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The Effectiveness of The Academic Supervision Model in Encouraging The Professionalism of Elementary School Teachers in Ungaran Timur District

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ABSTRACT

Teacher professionalism is highly needed in today's era. Teacher professionalism will be seen from teachers' efforts to improve qualifications, certification, competency, and adapt to changes in the work environment. This study aims to analyze and measure the effectiveness of the implementation of an academic supervision model in an effort to improve the professionalism of public elementary school teachers in East Ungaran Regency. This study uses a quantitative ex post facto approach, involving public elementary school teachers in East Ungaran Regency as subjects. Data were collected through instruments that measure the quality of academic supervision and the level of teacher professionalism, then analyzed using regression and correlation techniques to determine the relationship and influence between variables. The results show that the effectiveness of the academic supervision model is in the high category and has an important role in improving teacher quality. Statistically, academic supervision is a strong and significant predictor in improving the professionalism of elementary school teachers in the region. These findings have important implications for regional education policy, particularly in determining the priorities of supervision programs, the focus of improving teacher professionalism, and the development of supervisor capabilities and competencies.

1. Introduction

Teachers are a key pillar in determining the quality of educational outcomes. At the elementary school level, teachers play a crucial role in laying the foundation for students' knowledge, skills, and character. Therefore, having professional teachers is crucial. Teacher professionalism encompasses mastery of subject matter, pedagogical skills, positive personality, and social skills. Professional teachers will be able to deliver learning that is effective, innovative, and relevant to current

demands (Afriyanli & Sabandi, 2020). Some teachers may still use traditional, less interactive learning models or fail to integrate technology into the teaching and learning process. Teachers need to be encouraged to actively participate in Continuing Professional Development (CPD) activities, but sometimes a lack of motivation or resources can be a barrier.

The integration of digital technology into learning (EdTech) is now a necessity. Teachers must be tech-savvy to create relevant learning for Generation Z and Alpha. Every few years, curriculum changes occur (for example, from K-13 to the Independent Curriculum), requiring teachers to master new approaches, strategies, and assessment systems. Students have different learning styles (visual, auditory, kinesthetic) and different needs (differentiation). Professional teachers must be adaptive and able to implement differentiated learning to accommodate all these needs. Professional teachers are viewed through their responsibilities to students, parents, society, nation, state, and religion (Mustafida, 2021; Mardiah, 2023; Marhadi, Supardi & Dharmanto, 2025). Social responsibility is realized through teacher competence in the social environment and effective interactive skills (Fitria et al., 2019: 114). Therefore, improving the professionalism of elementary school teachers is no longer an option but a necessity to achieve educational goals. This need creates a gap that has given rise to the desire to research this professional development through the implementation of academic supervision.

Academic supervision is a crucial instrument designed to foster and assist teachers in improving their professional performance, particularly in the learning aspect. Academic supervision focuses on improving teaching (curriculum, methodology, and assessment) by providing constructive feedback and guidance. The success of supervision depends heavily on the model implemented. An appropriate supervision model must be collaborative, humanistic, and sustainable, not merely inspectional or fault-finding (Sari & Handayani, 2021). The main problem that arises is that existing supervision practices are often deemed ineffective because their implementation seems formal, lacks focus on core learning issues, or uses models that are inappropriate for teachers' needs. Supervision is often reduced to fulfilling administrative obligations, rather than improving quality. The focus is on the completeness of lesson plans, rather than on the actual interactions that occur in the classroom. Supervisors or principals may focus more on peripheral matters rather than on teachers' teaching methodologies. Supervision still often uses the Directive Model, in which supervisors tell teachers what to do without involving them in problem diagnosis. This kills teacher motivation and professional autonomy.

Furthermore, supervision is conducted only once a semester or year. However, improving teaching practices requires ongoing guidance and coaching (follow-up). The gap between the strategic potential of academic supervision and the reality of its problematic implementation indicates that the problem lies in the model's inaccuracy and inefficiency (Prasetyo, 2022). Observations indicate that teacher professionalism in public elementary schools in East Ungaran Regency is considered quite good. Monitoring results indicate that 70% of teachers have a bachelor's degree, 90% of these teachers are certified, and 80% have sufficient

competency to carry out their teaching duties. However, there is still an area that requires attention, namely teachers' ICT skills, which is only 40%. This finding indicates a significant gap in teachers' ability to integrate information technology into learning or use digital applications to support administration and professional development. This is a critical area that requires intensive further training.

Despite good teacher qualifications and competencies, achievement in the C3 component of the Education Report Card for the last three years in 16 public elementary schools in East Ungaran District has fluctuated, from an average of 51.63% in 2022 to 86.39% in 2023, and then declining to 76.95% in 2024. This indicates that teachers and education personnel have not optimally participated in training programs to improve their competencies. Another gap is found in the principal's academic supervision, which is conducted only once a year. This academic supervision is usually assisted by a supervisory team formed by the principal to assist the principal in supervising teachers, with one supervisor supervising two to three other teachers. Principal academic supervision is often not conducted according to schedule and there is no follow-up from the supervisor. This is because the principal's academic supervision is only used to complete the Credit Point Assessment (CPA) documents for civil servant teachers. As a result, teachers have not seen improvements in lesson planning or implementation processes.

Despite the increasing adoption of supervision technology, teacher professionalism in integrating technology and online strategies remains low. Implemented digital supervision often fails to provide substantial feedback, raising doubts about its effectiveness (Lestari, 2020; Wijaya & Ramadhani, 2023). Findings from the 2024/2025 supervision results in 16 public elementary schools indicate that supervision activities still require improvement. This is evident in the principal's supervision planning, which received a score of 62.92 (inadequate), implementation received a score of 68.50 (sufficient), and follow-up supervision results received a score of 65.53 (sufficient). This indicates that the implementation of academic supervision in public elementary schools in East Ungaran Regency is still lacking and requires improvement.

Based on the above description and considering the importance of teacher professionalism and the strategic role of academic supervision, this research is urgently needed to test the model's effectiveness and provide practical recommendations. The effectiveness of the academic supervision model will be a driving force in improving teacher professionalism, particularly among elementary school teachers in East Ungaran District. Therefore, the primary objective of this research is to test, analyze, and obtain empirical findings regarding the relationship between the applied academic supervision model and the level of elementary school teacher professionalism.

2. Methodology

This research approach is quantitative *ex post facto*. Sugiyono (2023: 14) states that a quantitative approach can be defined as a research method based on the

philosophy of positivism, used to study a specific population or sample. Sampling is conducted randomly, data collection using research instruments, and then quantitative or statistical data analysis is carried out to test the established hypotheses. This research will be conducted from February to July 2025, with the research location being a public elementary school in East Ungaran District.

The independent variable in this study is academic supervision, and the dependent variable is teacher professionalism. The population in this study is all public elementary school teachers in East Ungaran District. The population in this study is ASN teachers, including civil servants, P3K, and honorary teachers, totaling 181 teachers. The sample in this study was determined using the Slovin formula, resulting in a sample size of 125 public elementary school teachers in East Ungaran District. The sampling technique used was proportional random sampling, which is a method of randomly selecting a sample from a population without considering strata within the population (Sugiyono, 2023). This was done because the population was assumed to be homogeneous, namely teachers at public elementary schools in East Ungaran District.

This study used a structured questionnaire instrument with questions arranged with several alternative answers. Thus, respondents were only given the opportunity to provide the answer that best aligns with their perceptions. The questionnaire was compiled based on the research variable grid, namely academic supervision and teacher professionalism. Before being used as an instrument, the questionnaire was tested for validity and reliability. Instrument validity was tested using the Product Moment Correlation technique, and reliability was tested using Cronbach's Alpha.

The data collection method used a questionnaire. Data analysis method is the processing of research data to draw conclusions after the research data has been collected. In this study, data analysis techniques were carried out through several stages: descriptive analysis, pre-requisite testing, and hypothesis testing. Pre-requisite testing included normality and linearity tests. Hypothesis testing was conducted using correlation and regression analysis. The research hypothesis is that there is a partial influence of academic supervision on teacher professionalism at State Elementary Schools in East Ungaran District.

3. Results and Discussion

Based on monitoring and supervision reports covering formal and competency aspects of teachers (Table 1), it can be concluded that civil servant elementary school teachers in East Ungaran District generally have a strong foundation of professional qualifications and competencies, but face significant challenges in mastering information technology. This condition shows strengths in the aspects of Professional Compliance, Adequate Qualifications and Competencies, and there is a critical area that is a major challenge, namely Teacher Information Technology (IT) Skills. This low technological skill reflects a large digital divide. This is a major obstacle to the implementation of innovative learning, the use of digital learning resources, and the adoption of modern administrative systems (such as Dapodik or

e-learning), which are required by current education standards. Overall, civil servant teachers in this research area are formally bound professionals, but urgently need capacity building in the area of digital literacy to support school effectiveness in the digital era. Data description is a snapshot of the data that will be used for the next step, namely testing the hypothesis. This is done to describe or illustrate the respondents' conditions regarding academic supervision and teacher professionalism, as shown in Table 1.

Table 1. Descriptive Statistics of Research Variables

		Academic Supervision	Teacher Professionalism
N	Valid	125	125
	Missing	0	0
Mean		103,01	108,16
Median		103,00	107,00
Mode		96	100
Std. Deviation		19,513	17,900
Minimum		52	68
Maximum		141	147

Academic supervision (X) has a minimum value of 52, meaning that of all respondents who gave the lowest rating for academic supervision, it was 52. The maximum value is 141, meaning that of all respondents who gave the highest rating for academic supervision, it was 141. The average value of academic supervision is 103.01, meaning that of all respondents who gave answers to academic supervision, the average respondent gave an assessment of 103.01. Meanwhile, the standard deviation of 19.512 means that the size of the data distribution of the academic supervision variable is 19.512 out of 125 respondents.

Based on the results of the academic supervision data collection obtained from the answers of 125 elementary school teachers in East Ungaran District, the overall highest score was 141; the lowest score = 52; mean = 103.01; standard deviation = 19.512. The distribution of academic supervision data is grouped into 5 categories: very good, good, sufficient, less, and not good. From the five categories, the interval value can be determined as $17.8 \approx 18$ (rounded). The results of the frequency distribution analysis show that the perception of 125 elementary school teachers in East Ungaran District regarding academic supervision is 7.2% in the poor category, 10.4% in the less good category, 40% in the fairly good category, 28% in the good category and 14.4% in the very good category, because the average academic supervision score is 103.01, which is in the interval of 88 - 105 in the fairly good criteria, then based on these results it can be concluded that the implementation of academic supervision in East Ungaran District Elementary Schools is quite good. Teacher professionalism (Y) has a minimum score of 68, meaning that of all respondents who gave the lowest score, the answer was 68. The maximum score was 147, meaning that of all respondents who gave the highest score, the answer was 147. The average score for teacher professionalism was 108.16, meaning that of all respondents who gave answers regarding teacher professionalism, the average score was 108.16. Meanwhile, the standard deviation of 17.900 means that the size of the data distribution of the teacher professionalism variable is 17.900 from 125 respondents.

Based on the results of the teacher professionalism data collection obtained from the answers of 125 elementary school teachers in East Ungaran District, the overall highest score was 147; the lowest score was 68; the mean was 108.16; and the standard deviation was 17.900. The distribution of teacher professionalism data is grouped into 5 categories: very good, good, sufficient, less, and not good. From these five categories, the interval value $15.8 \approx 16$ (rounded) can be determined. The results of the frequency distribution analysis indicate that the perceptions of 125 elementary school teachers in East Ungaran District regarding teacher professionalism are: 8.8% in the poor category, 16.4% in the less than good category, 44.8% in the fair category, 19.2% in the good category, and 10.4% in the very good category. Since the average teacher professionalism score of 108.16 falls within the 100-115 range, which is considered good, it can be concluded that elementary school teachers in East Ungaran District have fairly good professionalism. This normality test aims to determine whether the data used are normal. The normality test uses the One-Sample Kolmogorov-Smirnov Test, with the results shown in Table 2.

Table 2. Summary of Normality Test Results

Variabel	Sig
Supervisi Akademik (X)	,400
Profesionalisme Guru (Y)	,605

Based on Table 2, the significance value for academic supervision was $0.400 > 0.05$; and the significance value for teacher professionalism was $0.605 > 0.05$. Therefore, it can be concluded that the data distribution for academic supervision and teacher professionalism is normally distributed. Therefore, the assumption of normality in this study is met. The linearity test aims to determine whether two variables have a linear relationship. The results of the linearity test for academic supervision and teacher professionalism showed a significance value of $0.210 > 0.05$, indicating a linear relationship between academic supervision and teacher professionalism.

Hypothesis testing was conducted using simple linear regression analysis to determine whether academic supervision influences the professionalism of elementary school teachers in East Ungaran District. The research hypothesis (H_a) is "There is an influence of academic supervision on the professionalism of elementary school teachers in East Ungaran District." The null hypothesis (H_0) of the study is "There is no influence of academic supervision on the professionalism of elementary school teachers in East Ungaran District." The relationship between academic supervision and teacher professionalism is expressed using the product-moment correlation coefficient. The calculated correlation coefficient between academic supervision and teacher professionalism at public elementary schools in East Ungaran District is 0.793. This coefficient value, according to Sugiyono (2023), is in the strong category. This result indicates a strong relationship between academic supervision and teacher professionalism at public elementary schools in East Ungaran District.

To determine whether the hypothesis proposed in this study was accepted or rejected, a t-test analysis was conducted. The t-test results showed that the calculated t-value for academic supervision was 14.417, while the calculated t-value was 1.65734 ($14.417 > 1.65734$). The Sig. value was $0.000 < 0.05$. Therefore, H_0 was rejected and H_a was accepted. This indicates that academic supervision has a significant effect on teacher professionalism at public elementary schools in East Ungaran District. The contribution of academic supervision to teacher professionalism can be calculated using a determination test. The coefficient of determination test results showed an R-square value of 0.628. This result indicates that academic supervision has a 62.8% contribution to the professionalism of elementary school teachers in East Ungaran District. This coefficient of determination is in the strong category, indicating that academic supervision has a strong influence on teacher professionalism. The remaining 37.2% is influenced by other variables not examined in this study.

The linear regression equation model between X (Academic Supervision) and Y (Teacher Professionalism) is $Y = 33.264 + 0.727 X_1$. The equation's constant value of 33.264 indicates that when academic supervision is 0, teacher professionalism has a value of 33.264. Furthermore, the positive value (0.727) in the regression coefficient illustrates the direction of the relationship between the academic supervision variable and the teacher professionalism variable, which is unidirectional/positive, where each increase in academic supervision can increase teacher professionalism by 0.727. Therefore, the better the academic supervision, the better the professionalism of elementary school teachers in East Ungaran District.

The results of this study indicate that academic supervision can partially influence teacher professionalism. This means that although academic supervision is not the only factor influencing teacher professionalism, supervision carried out in a focused and directed manner on certain aspects can have a positive impact on improving teacher performance and self-development. Effective supervision should be conducted continuously, actively involve teachers, and be oriented towards improving overall teacher professionalism. Although academic supervision may only have a partial impact, if conducted effectively and with focus, it can be an effective tool in enhancing teacher professionalism and ultimately positively impacting the quality of learning.

The results of this study align with research by Mardhiah (2023); Ramadhina (2023); and Adis (2024), which showed that academic supervision can encourage improvements in teacher professionalism. The supervisory techniques used by school principals include classroom visits, classroom observations, and group techniques. However, the supervision techniques used are not yet varied, and supervision has not been implemented optimally. Other supporting research findings include research by Mustafida (2021); Neliawati, Firdiansyah, & Astuti (2024), which shows that academic supervision has a significant and beneficial influence on teacher professionalism, impacting teacher competence and performance. The more successful academic supervision, the more professional the teachers become, and the more motivated they are to perform (Afriyamli, Khairi &

Subandi, 2020; Anita, Purnomo & Fitriani, 2025; Aruan et al., 2025). The principal's academic supervision influences teacher competence and increases motivation to work professionally (Fakhrudin et al., 2023; Fitriyana, 2023; Masruroh, 2023; Ndaru & Yudiatmaja, 2025).

Academic supervision is a process of guidance from superiors to teachers and other school personnel who directly handle student learning, aimed at improving the teaching and learning environment so that students can learn effectively and achieve higher academic achievement (Pidarta, 2020; Rosyada, Harahap & Rohana, 2021; Rondhiyah & Fauzan, 2022; Pawartani & Oktaviani, 2024). Supervision results need to be followed up to have a tangible impact on improving teacher professionalism (Sahertian, 2022). This tangible impact is expected to be felt by the community and stakeholders. This follow-up includes reinforcement and awards given to teachers who have met standards, educational reprimands given to teachers who have not met standards, and opportunities for teachers to participate in further training/advanced training (Susanto et al., 2021; Sahertian, 2022; Arzli et al., 2022).

In general, the principal, as supervisor, plays a crucial role in improving the quality of education through various efforts and activities (Burhanuddin, 2020; Nurohman et al., 2024). One of their primary duties is to inspire and motivate teachers and school staff to carry out their duties to the best of their ability. Principals motivate teachers and education staff through concrete, concrete actions. This is consistent with the findings of Putra & Negara (2021); Sutarmin et al. (2022); Diana (2023); Chiu et al. (2024), who found that increased teacher motivation leads to improved teacher performance, which in turn impacts teacher professionalism and student learning outcomes. Therefore, principals are responsible for providing and equipping the necessary facilities and instructional media to support the smooth and successful teaching and learning process (Syahputra, Roesdi & Pramadewi, 2025).

In implementing learning, principals need to ensure that the teaching methods used align with the applicable curriculum requirements. Fostering good and harmonious cooperation between teachers and other school staff is also a crucial factor in creating a conducive work environment. Furthermore, principals must strive to improve the quality and knowledge of teachers and staff by holding focus groups, providing a school library, or sending them to training, seminars, and coaching sessions relevant to their respective fields (Nurrohman et al., 2024; Rasyid & Susanti, 2025).

Supervision is the principal's responsibility to oversee the work of teachers and other school staff. This activity also includes research, determining necessary policies, and providing solutions to problems faced by all employees. As a supervisor, the principal is tasked with guiding teachers in determining learning materials that can enhance student potential, selecting methods to be used in the teaching and learning process, holding teacher council meetings and conducting class visits, and assessing the methods and approaches used by teachers (Burhanudin, 2020; Nopriyadi, 2021; Nurjanah, 2023).

Positive findings indicate that the implemented academic supervision model is effective in enhancing teacher professionalism. This is indicated by increased competency, curriculum understanding, and improved learning quality. Furthermore, support and collaboration foster harmonious relationships through a familial, collaborative, or coaching approach, creating a comfortable and open working environment between the principal/supervisor and teachers. Effective follow-up through IHT (Independent Teaching and Learning), workshops, or lesson study, which teachers find beneficial in closing competency gaps. Despite this, follow-up supervision has not been optimal.

This improvement in teacher professionalism will have a significant impact on performance and the quality of learning. However, obstacles or aspects that make supervision less effective in the field remain. These obstacles include limited time and resources; supervision that is merely a formality; supervision that tends to be administrative or inspection-based (finding errors) with a focus solely on completing instruments, rather than as a continuous development activity; supervisors' lack of skills in using modern supervision models (e.g., coaching or clinical techniques) that are more personal and empowering; and teacher resistance: some senior teachers feel they have experience and are resistant or less open to criticism, suggestions, and guidance from supervisors.

4. Conclusion

Based on the analysis and discussion above, the effectiveness of the academic supervision model implemented by the principal/supervisor at Public Elementary Schools in East Ungaran District is very high and plays an essential role in improving teacher quality. Academic supervision is a strong and significant predictor (determinant) of the increase in professionalism of Public Elementary School teachers in the region. Academic supervision provides a dominant contribution (influence) to the variation or change that occurs in teacher professionalism of 62.8%. The high coefficient of determination indicates that most of the increase in professionalism of elementary school teachers in East Ungaran can be explained by the supervision model that has been implemented. This research has implications for education policy in East Ungaran District in determining the priority of supervision programs, the focus of improving teacher professionalism and developing supervisor capabilities.

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