

EVALUATION OF ACADEMIC SUPERVISION AT SDN 005 TANA TIDUNG: PERSPECTIVES OF THE PRINCIPAL, TEACHERS, AND STUDENTS

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Abstract

This study aims to evaluate the implementation of academic supervision at SDN 005 Tana Tidung from three perspectives: the principal (supervisor), the supervised teachers, and the students after the teachers received supervision. The research employed a qualitative approach with a case study design. Data were collected through observations, in-depth interviews, and documentation, while data analysis followed an interactive model consisting of data collection, data condensation, data display, and conclusion drawing/verification. The findings indicate that the supervisor carried out the evaluation of academic supervision effectively, covering aspects of effectiveness, feedback, documentation, reflection, and follow-up actions. Teachers perceived the process as beneficial for improving their teaching skills, instructional planning, professional attitudes, as well as their reflective and self-evaluative capacities. From the students' perspective, supervision fostered a more positive learning atmosphere, enhanced motivation and satisfaction, improved learning outcomes, and contributed to a more conducive learning environment.

Keywords: Academic Supervision, Evaluation, Teachers, Students, Principal.

Abstrak

Penelitian ini bertujuan untuk mengevaluasi pelaksanaan supervisi akademik di SDN 005 Tana Tidung dari tiga sudut pandang, yaitu kepala sekolah (supervisor), guru yang disupervisi, dan siswa setelah guru mendapatkan supervisi. Metode penelitian yang digunakan adalah metode kualitatif dengan rancangan studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi, sedangkan analisis data dilakukan secara interaktif yang terdiri atas pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa supervisor telah melaksanakan evaluasi supervisi dengan baik, meliputi efektivitas, umpan balik, dokumentasi, refleksi, serta tindak lanjut, dan guru menilai proses tersebut telah membantu mereka dalam meningkatkan keterampilan mengajar, perencanaan pembelajaran, sikap profesional, serta kemampuan refleksi dan evaluasi diri. Dari sisi siswa, supervisi mendorong suasana belajar yang lebih positif, meningkatkan motivasi dan kepuasan, memperbaiki hasil belajar, serta menciptakan lingkungan pembelajaran yang lebih kondusif.

Kata kunci: Supervisi Akademik, Evaluasi, Guru, Siswa, Kepala Sekolah.

PENDAHULUAN

Academic supervision is an important instrument in the education system to improve the quality of the teaching and learning process in schools (Asmarani et al., 2022). Supervision is carried out by the principal with the main objective of helping teachers develop their professional, pedagogical, social, and personal competencies (Imron, 2011; Mudzakkir, 2020). Through supervision, teachers are guided to be able to design, implement, and evaluate the learning process in accordance with the standards set by the government and educational institutions. Supervision also plays a role in detecting problems that occur in the classroom and providing educational and constructive solutions (Surani et al., 2022). Thus, supervision is not only an administrative control tool, but more of a coaching tool that aims to improve the quality of learning and student learning outcomes. This supervision process must be carried out in a planned, systematic, and continuous manner so that the development of teachers' professionalism can be monitored and directed optimally.

In its implementation, academic supervision requires a humanistic and participatory approach so that teachers feel accompanied, not repressively monitored (Marheni, 2022). Supervision carried out using the right methods will help teachers in facing various learning challenges in the classroom, while also opening up space for professional dialogue between supervisors and teachers. This is in line with the opinion of Glickman et al. (2013), who stated that effective supervision is able to build partnerships between teachers and supervisors to jointly find solutions to obstacles in the teaching and learning process. In elementary schools, especially in remote areas such as SDN 005 Tana Tidung, North Kalimantan, academic supervision is becoming increasingly important due to limited resources and inadequate access to information, so that teachers need more intensive assistance to be able to carry out quality learning.

Evaluation of supervision outcomes is an equally important stage in the academic supervision cycle. Through this evaluation, the principal as supervisor can assess the effectiveness of the supervision that has been carried out, teachers can reflect on their performance, and students as recipients of educational services can feel the impact of improvements in the teaching and learning process (Ritonga et al., 2023). Supervision evaluation also serves as a measuring tool to determine the extent to which supervision encourages the creation of a conducive, participatory, and meaningful learning environment for students. In addition, the results of the supervision evaluation form the basis for schools in determining relevant follow-up programs, such as training, workshops, and more targeted re-supervision (Agustina et al., 2022). Thus, supervision evaluation not only impacts teachers but also contributes to improving the overall quality of education in schools.

The three elements, namely the principal, supervised teachers, and students, have interrelated roles and determine the success of academic supervision. The principal is responsible for developing a supervision plan that suits the needs of teachers and the

school context, teachers are tasked with implementing the recommendations from the supervision results to improve the quality of learning, while students play a role as indicators of the success of supervision through changes in their learning behavior and academic results (Syaifuddin et al., 2023). The involvement of these three elements needs to be studied in depth to obtain a comprehensive picture of the effectiveness of academic supervision in schools. This is important because supervision that only focuses on administrative aspects without considering teacher responses and their impact on students will lose its essence as a professional development effort.

Many researchers have conducted studies on academic supervision. This is evident from the high number of publications that appear after searching for the keyword “academic supervision” on *Google Scholar* and *Publish or Perish*. Three recent studies relevant to this discussion are: First, a study by Nursidah et al. (2021) discusses the influence of principal academic supervision and school culture on the quality of teaching at SMAN 6 Wajo. The method used was quantitative descriptive research with a sample of 54 teachers. This study found that there was a significant influence of academic supervision and school culture on the quality of teacher teaching.

Second, a study conducted by Suchyadi et al. (2022) on the implementation of academic supervision by the principal at SD Negeri 2 Telaga, Gorontalo Regency, which included various efforts to encourage efforts to improve teacher competence. The research method used was a qualitative approach with a case study design, in which data was collected through in-depth interviews, observations, and documentation. The research findings show that the principal actively carried out academic supervision through group and individual programs, including Teacher Working Group (KKG) activities and clinical supervision as requested by teachers. Third, research by Saman & Hasanah (2024) describes the role of the principal in implementing academic supervision as an effort to improve teacher competence at SMP Muhammadiyah 1 Weleri, Kendal Regency. The method used was a qualitative approach with interviews, documentation, and observation to collect data. The findings from this study indicate that academic supervision carried out by the principal has a positive impact on improving teachers' teaching skills, use of technology, and curriculum development.

Unlike previous studies, this study has a strong novelty because it specifically explores a comprehensive evaluation of academic supervision with a primary focus on improving teacher performance and student learning outcomes. Previous studies have placed more emphasis on the implementation of supervision, rather than on evaluating the effectiveness of supervision and its ultimate impact on teaching practices and student learning experiences. There is indeed a study on the monitoring and evaluation of academic supervision conducted by Karyati (2020), but the focus is directed at assessing the competence of school principals supervised by supervisors, not teachers, so it does not touch on the process of observing learning in the classroom.

This gap shows that the study of academic supervision evaluation as an instrument for improving the quality of learning at the teacher level has not received adequate attention in the literature. This study fills this gap by assessing academic supervision from three perspectives, namely the principal, teachers, and students as the direct recipients of learning. This approach provides a more comprehensive understanding of how supervision translates into changes in teacher behavior and improvements in student learning outcomes. Thus, this study occupies an important position in enriching the study of academic supervision because it offers a more substantive, holistic, and learning quality-oriented model of supervision evaluation.

The urgency of this research is even greater because the quality of basic education is the main foundation for success in the next level of education. In remote areas such as SDN 005 Tana Tidung, North Kalimantan, educational challenges are more complex than in urban schools. Therefore, academic supervision must be effective and its results evaluated systematically so that efforts to improve learning quality are truly measurable and sustainable. The evaluation of supervision from the perspectives of supervisors, teachers, and students will provide a more complete picture of the strengths and weaknesses of the supervision implementation, as well as a basis for schools to design more targeted teacher professional development policies and programs (Agustina et al., 2022).

Based on this background, the problem in this study is clearly formulated, namely how the evaluation of the implementation of academic supervision at SDN 005 Tana Tidung is reviewed from the perspective of the principal as the supervisor, the supervised teachers, and the students after the teachers receive supervision. This issue is important to study because it can be the basis for formulating an effective and contextual academic supervision model in accordance with school characteristics, teacher competencies, and student needs. In addition, the results of this study are expected to be a reference for school principals and education policy makers in developing supervision strategies and teacher professional development programs that are oriented towards improving the quality of learning and student learning outcomes.

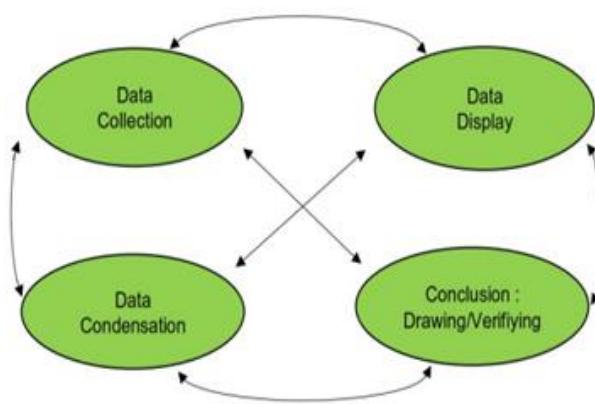
METODE

This study uses a qualitative method with a case study design. The qualitative method was chosen because this study aims to deeply understand the dynamics of the academic supervision evaluation process at SDN 005 Tana Tidung from various perspectives, namely the supervisor, the supervised teacher, and the students after the teacher received supervision. According to Moleong (2019), qualitative research is suitable for revealing the meanings, views, and perceptions of research subjects in a natural context. Thus, the data obtained is descriptive in the form of words, statements, and field notes that describe the supervision process and the results of academic supervision evaluation at the school.

Data collection techniques in this study were conducted through observation, in-depth interviews, and documentation studies. Interviews were conducted with the principal, five

teachers who had received supervision, and five sixth-grade students at SDN 005 Tana Tidung who participated in the learning process before and after academic supervision was implemented. Meanwhile, the documentation study was conducted by examining supervision documents, supervision result reports, follow-up programs, and student learning outcome data before and after supervision. The collected data were analyzed using the interactive analysis technique of Miles et al. (2014), which consists of four main stages, namely data collection, data condensation, data display, and conclusion drawing/verification.

Figure 1. Components of interactive data analysis



In this study, researchers used NVivo 15 Pro software to code data obtained through interviews, observations, and documentation. The use of NVivo made it easier for researchers to manage data and accelerated the organization process so that data could be arranged neatly and systematically (Muhamar & Sobri, 2021). Data validity was maintained through triangulation of data sources, time, and methods, namely by comparing the results of interviews, observations, and documentation to obtain accurate and reliable information (Sugiyono, 2019). Through this method, the study is expected to provide a comprehensive picture of the evaluation of academic supervision from the perspectives of supervisors, supervised teachers, and students.

HASIL DAN PEMBAHASAN

This study reveals how academic supervision evaluation at SDN 005 Tana Tidung is understood and implemented from three perspectives, namely the principal, teachers, and students, thus providing a complete picture of the quality of supervision implementation. All components were analyzed using the NVivo thematic approach to present the relationships between findings in a more structured manner, including keywords, perception patterns, and categories that predominantly emerged from the three groups of informants. Data visualization in NVivo helps to show how the perspectives of the principal, the experiences of teachers, and the responses of students intersect in shaping the effectiveness of academic supervision in schools. With this approach, the study was

able to map areas of strength, gaps for improvement, and the real impact of supervision on the teaching and learning process in the classroom.

Figure 2. Visualization of frequently occurring words.

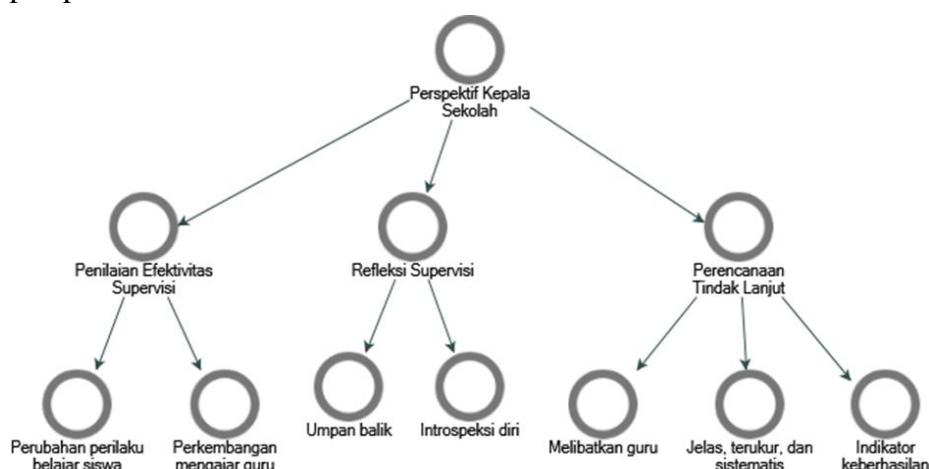
pembelajaran tentang
 pelajarannya memperbaikinya
 kehidupan
 meningkatnya diajak dokumentasi tanaman
 nonton bertanya lanjut sama
 halaman **ulangan** bertanya lanjut sama
 nonton bosan **ngerjain sekolah** kadang peraga
 kertas asyik **supervisi refleksi** jelasin suka
 ramai dengar asli **supervisi refleksi** jelasin suka
 nilai **paham** guru **ngerti** contoh permainan
 takut naik diri **paham** guru **ngerti** contoh permainan
 naik diri **cara belajar bantu** balik kerja semangat
 kualitas alat **cara belajar bantu** balik kerja semangat
 siswa salah benda **kasih kelas hasil waktu** main
 gambar **sabar kelompok seru** dekat menjelaskan
 rasanya lupa buku **peningkatan** cepat langsung tahu
 ngajak kardus **peningkatan** karena papan
 setiap mengajar dimengerti matematika
 penjelasan keterampilan pelajaran
 menyenangkan

Source: Data processed by researchers using Nvivo (2025)

The NVivo word cloud shows that words such as *supervision*, *class*, *teaching*, *learning*, *reflection*, *results*, *improvement*, and *help* appear most frequently, indicating the areas most often discussed by principals, teachers, and students in the interviews. The dominance of the words “supervision” and “teaching” shows a primary focus on the mentoring process directly related to classroom teaching practices, while the words ‘class’ and “learning” reinforce that the changes felt mostly occur in everyday learning situations. The appearance of the word “reflection” shows that self-evaluation and review of teaching practices are important concerns in supervision evaluation. The words “results” and “improvement” confirm that respondents talked a lot about the impact of supervision on student learning outcomes and teacher competency development. In addition, the word “help” shows the perception that supervision is not seen as control, but as a form of support that helps teachers improve the quality of teaching and create a more effective learning process.

Evaluation of Academic Supervision from the Principal's Perspective

Figure 3. Project map for academic supervision evaluation from the principal's perspective.



Source: Data processed by researchers using Nvivo (2025).

The principal of SDN 005 Tana Tidung assessed the effectiveness of supervision by observing tangible changes in the way teachers planned and implemented learning. He compared conditions before, during, and after supervision to see patterns of development. From his observation notes, the principal conducted a comprehensive evaluation of lesson plan preparation, the regularity of the learning process, and the ability to create a more orderly classroom atmosphere. In addition, the principal also observed student responses as an indicator of the success of academic supervision. He noted an increase in student attention and participation in several classes after teachers made improvements based on the results of supervision. Several classes showed more lively dynamics, especially during question and answer sessions and discussion-based activities. These findings reinforced his assessment that supervision not only changed teacher behavior but also had an impact on the student learning process.

Figure 4. Post-observation meeting between the principal and teachers



Source: Personal documents (2025)

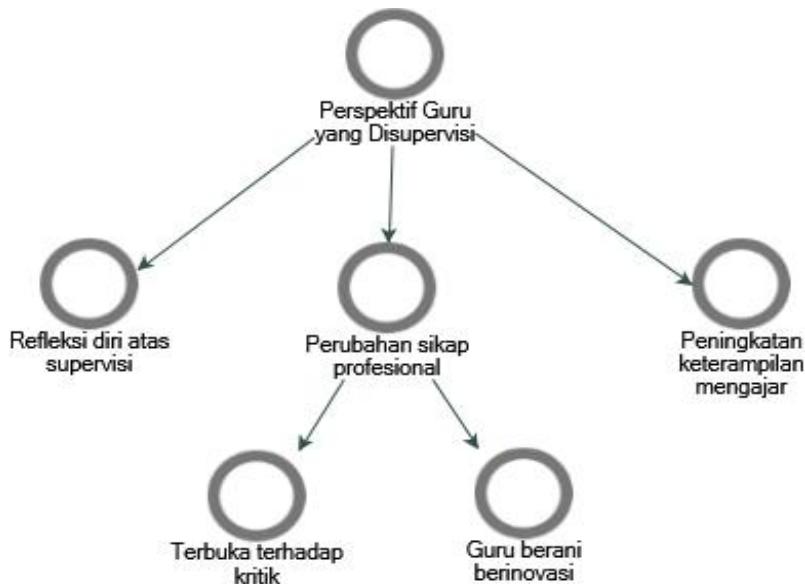
The principal of SDN 005 Tana Tidung reflected after conducting each cycle of supervision as part of an effort to review the effectiveness of the approach used. From the field data, it was found that the principal often noted areas that were considered ineffective for improvement in the next supervision. He also opened an internal discussion forum to share his supervision experiences with colleagues at the school and in the sub-district forum. This kind of reflection process ensures that supervision is not static, but develops in line with the needs and dynamics of the teachers. It is the results of this reflection that ensure the sustainability of the supervision program at SDN 005 Tana Tidung.

The next step is for the supervisor to develop a follow-up plan by mapping out the teachers' improvement needs based on the supervision findings, such as classroom management, material delivery flow, or the use of learning media. In terms of follow-up, the principal develops a clear, measurable, and systematic improvement plan. The plan is always accompanied by success indicators so that the improvement process can be monitored accurately. The principal also emphasized the importance of involving teachers in the preparation of follow-up plans so that the strategies developed are in line

with the conditions and readiness of the teachers. Follow-up is carried out through coaching, individual mentoring, and/or workshops conducted in collaboration with the school and the district education office. This entire process ensures that supervision does not stop at evaluation but actually encourages the improvement of teacher professionalism at SDN 005 Tana Tidung.

Evaluation of Academic Supervision from the Perspective of Supervised Teachers

Figure 5. Project map of academic supervision evaluation from the teacher's perspective.



Source: Data processed by researchers using Nvivo (2025)

Teachers supervised at SDN 005 Tana Tidung showed a tendency to engage in self-reflection after the supervision process. They re-examined their previous teaching methods and compared them with the recommendations given by the supervisor. Teachers noted teaching methods that were considered effective and identified areas that still needed improvement, such as time management or learning methods that were not yet optimal. This reflection process is then recorded in personal notes or documents requested by the school as a follow-up to the supervision. Teachers usually discuss this again with the supervisor to ensure that the planned improvements are in line with the needs of the class. The results of the study show that this habit of reflection makes teachers more confident in improving their teaching independently. Teachers who received regular supervision at SDN 005 Tana Tidung showed a significant improvement in their teaching skills. This is part of a process of continuous improvement through evaluation to enhance teacher competence.

During field observations, teachers began to apply a variety of teaching methods that were rarely used before. They appeared to be more skilled at organizing their explanations, choosing strategies that were appropriate for their students' circumstances, and being more creative in utilizing the simple media available to them. Some teachers began to develop new ways to attract students' attention, such as using small group activities or educational games to clarify the material.

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Figure 6. The principal observes learning in the classroom.

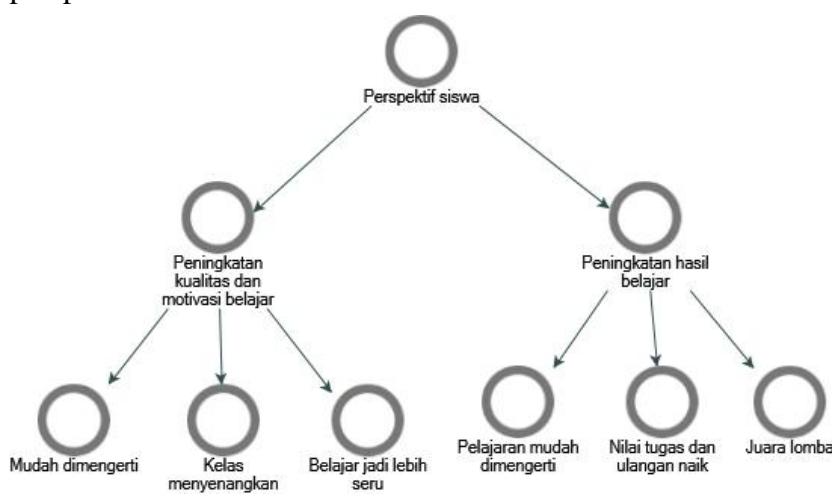


Source: Personal documents (2025)

This supervision process encouraged a change in the professional attitude of teachers at SDN 005 Tana Tidung. Teachers became more disciplined in preparing learning tools, from lesson plans to other supporting teaching materials. They became more open to input from supervisors and colleagues. This positive attitude led to healthier and more productive professional relationships at the school. Teachers also began to share ideas with one another, especially regarding learning strategies that they felt were effective to implement in the classroom. This change in attitude demonstrates an increase in teachers' professional awareness of their role in the quality of education.

Evaluasi Supervisi Akademik dari Perspektif Siswa

Figure 7. Project map of academic supervision evaluation from the students' perspective.



Source: Data processed by researchers using Nvivo (2025).

Students at SDN 005 Tana Tidung feel that after the supervision, the classroom atmosphere has become much more enjoyable and has made them more enthusiastic about learning. Teachers have started using small group discussions, educational games, and visual media to make learning more exciting and less monotonous. Teachers' explanations have also become easier to understand because they are adapted to real-life examples that are familiar to students. They see teachers as more active, creative, and attentive to whether all students truly understand the material. These changes have made students more confident in asking questions, more engaged, and less prone to boredom in class. The varied learning activities create a warm atmosphere and make students feel valued. Overall, students feel that supervised teachers are able to create a more lively and interesting learning environment, which makes them want to study longer.

This change has had a direct impact on improving student learning outcomes, such as assignment and daily test scores, which have begun to stabilize in almost all classes. Teachers also provide clearer feedback so that students are more confident in completing project assignments and dare to answer questions. In fact, several students have won academic competitions at the school and provincial levels after the quality of their learning improved. More intensive mentoring through this supervision has enabled students to correct their learning mistakes more quickly and show real progress.

Figure 8. Students from SDN 005 Tana Tidung won the academic competition.



Source: SDN 005 Tana Tidung document (2025).

PEMBAHASAN

Analysis of academic supervision evaluation at SDN 005 Tana Tidung shows that the principal utilizes supervision as a diagnostic tool to monitor real changes in how teachers plan and implement learning. Observations of lesson plans, learning processes, and classroom order reflect evidence-based supervision practices that are in line with the principles of professional teacher development (Yosepty et al., 2024). This approach is consistent with the view of Glickman et al. (2013), who assert that effective supervision must be based on real data obtained through direct observation. Comparing conditions before and after supervision helps principals assess the consistency of teacher

development. Improvements in classroom dynamics, especially student participation, demonstrate a positive response to supervisory feedback. This is in line with the research by Mediatati et al. (2022), which emphasizes that quality supervision can lead to changes in teaching behavior. These findings show a direct link between supervisory intervention and improved learning quality at SDN 005 Tana Tidung.

The identification of assumptions from the principal's perspective shows that supervision is seen as a means to change not only technical competencies but also the learning culture in the classroom. The finding that changes in teachers will affect changes in student learning behavior is consistent with Sergiovanni's view in Fabunmi et al. (2025) regarding the strong relationship between teaching and classroom climate. The principal's reflection after each supervision cycle shows an awareness that supervision is dynamic and requires continuous follow-up (Pujianto et al., 2020; Suwardi et al., 2020). This practice of reflection emphasizes the importance of formative supervision, as stated by Glickman et al. (2013), who refer to reflection as the core of improving supervision practices. The mechanisms of recording and peer discussion prove that supervision does not stop at administrative procedures. The principal creates a collaborative space to analyze the effectiveness of his own approach. This process shows that supervision is carried out with a continuous development orientation (Indajang et al., 2021; Arifin, 2022).

A review of possible counterarguments shows that external factors such as family support or curriculum changes can also influence learning improvement (Prasetyo et al., 2023). However, the consistency of changes in classes whose teachers were intensively supervised reinforces the assumption that supervision has a major contribution (Isbianti & Andriani, 2021; Sunarni et al., 2020; Saman & Hasanah, 2024). This is in line with Arifin's (2022) research, which confirms that effective supervision has a direct impact on teaching quality. Even when external variables are taken into account, the pattern of field findings shows a strong correlation between supervision recommendations and new teaching practices implemented by teachers. This view is relevant to the research by Bagou & Suking (2020), which reveals that systematic mentoring can improve teacher performance in a relatively short time. The coherence of these findings shows that academic supervision evaluation is a major driving factor in improving the quality of learning (Glickman et al., 2013; Fauzi et al., 2023; Aprilianty et al., 2025).

The conclusion from the perspective of the principal of SDN 005 Tana Tidung shows that academic supervision evaluation has been carried out with a structured, measurable, and collaborative approach. The formulation of success indicators makes follow-up more concrete and easier to evaluate. This view is in line with Goldhammer's principle in Gordon (2022), which emphasizes the importance of systematic supervision planning. The involvement of teachers in follow-up planning demonstrates a supervisory approach that places teachers as subjects of development, not objects of control, thereby increasing teachers' readiness to accept change (Maisyarah et al., 2017; Addini et al., 2022). The implementation of coaching, workshops, and individual mentoring strengthens the

sustainability of the improvement process. Thus, supervision serves as a catalyst for the growth of teacher professionalism.

Analysis from the perspective of teachers at SDN 005 Tana Tidung shows that self-reflection on supervision evaluations is a key element in efforts to improve teaching competence. Teachers conduct in-depth reviews of the methods, strategies, and time allocation in their learning processes. This practice of reflection is in line with Schön's theory in Crawford, (2022), which emphasizes the importance of "reflection-on-action" in practice-based professions. When teachers match the supervisor's recommendations with their classroom experiences, the learning process becomes more focused. These findings are consistent with Gordon's (2022) research, which states that reflection strengthens teachers' pedagogical awareness. Teachers' openness in discussing with the principal shows a pattern of collaborative supervision. These reflective activities directly contribute to improving teachers' readiness to improve learning (Supriyanto et al., 2025; Fabunmi et al., 2025).

Teachers who were supervised regularly showed significant improvement in pedagogical skills and classroom management. These findings reinforce the idea that repeated supervision encourages consistent teacher development (Murtadlo et al., 2019). This principle is in line with the theory of Glickman et al. (2013), which states that supervision must be continuous to produce profound change. Here, teachers began to apply variations in learning methods that were previously rarely used, such as illustrations, games, and demonstrations. Teachers' creativity in utilizing these simple media illustrates an increase in professional initiative. This change also shows a shift in teachers' orientation from traditional learning to more student-centered learning (Sunarni et al., 2020; Wiyono et al., 2021).

The change in teachers' professional attitudes is evidence that academic supervision evaluation has a positive psychological impact in the context of competency development (Burhanuddin et al., 2006; Supriyanto et al., 2025). Teachers are becoming more disciplined in preparing learning tools and more open to feedback. Teachers' collaborative attitudes, especially in sharing good practices, demonstrate the formation of a professional learning community. This view shows the importance of PLC (Professional Learning Community) in improving school quality (Moulakdi & Bouchamma, 2020). Relationships between teachers have become more productive because they have space to experiment, share, and give each other feedback. Academic supervision evaluation then becomes a triggering factor for the formation of this collaborative culture.

Analysis from the perspective of students at SDN 005 Tana Tidung shows that academic supervision has a direct impact on their learning experience. The change to a more enjoyable and interactive classroom atmosphere reflects improved teaching quality. Teachers utilize a variety of methods such as demonstrations, educational games, and visual media to maintain student motivation. This approach is relevant to the principles of active learning according to Bonwell & Eison in Ludwig (2021). In addition, the

increase in students' courage to ask and answer questions indicates a safe and supportive learning environment. These findings reinforce the idea that supervision has an impact on students' psychological comfort in learning (Mujibur Rohman, 2019; Suchyadi et al., 2022).

Students also stated that the improvement in learning quality had an effect on their learning outcomes. The stability of daily assignment and test scores showed that the changes in teaching resulted in consistent understanding. This is relevant to the research by Engida & Iyasu (2024), which states that teaching quality is the most influential factor on student learning achievement. Teachers provided clearer feedback so that students could correct their mistakes more quickly. These findings show that academic supervision not only impacts the learning process but also students' concrete learning outcomes (Kurniati, 2020).

Some students even showed improvements in their school and provincial-level achievements after the changes in learning practices. These achievements indicate that consistent learning quality can facilitate the improvement of students' academic talents. This principle is in line with Bloom's theory, which emphasizes that high-quality learning enables all students to achieve optimal results (Mahmudi et al., 2022). Students receive more focused guidance because teachers understand their learning needs in greater detail. The improvement in student learning outcomes and academic competition is a sign of the successful implementation of academic supervision at SDN 005 Tana Tidung. This shows that the impact of supervision extends beyond the classroom and reaches a broader dimension of student learning achievement.

Overall, the findings show that the evaluation of academic supervision at SDN 005 Tana Tidung is effective because it successfully touches on three layers, namely the leadership of the principal, the professional practices of teachers, and the learning experiences of students. The synergy of these three perspectives reinforces the view that supervision is a systemic mechanism for quality improvement. This principle is in line with the idea of Glickman et al. (2013), who stated that improving the quality of education through supervision must involve all elements of the school. At SDN 005 Tana Tidung, the impact of supervision was evident in changes in teacher behavior and student responses in learning. These findings confirm that supervision is a strategic instrument in improving the quality of education. Thus, academic supervision serves as the main foundation for creating more professional, effective, and relevant learning for students.

SIMPULAN

Based on the results of research conducted at SDN 005 Tana Tidung, it can be concluded that the implementation of academic supervision, which was evaluated comprehensively from the perspectives of supervisors, supervised teachers, and students, had a positive impact on improving the quality of learning. Supervisors carried out supervision well by providing feedback, reflection, and structured follow-up planning. Supervised teachers showed improvements in teaching skills, quality of learning planning, professional

attitudes, and self-evaluation abilities. From the students' perspective, supervision had an impact on improving the learning atmosphere, motivation, learning outcomes, and the creation of a conducive learning environment in the classroom. These results emphasize the importance of implementing academic supervision that is not only administrative in nature but also encourages real changes in learning practices at school.

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