

Implementation of Academic Supervision by Supervisors and Teachers' Teaching Performance in Mappi Regency

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Abstract

This study addresses the persistent challenges in improving teacher teaching performance through academic supervision, particularly in remote areas with limited access and resources. Previous studies have largely focused on supervision practices in more accessible regions, leaving a gap in understanding how geographical constraints and institutional limitations affect supervision effectiveness in isolated contexts. This study aims to describe the implementation of supervisors' academic supervision and teachers' teaching performance in Working Area 19 of Mappi Regency. A descriptive qualitative approach was employed, involving school supervisors and teachers from six elementary schools. Data were collected through observation, interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing techniques. The findings indicate that academic supervision has not been implemented optimally, despite being formally planned through the Teacher Working Group (KKG). This is influenced by geographical barriers, limited institutional support, low information technology competence among supervisors, and inadequate educational facilities. Teachers' performance is also relatively low, as reflected in the absence of lesson planning and unsystematic teaching practices. This study contributes by highlighting the contextual challenges of supervision in remote areas and emphasizes the need for strengthened institutional support and capacity building to improve educational quality.

Keywords: Academic supervision, Teacher performance, Remote areas, Educational quality, Institutional support, Supervisory competence

Introduction

Papua is often perceived as a region rich in natural resources, which is culturally represented through expressions such as "*a little heaven that fell to earth*," as depicted in the song lyrics "*Land of Papua*" by Edo Kondologit. This representation aligns with various research findings that confirm that Papua is one of the regions in Indonesia with abundant natural resource potential (Lega & Hartanto, 2023; Alik, 2024). However, the high potential of these natural resources has not been fully commensurate with the quality of human resource development. Papua's demographic bonus, when viewed from its vast territory and geographical conditions, presents its own challenges, particularly in the provision of education, as mandated by the Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 Pasal 31.

One region reflecting these challenges is Mappi Regency, located in southern Papua and classified as an inland area. Its relatively challenging geographical conditions, characterized by the presence of large rivers, swampy areas, and limited basic infrastructure, have prevented optimal educational provision (BPS, 2024; Kemendikbudristek, 2022). Various problems faced include limited educational facilities and infrastructure, a shortage of teaching staff/teachers, and minimal access to transportation between villages and between schools (UNESCO, 2021; Rodi'ah et al., 2022; Fadillah et al., 2025). This situation has resulted in school-age

children in Mappi Regency not being able to receive a proper and equitable education. If this situation continues, it will negatively impact the quality of human resources and widen the gap in educational development in Papua (Lesmana & Dewi, 2025; Setyadi, 2022).

In an effort to improve the quality of education in the region, the Mappi Regency Government has implemented various policies, one of which is the provision of qualified contract or honorary teachers. Teachers are considered a key factor in educational success because they play a direct role in the learning process and student achievement. Numerous studies have shown that teacher quality significantly contributes to improving education quality, particularly in underdeveloped, frontier, and outermost regions (Andreas et al., 2025; Darling-Hammond et al., 2017; Yue et al., 2025). Law Number 14 of 2005 concerning Teachers and Lecturers affirms that teachers are professional personnel whose primary duty is to educate, teach, guide, direct, train, assess, and evaluate students in formal education. Therefore, teachers are required to possess adequate academic qualifications as well as pedagogical, professional, social, and personality competencies to be able to carry out their duties professionally in various assignment situations (Mulyasa, 2018; Kemendikbudristek, 2022).

In general, the focus of education in Mappi Regency, particularly at the elementary and junior high levels, remains on efforts to eradicate illiteracy and improve basic literacy skills through reading, writing, and arithmetic (calistung). This is in line with findings from the BPS (2024); UNESCO (2021) this study shows that remote areas of Papua still face serious challenges in basic literacy for students. Nevertheless, teachers working in remote areas are required to remain creative and innovative in developing learning that aligns with curriculum demands and local social and cultural characteristics. Andreas et al., (2022); Dwikurnaningsih (2020); Paais & Yari (2022) studies have shown that the application of contextual learning based on local wisdom can increase student engagement and understanding in 3T areas. This is crucial so that teachers are not only able to carry out their teaching tasks but also continue to develop their professional competencies and pedagogical performance on an ongoing basis.

Teacher teaching performance is a set of real behaviors demonstrated by teachers in carrying out the learning process in the classroom (Azeem & Omar, 2019; Mediatati & Jati, 2022). This performance is not limited to knowledge transfer activities, but includes a series of professional activities, including planning, implementing, and evaluating learning (Andreas et al., 2022; Channa & Sahito, 2022). Learning planning is a crucial initial step to ensure that learning proceeds according to established objectives, taking into account student characteristics. Learning planning indicators include formulating learning objectives, selecting and developing materials, planning learning activities, and planning assessments. Furthermore, learning implementation includes opening the lesson, delivering the material, and closing the lesson. Learning evaluation aims to measure learning effectiveness and identify student learning difficulties.

Improving teachers' teaching performance can be done through the implementation of academic supervision. Raberi et al., (2020); and Alam et al., (2021) explain that academic supervision is a series of activities aimed at helping teachers develop their ability to manage the learning process so that learning objectives can be achieved optimally. This view is in line with the opinion of (Mok & Staub, 2021; Yosepty et al., 2024; Andreas et al., 2025), which states that academic supervision is a set of activities designed by the principal or supervisor to improve the quality of learning through ongoing professional development of teachers. Furthermore, Glickman et al., (2018); Sergiovanni (2019); and McGhee & Stark (2021) emphasize that effective academic supervision is not merely administrative in nature, but rather emphasizes a collaborative, reflective approach oriented toward teacher competency development. Therefore, the implementation of academic supervision focuses not only on teacher performance assessment but also

includes ongoing mentoring and coaching aimed at systematically and sustainably improving the quality of learning and teacher teaching performance.

The person responsible for academic supervision in educational units is the school supervisor. Article 5 of the Regulation of the Minister of Administrative and Bureaucratic Reform Number 21 of 2010 stipulates that school supervisors are professionals tasked with carrying out academic and managerial supervision, including coaching and assessing teacher performance. In practice, academic supervision includes mentoring teachers in developing learning materials, implementing a variety of learning methods, and effectively utilizing learning media (Masaong, 2012; Halmaida et al., 2022).

A number of empirical studies show that academic supervision has a positive effect on improving teacher teaching performance. Ndapaloka et al., (2016) in his research, he found a significant positive relationship between the implementation of academic supervision by supervisors and teacher performance, with a contribution of 17.6%. Hasanah & Muhammad (2019) also shows that academic supervision can improve teacher performance in the planning, implementation, assessment, and follow-up of learning. These findings confirm that academic supervision conducted systematically, objectively, and sustainably can motivate teachers to improve their performance.

However, several studies also show that the implementation of academic supervision has not yet had an optimal impact on teacher performance. Makmurrizal et al., (2016); Bangun (2018) shows that some teachers are still unable to prepare appropriate Lesson Implementation Plans (RPP) and tend to use learning methods that are not appropriate to the teaching material. Similar findings were also expressed by Andreas et al., (2022); Arpius (2020); Gade (2020) which states that most teachers still adopt lesson plans from other sources without contextual adjustments. This condition indicates that the academic supervision program has not been fully implemented effectively as a means of developing teacher professionalism.

Empirical conditions in the field show a trend consistent with previous research findings. Based on the author's initial observations prior to data collection, it was discovered that the implementation of the academic supervision program by supervisors in most of the areas under their supervision in Mappi Regency is still not running optimally. Although a supervisory structure is in place, the implementation of supervisors' main duties, particularly in terms of academic supervision, has not been carried out optimally. To date, the presence of supervisors in assisted schools has focused more on administrative monitoring activities, such as checking teacher attendance and resolving incidental issues, rather than on the implementation of academic supervision, which is a continuous developmental activity. In fact, academic supervision should be a priority program in efforts to improve teacher teaching performance. This is in line with the opinion of Mangkunegara (2002); Aini & Citriadin (2025); Ruslandi et al., (2025) which states that performance improvement is greatly influenced by ability and motivation, which in the context of education can be facilitated through the active role of school supervisors.

The problem of teacher teaching performance remains a crucial issue in improving the quality of education and requires serious attention through the implementation of effective academic supervision. However, previous studies have predominantly focused on supervision practices in more accessible areas, leaving limited empirical evidence on how academic supervision is implemented in geographically isolated regions such as Mappi Regency. This gap highlights the need to examine contextual challenges that may hinder the effectiveness of supervision in remote settings. In addition, the implementation of the academic supervision program in Mappi Regency has not yet been optimal, indicating the presence of underlying factors that require further investigation. The novelty of this study lies in its focus on exploring the interaction

between geographical constraints, institutional support, and supervisory competence in shaping both supervision practices and teacher performance in a remote educational context.

Based on this rationale, the objectives of this study are: (1) to describe the implementation of the supervisors’ academic supervision program, and (2) to describe the teaching performance of teachers in Working Area 19 of Mappi Regency.

Methodology

This study employed a qualitative approach with a descriptive design to gain an in-depth understanding of the phenomena experienced by research subjects, particularly their perceptions, experiences, and meanings in a natural context (Creswell & Creswell, 2018; Waruwu, 2023; and Andreas et al., 2025). The study was conducted in Mappi Regency, South Papua Province, Indonesia, specifically in Working Area 19, across six elementary schools within one supervisory cluster. The research subjects consisted of 6 school principals and 26 teachers, as well as 1 school supervisor serving as key informants. Participants were selected purposively based on their direct involvement in academic supervision and the learning process. The distribution of teachers in each school is presented in Table 1.

Table 1. Distribution of Teachers in the Working Areas of 19 Mappi Regency

No.	School Name	Educational Staff (People)	
		Headmaster	Teacher
1.	Muyasien Presidential Elementary School	1	3
2.	Habeske Presidential Elementary School	1	4
3.	YPPK St. Theresia Kogoya Elementary School	1	7
4.	YPK Benggo Elementary School	1	3
5.	Yame Inpres Elementary School	1	6
6.	YPK Amk Elementary School	1	3
Total		6	26

(Source: Department of Education and Teaching of Mappi Regency)

Data collection was conducted from January to March 2025 through in-depth interviews, observations, and documentation studies. In-depth interviews were conducted using a semi-structured format to explore the planning, implementation, and follow-up of academic supervision carried out by supervisors and principals (Wiryatmo et al., 2021; Andreas et al., 2025). Each interview lasted approximately 30-60 minutes and was conducted face-to-face. Observations were carried out directly in classroom settings to examine teaching and learning processes as well as the implementation of academic supervision. The observations focused on instructional practices, classroom management, and supervisory interactions, guided by structured observation instruments. Documentation studies were conducted to obtain supporting data, including supervision programs, supervision instruments, lesson plans, and teacher performance assessment documents

(Dwikurnaningsih, 2020; Halmaida et al., 2022; Paais & Yari, 2022). Data were analyzed using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing and verification. The analysis was conducted continuously throughout the research process to ensure the validity and credibility of the findings (Mezmir, 2020; Paais & Andreas, 2021).

Result and Discussion

Challenges of Academic Supervision

Results The research shows that there are serious problems in the implementation of academic supervision in Working Area 19 of Mappi Regency. Academic supervision at six assisted schools in Working Area 19 of Mappi Regency revealed significant challenges in the implementation of supervisory duties, particularly in the academic supervision aspect. The region's geographical location, which is considered a remote area with limited transportation access, has resulted in low supervision frequency and the lack of a systematic, structured, and scheduled supervision program. Furthermore, the lack of a clear supervision schedule has resulted in teacher development activities not being carried out sustainably. This situation has implications for the limited professional mentoring received by teachers, even though mentoring is the primary function of academic supervision.

Furthermore, in terms of educational background and work experience, school supervisors in Mappi Regency possess relevant qualifications and leadership experience as principals, along with a sufficient grasp of academic supervision concepts. However, despite possessing theoretical competencies related to planning, implementation, evaluation, and follow-up of supervision, its implementation in the field has not been optimal. This condition is largely due to various contextual constraints, such as the characteristics of remote areas, limited supervisory support facilities, and the low frequency of ongoing academic mentoring.

More specifically, several factors that pose challenges to the implementation of academic supervision in the six schools under the guidance of Working Area 19 of Mappi Regency are as follows.

First, difficult geographical conditions of the development area

Working Area 19 of Mappi Regency is located on three different river basins, namely the Digoel River, the Edera River, and the Dumut River, with a considerable distance from the city center (where the supervisors live) and between the assisted schools. The implementation of academic supervision requires long travel time and high transportation costs so that the supervision program cannot be scheduled routinely and structured. Difficult geographical conditions affect the professional mentoring of community-based teachers, especially the implementation of the Teacher Working Group (KKG) program in Working Area 19 of Mappi Regency has not been running optimally due to limited communication (unavailability of telephone networks) and minimal support for teacher transportation costs to the district capital.

Second, lack of support for facilities and funding from the Department of Education

Another issue is limited facilities and funding. Research shows that competency-building training programs for school supervisors are still very limited, while funding for supervision activities is relatively minimal. This situation results in a low frequency of supervisory visits to supervised schools, which in practice can only be conducted once a year.

Third, lack of knowledge of information technology capabilities by supervisors

The lack of information technology knowledge and skills among supervisors is one challenge. Supervisors acknowledged that they lack adequate computer skills, hindering the development of a systematic and well-documented academic supervision program. Furthermore, limited internet access in remote areas hinders the flow of information and education policy updates, which should serve as a reference for supervision.

Fourth, lack of supervisors' control over the curriculum

Limited mastery of the curriculum means that supervisors are not yet optimal in providing guidance related to the preparation of Learning Implementation Plans (RPP), selection of learning methods, and development of assessment instruments that are in line with the demands of the applicable curriculum.

Fifth, lack of learning facilities and infrastructure in schools

The lack of facilities and infrastructure is one of the biggest obstacles faced by schools in remote areas, including in Working Area 19. This condition directly impacts the implementation of academic supervision programs, because in the learning process, teachers are required to use a variety of media and learning resources relevant to the needs of students. However, limited learning facilities, teaching media, and other supporting tools make it difficult for teachers to implement various recommendations resulting from supervision, especially regarding aspects of innovation and development of learning methods. Thus, limited facilities and infrastructure not only have implications for the low quality of the learning process in the classroom, but also affect the effectiveness of the implementation of academic supervision. Supervision, which ideally functions as an effort to develop teacher professionalism, becomes less than optimal because teachers do not have adequate resources to implement the results of supervision follow-up in daily learning practices.

Teacher Teaching Performance

Teacher teaching performance is a manifestation of behavior demonstrated by teachers in managing learning activities, starting from planning learning, implementing the learning process, to assessing student learning outcomes. In assessing teacher teaching performance, a teacher needs to prepare documents or learning tools optimally to support the implementation of learning and the evaluation process to the maximum. In addition, the availability of complete and high-quality teacher administrative documents also reflects the level of teacher professionalism in carrying out their duties. In this study, observations and documentation studies were conducted on the availability of twelve teacher administrative documents in schools under Work Area 19, which are presented in Table 2.

Tabel 2. Availability of Teacher Administrative Documents

Document	School Name					
	Muyasien Presidential Elementary School	Habeske Presidential Elementary School	YPPK St. Theresia Kogoya Elementary School	YPK Benggo Elementary School	Yame Inpres Elementary School	YPK Amk Elementary School
PROTA	-	-	-	-	-	-
PROMES	-	-	-	-	-	-
Mapping	-	-	-	-	-	-
Silabus	-	-	-	-	-	√
Lesson Plan	√	-	-	-	√	√
KKM	-	-	-	-	-	-
Teacher Journal	-	-	-	-	-	-
Gradebook	√	√	√	√	√	√
Question Grid Value	-	-	-	-	-	-

Analysis	-	-	-	-	-	-
Program	-	-	-	-	-	-
Follow-up	-	-	-	-	-	-
Source	-	-	-	-	-	-
Book	√	√	√	√	√	√

Description: (-) Not Available; (√) Available

(Source: Research Data)

Table 2 shows that the availability of teacher administrative documents is still very limited. The documents available at schools generally consist of syllabi, lesson plans, grade books, and resource books. However, these syllabi and lesson plans are not developed by individual teachers at each school, but rather are adopted from the internet. Their existence is more administrative in nature and has not been consistently implemented in the learning process. This situation occurs because learning development in Work Area 19 focuses more on mastering Calistung (reading, writing, and arithmetic) material tailored to student abilities. This situation indicates that teachers have not yet developed written learning plans independently. In practice, teachers simply select materials they deem appropriate without referring to the lesson plan. Nevertheless, to create creative and enjoyable learning, teachers continue to strive to develop learning media by utilizing local environmental resources.

During the implementation of the lesson, teachers appeared to have not followed the learning steps systematically (introductory, core, and closing activities). The absence of lesson planning resulted in a lack of direction in the learning process. Furthermore, during the evaluation stage of learning outcomes, teachers only assessed students through daily assignments, midterm exams (UTS), and final exams (UAS). The preparation of test items also did not begin with the preparation of outlines, resulting in questions that were less communicative and not fully aligned with the learning material. As a follow-up to the learning, teachers provided additional reading, writing, and arithmetic practice outside of school hours.

Based on the interviews, teachers acknowledged that their professionalism and the quality of their teaching performance remain low. They also stated that they have not yet mastered the techniques for developing learning materials according to the applicable curriculum. The lack of training programs organized by the Mappi Regency Education Office has also led to a decline in teachers' motivation to improve their teaching competencies. Furthermore, teachers emphasized the importance of implementing academic supervision seriously and continuously by supervisors. Academic supervision that is carried out in a planned, systematic, and continuous manner can help improve teachers' professional competence, both in aspects of lesson plan planning, learning implementation, and learning evaluation.

The implementation of academic supervision has not been running well due to the remote geographical conditions of the area, which limits transportation access. This finding is consistent with [Kurniaty & Indrayuda \(2024\)](#); [Modo & Supriyoko \(2020\)](#); [Sanoto et al., \(2022\)](#) which states that geographical constraints are the main factor hindering the effectiveness of educational supervision in Indonesia's 3T (third-third) regions. Problems due to geographical conditions impact the lack of professional mentoring received by teachers through ongoing academic supervision. This results in the implementation of academic supervision remaining purely administrative. This is in line with [Fadhilah et al., \(2022\)](#); [Nurhadi et al., \(2023\)](#) which found that the implementation of academic supervision in many schools is still administrative in nature and does not fully support comprehensive teacher professional development. The issue of geographical conditions is supported by the results of other research [Syawal & Kartowagiran \(2013\)](#); [\(Matdoan et al., 2025\)](#) which found that

limited geographic access and public infrastructure impact the less-than-optimal results and impact of academic supervision in island regions. This problem also requires a comprehensive policy approach, not only from educational institutions but also from both central and regional governments.

Community-based development, such as teacher working groups, has not been optimal due to communication limitations. Teacher working groups are crucial as a forum for communication, collaboration, and problem-solving among teachers to improve professionalism and teaching performance [Affandi et al., \(2022\)](#); [Ismiarti et al., \(2023\)](#); [Rahmani \(2024\)](#); [Sofia et al., \(2025\)](#). Other research findings indicate a low frequency of supervisory visits to assisted schools for academic supervision due to limited financial support. Academic supervision is crucial because it is a professional development process that should ideally be implemented repeatedly, continuously, and based on follow-up to previous supervision results ([Slameto, 2016](#); [Fahmi et al., 2018](#)). This finding is in line with [Dwikurnaningsih \(2020\)](#); [Paais & Yari \(2022\)](#); [Wiryatmo et al., 2021](#)) which explains that limited financial support and operational incentives have implications for the limited room for supervisors to carry out supervision optimally, both in terms of intensity, scope of activities, and depth of guidance provided to teachers.

Every school supervisor is required to possess technological competence and mastery of curriculum concepts and practices. However, research findings indicate that some supervisors still have limited information technology skills, which hinders the implementation of academic supervision. This situation aligns with findings from [Syawal & Kartowagiran \(2013\)](#); and [Makmurrizal et al., \(2016\)](#) this indicates that the low level of information and communication technology (ICT) competence among supervisor results in the implementation of supervision, which tends to be general and administrative in nature and does not fully address the in-depth aspects of pedagogical development. This applies to the curriculum according to [Sumarni et al., \(2017\)](#); [Miller \(2023\)](#); [Andreas et al., \(2022\)](#) and [Andreas et al., \(2025\)](#), supervisors need to have academic supervision skills, particularly in guiding activities related to the development of learning materials, the use of media and ICT, and the development of assessment instruments. However, research results indicate that supervisors still have limited mastery of the curriculum, resulting in suboptimal guidance related to the development of Lesson Implementation Plans (RPP), the selection of learning methods, and the development of assessment instruments aligned with curriculum requirements. These limitations can hinder the optimization of supervision implementation, as expressed by [Makmurrizal et al., \(2016\)](#) that the weak ability to plan supervision programs, especially in the aspect of preparing learning tools, is one of the factors inhibiting the optimization of the implementation of academic supervision in schools.

A teacher's teaching performance is measured by their ability to manage learning activities. This is emphasized in [Dwikurnaningsih \(2020\)](#); [Zulfakar et al., \(2020\)](#); [Rustini et al., \(2021\)](#); [Utomo et al., \(2021\)](#) that in assessing teacher teaching performance, there are three main aspects that are considered: learning planning, learning implementation, and learning evaluation or assessment. This indicates that teachers need to prepare learning documents or tools optimally to support the implementation of learning and the evaluation process to the maximum. However, the study found that teachers still do not have learning plans, which causes the learning process to be less focused. According to [Ardiansyah et al., \(2023\)](#); [Salsabila et al., 2025](#)) learning planning includes elements of teaching materials, learning strategies or methods, and evaluation procedures to assess student learning outcomes. The absence of learning planning impacts student learning outcomes. Therefore, teacher learning planning needs to be supported by planned, systematic, and continuous supervision. Continuous academic supervision is effective in improving teacher competence and professionalism, including the ability to develop learning tools and develop pedagogical guidance [Sobirin et al., \(2023\)](#) effective academic supervision not only focuses on administrative aspects, but also provides

constructive feedback, encourages reflection on teaching practices, and helps teachers design better learning strategies, thereby improving the quality of the learning process Lestari & Haryati, (2025); Warayaan & Yuliana (2025); Sobirin et al., (2023); and Sumarni et al., (2017) also emphasized that academic supervision serves as a means of fostering and developing teacher professionalism to improve the quality of learning in schools. Therefore, the better the implementation of academic supervision, the better the teacher's teaching performance in classroom management and learning.

Conclusion

The implementation of academic supervision in Working Area 19 of Mappi Regency, covering six assisted schools, has not been conducted optimally. Although planned through the Teacher Working Group (KKG), supervision is hindered by geographical constraints, limited support from the Education and Teaching Office, low IT and curriculum competence among supervisors, and inadequate learning facilities. Consequently, teachers' performance remains suboptimal, with incomplete lesson plans, unsystematic learning, and limited student assessments, although teachers provide additional sessions outside school hours to support literacy and numeracy development. This study is limited to six schools, relies primarily on qualitative data, and faced access constraints due to geography, which may affect the generalizability and depth of findings. Future research should expand to more schools across diverse regions, employ mixed-methods approaches, explore supervision models adaptable to remote contexts including digital strategies and focus on capacity building for supervisors. Longitudinal studies measuring the impact of improved supervision on teacher performance and student outcomes would provide actionable insights for policymakers and educational administrators.

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