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Implementation of Academic Supervision in Developing Teacher Competence and Work Motivation to Improve Performance: A Case Study at SMA Negeri 7 Pekanbaru

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A B S T R A C T

This study investigates the implementation of a data-driven academic supervision model anchored in school education report card recommendations and its integrated impact on teacher competence, work motivation and performance at SMA Negeri 7 Pekanbaru. Unlike prior studies that examined supervision in broader contexts, this research offers a single-case, in-depth analysis that traces specific supervision outcomes. A qualitative case study approach was employed using semi-structured interviews with eight key informants, supported by classroom observation and document analysis. Data were analyzed using the Miles et al. (2014) interactive model, with validity ensured through source and technique triangulation and member checking. Findings reveal that structured Supervision encompassing pre-conference, classroom observation, and post-conference stages measurably improved teacher competence, evidenced by enhanced HOTS-based assessment design and adoption of inquiry and project-based learning; sustained high work motivation, reflected in consistent monthly attendance and active MGMP participation; and strengthened teaching performance, demonstrated through institutionalized reflective teaching journals and diversified instructional methods. Post-supervision follow-up continuity remains a key challenge. The study concludes that systematic, constructive academic supervision significantly enhances teacher professional competence, work motivation and overall teaching performance.

1. Introduction

Education is the primary foundation in building quality and competitive human resources. Teachers, as the main actors in the learning process, play a strategic role in realizing the goals of national education. However, field realities show that teacher performance still faces various complex challenges. Based on the research

findings of Moulina (2022), academic supervision carried out by school principals is often merely formal without adequate follow-up, resulting in low teacher work motivation and suboptimal teacher performance in delivering quality learning services (Arnita et al., 2023).

Academic supervision, according to Cogan (1973), is an intensive and continuous supervisory process that involves direct observation and in-depth analysis of teachers' teaching practices. Research shows that in some areas, academic supervision is only conducted once a year and focuses more on fulfilling administrative requirements than on improving learning quality (Moulina, 2022). This indicates that the implementation of academic supervision has not been fully effective in improving teacher performance (Yani et al., 2022). Meanwhile, supervision conducted in a structured and continuous manner has been proven to significantly improve teacher professionalism and performance (Riyadi, 2025).

Teacher work motivation is also a primary concern in efforts to improve educational quality. According to Maslow's (1943) hierarchy of needs theory, basic needs such as physiological and safety needs must be fulfilled before an individual can achieve self actualization. (McClelland, 1961) asserted that the drive for achievement is a key factor that motivates people to display their best performance. Research by Riyadi (2025) shows that teacher work motivation, both intrinsic and extrinsic, has a significant influence on work ethic and creativity in managing learning. Herzberg's (1966) twofactor theory is also relevant in this context, where intrinsic motivational factors such as recognition and achievement can increase teacher job satisfaction.

Teacher competence is another important factor in improving learning quality. Spencer and Spencer (1993) define competence as the knowledge, skills, and attitudes required to carry out tasks effectively. Sri Mulyanti et al. (2024) found a significant positive relationship between academic supervision, teaching experience, and professional competence on teacher performance. Recent studies in JES also emphasize that pedagogical and professional competencies can be strengthened through systematic supervision and instructional leadership practices implemented by school principals (Lailiyah et al., 2025; Hikmah et al., 2025). Jasinah et al. (2022) also showed that principal supervision and work motivation simultaneously exert a significant influence on teacher performance, with a contribution of 84%. Muttaqin et al. (2023) complemented these findings by proving that academic supervision combined with teacher empowerment will produce more significant performance improvements, especially when mediated by teacher commitment.

In the regulatory context, Law No. 14 of 2005 on Teachers and Lecturers affirms the importance of continuous professional development for teachers (Republic of Indonesia, 2005). Edi et al. (2024) proved that principal leadership, academic supervision, and achievement motivation together have a positive and significant impact on teacher performance. On the other hand, data shows that many teachers have not fully mastered the required professional competencies; based on the Teacher Competency Test (UKG) results in 2015, only 18.75% of teachers passed

with scores above 60 (Jasinah et al., 2022). This highlights the need to improve teacher competence through effective and continuous supervision and training.

The actual field conditions at SMA Negeri 7 Pekanbaru also reflect similar problems. Based on initial observations, the implementation of academic supervision at this school is still incidental and tends to be limited to evaluating the completeness of learning administration documents such as syllabi and lesson plans, without concrete follow up on improving the quality of the teaching and learning process in the classroom (Moulina, 2022). Additionally, teachers' professional competence shows significant variation, particularly in the mastery of digital technology increasingly needed in the era of educational transformation (Mulyanti et al., 2024). This condition indicates that effective and systematic academic supervision is an urgent need to encourage comprehensive improvement in teacher competence, work motivation, and performance (Edi et al., 2024). Based on the above description, this study aims to: (1) examine the planning and implementation of academic supervision at SMA Negeri 7 Pekanbaru; (2) analyze the impact of academic supervision on the development of teachers' professional competence; (3) describe the influence of academic supervision on teacher work motivation; and (4) identify the impact of academic supervision on improving teacher performance in learning.

2. Methodology

Research Design

This study employed a qualitative approach with a single case study design. The qualitative approach was chosen because the study aims to understand deeply a complex social phenomenon, namely the implementation of academic supervision and its influence on teacher competence, work motivation, and performance in a specific and natural context (Creswell, 2014). The case study design was selected because it allows the researcher to intensively explore a single case within certain boundaries, resulting in a rich and in depth description of the phenomenon under study. This research was conducted at SMA Negeri 7 Pekanbaru, Riau Province.

This school was selected as representative based on several methodological considerations. First, it is a state senior high school that has implemented academic supervision in a structured, data based manner anchored in education report card recommendations, making it an information rich case consistent with the principle of purposive sampling in qualitative research (Creswell, 2014). Second, the school reflects the general condition of state senior high schools in Pekanbaru that face similar challenges in terms of variation in teacher competence and the continuity of supervision follow up, as identified in the literature (Moulona, 2022; Mulyanti et al., 2024). Third, the availability of adequate data access, including supervision program documents, PKG (teacher performance appraisal) recaps, and the willingness of key informants, allows for in depth and comprehensive exploration. Although a single case study has limitations in transferability, the findings can serve as analytical generalization for schools with similar characteristics (Yin, 2018).

Research Partisipants

Research subjects were selected purposively based on the consideration that they were directly involved in and knowledgeable about the phenomenon under study. Eight informants were involved: 1 school principal, as the primary person responsible for academic supervision; (1) the vice principal for curriculum affairs, as the learning program coordinator; (3) the quality team leader as the school quality assurance officer; and (4) five subject teachers representing diverse subjects (Chemistry, Indonesian Language, Mathematics, Geography, and Civics) with teaching experience ranging from 3 to 21 years and holding civil servant (PNS) and PPPK status.

Data Collection

Research data were collected through three techniques: (1) in depth semi structured interviews using an interview guide structured around four main themes: academic supervision implementation, professional competence, work motivation, and learning performance; (2) direct observation of academic supervision implementation and the classroom learning process using a structured observation sheet covering 11 aspects of observation; and (3) document study to obtain secondary data including supervision programs, implementation schedules, observation instruments, PKG reports, attendance data, grade recaps, and school institutional documents. All interviews were recorded with informant consent and supplemented with field notes to ensure data accuracy.

To ensure that the data collection process was aligned with the research objectives, an interview guide was systematically developed based on the main aspects investigated in this study. The guide consisted of several research focuses and corresponding interview indicators related to academic supervision, teacher professional competence, work motivation, and learning performance. Each indicator was formulated to explore participants' experiences, perceptions, and practices regarding the implementation and outcomes of academic supervision. The interview guide served as a framework to maintain consistency across interviews while allowing flexibility for probing questions. The research focus and interview indicators are presented in Table 1.

Table 1. Interview Guide and Research Focus

Research Focus	Informant	Main Indicators Explored
Planning and implementation of academic supervision	Principal, Vice Principal for Curriculum	Supervision program planning, scheduling, supervision instruments, supervision socialization, classroom observation, pre conference, post conference, follow up activities, obstacles in supervision implementation
Development of teacher professional competence	Principal, Vice Principal for Curriculum, Teachers	Professional development programs, pedagogical competence, digital competence, utilization of MGMP, implementation of training results, professional growth after supervision

Teacher work motivation	Principal, Teachers, Quality Team Head	Internal motivation, external motivation, appreciation and rewards, work environment, burnout experiences, contribution of supervision to motivation
Teacher performance in learning	Vice Principal for Curriculum, Teachers, Quality Team Head	Learning planning, teaching methods, classroom management, learning evaluation, reflective practice, impact of supervision on teacher performance
Quality assurance of academic supervision	Quality Team Head	Monitoring of supervision implementation, integration with quality assurance system, supervision evaluation, recommendations for improvement

Data Analysis

Data were analyzed using the interactive model of (Miles et al., 2014) comprising three stages: (1) data condensation, the process of selecting, focusing, simplifying, and abstracting data from all field notes, interview transcripts, and documents; (2) data display in the form of descriptive narratives, tables, and finding matrices; and (3) conclusion drawing and verification. Analysis was conducted continuously from the beginning of data collection until the study was completed. Data validity was maintained through: (a) source triangulation by comparing data from various informants; (b) technique triangulation by cross checking interview, observation, and documentation data; and (c) member checking with informants to validate the researcher's interpretations.

To enhance the transparency of qualitative analysis, the coding process was carried out in two stages. First, open coding was applied to all interview transcripts and field notes to identify units of meaning relevant to the phenomenon under study. Each informant statement relating to supervision implementation, competence responses, motivation, and performance was given a descriptive code. Second, axial coding was used to group these codes into broader thematic categories: (a) planning and implementation of academic supervision; (b) supervision impact on teacher competence; (c) supervision influence on work motivation; and (d) supervision impact on learning performance. These categories were subsequently verified with observation and documentation data through triangulation before being synthesized into the final research findings. A finding matrix was constructed to visualize the relationships between categories and strengthen the basis for drawing conclusions.

3. Results and Discussion

The purpose of this research was to examine the planning and implementation of academic supervision, the impact of academic supervision on the development of teachers' professional competence, to describe the influence of academic supervision on teacher work motivation, and to identify the impact of academic supervision on improving teacher performance in learning. Data were collected through in depth interviews with the school principal, vice principal for curriculum, quality team leader, and several subject teachers. The interview data were obtained

from key informants who were directly involved in the implementation and evaluation of academic supervision at the school. These informants were selected purposively based on their roles and responsibilities related to supervision activities and teacher development. The sources of interview data are presented in Table 2.

Table 2. Sources of Interview Data

Informant Code	Position	Data Contribution
KS-01	Principal	Academic supervision planning, implementation, follow-up, teacher motivation, and teacher performance
WK-01	Vice Principal for Curriculum	Coordination of supervision, teacher competence development, and learning performance
TM-01	Head of Quality Team	Quality assurance, supervision evaluation, teacher motivation, and performance monitoring
GR-01 – GR-05	Subject Teachers	Experiences of supervision, professional competence development, work motivation, and teaching performance

To obtain comprehensive information regarding the implementation of academic supervision, interviews were conducted with key informants who were directly involved in supervision planning, implementation, evaluation, and teacher development activities at SMA Negeri 7 Pekanbaru. These interviews served as the primary source of qualitative data and provided in depth insights into supervision practices, teacher competence development, work motivation, and performance improvement. Documentation of the interview activities conducted during the research is presented in Figure 1.

Figure 1. Interview Activities with Key Informants During the Research at SMA Negeri 7 Pekanbaru

Planning and Implementation of Academic Supervision

The research findings show that academic supervision planning at SMA Negeri 7 Pekanbaru is data based, referring direcly to the school education report card recommendations. The principal affirmed that the supervision program is developed based on actual needs identified from the education report card, not merely to fulfill procedural obligations. This finding surpasses the conclusion of Moulina (2022) that described academic supervision in many schools as merely administrative in nature. Theoretically, this evidence based supervision approach aligns with the concept of evidence based supervision, which emphasizes supervision planning as a response to measurable teacher learning needs (Glickman et al., 2014). The distinctive finding in this research is that national instruments such as the education report card, which are typically perceived as bureaucratic accountability tools, are instead utilized as starting points for teacher professional development, a practice not widely reported in the academic supervision literature in Indonesia.

The scheduling of supervision involves teachers actively by taking the educational calendar into account, and program socialization is conducted through scheduled official meetings. The coordination mechanism involves three parties synergistically: the Vice Principal for Curriculum as the driver and data bridge, the school principal as the main supervisor, and teachers as active participants in the development process. This coordination pattern aligns with the principle of collegial supervision that emphasizes collaboration between leaders and teachers (Cogan, 1973). Notably, the involvement of the quality team as a third actor in this coordination triad is a finding that differs from the dyadic supervision model (principal and teacher) dominant in the literature (Yani et al., 2022; Arnita et al., 2023). This indicates that a multi actor collaborative supervision model can strengthen accountability while distributing the burden of instructional leadership more evenly.

Supervision implementation consistently applies the stages of preconference, classroom observation, and post conference. In the pre conference stage, the principal reviews the lesson module to be used by the teacher before entering the classroom. Observation focuses on the alignment of the lesson module with the actual classroom learning process. In the post conference stage, the principal communicates observation findings constructively: “not blaming what the teacher did, but correcting what was wrong.” Observation sheet results confirm that all these stages were carried out well. These findings are consistent with Yani et al. (2022), who emphasized the importance of pre and post observation stages as components of effective supervision.

Nevertheless, post supervision follow up remains a recognized weak point, as acknowledged by the Vice Principal for Curriculum and Quality: the continuous coaching stage is often neglected, causing supervision to tend toward being administrative rather than substantive professional development. Additionally, the principal identified a psychological barrier in the form of teacher anxiety before supervision as a challenge to be overcome. These findings are consistent with the

research of Arnita et al. (2023), which emphasized the importance of a humanistic supervision approach. However, a contradictory finding is that this psychological barrier emerged despite the supervision approach at this school already being constructive and non judgmental. This challenges the assumption in the literature that a humanistic supervision approach automatically eliminates teacher anxiety ((Sergiovanni & Starratt, 2007). This finding implies the need for more systematic desensitization and normalization strategies for supervision, for example through the implementation of peer observation as a transitional bridge before formal supervision by the principal.

Impact of Academic Supervision on Teacher Competence Development

Academic supervision has been proven to provide a real contribution to the development of teachers' professional competence. Teachers reported concrete improvements following supervision: improved pedagogical quality in lesson plan/module preparation, integration of HOTS based questions in daily assessments, provision of more adequate teaching aids, and adjustment of learning strategies to student needs. These findings inform the concept of the zone of proximal development in the supervisory context, where supervisor feedback functions as scaffolding that pushes teachers beyond the limits of their actual abilities (Vygotsky, as cited in Glickman et al., 2014). What distinguishes this finding from Arafat et al. (2020) is that competence improvement did not merely occur in administrative planning aspects but extended to contextual pedagogical innovation directly implemented in classroom practice. This indicates that education report card based supervision can drive more in depth competence changes compared to administrative checklist based supervision.

Changes in learning practices after supervision were also identified in teachers with shorter teaching experience. They reported tangible changes such as designing speaking club activities to encourage active student engagement and integrating physical models and animation videos to visualize abstract concepts. These four concrete examples show that supervision does not stop at the level of recommendations but produces real changes in learning practice. These findings challenge the assumption in some studies that teachers with shorter teaching experience tend to be more resistant to supervision induced change (Prahara et al., 2022). On the contrary, this study found that openness to supervision feedback is actually more evident among relatively new teachers, which may relate to the strong growth mindset still present in the early stages of their professional careers.

In terms of digital competence, teacher conditions show significant variation. Some teachers still face difficulties in using interactive visual design applications, while others are already actively using Quiziz and Canva in their teaching. Observation results confirm that digital competence in learning is still only partially implemented, indicating the need for a more structured digital literacy improvement program. This finding is one of the most distinctive in this research: effective academic supervision has not automatically driven improvement in teacher digital literacy. This differs from the findings of Sri Mulyanti et al. (2024), who found a positive correlation between supervision intensity and teacher digital competence.

This gap is likely caused by the absence of an explicit digital literacy agenda integrated into the supervision observation instruments and focus. Thus, this finding broadens the theoretical understanding that the effectiveness of academic supervision is domain specific: strong in driving pedagogical innovation, but requiring instrument redesign to adequately respond to teachers' digital competence needs. Lusiana et al. (2026) provide a conceptual foundation for this improvement direction: teacher competence in the digital era encompasses four dimensions pedagogical, technological, reflective assessment, and socioemotional innovative and educational management programs need to be designed integratively to develop all four dimensions simultaneously, including through redesigning academic supervision instruments that respond to digital literacy demands.

Active teacher involvement in MGMP (subject teacher working group) serves as an important complement to academic supervision in competence development. All teacher informants reported active participation in their respective subject MGMPs with nearly monthly meetings that are collaborative and participatory. MGMP results are directly implemented in classrooms, ranging from module development and joint exam preparation to practicum equipment design. Government coordinated training programs covering Deep Learning, Literacy and Numeracy, and Computational Thinking further strengthen teacher competence. These findings support the research of Muttaqin et al. (2023) that supervision combined with professional empowerment produces more optimal competence improvement.

The unique finding is that MGMP occupies a position not merely as a supervision complement but as a parallel development system that in some aspects particularly digital literacy and collaborative method innovation is actually more effective than formal principal supervision. This challenges the hierarchical view in supervision theory that places the principal as the sole agent of competence development (Cogan, 1973), and implies the need for formal integration between MGMP programs and the school's academic supervision agenda as a cohesive professional development ecosystem.

Influence of Academic Supervision on Teacher Work Motivation

Teacher work motivation at SMA Negeri 7 Pekanbaru is generally classified as high, as confirmed by consistently high monthly attendance rates, observable enthusiasm and dedication in teaching, and open communication between the principal and teachers in scheduled development meetings. This finding is consistent with Jasinah et al. (2022) and Riyadi (2025), but with an important nuance: high motivation was already present as a baseline condition before supervision, not solely as a result of supervision. This contradicts the causal assumption in many quantitative studies that position supervision as an independent variable directly driving motivation (Arnita et al., 2023; Moulina, 2022). Theoretically, this finding is better explained through Herzberg's (1966) two factor theory: supervision functions as a hygiene factor that prevents demotivation rather than as a primary motivator, while teacher intrinsic motivation derived from professional calling and satisfaction in seeing students develop is a more fundamental motivator.

Academic supervision has been proven to contribute significantly to teacher work motivation from the perspective of all informants. Teachers stated that constructive post supervision feedback created an internal challenge to continue innovating, reduced teaching burnout, and reinforced self belief as educators in continuous development. The consistency of these findings from all informants strengthens the relevance of Herzberg's (1966) theory that supervisory feedback functions as an effective intrinsic motivator. However, the motivational mechanism found in this study is more complex than a simple stimulus response. Supervision does not motivate through external rewards but through the activation of teachers' professional awareness a process referred to in organizational psychology literature as self determination (Deci & Ryan, 2000). This unique finding adds a new dimension to the discourse on academic supervision: the effectiveness of supervision in motivating teachers depends not on its frequency or intensity but on the quality of the coaching relationship built between the supervisor and teacher.

The factors driving teacher work motivation are multidimensional. From an intrinsic perspective, teachers are motivated by the desire to provide the best for students, a sense of responsibility toward their future, and satisfaction when students succeed in understanding concepts considered difficult. From an extrinsic perspective, principal appreciation linked to SKP (civil servant performance assessment), a conducive work environment, harmonious relationships among colleagues, and the availability of facilities serve as supporting factors. These findings support Maslow's (1943) hierarchy theory and the findings of Jasinah et al. (2022) that satisfaction of both extrinsic and intrinsic needs synergistically shapes optimal work motivation.

Khairunnisak and Purwanto (2026) reinforce this finding, showing that teacher work motivation has a positive and significant effect on teacher performance ($\beta = 0.402$; $p < 0.001$), with the principal's instructional leadership serving as a moderator that strengthens this relationship. What differentiates this finding from previous studies is the strong dominant weight of intrinsic motivation in all informants, even exceeding extrinsic factors. This differs from quantitative study results (Moulina, 2022; Jasinah et al., 2022) that generally found extrinsic influences (supervision and compensation) to be more statistically measurable.

A possible explanation is that teachers with diverse teaching experience (3–21 years) have passed the point where extrinsic factors are the main determinant of motivation, and have transitioned toward motivation more sourced from their professional identity as educators. Teaching burnout was acknowledged by all teacher informants as a challenge they had encountered. To overcome it, they resorted to discussing with fellow teachers at school or in MGMP; applying variation of methods such as educational games and group discussions; presenting content relevant to students' lives; and taking a break and recalling their initial purpose for becoming teachers. These diverse coping mechanisms reflect teachers' professional resilience formed through a combination of supportive supervision and a collaborative school ecosystem.

Impact of Academic Supervision on Teacher Performance in Learning

Teacher performance in learning at SMA Negeri 7 Pekanbaru shows a relatively good and consistent condition across various aspects. Based on observation results, lesson opening, classroom management, and lesson closing were all carried out well: teachers opened lessons with relevant apperception, clearly communicated learning objectives, managed classrooms in a conducive and orderly manner, used time efficiently, and closed lessons with a summary and information about the next meeting's plan. In terms of lesson planning, the Vice Principal for Curriculum stated that the quality of lesson plan/module preparation by teachers is generally good and appropriate to the subjects taught, with significant improvement after receiving academic supervision. All teacher informants confirmed that the lesson plans/modules they prepare always refer to the Merdeka (Freedom) Curriculum and the actual needs of students. Teachers even conduct a learning achievement analysis first and adapt the content context to students' environment and real experiences. This level of maturity in lesson planning reflects the positive impact of supervision in encouraging teachers to be more systematic in preparing the learning process.

The diversity of methods and learning approaches used is also an interesting finding. Teachers use discussion, experiments, and demonstrations with a student centered approach; apply inquiry and collaborative learning methods that receive positive responses as students feel active; use communicative and project based learning methods; and apply practicum based inquiry and problem based learning. Meanwhile, some teachers still use lecture methods which, in their assessment, receive positive student responses. This diversity of methods shows that supervision encourages teachers to be more creative, although the aspect of method variation in core learning activities is still only partially implemented according to observation results.

Reflective practice has become an institutionalized practice among all teacher informants. Teachers engage in reflection encompassing: soliciting student opinions; making post lesson notes on aspects that succeeded and those needing improvement; and maintaining daily teaching journals as a reference for continuous improvement. The principal appreciated that supervision has had a positive impact in encouraging more meaningful teacher self evaluation and reflection. This institutionalized reflective practice is an important indicator of sustained teacher professionalism (Edi et al., 2024).

Aeni et al. (2026) reinforce this argument by showing that transformative clinical academic supervision has been proven to improve teacher self efficacy, professional satisfaction, and motivation through reflective and collaborative practices, so that reflection is not only an output of supervision but an integral part of a healthy school managerial ecosystem. The finding that daily teaching journals have been institutionalized among all informants is empirically rarely reported in academic supervision research in Indonesia. This indicates that effective supervision not only changes teaching behavior momentarily but is capable of internalizing reflective habits in teachers' daily professional practice. Theoretically, this aligns with the concept of the reflective practitioner (Schon, 2017), which states that true

professionalism is characterized by teachers' ability to reflect on their actions autonomously, without always depending on external impetus from supervision.

School documentation confirms the completeness of all performance instruments. Document review shows the availability of supervision programs, implementation schedules, observation instruments, supervision recap reports, post conference documents, post supervision improvement plans, PKG documents, attendance data, grade recaps, teacher award documents, and teacher self evaluation reports all in good condition. The completeness of these documents shows that the school has built an orderly performance documentation system that, in turn, supports the sustainability of effective academic supervision.

4. Conclusion

This study concludes that academic supervision at SMA Negeri 7 Pekanbaru has been implemented systematically through the stages of pre conference, classroom observation, post conference, and follow up activities based on school education report card recommendations. The implementation of supervision involves collaborative coordination among the principal, vice principal for curriculum, and the quality assurance team, creating a supportive system for teacher professional development. The findings indicate that academic supervision contributes positively to teacher competence, work motivation, and performance. Teachers demonstrated improvements in lesson planning, assessment design, instructional strategies, reflective teaching practices, and learning administration. Constructive feedback provided during supervision also encouraged teachers to maintain professional commitment and continuously improve their instructional practices. However, challenges remain regarding the sustainability of post supervision follow up and the limited digital literacy of some teachers. Therefore, future supervision programs should strengthen follow up mechanisms and incorporate digital literacy development as an integral component of supervision activities. Overall, effective academic supervision serves as an important strategy for enhancing teacher professionalism and improving the quality of teaching and learning processes.

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