



The Role of Academic Supervision in Strengthening Curriculum Implementation at Baiturrahman Ciparay Integrated Senior High School, Bandung Regency

Waska Warta¹, Agus Gunawan^{2*}, Endang Saepudin³, Arip Ripandi⁴, E. Wawan Hermawan⁵, Uyun Mulyanah⁶, Anwar⁷, Sifa Malihatul Husna⁸, Fuzi Nurani Anggraeni⁹, Harti Purwanti¹⁰

^{1,4}Universitas Islam Nusantara

²STAI Bhakti Persada Majalaya

³STAI Baitul Arqom

⁵Praktisi Pendidikan, Tasikmalaya

^{6,7,10}Praktisi Pendidikan, Bandung

⁸Praktisi Pendidikan, Cianjur

⁹Praktisi Pendidikan, Purwakarta

Corresponding Author: Agus Gunawan; tubagusaryawiguna73@gmail.com

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ABSTRACT

Curriculum implementation in secondary schools is an important aspect of education that affects the quality of learning and student competency achievement. This study examines the role of academic supervision by principals and supervisors in strengthening curriculum implementation. Academic supervision, which involves collaborative planning, implementation, and evaluation of learning, plays a strategic role in improving teacher understanding and competence, as well as creating a culture of quality education in schools. This study used a descriptive qualitative approach with interviews, observations, and documentation at SMAT Baiturrahman Ciparay, Bandung Regency, West Java. The results showed that structured and ongoing academic supervision can improve the quality of learning and teacher professionalism, although there are still challenges such as supervision that is formal and not in-depth. This finding is in line with previous studies that highlight the importance of synergy between principals and supervisors in curriculum implementation. Therefore, it is recommended that academic supervision be carried out systematically and collaboratively, supported by training and mentoring for teachers, and the development of structured and ongoing supervision programs to support strengthening curriculum implementation in secondary schools

INTRODUCTION

Curriculum implementation is one of the important aspects in the implementation of national education. The curriculum not only functions as a formal guideline, but also as a philosophical, theoretical, and practical foundation in the learning process. The curriculum is designed to answer the challenges of the times and equip students with competencies that are in accordance with current and future needs.

In the context of secondary schools, the success of curriculum implementation is highly dependent on various factors, including the quality of teachers, the readiness of facilities and infrastructure, the leadership of the principal, and an effective supervision system. Academic supervision is an important instrument in ensuring that all components of curriculum implementation run in the expected direction.

Academic supervision is a coaching process carried out professionally by the principal or supervisor to improve the quality of the learning process and outcomes. The main function of supervision is not merely administrative control, but also mentoring and facilitating teachers in developing quality learning practices that are in accordance with the applicable curriculum.

Several previous studies have highlighted the importance of supervision in the context of improving the quality of learning. Research by Glickman (2013) emphasized that supervision based on collaboration and reflection can improve teachers' pedagogical competence. A study by Sergiovanni (2009) also showed that principals who carry out their supervisory role effectively tend to encourage improved teacher performance and student academic achievement. In Indonesia, various local studies have also proven the importance of academic supervision. Research by Suryana (2018) shows that principal supervision has a direct impact on improving the quality of RPP and learning implementation. Meanwhile, a study by Nurhayati (2020) revealed that the lack of supervision intensity is one of the causes of the weak implementation of the 2013 curriculum in a number of secondary schools.

However, most of these studies are still conceptual or focused on only one side, such as only looking at teacher perceptions without considering the dynamics of the relationship between supervisors, principals, and teachers in supervision practices. There are not many studies that comprehensively examine the strategic role of academic supervision in strengthening curriculum implementation from various perspectives of field actors.

This is where the research gap of this study lies. This study not only reviews the function of supervision normatively, but also traces the real practice of supervision carried out in secondary schools, including strategies, challenges, and their impact on the effectiveness of curriculum implementation. With a field approach and qualitative data, this study is expected to be able to provide a complete portrait of the reality of academic supervision in the field.

The novelty of this study lies in its simultaneous perspective: seeing supervision not only as a managerial function of the principal or supervisor, but as a collaborative mechanism to build a culture of curriculum quality in schools. By involving data from various parties (principals, teachers, supervisors), this

study proposes a pattern of academic supervision that is more adaptive and responsive to the needs of students.

Moreover, this study also places supervision as an integral part of strengthening a contextual and humanistic curriculum, not just an administrative implementation. The findings obtained are expected to enrich the discourse on how national curriculum policies can be translated effectively at the educational unit level through supervision mechanisms.

Therefore, this study is very relevant amidst efforts to revitalize the quality of secondary education in Indonesia. Given the dynamics of curriculum implementation that continue to develop, a supervision approach is needed that is not only evaluative but also transformative.

Based on this background, the main focus of this study is to examine the role of academic supervision in strengthening curriculum implementation in secondary schools, by examining the relationship between the supervision function and the quality of learning implementation. In addition, this study also identifies supporting and inhibiting factors for academic supervision from the perspective of field actors.

The method used in this study is descriptive qualitative research, with data collection through in-depth interviews, observation, and documentation. The subjects of the study included school supervisors, principals, and teachers in several secondary schools that were the objects of the study.

LITERATURE REVIEW

Academic Supervision

Academic supervision is a series of coaching activities carried out by the principal or supervisor to help teachers improve their professional abilities in planning, implementing, and evaluating the learning process. According to Glickman, Gordon, and Ross-Gordon (2013), academic supervision is a collaborative professional interaction between supervisors and teachers to continuously improve the quality of learning.

In Indonesia, Permendikbud No. 15 of 2018 emphasizes that the principal has the task of supervising teachers with the main aim of improving the quality of the process and student learning outcomes. Academic supervision includes aspects of learning planning (RPP), learning implementation (strategies, approaches, and methods), and learning evaluation. This is in line with Sergiovanni's opinion (2009) that effective supervision creates a reflective learning environment and supports teacher capacity building.

Good academic supervision is characterized by open communication, constructive feedback, and a focus on teacher professional development. Thus, supervision is not just administrative control, but also a means of empowerment and facilitation.

Curriculum Implementation

Curriculum implementation is the process of operationalizing the curriculum design in classroom learning practices. Fullan (2007) states that curriculum implementation does not only depend on the curriculum document

itself, but also on teacher capacity, school leadership, school culture, and system support.

In the context of the Independent Curriculum and the 2013 Curriculum, implementation includes the integration of core competencies and basic competencies in learning planning, the use of active learning models, and authentic-based assessments. Teachers as curriculum implementers need direction and guidance so that they not only carry out technical instructions, but are also able to adapt to student characteristics and the local context of the school. Failure in curriculum implementation is often caused by teachers' low understanding of the substance of the curriculum, lack of supervision, and minimal reflection on learning practices. Therefore, the success of curriculum implementation is closely related to the quality of management and supervision at the education unit level.

The Relationship between Academic Supervision and the Quality of Curriculum Implementation

Various studies have shown a positive relationship between the implementation of effective academic supervision and improving the quality of curriculum implementation. A study by Nurdin (2019) found that the intensity and quality of principal supervision significantly influenced teacher discipline in designing learning, the suitability of learning to the curriculum, and the accuracy of learning outcome assessments.

Meanwhile, a study by Mulyasa (2013) emphasized that academic supervision is a tool for driving change, where teachers are not only helped to understand the curriculum more completely, but are also given space to innovate and reflect on their practices. Supervision is a bridge between national policies and contextual learning practices.

Furthermore, learning-oriented supervision encourages the creation of an academic culture in schools, which becomes a supporting ecosystem for sustainable curriculum implementation. In this context, school supervisors also act as catalysts for change that connect macro education policies and micro implementation at the classroom level.

Based on the description above, academic supervision can be understood as a managerial and pedagogical intervention that plays an important role in ensuring the success of curriculum implementation. Supervision that is carried out systematically and continuously is able to provide direction, reinforcement, and evaluation of teacher learning practices. In this context, the relationship between academic supervision and curriculum implementation is mutually influential and inseparable.

This study uses the framework that the more effective academic supervision is carried out by the principal or supervisor, the higher the suitability of the implementation of learning with the applicable curriculum standards, and the greater the fulfillment of students' learning needs.

Previous Research

The study at SMA Negeri 1 Darul Hasanah Southeast Aceh has similarities with the journal "The Role of Academic Supervision in Strengthening Curriculum Implementation in Secondary Schools", especially in emphasizing the role of the principal in planning, implementing, and evaluating academic

supervision. Both use a qualitative approach and similar methods such as observation, interviews, and documentation, and both highlight the importance of strengthening teacher competence through training and MGMP. The difference lies in the focus: the study in Aceh is more directed at improving the quality of learning in general, while the comparative journal focuses more on strengthening the implementation of the curriculum systematically and administratively.

The study in Aceh also shows similarities with the study in Mojokerto City in terms of highlighting the impact of the principal's academic supervision on improving teacher professionalism. Both conclude that supervision plays an important role in improving the quality of learning. However, the approaches are different: the Aceh study is qualitative and describes the process in depth, while the Mojokerto study is quantitative with statistical analysis of the relationship between teacher perceptions and learning quality in the context of the Independent Curriculum.

The next similarity is seen in the study at SMP Negeri Krian District, which also examined the influence of principal supervision on teacher professional competence. Although the approaches are different, Aceh with a qualitative approach and Krian with a descriptive quantitative approach, both show that academic supervision contributes positively to teacher professionalism. The Krian study presents statistical data and the significance of the influence, while the Aceh study emphasizes the narrative and contextual process of supervision in practice in the field.

Finally, the studies in Aceh and SMP Tunas Utama Karawang both use a qualitative approach to describe the practice of academic supervision as a whole. Both emphasize the importance of principal involvement in building teacher professionalism. The difference is that the Karawang study emphasizes a collaborative approach, the use of technology in supervision, and the formation of a professional learning community. Meanwhile, the Aceh study emphasizes the individual and group supervision approach and the flexibility of follow-up as a form of strengthening learning.

METHODOLOGY

This study adopts a descriptive qualitative approach, which aims to describe in depth the phenomena that occur in the field and analyze them in a broader context. The qualitative approach was chosen because of its more flexible nature in exploring understanding of complex and subjective phenomena, such as those found in SMAT Baiturrahman Ciparay, Bandung Regency. This approach allows researchers to explore deeper experiences, views, and perceptions from the respondents involved.

To achieve these objectives, this study uses three data collection techniques, namely interviews, observations, and documentation. Interviews were conducted to obtain direct information from various parties involved in the education process at the school, including teachers, principals, and several students. The semi-structured interview technique was chosen to provide freedom for informants to provide more in-depth explanations of their

experiences and views related to the topic being studied. Thus, this interview is expected to produce rich and varied data.

Observations were also conducted as part of this qualitative approach, with the aim of directly observing the interactions, activities, and processes that occur in the SMAT Baiturrahman environment. This observation was carried out on various occasions, both in the classroom and outside the classroom, to obtain a more holistic picture of the existing dynamics. This observation process is expected to enrich the data obtained from interviews, as well as provide a more complete understanding of the phenomenon being studied.

In addition to interviews and observations, documentation is also an important source of data in this study. Various relevant documents, such as curriculum, learning materials, activity reports, and other archives available at the school, were collected to explore the broader context. This documentation provides a clearer picture of policies, educational practices, and changes that have occurred at SMAT Baiturrahman Ciparay over time. By using documents as one of the data sources, this study can also ensure the validity and accuracy of the information obtained.

All data collected through interviews, observations, and documentation were then analyzed using qualitative data analysis techniques. The data obtained will be analyzed inductively, starting from grouping the information that appears, then identifying relevant themes, and finally drawing conclusions that can describe the phenomenon being studied. By using this approach, this study is expected to provide a deep and comprehensive understanding of the situation and conditions that occur at SMAT Baiturrahman Ciparay, as well as its contribution in the context of education in Bandung Regency.

RESULTS AND DISCUSSION

The results of the study indicate that academic supervision carried out by the principal and supervisor at SMAT Baiturrahman Ciparay, Bandung Regency, West Java, has a strategic role in strengthening the implementation of the curriculum in secondary schools. Planned and ongoing supervision helps teachers understand and implement the curriculum according to the established standards. This is in line with the findings of Suryana (2023) who emphasized that effective academic supervision can improve teacher performance in the learning process.

Teachers' positive perceptions of the principal's academic supervision have a significant effect on the quality of learning. Octavia and Hariyati (2023) found that teachers' positive perceptions of academic supervision correlated with an increase in the quality of learning in the implementation of the Merdeka Curriculum in public junior high schools in Mojokerto City. Teachers who feel supported and guided through supervision tend to be more motivated in implementing learning in accordance with the curriculum.

The principal plays an active role as a supervisor in the implementation of the curriculum. Setyawati (2023) in her research at SMP Negeri 1 Puduk, Ponorogo, showed that principals who carry out their supervisory role effectively can improve teacher competence and the quality of learning. The

supervision carried out includes planning, implementing, and evaluating learning, as well as providing constructive feedback to teachers.

Academic supervision carried out synergistically between the principal and supervisor can improve teacher competence and the quality of learning. Yahya (2017) in his research at SMK throughout Rayong Kroya, Cilacap Regency, found that collaboration between school principals and PAI supervisors in academic supervision contributed positively to the implementation of the 2013 Curriculum in Islamic Religious Education and Character Education subjects.

Although academic supervision has an important role, its implementation in the field still faces various challenges. Purnamsari (2023) noted that many schools have difficulty carrying out academic supervision effectively, often only as a formality and not providing in-depth guidance to teachers. This makes it difficult for teachers to assess areas that need improvement in their teaching.

Academic supervision also plays a role in improving teacher professionalism. Glickman et al. (2013) argue that academic supervision plays a role in improving teacher professionalism through learning planning, implementing the learning process, and evaluating student learning outcomes. In the context of the Independent Curriculum, academic supervision plays a crucial role in reconstructing the quality of learning.

This study also positions supervision as a collaborative mechanism to build a culture of curriculum quality in schools. By involving data from various parties (principals, teachers, supervisors), academic supervision can be a means to create a learning environment that is centered on student needs and encourages innovation in learning.

The findings of this study have important implications for supervision practices in schools. Principals and supervisors need to carry out academic supervision in a planned, sustainable, and collaborative manner to improve teachers' understanding and application of the curriculum. In addition, supervision must be directed to support teacher professionalism and create a culture of quality in schools.

Overall, academic supervision has a strategic role in strengthening the implementation of the curriculum at SMAT Baiturrahman Ciparay, Bandung Regency, West Java. Effective supervision can improve teachers' understanding and application of the curriculum, as well as encourage professionalism and innovation in learning. Therefore, academic supervision practices need to be continuously improved to support the success of curriculum implementation in schools.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study at SMAT Baiturrahman Ciparay, Bandung Regency, West Java, it can be concluded that academic supervision carried out by the principal and supervisor has a strategic role in strengthening the implementation of the curriculum in secondary schools. Planned and ongoing supervision helps teachers understand and apply the curriculum according to the established standards. Positive teacher perceptions of academic supervision correlate with improved learning quality. Principals who carry out

their supervisory roles effectively can improve teacher competence and learning quality.

Academic supervision carried out synergistically between the principal and supervisor can improve teacher competence and learning quality. However, its implementation in the field still faces various challenges, such as the lack of teacher understanding of the substance of the curriculum and minimal reflection on learning practices. This indicates that further efforts are needed to improve the effectiveness of academic supervision in schools, in order to overcome these challenges and provide a more maximum impact on the quality of learning in schools.

FURTHER STUDY

Based on the findings of the study at SMAT Baiturrahman Ciparay, Bandung Regency, West Java, it is recommended that principals and supervisors carry out academic supervision in a planned, ongoing, and collaborative manner to improve teachers' understanding and application of the curriculum. Supervision should be directed to support teacher professionalism and create a culture of quality in schools. In addition, training and mentoring are needed for teachers to improve their understanding of the substance of the curriculum and their ability to reflect on learning practices. These steps are expected to strengthen the implementation of the curriculum and improve the quality of learning in schools.

To strengthen the implementation of the curriculum through academic supervision, the following steps are recommended:

1. *Development of a Structured Supervision Program*

School principals need to develop a structured and sustainable academic supervision program, including planning, implementation, and evaluation.

2. *Training for Principals and Supervisors*

Local governments and related agencies need to provide training for principals and supervisors to improve their competence in carrying out effective academic supervision.

3. *Improving Teacher Competence*

Teachers need to be given training and mentoring to improve their understanding of the substance of the curriculum and their ability to reflect on learning practices.

4. *Collaboration between Principals and Supervisors*

Synergy is needed between principals and supervisors in implementing academic supervision to ensure the success of curriculum implementation.

5. *Evaluation and Follow-up*

Every academic supervision activity must be followed by a clear evaluation and follow-up to ensure continuous improvement in curriculum implementation.

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