

Academic Supervision Practices Integrated into the School Supervisor Support Programs: Teachers' Point of View

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ABSTRACT

Academic supervision stands out as a commendable initiative designed to aid and bolster teachers in executing their responsibilities within the school setting. Moreover, numerous challenges and hindrances faced by educators are tackled through the implementation of academic supervision activities. This research explores teachers' experiences undergoing academic supervision and the supervisors' support to overcome teacher problems and improve their performance. Researchers used qualitative research methods with an exploratory case study approach. Data was obtained from semi-structured interviews. The informants were four teachers at two integrated Islamic elementary schools in Bekasi, Indonesia, who were selected based on their extensive experience in carrying out school academic supervision. The resulting data was analyzed thematically using Atlas.ti software. The findings reveal that academic supervision is incredibly beneficial for teachers. It does not only assess teacher performance but also helps teachers solve problems to improve teacher performance. Teachers also received many support programs to improve their schools' learning quality.

INTRODUCTION

Teachers are the primary focus of attention in education implementation because they play a significant role in the teaching and learning process. As a result, a teacher's competence to carry out their responsibilities substantially impacts the quality of teaching in a school (Liebowitz & Porter, 2019; Rivai & Murni, 2009). Similarly, teachers play an important role in the effectiveness of education in schools since they are the source of teaching and learning activities (Aqib, 2002; Bartanen et al., 2019). Furthermore, Djamarah and Aswan (2002) contend that teachers' professional responsibilities include teaching and educating. Consequently, only teachers with excellent professional competence can handle this difficult duty. On top of that, according to Law Number 14 Year 2005 of the Republic of Indonesia, teachers are professional educators whose major responsibility is to educate, teach, guide, lead, train, and evaluate the students through formal education, primary education, and secondary education (Rugaiyah, 2010).

Unsurprisingly, Indonesia appears to be presently dealing with a major teacher shortage that has yet to be remedied. According to Reni Marlinawati, Deputy Chairperson Commission X of the House of Representatives (DPR) Republic of Indonesia, one of the teachers' concerns in Indonesia is relatively low teacher performance. In Indonesia, the level of education index is largely static and even declining. As a result, teachers require extra attention. Aside from that, education in Indonesia is still far from worthy of consideration. The main competencies of teachers, pedagogical competencies, have not been

promising. Many teachers' methods of instruction are still textbooks, and they teach in a boring classroom (Noor & Sofyaningrum, 2020; Yunus, 2018). In this regard, Firmansyah stated at a discussion titled *The Appraisal of Education in 2019 and the Forecast for Education in 2020* in Jakarta that the key issue is certainly teacher quality (Firmansyah, 2019).

One means of dealing with teachers' concerns is to develop a professional support plan that includes guidance, consultation, assistance, and other activities identical to academic supervision. According to Fritz and Miller (2003), the main components of the educational system are supervision, teaching, and learning. Subaidi and Sutain (2019) believe academic supervision positively impacts teacher competencies. The preceding research demonstrates the significance of academic supervision on teacher performance.

In the view of Rusdiana et al. (2020), one of the concerns is that supervision is a school activity that most teachers stay clear of. Some teachers are averse to it and overreact when given a supervision schedule. Because they believe implementing supervision is a covert plan to reveal their ineptitude, several teachers are unwilling to supervise. According to Alkhoja (2019), there are several reasons for the lack of interest in supervision in schools, including the supervisors' inadequate understanding of supervision implementation, their lack of skills due to insufficient opportunity and experience to supervise, and the headmaster (as a school leader) being overburdened with administrative tasks.

Supervision is one initiative the institution undertakes to encourage teacher competency through a teaching and learning process improvement program. In the words of Glatthorn (1990), instructional supervision is a collection of activities to improve the teaching-learning process. Furthermore, Wiles and Bondi (2000) confirm that quality aid must be sought in supervision and that the assistance supply must be related to improving classroom instruction. Similarly, instructional monitoring is viewed as a tool for improving teaching and learning (Glickman et al., 2001; Kartini et al., 2020). Comparatively, Pawlas and Oliva (2008) highlight that instructional supervisors devote all their time and energy to directly assisting teachers with enhancing instruction.

According to such ideas, teachers require academic supervision to help them overcome challenges and problems and improve their performance to make the teaching and learning process more effective and productive. Academic supervision also assists teachers in improving their effectiveness when instructing students (Sudirman et al., 2021; Winarno et al., 2021). Additionally, during the academic supervision process, supervisors must improve teachers by leading and aiding them in improving effective teaching and identifying emerging teachers' difficulties. Lastly, supervisors assess teachers' behavior to improve the quality and effectiveness of teachers' performance (Glatthorn, 1990). This study aims to investigate the implementation of academic supervision and its support programs on teacher performance in two integrated Islamic schools in Indonesia.

This study additionally intends to assist teachers in understanding that academic supervision is not a frightening program. On the other hand, academic supervision is an outstanding program for assisting and supporting teachers in carrying out their school duties. Furthermore, academic supervision activities will address many challenges and impediments teachers encounter. Supervisors will also lead and encourage teachers' flaws or shortcomings in the teaching and learning process for the teachers' performance to improve.

The primary objective of this study is to investigate two key questions related to academic supervision within an educational context. The first delves into teachers' subjective experiences during the implementation of academic supervision. By exploring teachers' perspectives, the study aims to gain insights into their encounters, challenges, and overall engagement with the academic supervision process. The second centers on understanding the role of supervisors in supporting teachers to overcome challenges and enhance their performance. This aspect focuses on the strategies supervisors employ to address teachers' problems effectively, fostering an environment conducive to professional growth. Through a comprehensive exploration of these questions, the study aims to contribute valuable knowledge and recommendations for improving academic supervision practices, ultimately enhancing the overall teaching and learning experience.

METHODS

Research Design and Informants

The current study is qualitative research that can be regarded as an exploratory and in-depth social inquiry into academic supervision practices among teachers at two particular integrated Islamic primary schools in Indonesia. The practice of academic supervision and its effect on teacher performance were examined through the perspectives of four teachers with direct experience with it and its effect on teaching. As a result, they were in a position to provide accurate information and insights about the phenomenon. According to [Yin \(2008\)](#), the research in an exploratory case study focuses primarily on exploring the phenomena.

Four teachers have completed at least three years of academic supervision at their respective schools. The researchers used stringent and professional interviewing standards to acquire authentic and unbiased data. The researchers also kept the informants' identities and opinions private and confidential to alleviate their worry and discomfort in delivering genuine, authentic data. Table 1 summarises the background information of the informants by category, age, gender, and school.

Table 1. Informant Background Information by Category, Age, Gender, and School

Category	n	Age	Gender	School	Pseudonym
Teachers	4	30	Female	1	Hay
		27	Female	1	Ina
		46	Female	2	Dey
		35	Female	2	Mel

Data Collection

This exploratory case study utilized semi-structured data-collecting interviews with four teachers to gather pertinent data and evidence. The views of educators and experiences with academic supervision were explored in semi-structured interviews. All interview sessions were digitally recorded, and the informants were made aware that their data would be collected and transcribed for research purposes. Because their true identities were concealed, codes were employed to identify the informants.

Table 2. Interview Protocol

Research Questions	Interview Protocol
How do teachers experience the implementation of academic supervision?	What preparations did you make before being supervised?
	What were the supervision techniques used by the supervisors?
	How did you experience the performance appraisal process during your academic supervision activities?
	What were the obstacles you faced while going through academic supervision?
How do supervisors overcome teachers' problems to improve their performance?	What problems do you still face in carrying out your teacher duties?
	How did the supervisors overcome your problems?
	How did the supervisors assist you in overcoming your shortcomings?
	What teacher development programs have been set up at your school to guide and assist teachers in performing their duties and improving their performance? Can you explain using specific examples?

Data Analysis

The researchers followed a series of specified protocols for conducting thematic content analysis of the interview data. Preparing and organizing the data (for example, the transcripts), reducing the data into themes through coding and condensing the codes, and ultimately representing the data in figures, tables, or a discussion are the main operations of qualitative data analysis ([Creswell, 2013](#)).

First, prepare and organize the data for analysis by creating complete transcripts of the interviews and double-checking for accuracy with members. The entire interview was painstakingly transcribed word for word. The researchers listened to the audio recordings and rewind them repeatedly to get the correct words and expressions. The data was then entered into Atlas.ti, a software that provides valuable tools for qualitative data analysis in academic research, notably in the social sciences.

The second phase was to use coding operations to discover developing themes. Coding is the process of categorizing data by bracketing chunks (or texts or image segments) and writing a word in the margins to denote a category for the pieces ([Rossman & Rallis, 2012](#)). The final stage was to show the data as tables. Furthermore, interpretations of the retrieved or created themes were based on comparing the findings with current empirical literature and theoretical discussions ([Creswell, 2014](#)).

RESULTS AND DISCUSSION

The researchers discovered 16 codes in the data. The researchers then grouped the codes into four themes to make the findings more relevant to the study. The codes addressed teachers' academic supervision preparations, individual and group supervisory techniques, supervisor support, and additional support programs. Table 3 illustrates the themes derived from four teachers' interview responses.

Table 3. Teachers' Experience

Codes	Themes
Discussing with team teachers	Teacher preparations
Handling instructional planning documents	
Preparing PowerPoint lesson material	
Preparing learning media	
Making a list of expected problems or incidences in class	Individual and Group Supervision Techniques
Classroom visit	
Dialogical	
Teachers meeting	Supervisors Support
Providing advice personally	
Providing advice in groups at weekly meetings	
Building up teachers' motivation	Additional support programs
<i>Tahsin</i> and <i>Tahfidz</i> program	
Weekly <i>halaqah</i> program	
Award for the best teacher	

Teachers Preparations

The preparations were done while waiting for the academic supervision schedule determined by the supervisor. The preparations began with a discussion with other teachers, during which they gave each other input and feedback to improve their instructional planning and readiness. Mel, for instance, stated:

"The first step in the preparation is discussing with teammates. Then, we divide the tasks [instructional planning] with all teachers who teach the same subject. After dividing the tasks, we determine when to conduct the next discussion and complete instructional planning. In the discussion, we consider whether instructional planning is suitable, or perhaps there is some input from friends." [Mel]

Mel further elaborated that teachers must also prepare the scheme of work (i.e., an extensive breakdown of the curriculum content into deliverable units) for the subjects they teach. This planning could span over a semester or a whole academic year:

"Together with our teammates, we formulate the Prosem (Semester Program), Prota (Annual Program), then the materials [for our lessons]. What topics do we want to discuss from the first theme [unit] to the last theme [unit]. Then, we also make a schedule for student examinations." [Mel]

Additionally, Dey mentioned that all this must be prepared well ahead of an academic supervision exercise:

"Yes, aa..., usually, before we follow academic supervision activities, we make [some] preparation [that involves] instructional planning. We complete the documents we need as teachers." [Dey]

For Hay, the preparations for academic supervision included some instructional planning, such as writing and completing lesson plans, choosing the strategies for classroom management, and the like:

"Usually, before an academic supervision, we carry out some instructional management tasks [involving documents] that will later be assessed, aa... besides that, we prepare the class management [strategies] as well." [Hay]

Hay and Ina added that teachers also needed to prepare lesson plans and materials in the form of PowerPoint slides for their classroom teaching, as well as select the appropriate learning media to support and enhance the teaching and learning process:

"If we are going to be supervised in a classroom visit technique, we usually prepare all our instructional needs according to the lesson plan, aa... [such as] preparing PPT (PowerPoint) slides, then [create] learning media to teach students." [Hay]

"Regarding the preparation [before academic supervision], I am the homeroom teacher, so there are certain things I have to prepare, such as preparing the classroom physically for the visit, and then the more crucial thing is [to create] the instructional aids that I will use during the teaching, that's what I focus on..." [Ina]

Dey's approach was slightly different—she would list problems or incidents she often encountered in the class as part of her preparations. In her notes, she described every incident that happened to or with students and the sequence in which they happened:

"Usually, we list what kind of problems are there in class. Sometimes, I like to do this; for example, I'll make notes about what happened today; they're simple notes. So, when there is an opportunity for the problems to be conveyed, I have evidence (laughs) that these incidents exist. So, aa..., for example, [I know] the progress of students, who is improving and who is not." [Dey]

Several teachers mentioned preparations involving instructional planning and physical classroom setups in the interview. Their extensive planning involved writing lesson plans for semesterly and annual programs.

The findings show that generally, the teachers prepare to be supervised by supervisors. While waiting for the academic supervision schedule, teacher preparation was accomplished. Discussions with other teachers and feedback from each other are part of the preparations. Teachers must also prepare instructional planning documents, such as lesson plans, semester programs, and yearly programs. Furthermore, teachers need to make a PowerPoint presentation of the lesson to educate students in the classroom and generate learning media to complement the teaching and learning process. Finally, the teacher needs a list of problems in the form of a sequence of notes for each incident that occurs among students. It is evident from the findings that teachers need to prepare before undergoing supervision and being assessed by a supervisor. [Gilckman et al. \(2001\)](#) reminded us that academic supervision assesses teachers' abilities to apply various teaching styles in response to various learning objectives and student learning styles.

Individual and Group Supervision Techniques

The supervisors used multiple techniques in teachers' academic supervision, and all teachers were subjected to these methods. As discovered earlier, the methods are classified into two groups, namely individual and group methods. For most teachers, the classroom visits were done individually:

"Classroom visit technique of supervision is done on an individual basis [where] [the supervisor] would enter the classroom [and] see the condition of the learning and teaching process." [Dey]

"[We had] individual supervision sessions, such as classroom visits [where] the supervisor would observe [our teaching]. Then, later, if something is lacking, we usually have an individual consultation [where] we are called one by one [by the supervisor]." [Hay]

When problems were found with the teaching, the teachers would be called for a consultation. For some teachers, classroom observation was conducted online due to the pandemic, and Mel thought it was more flexible for the supervisor to observe online classes. In these online sessions, the supervisor could see the actual state of teaching and learning:

"Yes, classroom visits are also done. Especially now. For example, now it's online teaching and learning...So, there is also a supervisor (to observe) for online activities. So, it's more flexible [for the supervisor] to see the actual condition of our virtual classes." [Mel]

The focus of a classroom visit is multiple. Ina mentioned that not only was she observed for her teaching, instructional quality and instructional competency, but she was also assessed in terms of how she used learning media to impart content to students:

"I have experienced that the supervisor aa.. visits the classroom to observe how I teach, how aa.. I use aa... learning media [in teaching], and how the children respond to the learning I give when the supervisor enters the classroom." [Ina]

These statements from the teachers on their experiences undergoing academic supervision through classroom visits are aligned with 44 of the findings of the supervisors' classroom observations. Besides classroom visits, the teachers could also be called for a consultation with the supervisor to discuss their teaching performance, as experienced by Mel, Hay and Ina. The purpose of the discussion was to improve aspects of their teaching:

"Besides classroom visits, there was also a discussion between the teacher and supervisor. I was once asked [by my supervisor] to discuss with him." [Mel]

"The supervisor calls us...[to]... discuss the shortcomings [of our classroom teaching], [and] try to find the best way to address the deficiencies." [Hay]

"Aa..., for example, during the supervision process, the supervisor felt that something needed to be fixed. Then, usually the day after or two days after the classroom visit, I was called to the supervisor's room to fix what was lacking." [Ina]

The schools held meetings with the teachers to conduct academic supervision in a large group. According to Dey and Hay, many things about the teaching and learning process were discussed in the group meetings to synchronize the instructional practices among teachers:

"We have teachers' meetings to discuss what we should do [to reach our instructional goals and targets]. Teachers teaching the same grade levels would discuss the teaching process and the appropriate teaching methods for children at those levels. Even though each teacher can employ

different methods in class, we all have the same targets. It is what we share in common—the instructional goals or learning targets." [Dey]

"Besides [the individual method of supervision], we would gather with teachers of the same grade level, so this becomes our group method of supervision. In that group, we would share ideas and assist each other." [Hay]

The findings indicate that the teachers went through different methods in the academic supervision process. All teachers reported that their supervisors supervised individually and facilitated through classroom visits and consultations. Two informants, Dey and Hay, also participated in teachers' meetings to discuss the technical aspects of academic supervision.

All teachers experience all supervision techniques as part of academic supervision activities. In individual techniques of supervision, teachers undergo classroom visits and dialogical. Another technique is the group technique, in the form of a teachers' meeting. Those findings are supported by [Arikunto \(2006\)](#), who distinguished two types of techniques: individual technique and group technique. Classroom visits, observation, and individual and group interviews are individual techniques. Meanwhile, group techniques such as meetings, group discussions, training, and seminars are used.

Supervisors Support

The supervisors supported the teachers to help them deal with the problems they encountered in carrying out their duties. The support came in many forms. Personal advice, motivational talks, group meetings and consultations were some forms of support extended. According to Dey and Ina, their supervisors offered personal advice on how to overcome their shortcomings and improve their teaching:

"Alhamdulillah... The supervisor often gives me input and suggestions. For example, my supervisor informs me of my shortcomings [and] gives advice. So that in the future... I will be better at teaching students." [Dey]

"The supervisor gave me advice [and] suggestions. I learned from all of it. Oh, it means that if I am supervised again next year, I won't let my shortcomings be repeated, so that's how I feel." [Ina]

Some of the advice that pertained to instructional decisions and teacher competency would be given in the schools' weekly meetings as it concerned all teachers' professional development and was, therefore, not directed to any one person:

"There is a weekly teacher meeting. The supervisor usually advises against it. The advice goes not to me personally but to all teachers. [For instance,] the supervisor might say something related to the use of appropriate or inappropriate methods [in teaching students], or that the method chosen does not relate to the lesson plan—stuff like that concerns all teachers." [Ina]

Hay added that she felt that her motivation was "reinforced" by the strong words of encouragement given by her supervisors:

"For those of us teachers who are still lacking [in teaching], besides the training, [the] supervisors usually give us verbal encouragements—and that reinforces and motivates us [teachers]. It's verbal, ma'am, it's more verbal, for instance, [the supervisor] said, "Insha Allah, you can do that, you can do this." [The supervisor] also advised me to learn from friends if I don't understand something. [The supervisor also said] there is nothing a teacher or person cannot do—everyone can do it. It's more about motivation." [Hay]

Then, Dey confirmed that motivating teachers is one of the support programs provided by supervisors. One of the motivations offered is that teachers should carry out tasks immediately and not delay work:

"Just motivate each other [between supervisor and teachers], motivate each other in doing tasks. When there is work, do it immediately. Sometimes, some teachers wait for the right mood to kick in before doing the tasks and then find that the deadline has passed." [Dey]

In summary, the findings of this study revealed that the supervisors not only carried out academic supervision activities and assessed teachers' abilities—they also extended their support and assistance to the struggling teachers under their charge, showing them how they could overcome their challenges in teaching. [Sergiovanni and Starratt \(2002\)](#) explained that school supervisors have two important roles. The first is to provide teachers with the most effective supervision practicable, while the second is to strive to provide the conditions, assistance, and support teachers need to grow in expertise.

It was also found that supervisors support the teachers by advising them personally and offering advice in groups through weekly meetings to improve their performance. Then, supervisors build up teachers' motivation. Findings addressing supervisor support for teachers by [Darling-Hammond et al. \(2017\)](#) suggest that supervisors provide support to teachers through content and practice sharing that is directly focused on the particular needs of teachers. In addition, the supervisor reported in a study by [Abbas \(2019\)](#) that the professional level of teachers' performance considerably impacts the quality of learning, suggesting that efforts to increase teachers' professionalism through supervisor support must be carried out continuously. Another study by [Onyeike and Maria \(2018\)](#) revealed that supervision is crucial to a teacher's performance because it provides professional support and advice that allows them to perform at their best. It is a type of instructional leadership whose goal is to provide high-quality learning in the classroom.

Additional Support Programs

Every school has many programs with which to develop the performance of teachers more holistically. Hay, Dey, and Mel explained that apart from the academic activities, additional programs were also run in their schools to help teachers spiritually, such as the *tahsin* and *tahfidz* Al Quran sessions:

"Alhamdulillah, in this school, the development [of teachers] carried out by the school is not only in the professional field of teachers but also in the spiritual domain. What strikes me the most is that we have the "Tahta" program, an abbreviation of Tahsin and Tahfidz. So, we are taught how to read the Qur'an properly and correctly. In addition, we are also guided to memorize the Qur'an, which is usually done with peer mentors." [Hay]

"Yes, the routine program, we... aaa.. [undergo] tahsin and tahfiz program, right. We are taught the Qur'an, and it has become a routine. For the Tahfiz activity, the tutor checks our Qur'an memorization." [Dey]

"Tahsin Tahfidz, ma'am, Tahsin Tahfidz is our routine program. So far, Tahsin Tahfidz is routine, and every year, there is the development of the Tahsin tahfidz program and its curriculum development." [Mel]

In addition to getting support for teachers' performance, Ina confirmed that teachers were also given support through various programs, one of them being the *tahsin* and *tahfidz* program meant to promote their spiritual development:

"Oh, we have the tahsin tahfidz programs—which we upgrade every year, every semester. We would meet daily...with the tutor (in charge) of Tahsin tahfidz. Alhamdulillah. However, the tahsin Tahfidz was conducted online during this pandemic, and we never met in person." [Ina]

Moreover, to increase teacher performance, Dey's school had outside teachers come in to conduct the *Tahsin and Tahfidz* programs for the teachers at her school:

"To support teachers' performance, we have tahsin tahfidz program here [at the school], aa... So, we aa... take tutors from outside the school to teach the Qur'an to our teachers. All teachers are divided into groups by the number of tutors invited." [Dey]

The further spiritual development of teachers was given in the form of a *halaqah liqo* program, which was held every week. Every teacher must attend it according to the specified schedule:

"In addition, we also have a "halaqah liqo" program at school, where we form small groups with approximately ten people every week. Each group consists of 10 teachers, and we usually do a Liqo once a week—we learn about Islam. It's very helpful for teachers to develop themselves." [Hay]

Ina added that her school had a weekly halaqoh program to increase teachers' spiritual well-being further. All teachers were required to participate in that activity:

"To study the Qur'an, it's called aa...tarbiyah program. Tarbiyah is also compulsory. Teachers here are obligated to attend the tarbiyah. There is a special coaching regarding the religion [Islam]." [Ina]

In another response, Hay added that there was a teacher award program, such as teacher appreciation tokens or gifts, teacher competitions, and others. On top of it all, the teachers were duly recognized by the schools for all their hard work and efforts:

"Usually, the school gives us presents in the teacher award program every year. I have received a gift in the shape of a frying pan, a Teflon pan. Maybe the value is not much, but it's about appreciation. Oh, I'm here in this school, my hard work is recognized, like that... the school appreciates my presence here." [Hay]

According to the data obtained, in addition to assisting teachers in overcoming problems, supervisors organized numerous additional support programs to assist teachers in improving their performance. Dey, Mel, and Hay mentioned that the supervisors implemented Islamic enhancement programs for teachers. Then, Hay added that there was also a teacher award program.

Furthermore, research has demonstrated that schools can offer additional support programs to help teachers perform better. According to [Wolf et al. \(2019\)](#), teacher support programs are required, including new tools or skills and updating existing skills. According to the data, examples of additional support programs are organizing an Islamic program in the form of a *weekly halaqah liqo program* and the *tahsin* and *tahfidz* Al Quran program regularly for teachers. Another example is holding an award program for the best teacher.

CONCLUSION, LIMITATION, AND IMPLICATION

Conclusion

Academic supervision is one of the activities that must be performed in schools as part of the programs to improve the teaching and learning process and teacher performance. Additionally, academic supervision prioritizes support and develops teachers' professional qualifications. As a consequence, the school supervisors have to be able to provide enough aid to teachers while also resolving concerns and problems that arise. The researchers notice that there is still an area of research that can be explored from teachers' experiences, especially those related to the implementation of academic supervision at integrated Islamic primary schools. The findings of this study are extremely useful to teachers, particularly in assisting with the implementation of academic supervision at integrated Islamic primary schools. Additionally, the data revealed that supervisors support teachers by advising teachers and building up teachers' motivation. Besides, research has shown that schools offer additional support programs to assist teachers, such as arranging Islamic programs.

Limitation

The researchers met numerous challenges in this study, the first of which was that just two schools were examined due to time constraints. As a result, the information was gathered solely from the two integrated Islamic primary schools. If the time is prolonged, the research can be conducted in various other schools, yielding more diversified and much data. Second, the school level studied is only primary. As a result, the study findings are limited, such as the findings of supervisors' approach and technique, as well as various supervisors' support for teachers, only from the primary school level, and the findings of a model for academic supervision implementation only from the primary school level.

Implication

Supervision is a less desirable school program for teachers, particularly in Indonesia. It was also revealed that when some teachers were notified about the academic supervision schemes, they were allergic and overreacted. Teachers believe that the primary goals of supervision are to assess teachers and uncover defects and deficiencies in each teacher. Hence, some teachers continue to refuse to be overseen by supervisors. It happens because teachers have a misunderstanding about supervisors and academic supervision implementation. As a result, the study's findings clarify teachers' preconceptions about academic supervision schemes.

This study educates teachers that academic supervision is an outstanding school program that all teachers require. The headmaster supervises Academic supervision and is assisted by a staff of well-selected supervisors who assist teachers in carrying out their responsibilities. During the academic supervision phase, teachers are evaluated. However, evaluation is utilized for more than only determining a teacher's skill level; it is also used for various purposes that benefit the teacher. Teachers, for example, were assessed to have defects and deficiencies in carrying out the teaching and learning process, as well as challenges or impediments in carrying out their tasks at school, based on the findings of the academic supervision evaluation. Then, based on the assessment's findings, supervisors will learn how to assist and support teachers and resolve emerging issues properly. It is believed that by referring to the outcomes of academic supervision, supervisors' help will be tailored to the teacher's needs, allowing all teacher difficulties to be resolved and teacher performance to improve.

More importantly, the teacher must understand that the supervisor is not to be frightened; rather, the supervisor is the person who directs the teacher to think of better ways to do things and to respond to all challenges and barriers that the teacher encounters. A supervisor also devotes time to helping teachers improve their performance.

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