior high school level must accommodate students' cognitive and psychosocial development, as they are transitioning from childhood to adolescence. Therefore, an interactive, innovative, and student-centered learning approach is required to help students develop their potential optimally (Astiwi et al., 2024).

Moreover, the success of education at the junior high school level depends significantly on the effectiveness of school management, including principal supervision and teacher professionalism. Schools that improve educational quality have strong leadership, a positive academic culture, and a supervision system that supports teachers' professional development (Siswanto & Peni, 2023). In the context of junior high schools, principals must ensure that supervision processes are conducted effectively to enhance the quality of teaching and learning (Aditya & Hiltrimartin, 2024). Schools can create an academic environment that supports students' intellectual and character development with structured supervision and high teacher professionalism. Therefore, improving the quality of education in junior high schools must be approached comprehensively by reinforcing principal supervision and advancing teacher professionalism (Zaid et al., 2022).

METHODS

This study uses a qualitative method that aims to explore and interpret the meaning behind the interaction of human behavior in a particular context from the researcher's perspective based on Creswell's book "*Research Design: Pendekatan kualitatif, kuantitatif, dan mixed*". This method can describe several principal supervision strategies for improving teacher professionalism. The study was conducted at SMP Muhammadiyah 2 Samigaluh, Jalan Dekso-Plono, Samigaluh District, Kulon Progo Regency. The data collection techniques include interviews with the principal, teachers, and the supervisory team; direct observation of the supervision implementation process; and document analysis, such as learning administration instruments. Structured interviews are conducted by preparing questions that cover the stages of planning, implementing, and evaluating supervision, to provide a deep understanding of how the principal's supervision strategy is designed, implemented, and evaluated to improve professional teacher competence in various aspects of teaching. Data analysis is conducted interactively through data reduction, presentation, and conclusion. Data validity is ensured through triangulation by comparing data obtained from interviews, observations, and documentation.

RESULTS AND DISCUSSION

Supervision Program to Enhance Teacher Professionalism

Based on the results of an interview with the principal on January 15, 2025, the development of the supervision program at SMP Muhammadiyah 2 Samigaluh was carried out at the beginning of each school year through a meeting involving the entire school community. This supervision program consists of annual and semester-based programs covering various aspects of school management. In its implementation, academic supervision is conducted by establishing a supervision organizational structure, appointing a supervisory team, and issuing an official decree for supervisors responsible for executing academic supervision. Additionally, the supervision program includes learning administration supervision, learning activity supervision, counseling supervision, evaluation of supervision implementation, and follow-up actions based on the supervision results. All these supervision activities aim to enhance the effectiveness of school management and ensure optimal learning quality.

The supervision program is designed to assist teachers in translating the curriculum into semester programs, developing lesson plans, conducting learning activities effectively, and assessing the learning process and student outcomes to improve teacher professionalism. Teachers are also supported in creating and utilizing simple teaching aids, managing curricular and extracurricular activities, and developing various teaching strategies that align with students' needs. Supervisors play a role in helping teachers adjust the curriculum to the environmental conditions and student characteristics, ensure that instruction aligns with instructional goals, and support teaching innovations.

Moreover, supervision also involves teacher competency development through various activities such as workshops, consultations, training, and other professional development initiatives. The supervision program does not solely focus on improving teaching skills but also on orienting teachers toward new tasks and methods in learning, coordinating learning activities with other educational services, and fostering relationships between the school and the community. Teaching evaluation is crucial to supervision, covering planning, instrument development, data analysis, and decision-making to enhance the learning process. Therefore, a realistically and systematically designed supervision program can positively impact teacher professionalism and create a conducive and high-quality learning environment.

Implementation of Supervision to Enhance Teacher Professionalism

Based on the results of interviews with the supervision team on January 15, 2025, and direct observations, it was stated that academic supervision was carried out according to the schedule determined by the implementation team appointed by the principal. Before supervision occurs, an initial socialization process is conducted to explain the supervision process and prepare supervision instruments covering learning administration, learning implementation, and evaluation of academic supervision outcomes. The supervision techniques applied include individual and group approaches, which can be conducted directly, indirectly, or collaboratively. Individual supervision is carried out through classroom visits and one-on-one discussions with teachers. In contrast, group supervision includes teacher

meetings, group discussions, experience-sharing sessions, and seminars as a means of professional development.

The implementation of supervision by the principal aims to guide and improve teacher performance in carrying out their duties and responsibilities. As an educational supervisor, the principal plays a key role in providing guidance and support to teachers and other education personnel. This guidance significantly influences the smoothness and sustainability of the school learning process. The willingness of teachers to accept observations, analyze teaching behavior, and interact with supervisors supports improving the quality of learning and teacher professionalism. The following are the activities of one of the teachers supervised by the principal, as well as further discussions with several teachers and supervisors regarding the results of the supervision that has been carried out.



Figure 1. Supervision in Class
Source: Research 2025

Based on **Figure 1** above, it can be seen that a supervision activity is taking place in the classroom, where the supervisor is present in person to observe and assess the teacher's teaching process. The assessment uses a systematically developed evaluation instrument to ensure objectivity and accuracy in evaluating the teacher's performance during the learning process. Meanwhile, the discussion of the supervision results can be seen in the following figure.



Figure 2. Group Discussion After Supervision
Source: Research 2025

Figure 2 shows a group discussion between the teacher and supervisor after completing the supervision activity. This discussion is conducted as a follow-up to thoroughly review the results of the supervision carried out in the classroom. Various challenges and unique issues during the learning process are identified during the discussion. One example is the discovery that the teacher skipped several steps in the lesson plan that had been carefully prepared beforehand. This discussion activity is an essential part of the reflection process, which plays a crucial role in the ongoing effort to improve the quality and effectiveness of teaching within the school environment.

Educational supervision aims to shape and develop teachers' professional abilities by improving teaching methods in the classroom. With effective supervision, students are expected to learn better and achieve learning goals optimally. A constructive and non-authoritarian approach allows teachers to receive input without feeling pressured. A democratic supervisory relationship encourages teacher creativity and creates an atmosphere that supports their professional development. In addition, interactive supervision through the exchange of ideas between teachers and supervisors produces constructive feedback to improve the quality of education in schools continuously.

Evaluation of Supervision in Enhancing Teacher Professionalism

Based on the results of the interview by the principal on January 15, 2025, supervision evaluation is conducted at the end of each semester to assess its effectiveness. The supervision results are communicated to teachers individually and in groups to serve as a

basis for reflection and improvement. If the evaluation results indicate that the intended objectives have been achieved, successful practices will be maintained and further enhanced. However, if deficiencies or weaknesses in the supervision process are identified, an in-depth analysis will be conducted to determine their causes. This analysis is the foundation for designing more effective improvement strategies to enhance supervision quality. Therefore, supervision functions not only as a control mechanism but also as a means of fostering teachers' professional development in teaching.

Evaluation is a planned activity to assess an object's condition using specific instruments. Once data is obtained, the results are compared against established benchmarks to draw objective conclusions. Evaluation plays a crucial role in various fields, particularly in education, to assess the effectiveness of a program or activity. Through evaluation, stakeholders can determine appropriate steps to enhance the effectiveness of ongoing programs. Thus, evaluation serves as a measurement tool and a foundation for developing quality improvement strategies for an activity. The following is an example of an instrument used to carry out supervision.

INSTRUMEN SUPERVISI AKADEMIK (KURIKULUM MERDEKA) ADMINISTRASI PEMBELAJARAN						
Nama Sekolah : SMP Muhammadiyah 2 Samigaluh						
Nama Guru :						
Kelas :						
Mapel :						
No	Fokus Pengamatan	Keterangan				
		1	2	3	4	Tidak ada
1	Kalender Pendidikan					
2	Program Tahunan					
3	Program Semester					
4	Alur Tujuan Pembelajaran					
5	Modul Ajar					
6	Jadwal Pembelajaran					
7	Agenda Mengajar					
8	Daftar Nilai					
9	KKTP					
10	Absensi Peserta Didik					
11	Buku Pegangan Guru					
12	Buku Pegangan Peserta Didik					
Total						
Nilai						
Catatan:						

Figure 3. Learning Administration Instruments
Source: Research 2025

Figure 3 above illustrates one of the instruments used by the principal in carrying out supervision. These instruments include components for evaluating the completeness of instructional administration, the review of teaching modules, the implementation of classroom instruction, and a more in-depth analysis of the teaching modules. These four instruments assess how teachers have fulfilled their duties and responsibilities in designing and delivering instruction. The supervision process becomes more systematic and objective by utilizing structured instruments. This also enables the principal to provide teachers with more targeted and effective feedback. Overall, these instruments serve as a basis for assessing the quality of teaching and teacher professionalism.

In the context of educational supervision, evaluation is a crucial component that gathers information for improving the quality of instruction in schools. This evaluation assesses the technical aspects of teaching and observes the approaches and strategies teachers use in addressing student diversity. The data from the evaluation results are then used to design teacher professional development programs. The objective is to ensure these programs are more targeted, effective, and relevant to the actual needs of teachers in the field. Evaluation also helps supervisors measure the effectiveness of the supervision conducted and the extent to which learning objectives have been achieved. Through a comprehensive evaluation, teachers can identify their strengths and areas for improvement in the teaching process.

Following the evaluation, the school can design a competency improvement program if indicators show low student achievement levels at the class level. One such program is the implementation of workshops or training sessions for teachers. These workshops are developed based on the findings of the supervision process, ensuring they align with real needs in the field. The training activities are expected to address weaknesses in the teaching process. Teachers can gain new insights and more effective teaching strategies. Below is documentation of a workshop activity conducted as a follow-up to the academic supervision evaluation.



Figure 4. Workshop for Preparing Teaching Modules
Source: Research 2025

Figure 4 illustrates a workshop to improve teacher competency in developing learning modules and optimizing the implementation of integrated learning in the Independent Curriculum. This workshop was designed as a follow-up to the academic supervision evaluation previously conducted by the principal. The selection of the workshop theme was not random; instead, it was based on actual needs identified during the supervision process,

such as ongoing challenges in designing adaptive teaching modules and the need for teaching strategies that accommodate various student characteristics.

Thus, this activity reflects the importance of evaluation-based supervision as a foundation for designing programs to improve teacher professionalism. A comprehensive evaluation enables the principal to provide targeted interventions in the form of training or mentoring tailored to the specific needs of teachers in the field. This helps teachers develop their professional skills and fosters a more effective, responsive, and inclusive learning environment for all students. Ultimately, this process supports the realization of high-quality and sustainable education within the school.

Supporting and Inhibiting Factors in School Principal Supervision

Based on the results of observations, it is shown that several supporting factors play an important role in the success of academic supervision carried out by the principal. One key factor is the support from teachers who perceive supervision as part of their professional development. Teachers' positive attitudes toward supervision create a conducive work environment, making them more open to feedback and guidance provided by the principal. A harmonious relationship between the principal and teachers is also critical to adequate supervision. When communication between both parties runs smoothly, supervision can be conducted more effectively, positively impacting learning quality improvement. Another supporting factor is the availability of regular training and workshops for teachers. These training sessions help teachers enhance their competencies and ensure supervision meets classroom needs.

However, in practice, school principal supervision also faces several challenges that can hinder its effectiveness. One major obstacle is the limited time for principals to conduct supervision optimally. Principals as school leaders have numerous administrative and managerial responsibilities that consume a significant amount of time, often leading to less-than-optimal supervision implementation. Additionally, not all teachers are mentally prepared or open to receiving supervision. Some teachers may feel anxious or lack confidence when observed, negatively affecting supervision. Another common challenge is the lack of facilities and infrastructure to support supervision activities, such as limited evaluation tools, incomplete supervision administration documents, and insufficient budget for regular professional development programs.

School principals must implement more flexible and adaptive supervision strategies to overcome these challenges. One possible approach is optimizing the use of technology in supervision, such as utilizing digital platforms for teacher performance evaluation and online discussions for more efficient feedback. Principals should also foster a collaborative supervision culture, where teachers feel less formally observed and more professionally guided to improve learning quality. Moreover, principals can delegate administrative tasks to authorized staff members, allowing more time for in-depth and high-quality supervision. Support from various stakeholders, including educational authorities, school supervisors, and teacher communities, is also essential to ensure that supervision runs effectively and positively impacts educational quality in schools.

Discussion

The academic supervision program implemented at SMP Muhammadiyah 2 Samigaluh demonstrates that systematic planning and the involvement of all school members at the beginning of the academic year are key to enhancing teacher professionalism. This activity includes supervising instructional administration, learning implementation, and follow-up evaluations, all designed to optimize the quality of learning. The collaborative approach between the principal, teachers, and the supervision team helps build trust and openness in improving learning quality. Implementing clinical supervision with a collaborative approach by the principal can increase the pedagogical competence of teachers (Bali & Iriani, 2024). Supervision is not merely an oversight activity but a teacher guidance and professional development process. Therefore, a comprehensive supervision program can create a conducive, high-quality learning environment. This aligns with research emphasizing that effective supervision requires careful planning, active participation, and the support of all parties within the school environment (Hanama et al., 2024; Putra et al., 2024).

The supervision program is implemented through individual and group approaches, prioritizing direct interaction and joint reflection after learning. This process supports the formation of a professional culture that is open to feedback and self-improvement. Teachers no longer perceive supervision as a controlling process, but as an opportunity to grow and develop. As illustrated in **Figure 2**, the discussions held after supervision show a learning process for teachers and supervisors in designing better teaching strategies. This approach also facilitates the direct resolution of challenges faced by teachers in classroom practices. Research indicates that democratic and reflection-based supervision approaches can enhance teaching effectiveness (Najihan, 2023; Ramadhani et al., 2024).

Evaluation of the supervision implementation is crucial in ensuring the continuity and effectiveness of teacher development programs. This study conducts evaluations at the end of each semester using structured instruments covering aspects of instructional administration and implementation. The evaluation results are the basis for formulating strategies to improve the quality of supervision and teacher professionalism. With accurate data, the school can design training programs that align with actual needs in the field. A well-conducted evaluation also reflects the school's commitment to maintaining the quality of learning on an ongoing basis. This is consistent with the view that evaluation in academic supervision must be conducted systematically and objectively to support appropriate decision-making (Sunaedi & Rudji, 2023).

As a follow-up to the supervision evaluation, workshops are held to enhance teachers' competence in developing teaching modules and implementing differentiated instruction. The implementation of these workshops shows that supervision is not merely about monitoring, but also about accompanying teachers in addressing pedagogical challenges. The selection of workshop themes based on supervision evaluation results indicates a strong alignment between field needs and teacher development programs. This encourages the creation of learning that is more adaptive to students' needs and diverse classroom contexts. Hence, supervision is a foundation for inclusive and responsive learning aligned with educational dynamics. Research confirms that strengthening teacher professionalism through continuous training is integral to effective supervision.

The success of supervision is also strongly influenced by supporting factors such as the harmonious relationship between school principals and teachers and the teachers' positive attitudes toward supervision (Pisriwati et al., 2024). Teachers who feel supported and appreciated are more open to feedback and willing to improve their teaching quality. In addition, the availability of regular training and adequate facilities also enhances the effectiveness of supervision. When supervision is perceived as a collaborative process, teachers are more receptive to constructive criticism without feeling pressured. This situation creates a positive work atmosphere and strengthens the learning culture within the school. This is supported by research showing that strong interpersonal relationships are a fundamental element in the success of academic supervision (Ramadhani et al., 2024; Rostiana et al., 2022).

Nevertheless, challenges in implementing supervision still exist, such as the limited time available for school principals, teachers' mental readiness, and inadequate facilities. Therefore, a more flexible and adaptive approach must be applied, such as utilizing digital technology in supervision. Collaboration among principals, teachers, and policymakers must also be strengthened to ensure the sustainability of the supervision program. Reflection-based and technology-assisted supervision is an alternative solution to address the challenges of supervision in the modern era (Sukmara et al., 2023). Thus, developing contextual and innovative supervision strategies is key to sustainably improving teacher professionalism. These obstacles are also found in studies that mention administrative burdens and lack of facilities as common barriers to optimal supervision implementation (Wahidah et al., 2024).

CONCLUSION

The academic supervision program at SMP Muhammadiyah 2 Samigaluh is implemented systematically through initial planning involving the entire school community, primarily focusing on enhancing teacher professionalism. This program encompasses the supervision of instructional administration, the implementation of teaching activities, the evaluation of supervision outcomes, and follow-up actions such as training and professional development. Supervision is conducted individually and in groups, using a collaborative and reflective approach that allows teachers to receive constructive feedback and continuously improve their competencies. The supervision results serve as the foundation for designing more targeted programs to enhance the quality of learning. Support from teachers, a harmonious relationship with the principal, and regular training are key factors contributing to the success of the supervision process. In contrast, challenges such as limited time, inadequate facilities, and teachers' mental readiness must be addressed through adaptive and technology-based supervision strategies. Overall, structured academic supervision focusing on professional development has proven significant in fostering an effective, responsive, high-quality learning environment.

AUTHOR'S NOTE

The author states that there are no conflicts of interest related to the publication of this article and affirms that the data and content presented are original and free from plagiarism.

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