Challenges and Areas of The School Principal Supervisory Practices: Indonesian Teachers' Perspectives

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Abstrak

Keterlibatan kepala sekolah dalam supervisi akademik berperan penting dalam peningkatan pengembangan profesional guru dan kualitas hasil belajar siswa. Namun seringkali pelaksanaannya menjadi kompleks dan menimbulkan berbagai tantangan. Artikel ini menyajikan pandangan guru tentang tantangan dan area perbaikan berkaitan dengan implementasi supervisi akademik kepala sekolah. Penelitian studi kasus ini menggunakan teknik wawancara yang dilakukan kepada 10 guru bahasa Inggris SMA yang sudah tersertifikasi di Kalimantan Tengah, Indonesia dengan tujuan mendapatkan pandangan dan pengalaman mereka terkait proses supervisi akademik. Hasil penelitian ini menemukan adanya aspek positif dan tantangan yang dihadapi oleh guru selama supervisi akademik. Tantangan tersebut antara lain konflik penjadwalan, keterbatasan infrastruktur dan media pembelajaran, perbedaan mata pelajaran, rumitnya tugas manajerial kepala sekolah, dampak pandemi COVID-19, dan perlunya teknik pengajaran yang tepat. Berdasarkan temuan ini, artikel ini menekankan pentingnya melakukan penjadwalan, meningkatkan komunikasi dan kolaborasi, memberikan umpan balik tepat waktu, dan memastikan dukungan yang memadai dari kepala sekolah agar dapat menghasilkan supervisi akademik yang lebih efektif serta dapat meningkatkan proses belajar-mengajar.

Kata Kunci: *Supervisi Akademik, Tantangan, Perspektif Guru, Kepala Sekolah.*

Abstract

School principal academic supervision plays a crucial role in enhancing teachers' professional development and improving student learning outcomes. However, the process often presents various challenges. This article presents teachers' views on challenges and areas of improvement related to the implementation of school principals' academic supervision. This case study collected the data through interviews with 10 English certified high school teachers in Central Borneo, Indonesia. The semi-structured interviews gained teachers' experiences and perspectives on academic supervision. The findings reveal both positive aspects and challenges faced by teachers during the supervision process. The challenges encompass scheduling conflicts, limited access to infrastructure and learning resources, subject-specific differences, the complex nature of principals' managerial duties, the impact of the COVID-19 pandemic, and the need for effective teaching techniques. This study highlights the practical implications such as the significance of addressing scheduling issues, improving communication and collaboration, providing timely feedback, and ensuring adequate support from school principals. By focusing on these areas of improvement, academic supervision can become more effective, ultimately enhancing the teaching and learning processes.

Keyword: *Academic supervision, Challenges, Teachers' perspectives, School principals*

INTRODUCTION

In the pursuit of enhancing the quality of education, the implementation of effective academic supervision at the education unit level holds significant importance (LPMP Kalteng, 2020). Academic supervision facilitated by school principals, plays a crucial role in promoting effective teaching practices and improving student learning outcomes. However, the complexity of implementing academic supervision often presents various challenges (Retnaningrum et al., 2023). This article aims to explore English teachers' perceptions regarding the implementation of school principal academic supervision in the Indonesian context.

The significance of academic supervision lies in its ability to provide teachers with valuable feedback, support, and guidance, ultimately contributing to their professional development (Tosriadi, Asib, & Marmanto, 2018). Teachers' perceptions of school principal academic supervision serve as a lens through which we can understand the effectiveness and impact of the supervision process (Yulianti et al., 2023). By examining teachers' responses to academic supervision, this research aims to gain insights into their understanding, assessment, and interpretation of the process.

While effective academic supervision is highly significant, English teachers' perceptions of school principal academic supervision in Indonesian context remais underexplored. The education quality assurance report of 2019 highlights the need for continued efforts to meet the quality standards set by the Ministry of Education and Culture, emphasizing the importance of programs and activities to improve the quality of education at the high school level (LPMP Kalteng, 2020). As such, there is a pressing need to optimize instructional supervisory practices, particularly in the context of English subject supervision (Sari, 2016).

Previous studies have indicated the importance of having supervisors with a similar educational background to the teachers they supervise (Tosriadi et al., 2018; Witarsa, (2023). This research aims to explore English teachers' perceptions of school principal academic supervision within the current context and situation. By understanding their perspectives, we can identify strengths and weaknesses in the implementation of academic supervision and develop strategies to improve the process.

Understanding teachers' perceptions of school principal academic supervision is crucial for improving the quality of education. By addressing the unique challenges faced by English teachers and exploring their perspectives in Central Borneo, this research aims to provide valuable insights and recommendations for optimizing academic supervision practices (Haris, Naway, Pulukadang, Takeshita, & Ancho, 2018). This study contributes to the ongoing efforts to enhance teaching and learning processes and ultimately improve the quality of education in the region.

RESEARCH METHOD

The present study used a case study research design to explore deeply into the teachers' perceptions of school principal academic supervisory practices in senior high schools in Central Borneo, Indonesia. The participants in the study consisted of 10 certified English teachers from five different high schools in the region, including those who have completed the transformational teacher program and those currently undergoing the training. Data collection was conducted through standardized semi-structured interviews, ensuring a consistent approach across all participants. The interviews were audio-recorded to accurately capture the information, and subsequently transcribed for analysis. To analyze the data, the researchers followed Braun and Clarke's (2006) six-stage thematic analysis process. This involved familiarizing the data, generating initial codes to identify emerging themes, analyzing and interpreting the themes, classifying and naming them, and finally producing a comprehensive report. By employing this research method, the study aligns with qualitative research approaches, allowing for a thorough exploration of teachers' perspectives on the academic supervision process. The use of standardized interviews and thematic analysis ensures a systematic and rigorous analysis of the data, enabling the identification of meaningful recurring themes.

RESEARCH FINDINGS

The 10 English teacher respondents (see Table 1.) in this case study predominantly consist of female educators with an extensive teaching experience of 15 to 20 years. They hold bachelor's degrees, have undergone professional developmentt through teacher certification programs, and some are participating in the transformational teacher program. This diverse group of teachers provides a range of perspectives on academic supervision.

Table 1. Demographic characteristics of School Teachers.

No	Variable Characteristics		Number of Person
1	Sex	Male	1
		Female	9
2	Age	21-25 years	-
		26-30 years	-
		31-35 years	-
		36-40 years	2
		41-above	8
3	Educational Qualification	S1(Undergraduate)	10
		S2 (Master)	-
4	Total years of Experience	1-5 Years	-
		6-10 years	-
		11-15 years	2
		16-20 years	5
		20-above	3
5	Professional Development	Certified Educator	10
		Transformational Teacher Program	3

Teachers' perspectives on the challenges of the implementation of the school principal academic supervision

Regarding the challenges of implementing academic supervision by school principals, some teachers expressed concerns about the availability of infrastructure and learning materials in the classrooms. These limitations can cause inconvenience during the supervision process and impact the overall effectiveness of teaching and learning. Additionally, one teacher highlighted difficulties related to the implementation of the lesson plan (RPP) due to technical constraints, such as problems with laptops or other devices. These challenges emphasize the need for better support and resources for teachers in terms of technology and equipment, ensuring they can effectively carry out the lesson plan during academic supervision. The following statements reflect the challenges faced by teachers in ensuring a smooth teaching and learning process:

"Sometimes the reality between what we do in the classroom and the RPP doesn't go the way we want. Sometimes we have made scenarios but, in the field, or in class, problems arise that make our time run out, for example we use devices such as LCDs, laptops or speakers, but it turns out there are problems with our laptops so that in the end our plan should be achieved or our scenario it should have been appropriate, but because there were technical constraints like that, the teaching and learning process did not run smoothly." (R2)

"The most important thing in my opinion is that he can help us overcome the problems we face such as limited facilities, learning media, or others. Some of us actually experienced these problems, but everything depends on the leadership or principal's policies. (R4)

"In some of the classes up front here like tenth and eleventh grade, LCD is already available in each class. However, if supervision is carried out in the rear classes, we have to transport the tools because they are not yet installed in those classes, for example we

want study listening, so the teacher must bring audio speakers and all kinds of things."
(R9)

Still in line with the issues raised above, the teacher respondents also expressed their concerns about the lack of infrastructure and learning media as significant challenges. This could refer to a shortage of physical resources, such as computers, projectors, or textbooks, as well as a lack of digital resources, such as educational software, online learning platforms, or high-speed internet access. Inadequate facilities can impede effective teaching and learning, making it difficult for teachers to deliver high-quality education and for students to achieve their full potential. Therefore, addressing this challenge should be a priority for educational policymakers and school administrators. The statements related to those issues can be found in the following excerpts:

"Limited availability of infrastructure and learning media in class." (R3)
"The challenge at our place is inadequate facilities." (R7)
"Third, with regard to the time limiting the supervision activities. In our school, the number of teachers is almost 50 people, so supervision activities require a lot of time. Fourth, LCD projector facilities are not evenly distributed, so certain classes cannot use the tool." (R9)

Next challenges were related to scheduling conflicts which can emerge as a result of various factors, including other responsibilities, unforeseen events, and the impact of the pandemic. To mitigate these challenges, it is recommended to engage in proactive discussions and establish a more organized supervision schedule. The following excerpts illustrate the specific challenges faced in this regard:

"Maybe the supervision schedule should be discussed in advance so there are no collisions. At that time, I had a test so I couldn't be supervised. Finally, the schedule changed again to the next meeting." (R3)
"In my opinion maybe it's more about scheduling because on the one hand the principal also has other responsibilities and we also have jobs. For scheduling it might be more orderly and more in line with current conditions." (R4)
"Sometimes there are schedule conflicts. So, supervision had been scheduled for a certain date, it turned out that the principal had an agenda, so it was not carried out. Sometimes the teacher has available time for supervision, but the school principal has different agenda." (R9)

The next challenge revealed from the interview concerns with the differences in educational backgrounds and subject areas that can sometimes lead to misunderstandings and differences in teaching techniques. However, the teachers seem to be open to asking for clarification and feedback from the principal during supervision. It also appears that the principal takes into account the character of the teacher and the students, as well as the conditions in the classroom, when providing feedback, as shown below:

"The problems are not too big, for example a little misunderstanding due to differences in background. Because we have different educational backgrounds ... because we are in the language department, there are parts that are not the same. There are different learning characters. So, in cases like this he usually just asks." (R7)
"It's just because we have different backgrounds in subject areas, so mastery is automatically different, so far we haven't gotten maximum feedback because of different educational backgrounds." (R8)

Further, the potential mismatch between the educational background and expertise of school principals and the teachers they supervise has the potential to impede effective academic supervision as well. One respondent (R2) proposes that having senior teachers with the same educational background as the supervised teacher could be more advantageous in ensuring effective support and guidance. This is because senior teachers with relevant expertise and

knowledge may be better equipped to provide targeted assistance. The following excerpt highlights this viewpoint:

> "In my opinion, there are different scientific fields between supervisors and supervised teachers, for example, the educational background of the principal is different from the background of the supervised teacher which is in the field of language. I hope that in the future supervision will be carried out by appointing senior teachers who have the same educational background to supervise the designated co-teachers." (R2)

Another teacher respondent (R10) highlighted the challenges related to the complexity of the principal's managerial duties, the lack of skilled and trained personnel, subjectivity in supervision, and the suboptimal nature of the follow-up plan. Therefore, addressing these challenges is essential to enhance the effectiveness and fairness of academic supervision activities in the present and future, especially considering the impact of the pandemic on education systems.

> "From my point of view as a teacher or supervised party regarding the challenges related to academic supervision activities for the present after the pandemic and in the future, I don't think there will be any significant problems regarding funding, politics, and time and supervision facilities. There are four challenges related to academic supervision activities according to the conditions in my workplace; the first is the complexity of the principal's managerial duties. So this can result in less than optimal supervisory duties. Second, the lack of skilled trained and experienced personnel. For schools with a large number of teachers, the principal usually delegates/creates a supervision team. However, sometimes the supervisory team has not received training related to supervision activities. The three supervisors' subjectivity is sometimes still felt, for example there is still different treatment and stigma towards teachers who are considered senior. Finally, the Follow-Up Plan (RTL) which is not yet optimal. This means that the supervised teacher has made improvements based on the supervisor's suggestions, but sometimes this can happen during supervision, after supervision is over the teacher usually returns to the "comfort zone" again." (R10)

The COVID-19 pandemic that has disrupted education system over the globe has also caused substantial challenges in conducting academic supervision, according to a teacher respondent. The use of online platforms like Google Meet has been helpful, but it is not as effective as normal conditions. The sudden changes in learning modalities from distance to hybrid to face-to-face have also been challenging for teachers and principals. Additionally, the principal has many managerial duties, and forming a team can be an effective solution to manage everything effectively. However, despite the feedback received during academic supervision, there may be challenges in implementing the feedback due to other responsibilities and the changing situation during the pandemic, as stated below:

> "If at this time, it is clear that due to the situation and conditions of this pandemic, it is difficult to hold the academic supervision. When we use Google meet, the principal has the teacher's code, so he can enter the classes for supervision. However, it cannot be maximized like normal conditions. Then the situation that easily changed during the pandemic, sometimes distance learning, and suddenly hybrid learning and had to apply blended. After that, suddenly the class was conducted face to face. Then, next is his managerial duties, the principal's duties are many, because there are many teachers, of course, he must find a solution. In order for everything to go well, he finally forms a team. Then, the last is the feedback of the supervision that should need to be followed up but the reality they have not been implemented. (R10)

Moreover, the COVID-19 pandemic has presented substantial challenges for academic supervision, specifically in relation to the transition to online and blended learning. As a consequence, curriculum modifications have been necessary, requiring adjustments in learning tools and processes. Additionally, the provision of sufficient infrastructure and learning materials

within the classroom has become crucial. Several teacher respondents addressed this issue, as illustrated in the following statements:

> "Supervision challenges after the pandemic concerns with curriculum changes that cause changes in all learning instruments and processes, availability of infrastructure and learning media in class, students' high dependence on technology shifts the conventional learning model into a blended learning model" (R4)
>
> "In my opinion, due to the pandemic, students experience lost learning and teachers are forced to repeat lessons that have been delivered online because of the low understanding of students as well as the unstable condition of the internet network." (R8)
>
> "I think the challenge of academic supervision for the time being after the pandemic; the first is the condition of students who need special handling as a result of online learning experiencing lost learning. The second is the economic conditions that limit mobility and the availability of facilities and infrastructure." (R9)

The statements above highlight the impact of the pandemic on students, who may have experienced lost learning due to online instruction and may require special handling. Additionally, economic conditions and limited mobility can further exacerbate the challenges of academic supervision during the pandemic. The findings of this study also highlight the issue of time constraints as a major challenge in the implementation of academic supervision. Teachers in the supervised classes feel pressure and may have to change their plans and equipment if the supervision schedule does not match their own schedule. Additionally, the lack of time for supervision activities and the busy schedules of school principals can also affect the effectiveness of supervision. The following are the responses from the teacher respondents concerning those issues:

> "Lack of time and students in supervised classes feel pressured because they feel supervised." (R1)
>
> "In my opinion, the time for scheduling supervision often does not match between the principal and the teacher." (R5)
>
> "In my opinion, the challenge is regarding the limited time of the supervision activities. The school principal's busy schedule causes the supervision schedule that is determined to be backwards from all schedules so that the teacher has to change the equipment to be used again because the material presented has changed." (R6)

The last issue that the teacher respondent mentioned was dealing with determining the appropriate teaching techniques to use for basic competency and creating a creative and fun learning atmosphere. The teacher also expressed some uncertainty about their mastery of these skills, as stated below:

> "Sometimes, I personally get confused about what is the most appropriate technique to use in teaching basic competency, whether the technique is right or wrong or is there another technique that must be used that is right for basic competency. Then sometimes we don't understand how to create a creative and fun learning atmosphere. I personally haven't quite mastered it yet." (R6)

The analysis of the interview findings reveals several significant challenges and issues faced by teachers in the implementation of school principal academic supervision. These challenges include limitations in infrastructure and learning materials, technical constraints, scheduling conflicts, mismatches in educational background and expertise, the complexity of the principal's managerial duties, suboptimal follow-up plans, and the impact of the COVID-19 pandemic. Teachers expressed concerns about the availability and adequacy of resources in the classroom, highlighting the need for better support in terms of technology and equipment. Scheduling conflicts and the busy schedules of school principals were identified as barriers to effective supervision. The mismatch between the educational background of supervisors and teachers also emerged as a challenge, with teachers suggesting that supervisors with similar educational backgrounds could

provide more relevant guidance. Furthermore, the complexity of managerial duties and the need for improved follow-up plans were emphasized. The COVID-19 pandemic further exacerbated these challenges, affecting curriculum changes, infrastructure limitations, and the reliance on technology in teaching and learning.

Teachers' Perspectives on Areas That Need to be Improved in The Implementation of The School Principal Academic Supervision

The analysis of the interview results highlights several things that need to be improved concerning with the academic supervision by the school principal. The needs for the improvement include scheduling, communication, feedback, and support. They also suggest building cooperation and collaboration among teachers to improve the situation. The following is the description of each aspect that needs improvement.

The first thing that needs improvement is scheduling conflicts which were identified as a significant problem. Respondents mention the difficulties in finding suitable times for supervision due to the busy schedules of both teachers and the principal. These clashes due to various activities complicate the coordination of supervision sessions. Respondents also emphasized the need for improving scheduling efficiency. They suggested that more orderly and up-to-date scheduling practices should be implemented, taking into account the current conditions and supporting with the responsibilities of both the principal and the teachers. This would help ensure that supervision is planned effectively and does not disrupt other commitments. Below are their responses concerning with the scheduling conflicts:

> "Because there are indeed various activities, scheduling problems often happen. We have such a busy schedule that it can sometimes be difficult to find the right schedule." (R2)
> "In my opinion maybe it's more about scheduling because on one hand the principal also has other responsibilities and we also have jobs. For scheduling it might be more orderly and more in line with current conditions." (R4)

The second is consistency in scheduling which emerge as another area requiring improvement. The respondents highlighted the importance of a consistent approach to scheduling, as it would make it easier for the principal to conduct supervision and promote fairness among teachers. Inconsistencies in the frequency of supervision were noted, which could lead to social jealousy among teachers. In this case, a balanced and consistent scheduling system would help address this concern.

> "The thing that needs to be improved in my opinion is consistency in scheduling. Consistency in this scheduling will make it easier for the principal to carry out supervision. Sometimes the amount of supervision between one teacher and another is different, so if there is a balanced scheduling, there will be no social jealousy between teachers." (R1)

The third is the time constraints which were identified as a challenge in scheduling academic supervision. Despite the limited time available, the respondents recognized the significance of supervision and stressed the need to carry it out. This highlights the importance of finding ways to work within the time limitations to ensure that effective supervision can still take place.

> "Due to the very limited time, scheduling becomes a bit difficult. But considering the importance of supervision, the supervision has to be still carried out." (R5)
> "The thing that needs to be fixed is the timing. It would be better if it was possible to make a mutual agreement between the principal and the teachers. So, if there are teachers who are ready, they can directly discuss with the school principal the supervision schedule. This method is better than the principal directly determining the schedule, only following the empty schedule." (R10)

Another area mentioned by some teachers that needs to be improved is the lack of communication between the school principal and teachers. Some teachers felt that important

information was not conveyed properly, leading to confusion and misunderstandings. Therefore, they suggested that communication should be improved to ensure that everyone is on the same page, as found in the following response:

> "Maybe the communication needs to be improved, too much activity, I guess. We may have a lack of communication. There were things that he felt he had conveyed the information, but we felt that we had not received it. When we met him, he said the information had been, but in fact we didn't know yet." (R7)

Collaboration is also seen as an alternative solution to improve academic supervision. Some teachers proposed that senior teachers should be appointed to supervise junior teachers or that teachers with similar backgrounds should support each other and collaborate to monitor each other's activities.

> "In my opinion, building cooperation and collaboration can be an alternative solution. The principal as superior can appoint people who are considered competent. Second, senior English teachers support junior teachers; collaborate with each other to monitor each other's activities to get feedback. I hope in the future we can give input and improve each other so that we work together to get maximum results for our students' output." (R8)
> "In the future, the school principal can coordinate with senior teachers to supervise their junior teachers. As an English teacher, we should also be supervised by a senior English teacher. Because it's different if the person supervising us is not a language person, the assessment might be different. (R3)

Feedback is also essential for improving academic supervision. Teachers suggested that feedback should be given in a timely manner so that they know their strengths and weaknesses and can improve their performance accordingly.

> "In my opinion, because we are assessed in the supervision, we need to know what the shortcomings are. Feedback from yesterday's supervision has not yet been conveyed, …
> So, our strengths and weaknesses need to be conveyed so that we know what we lack, which parts we should improve." (R9)

Finally, some teachers emphasized the importance of support from the school principal. They suggested that the school principal should help them overcome obstacles related to facilities and learning media and should be available to address any problems that arise during supervision.

> "Then what is most important in my opinion is what the school principal should do when teachers find obstacles in the field whether it is related to facilities, related to the learning media that we need, actually it is more about how the position of the leadership or school principal can help us overcome it, because some of us actually experiencing that problem more in the facilities and learning media. (R4)

The analysis of the teachers' perspectives on areas that need improvement in the implementation of school principal academic supervision reveals several key aspects. Scheduling conflicts were identified as a significant problem, with teachers and principals having busy schedules that make it difficult to find suitable times for supervision. The need for more efficient and orderly scheduling practices was emphasized to ensure effective planning and coordination. Consistency in scheduling was also highlighted as an area requiring improvement to promote fairness and prevent social jealousy among teachers.

Time constraints were identified as a challenge in scheduling academic supervision, but teachers recognized the importance of supervision and stressed the need to carry it out within the limited time available. Improving communication between the school principal and teachers was also identified as a crucial area for improvement to avoid confusion and misunderstandings. Teachers suggested that better communication would help ensure that important information is properly conveyed and understood.

Collaboration emerged as an alternative solution to improve academic supervision, with teachers proposing the involvement of senior teachers to supervise junior teachers and support each other in monitoring activities. Feedback was also emphasized as essential for improvement, with teachers expressing the need for timely feedback to identify strengths and weaknesses and improve performance accordingly. Furthermore, teachers highlighted the importance of support from the school principal, particularly in overcoming obstacles related to facilities and learning media. They expected the principal to address these issues and provide necessary assistance during supervision.

In summary, the teachers' perspectives emphasize the need for improvements in scheduling, communication, feedback, support, and collaboration to enhance the implementation of school principal academic supervision. Addressing these areas of improvement can contribute to more effective and efficient supervision processes, ultimately benefiting both teachers and students. After analyzing the respondents' responses, some common themes can be identified. The responses suggest that scheduling, consistency, communication, collaboration, feedback, and support are all important factors that need to be improved in the current academic supervision by the school principal. By addressing these concerns, the school principal can ensure fair and effective supervision that benefits both the teachers and the students.

DISCUSSION

Based on the findings of the interview analysis, it is evident that the implementation of academic supervision by school principals poses several challenges for teachers. The availability and adequacy of infrastructure and learning materials emerged as a significant concern, hindering the effectiveness of supervision and impacting the overall teaching and learning process. This finding aligns with previous research that highlights the importance of well-equipped classrooms and access to resources for effective instructional practices. Basyir, Saehu, and Sri Ardiasih (2023) found some obstacles in using online platform due to internet connection problems, media availability constraints, and student abilities. Maffea (2020) stressed that the lack of resources in schools is extremely detrimental to the students learning and the teachers instructing a class. Further, students' performance is enhanced in schools with better physical learning environments (Barrett, Treves, Shmis, Ambasz, and Ustinova, 2019; Nimasari et al., 2023). Enaigbe (2009) supports the aforementioned argument by emphasizing that effective supervision requires an adequate provision of teaching materials that can stimulate teachers and learners in their quest for knowledge.

Technical constraints, such as problems with laptops or devices, were identified as another challenge faced by teachers during academic supervision. This issue emphasizes the need for better support and resources, particularly in terms of technology and equipment, to ensure that teachers can effectively carry out their lesson plans. Research has shown that providing teachers with appropriate technological resources and training enhances their instructional practices and improves student outcomes (Gestanti et al., 2019). One of the findings of the study by U-Sayee and Adomako (2021) found that supervision was impeded by lack of resources for teaching and learning. Timotheou, Miliou, Dimitriadis, Sobrino, Giannoutsou, Cachia, Monés, and Ioannou (2023) further suggests that ICT integration in schools impacts more than just students' performance, but ICTs could positively contribute to the digital transformation of schools and therefore should be considered for schools to achieve effective and efficient change.

Scheduling conflicts were identified as a common challenge, stemming from various factors including other responsibilities, unforeseen events, and the impact of the COVID-19 pandemic. This finding highlights the importance of proactive discussions and organized supervision schedules to mitigate scheduling conflicts. Research suggests that effective time management and clear communication between school leaders and teachers are crucial for successful supervision. Brock, Beach, Musselwhite, and Holder (2021) and (Nimasari, Gestanti, et al. (2023) recommend that instructional leaders establish a regular schedule for communication and meetings. This practice helps prevent staff members from feeling isolated and disconnected, while also providing an opportunity for teachers to interact with one another in a secure manner. By maintaining positive relationships and fostering collaboration, teachers can effectively adapt to the virtual

learning environment without losing the essential connections they had before the shift (Nimasari et al., 2022).

The mismatch between the educational backgrounds and expertise of school principals and teachers emerged as another challenge. Teachers expressed the need for supervisors with similar educational backgrounds, as they believed that these supervisors would have more relevant expertise and knowledge to provide effective support and guidance. This finding aligns with research that emphasizes the importance of subject-specific expertise in supervision, as supervisors with a deeper understanding of the subject matter can better support teachers' professional development (Sari, 2016).

The complexity of the principal's managerial duties and the suboptimal nature of follow-up plans were also identified as challenges in academic supervision (Hamilton & Carson, 2015; Wong, 2016) . These findings suggest the need for school leaders to allocate sufficient time and resources for supervision activities and develop comprehensive follow-up plans to ensure that teachers' professional growth is effectively supported. Research has shown that well-designed follow-up and feedback processes enhance the impact of supervision on teaching practices. Phelps (2013) stated that supervisors must provide feedback, including corrective feedback, to share knowledge with teachers and provide evaluations of their performance. The participants in his study expressed positive expectations about receiving corrective feedback. However, they shared experiences where corrective feedback had negative outcomes, affecting their clinical work and the relationship with their supervisor.

The COVID-19 pandemic further compounded the challenges of academic supervision, particularly with the transition to online and blended learning. The need for curriculum modifications, infrastructure limitations, and the reliance on technology presented significant hurdles for teachers and principals. This finding resonates with previous research that emphasizes the need for adequate resources and support for teachers to navigate the challenges of online and blended learning environments. In this case, Brock et al. (2021) suggested that supervisors and teachers formed teams to collaborate, enabling them to distribute tasks, capitalize on individual strengths, and establish a cohesive learning environment for students. These collaborative teams primarily consisted of teachers within the same school. This collaborative approach enhanced instructional supervision, providing crucial support and preventing feelings of isolation.

The analysis of the teachers' perspectives on areas that need improvement in the implementation of school principal academic supervision reveals several key aspects (Çimen & Daloğlu, 2019; Korkut & Çelik, n.d.; Rødnes et al., 2021). Scheduling conflicts were identified as a significant problem, with teachers and principals having busy schedules that make it difficult to find suitable times for supervision. The need for more efficient and orderly scheduling practices was emphasized to ensure effective planning and coordination. Consistency in scheduling was also highlighted as an area requiring improvement to promote fairness and prevent social jealousy among teachers. Time constraints were identified as a challenge in scheduling academic supervision, but teachers recognized the importance of supervision and stressed the need to carry it out within the limited time available. Improving communication between the school principal and teachers was also identified as a crucial area for improvement to avoid confusion and misunderstandings. Teachers suggested that better communication would help ensure that important information is properly conveyed and understood. Collaboration emerged as an alternative solution to improve academic supervision, with teachers proposing the involvement of senior teachers to supervise junior teachers and support each other in monitoring activities. Feedback was also emphasized as essential for improvement, with teachers expressing the need for timely feedback to identify strengths and weaknesses and improve performance accordingly. Furthermore, teachers highlighted the importance of support from the school principal, particularly in overcoming obstacles related to facilities and learning media. They expected the principal to address these issues and provide necessary assistance during supervision. In summary, the teachers' perspectives emphasize the need for improvements in scheduling, communication, feedback, support, and collaboration to enhance the implementation of school principal academic supervision. Addressing these areas of improvement can contribute to more effective and efficient supervision processes, ultimately benefiting both teachers and students.

CONCLUSION

This study provides valuable insights into teachers' perspectives on the implementation and challenges of school principal academic supervision. The findings suggest the need for improved scheduling practices, enhanced communication and collaboration, adequate infrastructure and learning media, addressing subject differences, better support and feedback, and appropriate teaching techniques. By addressing these areas for improvement, school principals can create a more effective and supportive academic supervision process, benefiting both teachers and students. Ensuring effective academic supervision is crucial for enhancing the quality of teaching and learning in schools and supporting teachers' professional growth.

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