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The Role of School Supervisors' Academic Supervision in Realising Quality Learning at SD Negeri 73 Kota Ternate

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Abstract

This study aims to describe the implementation of academic supervision, analyse its role in improving teacher performance, and describe its impact on learning quality at SD Negeri 73 Kota Ternate. A descriptive qualitative approach with a phenomenological method was used. Data were collected through participatory observation, in-depth interviews, and documentary study, and were analysed using the Miles, Huberman, and Saldaña model, comprising data reduction, data display, and conclusion drawing. The findings show, first, that academic supervision at SD Negeri 73 Kota Ternate is implemented through planning, classroom observation, and follow-up stages using a collaborative and humanistic, coaching-based approach; second, that academic supervision plays a role in improving teachers' pedagogical discipline, the completeness of their instructional administration, their pedagogical competence, and their creativity in teaching; and

third, that its impact on learning quality is reflected in more effective learning, more active students, improved classroom interaction, and improved student learning outcomes. This study concludes that academic supervision that is systematic, sustained, and humanistic contributes significantly to improving teacher performance and learning quality at SD Negeri 73 Kota Ternate.

Keywords:

Academic supervision, teacher performance, learning quality

Introduction

The quality of education is a strategic factor in determining a nation's progress and the competitiveness of its human resources (Sallis, 2018). In efforts to improve the quality of education, teachers are the primary factor determining the success of the learning process in the classroom (Law No. 14 of 2005 concerning Teachers and Lecturers). The quality of teachers directly influences the quality of the learning process and its outcomes for students. A professional teacher is capable of designing meaningful instruction, using varied methods, and carrying out comprehensive evaluation (Mulyasa, 2020). Nevertheless, conditions on the ground still show a persistent phenomenon of low teacher performance, such as teachers who teach without adequate preparation, the use of monotonous instructional methods, and evaluation practices that are not properly measured (Nurlaela & Muaini, 2023). This condition is also found at SD Negeri 73 Kota Ternate.

SD Negeri 73 Kota Ternate is a public elementary school located in the coastal area of Kota Ternate, North Maluku Province. Based on preliminary observation data collected in April 2026, several problems related to teacher performance were identified at this school. Of the 8 teachers who taught there, 2 teachers (25%) had not yet prepared teaching modules in accordance with the standards of the Merdeka Curriculum. As many as 3 teachers (37.5%) still relied predominantly on the lecture method as their dominant instructional approach. In addition, 2 teachers (25%) had not yet made optimal use of instructional media, and 1 teacher (12.5%) had not yet carried out authentic assessment in line with the demands of the Merdeka Curriculum (Preliminary Observation Data, 15 August 2025).

The principal of SD Negeri 73 Kota Ternate holds responsibility not only as a manager but also as a supervisor who develops the academic dimension of the school's teaching staff (Mulyasa, 2020). Nevertheless, based on preliminary interviews with the principal, it emerged that the academic supervision carried out so far has remained largely administrative and incidental in character. Supervision has focused more on checking the completeness of teachers' administrative documents than on developing professionalism in the learning process itself. The principal further acknowledged not yet having a systematic and sustained model of supervision in place. This has meant that teachers have not received the constructive feedback they need to improve their performance (Preliminary Interview with the Principal, 16 May 2026).

This condition calls for a systematic effort to develop teachers so that they become increasingly professional in carrying out instruction (Regulation of the Minister of Education, Culture, Research, and Technology No. 13 of 2022 concerning Standards for Instructional Process and Supervision). Academic supervision presents itself as a strategic solution, since it constitutes professional assistance provided to teachers in order to improve the quality of learning (Sahertian, 2020). Effective academic supervision does not focus solely on assessment; it also focuses on developing teachers' capacities through a collaborative and humanistic approach (Glickman, Gordon, & Ross-Gordon, 2014). An innovative coaching approach within academic supervision offers a promising alternative precisely because it positions the teacher as a learning partner rather than as an object to be assessed.

Unfortunately, the supervisory problems at SD Negeri 73 Kota Ternate remain fairly complex. The supervision that has been carried out has not been well programmed, has not made use of adequate instruments, and has not been followed by systematic follow-up. Teachers tend to feel anxious when they are supervised, regarding it as a form of assessment capable of affecting their performance evaluation. An approach that remains directive and evaluative in character leaves teachers feeling burdened rather than supported. A model of supervision that is humanistic,

collaborative, and sustained is needed to address this problem (Sergiovanni & Starratt, 2007).

Prior research offers partial support for the direction this study takes, though none of it addresses the specific combination of setting, approach, and policy context this study is concerned with. Nurlaela and Muaini (2023), in a classroom action research study conducted across two cycles with twelve primary school teachers, found that the systematic implementation of academic supervision was effective in raising teacher competence, with average competency scores rising from a "sufficient" level at baseline to a "good" level by the end of the second cycle; their study, however, was conducted in a setting with adequate access to institutional resources and did not examine a coaching-based approach specifically.

Yulidar, Aswad, and Badrun (2025) examined the implementation of coaching-based academic supervision within the Merdeka Curriculum and found that a structured coaching model strengthens instructional effectiveness by fostering reflective teaching practice; their study, however, was not conducted in a coastal or geographically remote setting, leaving open the question of how such an approach performs under the particular constraints such settings present. Nuraeni, Firdaus, Soro, and Tejawiani (2026), examining clinical supervision at the elementary level, found that supervision implemented systematically and tailored to individual teachers' needs improves pedagogical competence, a finding broadly consistent with the direction of the present study but developed independently of any consideration of coastal or island geography.

Sanoto, Soesanto, Soegito, and Kardoyo (2021), studying teacher competence in frontier, remote, and disadvantaged (3T) regions, found that academic supervision exerts a significant positive influence on teacher competence even under conditions of limited resources and institutional support, a finding that speaks directly to the geographic and infrastructural context of SD Negeri 73 Kota Ternate without, however, examining the specific coaching-based approach this study investigates. Kilmas, Kempa, and Arjanto (2026), studying human-resource management in an

island-based school, documented the distinctive geographic, socio-economic, and infrastructural challenges that shape how a school in such a setting can develop and support its teaching staff, a finding that likewise bears on the present study's coastal setting without addressing academic supervision specifically. Taken together, this body of research points to a research gap: no existing study has yet examined a coaching-based model of academic supervision within the specific geographic and policy context of a coastal, Merdeka-Curriculum-implementing public elementary school in North Maluku. This gap motivates the present study's investigation of coaching-based academic supervision at SD Negeri 73 Kota Ternate within the context of Merdeka Curriculum implementation. The novelty of this study lies in its development of such a model within this specific geographic and educational-policy context.

Academic supervision itself is defined as the professional assistance given to teachers in order to improve the quality of the learning process and its outcomes (Sahertian, 2020). This professional assistance encompasses systematic guidance, direction, and support aimed at developing teachers' capacity to manage instruction. Glickman, Gordon, and Ross-Gordon (2014) add that academic supervision constitutes a series of activities that help teachers develop their capacity to manage learning, from planning through implementation to evaluation. The general aims of academic supervision cover three main areas: developing teachers to become more professional, improving the quality of learning, and developing teaching staff's competence on a sustained basis (Regulation of the Minister of Education, Culture, Research, and Technology No. 13 of 2022). More specifically, academic supervision aims to help teachers overcome difficulties in the learning process, encourage teachers toward continued innovation, and create a conducive academic culture within the school (Mulyasa, 2020).

The functions of academic supervision, following Sergiovanni and Starratt (2007), cover three main functions: a development function, whereby supervision serves to develop teachers' potential so that they become increasingly competent; an

assessment function, whereby supervision serves to evaluate teacher performance as a basis for improvement; and a problem-solving function, whereby supervision helps teachers find solutions to the instructional problems they face. The principles of academic supervision, following Mulyasa (2020), cover six principles: practicality, meaning that supervision is carried out in a simple and readily understood manner; systematicity, meaning that supervision is carried out in a planned and sustained way; objectivity, meaning that supervision is carried out on the basis of factual data rather than subjective judgement; collaboration, meaning that supervision is carried out within a partnership between supervisor and teacher; humanism, meaning that supervision respects the dignity and potential of the teacher; and continuity, meaning that supervision is carried out on an ongoing rather than incidental basis. Supervisory techniques can be divided into two broad categories (Arikunto, 2019): individual techniques, comprising classroom visitation, instructional observation, individual interviews, and individual mentoring; and group techniques, comprising teacher meetings, workshops, seminars, and group discussion. The stages of academic supervision, following Cogan and Anderson as cited by Sahertian (2020), comprise four stages: a planning stage, in which the programme, schedule, and instruments of supervision are prepared; an observation stage, in which the learning process in the classroom is observed; an analysis stage, in which the data obtained from observation are processed and interpreted; and a follow-up stage, in which feedback is given and an improvement plan is jointly formulated with the teacher.

Teacher performance, for its part, is the capacity of a teacher to carry out instructional duties in accordance with established competency standards (Law No. 14 of 2005 concerning Teachers and Lecturers), reflecting the extent to which a teacher succeeds in carrying out their professional responsibility to educate, teach, guide, direct, train, assess, and evaluate students. Teacher competence, as regulated under Regulation of the Minister of National Education No. 16 of 2007, covers four dimensions: pedagogical competence, the capacity to manage student learning, encompassing understanding of the student, the design and implementation of

instruction, the evaluation of learning outcomes, and student development; professional competence, the capacity to command instructional material broadly and in depth; social competence, the capacity of a teacher to communicate and interact effectively with students, fellow teachers, parents or guardians, and the community; and personality competence, a stable, mature, wise, and authoritative personal capacity that allows the teacher to serve as a role model for students. Factors influencing teacher performance include work motivation, principal leadership, the school's organisational culture, teacher welfare, and academic supervision (Mulyasa, 2020); among these factors, academic supervision holds a strategic role because it directly develops the pedagogical and professional dimensions of a teacher's work. Indicators of teacher performance cover five aspects (Sahertian, 2020): instructional planning, the capacity to prepare a complete and systematic lesson plan or teaching module; instructional implementation, the capacity to use varied methods, media, and learning resources; instructional evaluation, the capacity to carry out authentic assessment and make use of assessment results for improvement; classroom management, the capacity to manage time, space, and classroom interaction effectively; and teacher professionalism, the capacity for self-development through collective teacher activities, training, and instructional reflection.

Learning quality, meanwhile, is defined as the degree of excellence in the learning process that produces meaningful learning for students (Sallis, 2018). Quality learning is measured not only by learning outcomes but also by the process students actually experience; a quality learning process is marked by students' active engagement, an enjoyable learning atmosphere, and the effective and efficient achievement of instructional objectives. Indicators of learning quality cover four aspects (Sergiovanni & Starratt, 2007): the effectiveness of learning, the extent to which instructional objectives are achieved as planned; dynamic classroom interaction, the occurrence of multi-directional communication between teacher and students and among students themselves; students' active participation, students' physical, mental, and emotional engagement in the learning process; and the achievement of learning

outcomes, improvement in student competence across the domains of knowledge, skill, and attitude. Effective learning is marked by active student engagement, the use of varied methods, the use of relevant instructional media, and a learning atmosphere that is both enjoyable and appropriately challenging (Glickman, Gordon, & Ross-Gordon, 2014); an effective teacher is able to create a conducive learning environment, motivate students to learn, and provide constructive feedback on student learning outcomes. The relationship between teacher performance and learning quality is directive and correlative in character: the better a teacher's performance in planning, implementing, and evaluating instruction, the higher the resulting learning quality (Mulyasa, 2020). Optimal teacher performance is thus the primary precondition for the realisation of quality learning; efforts to improve teacher performance through academic supervision are, in the end, aimed at improving learning quality within the school.

Framed by this background, the present study addresses three research questions. First, how is academic supervision implemented at SD Negeri 73 Kota Ternate, encompassing the stages of planning, implementation, evaluation, and follow-up? Second, what role does academic supervision play in improving teacher performance at SD Negeri 73 Kota Ternate, encompassing pedagogical, professional, social, and personality competence? Third, what impact does academic supervision have on learning quality at SD Negeri 73 Kota Ternate, encompassing the effectiveness of learning, classroom interaction, student participation, and learning outcomes? In line with these questions, the study pursues three corresponding objectives: to describe in depth the implementation of academic supervision at SD Negeri 73 Kota Ternate; to analyse the role of academic supervision in improving teacher performance at SD Negeri 73 Kota Ternate; and to describe the impact of academic supervision on the improvement of learning quality at SD Negeri 73 Kota Ternate.

This study is expected to offer both theoretical and practical benefit. Theoretically, it enriches the scholarship on educational supervision, in particular a coaching-based model of academic supervision within the context of Merdeka

Curriculum implementation at the elementary level, and develops the theoretical accounts of Glickman, Gordon, and Ross-Gordon (2014) and Sahertian (2020) concerning clinical, humanistically oriented supervision as applied in a coastal setting. Practically, this study offers benefit to several parties. For the principal of SD Negeri 73 Kota Ternate, its findings can serve as a reference for designing a supervision programme that is effective, humanistic, and sustained in improving teacher performance. For the school's teachers, the study offers an account of the importance of supervision for professional development and of how it can reduce the anxiety teachers feel when facing supervision. For the Kota Ternate Education Office, the study provides material for teacher-development policy grounded in empirical data drawn from a public elementary school in a coastal region. For future researchers, the study offers a foundation for further research employing different variables, approaches, or locations.

Methods

This study used a descriptive qualitative approach with a phenomenological method. A qualitative approach was chosen because the aim was to understand the phenomenon of academic supervision in depth, through the experiences and activities of the research subjects at SD Negeri 73 Kota Ternate (Creswell & Poth, 2019). The phenomenological approach was used to explore the meaning of the experience of the principal and teachers in undergoing the process of academic supervision, including their perceptions, feelings, and interpretations of the role supervision plays in improving performance and learning quality (Moleong, 2019).

The study was conducted at SD Negeri 73 Kota Ternate, located on Jalan Pesisir Bastiong, Ternate Selatan District, Kota Ternate, North Maluku Province. This location was chosen for the following reasons: (1) SD Negeri 73 Kota Ternate is a public elementary school in a coastal area with its own distinctive characteristics and challenges; (2) preliminary observation data indicated that academic supervision at this school had not been running optimally; (3) the school has been implementing the

Merdeka Curriculum in stages since the 2024/2025 academic year; and (4) the principal and teachers expressed willingness to serve as research subjects.

Research subjects, or informants, were selected using a purposive sampling technique (Sugiyono, 2019). The criteria for selecting informants included direct involvement in the implementation of academic supervision, at least two years of experience receiving or carrying out supervision, voluntary willingness to serve as an informant, and the capacity to provide in-depth information. The informants in this study consisted of the principal, one vice-principal for curriculum affairs, six classroom teachers (covering Grades I through VI), three subject teachers (Islamic religious education, physical education and health, and arts and culture), and one school supervisor (for triangulation purposes), for a total of twelve informants. Selecting teachers from across the various grade levels was intended to obtain a range of perspectives on the implementation of academic supervision at SD Negeri 73 Kota Ternate.

Three data-collection techniques were used in this study: participatory observation, in-depth interviews, and documentary study. First, participatory observation was conducted to directly observe the implementation of academic supervision, teachers' instructional activities in the classroom, and the teaching-learning interaction between teachers and students (Moleong, 2019). The researcher served as a participant-observer, taking part in supervisory activities without influencing the course of the supervision process itself. Observation focused on three matters: (a) the supervisory process carried out by the principal, (b) teacher performance during the learning process, and (c) student interaction and participation in learning. Observation was carried out from September to October 2025, with the schedule following the school's own supervision timetable.

Second, in-depth interviews were conducted to gather data in depth on the role of academic supervision in improving teacher performance and learning quality (Creswell & Poth, 2019). The interviews were semi-structured, meaning that an interview guide was used while remaining open to the development of further questions in response to informants' answers. Interviews were conducted with the

principal, the vice-principal for curriculum affairs, teachers, and the school supervisor. Each informant was interviewed at least twice, with each session lasting 45 to 60 minutes. Interviews were recorded using a digital recording device after obtaining the informant's permission.

Third, documentary study was carried out to collect data in the form of documents relevant to the research (Sugiyono, 2019). The documents collected included: (a) the school's academic supervision programme, (b) the supervision schedule, (c) the supervision instruments used, (d) teachers' lesson plans or teaching modules, (e) teacher performance assessment results, (f) archived student learning outcomes, and (g) photographs of supervisory and instructional activities. Documentation served to strengthen the data obtained from observation and interviews.

Data analysis in this study followed the model of Miles, Huberman, and Saldaña (2014), comprising three interrelated stages. The first stage, data reduction, is the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that emerges from written field notes. At this stage, the researcher read through the entirety of the observation notes, interview transcripts, and documents, then selected the data relevant to the research focus, set aside data that was not relevant, and organised the data into a systematic summary. The second stage, data display, is the process of arranging the reduced information into descriptive narrative, tables, matrices, graphs, or diagrams. In this study, data were presented in the form of descriptive narrative enriched with direct quotations from the interview and observation results; tables were used to present thematic data and comparisons across informants. The third stage, conclusion drawing and verification, is the process of interpreting the data that has been presented in order to identify the meaning, patterns, relationships, and principal findings of the research. Verification was carried out by checking the conclusions back against the available data, discussing them with informants (member checking), and comparing them against theory and prior

research. Conclusions were drawn progressively, moving from provisional conclusions toward a final, credible conclusion.

To ensure the validity of the data in this qualitative study, four techniques were used (Moleong, 2019; Sugiyono, 2019). First, source triangulation, carried out by comparing and cross-checking the degree of confidence in information obtained across different times and instruments; in this study, data from the principal were compared against data from teachers, the vice-principal for curriculum affairs, and the school supervisor, and where discrepancies were found, the researcher sought reconfirmation from the relevant informants.

Second, method triangulation, carried out by comparing data obtained from observation, interviews, and documentation; data obtained from observation of the supervision process were compared against the results of interviews with the principal and teachers, and cross-checked against the school's supervision programme documents, with the consistency across these three techniques strengthening the credibility of the findings.

Third, member checking, the process of checking the researcher's data and interpretation against the informants who provided that data; once data had been collected and provisionally analysed, the researcher returned to the informants to confirm whether the findings accorded with their own understanding, carried out both verbally, in follow-up meetings, and in writing, through summaries of interview results given to informants.

Fourth, persistence of observation, meaning that the researcher carried out observation consistently and in depth with respect to the phenomenon under study; the researcher conducted repeated observations at different times of day (morning and midday) and in different classrooms in order to obtain a comprehensive picture of the implementation of supervision and of teacher performance, with this persistence of observation carried out over approximately one month at SD Negeri 73 Kota Ternate.

Result and Discussion

A. The Implementation of Academic Supervision

During the planning stage, the principal prepared an academic supervision programme for one semester, setting out its objectives, schedule, instruments, and indicators of success. The programme for the odd semester of the 2025/2026 academic year was prepared in July 2025. The principal explained: "We prepare our supervision programme at the start of the semester, after receiving guidance from the education office. We draw up a classroom-visit schedule for all teachers... We also prepare observation instruments that refer to the standards of the Merdeka Curriculum" (Interview, 20 May 2026).

The vice-principal for curriculum affairs added: "In the planning process, we also involve senior teachers in providing input on supervisory needs. We identify which teachers require intensive mentoring, particularly new teachers and teachers whose performance scores remain low" (Interview with the vice-principal, 20 May 2026). The supervision instrument used at SD Negeri 73 Kota Ternate covers several assessment aspects: (a) the completeness of instructional administration (teaching modules, media, assessment instruments), (b) the implementation of opening activities (apperception, motivation, the communication of objectives), (c) the implementation of core activities (the use of methods, student engagement, command of material), (d) the implementation of closing activities (summarising, reflection, follow-up), and (e) classroom and time management (Documentation, 2026).

The implementation stage was carried out through scheduled classroom visits lasting 30 to 45 minutes each, using an approach that was humanistic and coaching-based. The principal explained: "I try to carry out supervision through a coaching approach, not an inspection. I want teachers to feel that I have come to help, not to judge or to look for faults" (Interview, 20 May 2026). Observation showed that a warm and familiar atmosphere was established before entering the classroom; during observation, the principal sat at the back of the room and took notes without disrupting the lesson. A Grade IV teacher explained: "At first I felt nervous... but it

turned out that the principal smiled and sat calmly at the back... I felt respected" (Interview, 20 May 2026). One difficulty identified was that the schedule was sometimes disrupted by sudden official duties.

The follow-up stage constitutes a crucial part of the process, carried out through individual meetings. The principal presented the results of the observation by first acknowledging the teacher's strengths before offering suggestions, with a communication pattern that was dialogical in character. The principal explained: "I first ask how they felt after teaching... I do not immediately say 'this is wrong'; instead, I invite the teacher to find the solution themselves" (Interview, 20 May 2026). A Grade II teacher confirmed the positive impact of this approach: "The principal never blames me directly... Her suggestions have really helped me improve the way I teach. I no longer feel cornered" (Interview, 18 May 2026). Follow-up was also accompanied by monitoring of improvements to instructional administration. Theoretically, these stages align with Sahertian's (2020) account of the supervisory cycle, while the approach applied is consistent with the principle Glickman, Gordon, and Ross-Gordon (2014) emphasise, namely a collaborative relationship and the development of teachers' potential.

B. The Role of Academic Supervision in Improving Teacher Performance

The first finding concerns improved pedagogical discipline. The existence of a schedule and of routine checks encouraged teachers to become more disciplined in preparing their instructional administration and teaching materials. The principal noted this change: "In the past, many teachers submitted their teaching modules at the end of the semester, or never submitted them at all. Now, almost all teachers submit their teaching modules on time" (Interview, 20 May 2026). A Grade V teacher added that this positive pressure had made her feel more prepared and more confident in teaching.

The second finding concerns improved quality of instructional administration. The quality of instructional documents rose sharply, from an average score of 65 to an average score of 82 within a single semester. Documents are now more complete and

systematic, incorporating elements of the Pancasila student profile and differentiated instruction in line with the Merdeka Curriculum. The vice-principal for curriculum affairs stated that constructive feedback has been the key to this improvement (Interview, 20 May 2026).

The third finding concerns improved pedagogical competence. Teachers have developed in their selection of instructional methods, with a shift visible away from the dominance of the lecture method toward a variety of methods such as discussion, demonstration, and project-based learning. A Grade I teacher explained: "I used to only lecture because I did not know any other method... Now I try storytelling, singing, and role play. The children are very happy" (Interview, 20 May 2026). This reflects teachers' growing capacity to accommodate the particular characteristics of their students.

The fourth finding concerns improved instructional creativity. Supervision motivated teachers to make use of local resources and simple materials from the coastal environment as instructional media. The principal offered ongoing encouragement: "Your creativity matters more than how expensive your media are" (Interview, 20 May 2026). A Grade III teacher, for instance, took students to learn directly within the school environment, using natural materials and recycled goods as media, which increased students' enthusiasm for learning.

The fifth finding concerns the development of sustained professionalism. Teachers' perception of supervision shifted from a burden to a learning opportunity, encouraging more active participation in the Teacher Working Group (KKG), in training, and in other self-development activities. The school supervisor offered this appraisal: "The teachers appear better prepared to teach, their administration is tidier, and, most importantly, there is a genuine enthusiasm for continued learning" (Interview, 20 May 2026). These findings reinforce Mulyasa's (2020) theoretical account of academic supervision as a determinant of teacher performance, and are consistent with Nurlaela and Muaini's (2023) finding that the systematic implementation of academic supervision improves teacher competence.

C. The Impact of Academic Supervision on Learning Quality

The first finding concerns more effective learning. Time management and the achievement of instructional objectives improved. A classroom atmosphere that had previously been tedious and unfocused became conducive to learning. The principal observed: "In the past, when I walked past, many students would be daydreaming or playing by themselves. Now, in almost every classroom, students are actively engaged" (Interview, 20 May 2026).

The second finding concerns more active students. Changes in teachers' methods meant that students were no longer passive; students became willing to ask questions, offer opinions, and work together in groups. A Grade IV teacher recounted: "Students who used to just stay quiet now dare to speak up and ask questions. They are also more enthusiastic because they can work together with their friends" (Interview, 20 May 2026).

The third finding concerns improved quality of classroom interaction. Interaction patterns developed from one-directional to multi-directional, with the relationship between teachers and students becoming closer and more responsive. A Grade V teacher explained: "Now I try to reduce lecturing and give students more opportunities to speak... Students are also no longer shy about asking questions" (Interview, 20 May 2026). This has created a positive learning climate, consistent with Sergiovanni and Starratt's (2007) account of learning quality.

The fourth finding concerns improved student learning outcomes. The most tangible impact is the rise in students' average scores across all subjects, as shown in the following table:

Table 1. Comparison of Students' Average Learning Outcome Scores

No.	Subject	Average Before	Average After	Increase
1	Indonesian Language	68.5	76.2	+7.7
2	Mathematics	65.3	74.8	+9.5

3	Natural and Social Sciences (IPAS)	67.1	75.5	+8.4
4	Pancasila Education	72.4	79.3	+6.9

Source: Documentation of SD Negeri 73 Kota Ternate, 2026

This data confirms that improvements to the learning process driven by supervision have a direct impact on students' academic achievement, consistent with the principles of educational quality management set out by Sallis (2018).

D. Discussion

The findings set out above show a correspondence between what was observed in the field and the theories of academic supervision advanced by the scholars this study draws upon. First, the implementation of academic supervision at SD Negeri 73 Kota Ternate, encompassing the stages of planning, observation, and follow-up, corresponds to the supervisory model set out by Sahertian (2020). The principal prepared a supervision programme systematically, carried out observation using a humanistic approach, and carried out follow-up in a constructive manner; the coaching approach the principal used is consistent with the clinical-supervision concept advanced by Glickman, Gordon, and Ross-Gordon (2014), which emphasises a collaborative relationship between supervisor and teacher.

This finding also extends Yulidar, Aswad, and Badrun's (2025) account of coaching-based supervision within the Merdeka Curriculum into a coastal setting that their own study did not examine, and is consistent with Nuraeni, Firdaus, Soro, and Tejawiani's (2026) finding that clinical supervision tailored to individual teachers' needs improves pedagogical competence.

Second, the role of academic supervision in improving teacher performance at SD Negeri 73 Kota Ternate reinforces Mulyasa's (2020) theoretical account of academic supervision as one of the factors that shapes teacher performance. The improvement in teacher performance, encompassing pedagogical discipline, administrative quality, pedagogical competence, creativity, and sustained professionalism, shows that effective supervision is capable of moving teachers toward continued development.

This finding also supports Nurlaela and Muaini's (2023) conclusion that supervision contributes positively to teacher competence, and extends Sanoto, Soesanto, Soegito, and Kardoyo's (2021) finding, that academic supervision significantly improves teacher competence even in frontier, remote, and disadvantaged regions, into a coastal setting characterised by comparable geographic and infrastructural constraints, constraints further illuminated by Kilmas, Kempa, and Arjanto's (2026) account of the distinctive challenges facing island-based schools.

Third, the impact of academic supervision on learning quality at SD Negeri 73 Kota Ternate is consistent with the theoretical accounts of learning quality set out by Sergiovanni and Starratt (2007) and Sallis (2018). The improvement in the effectiveness of learning, in student engagement, in classroom interaction, and in learning outcomes shows that improved teacher performance, brought about through academic supervision, produces a multiplier effect across the quality of learning as a whole.

The novelty of this study lies in three considerations. First, this study confirms the effectiveness of a coaching approach within academic supervision in the specific context of a public elementary school in the coastal area of Kota Ternate, a context that has not previously received substantial research attention. Second, this study shows that academic supervision that is humanistic and collaborative in character is capable of shifting teachers' paradigm regarding supervision, from something once regarded as intimidating into an opportunity for self-development. Third, this study offers empirical evidence that systematic and sustained academic supervision contributes significantly to the implementation of the Merdeka Curriculum at the elementary-school level, in a specific geographic and institutional setting that the prior literature reviewed above has not, until now, brought together within a single account.

Conclusion

Based on the findings and discussion presented above, three principal conclusions can be drawn. First, regarding the implementation of supervision:

academic supervision at SD Negeri 73 Kota Ternate is carried out systematically through the stages of planning, classroom observation, and follow-up. Its principal characteristic is the use of a coaching approach that is collaborative, familiar, and non-judgemental in character, an approach that has been received positively by teachers, notwithstanding certain remaining difficulties in maintaining consistency in the timing of its implementation.

Second, regarding its role in improving teacher performance: academic supervision plays a strategic role in improving teacher performance through improved pedagogical discipline, improved quality of instructional administration in line with the standards of the Merdeka Curriculum, improved pedagogical competence reflected in a greater variety of teaching methods, improved creativity in the use of environmentally grounded instructional media, and the emergence of a genuine awareness of the need for sustained professional development.

Third, regarding its impact on learning quality: improved teacher performance has a direct impact on learning quality, reflected in a learning process that is more effective and better directed, in high levels of student activity and participation, in classroom interaction of increasingly dynamic quality, and in a significant improvement in student learning outcomes, with score increases ranging between 6.9 and 9.5 points on average across the subjects examined.

These conclusions also bear directly on the literature this study has drawn upon throughout. Where Nurlaela and Muaini (2023) demonstrated that systematically implemented academic supervision improves teacher competence in a setting with adequate institutional resources, the present findings show that a comparable improvement can be achieved in a coastal setting facing considerably greater resource constraints, provided that the supervisory approach itself is humanistic and sustained. Where Sanoto, Soesanto, Soegito, and Kardoyo (2021) established that academic supervision meaningfully improves teacher competence in frontier, remote, and disadvantaged regions without examining any particular supervisory approach in depth, the present study's findings suggest that a coaching-based approach

specifically, rather than academic supervision in general, may be what allows such improvement to occur without provoking the anxiety that more directive, evaluative approaches tend to produce among teachers. And where Yulidar, Aswad, and Badrun (2025) documented the effectiveness of coaching-based supervision within the Merdeka Curriculum in a setting their study does not specify as geographically constrained, the present study extends that account into a coastal, resource-limited context, suggesting that the approach's underlying mechanism, a collaborative relationship in which the teacher is treated as a partner rather than an object of evaluation, translates across quite different institutional settings.

Taken together, these conclusions carry a direct implication for policy and practice. For the principal of SD Negeri 73 Kota Ternate and for principals in comparable coastal and geographically constrained schools, the central lesson is that the manner in which supervision is conducted, humanistic, collaborative, and coaching-based rather than directive and evaluative, may matter as much as, or more than, the frequency or intensity with which it is conducted. For the Kota Ternate Education Office and for education authorities responsible for coastal and island schools more broadly, this study's findings suggest that investment in training principals in coaching-based supervisory approaches may yield returns in teacher performance and learning quality that purely administrative or compliance-oriented supervisory models do not. For teacher-education and principal-training institutions, this suggests that supervisory coaching skills warrant more deliberate attention within professional-development curricula for school leaders, rather than being left to individual principals to develop informally through experience alone, as appears to have been the case at SD Negeri 73 Kota Ternate prior to the period examined in this study.

This study is not without limitations that future research should address. Its qualitative, single-site design, while well suited to capturing the depth and texture of how coaching-based supervision is experienced by a principal and a group of teachers, cannot establish how consistently these findings would generalise to other coastal or

island schools, nor can it establish, on its own, a causal relationship between the supervisory approach documented here and the improvement in student learning outcomes reported above, a relationship that remains plausible on the evidence gathered but that would benefit from confirmation through a larger, comparative, and where possible quantitative study across multiple schools. Future research might also usefully examine how coaching-based supervisory approaches of this kind perform over a longer time horizon, beyond the single semester examined here, and whether the gains in teacher performance and learning quality documented in this study are sustained, strengthened, or eroded as the novelty of a newly introduced supervisory approach wears off.

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