



# **Implementation of Academic Supervision for Pancasila Education Teachers in Strengthening the Independent Curriculum in Kota Barat District, Gorontalo City**

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## **ABSTRACT**

This study explores the implementation of academic supervision for Pancasila Education teachers in strengthening the Independent Curriculum in junior high schools within Kota Barat District, Gorontalo City. The research aims to analyze how academic supervision influences teachers' competencies in instructional planning, implementation, and assessment, thereby supporting curriculum objectives. Utilizing a qualitative case study design, data were collected through observations, semi-structured interviews, and document analysis involving teachers and school principals as participants. The findings reveal that academic supervision significantly enhances teachers' ability to prepare comprehensive lesson plans, deliver learner-centered instruction, and design diagnostic, formative, and summative assessments aligned with curriculum goals. Supervision fostered improvements in teaching strategies and assessment practices, but challenges remain, particularly in the consistent application of differentiated instruction and the reliance on standardized templates. These challenges highlight the need for innovative supervisory models that emphasize collaboration and teacher autonomy. The study underscores the importance of reducing administrative burdens on supervisors and providing professional development opportunities to ensure effective supervision. By contextualizing supervision within the Independent Curriculum, this research contributes to the broader discourse on educational reform and offers actionable insights for policymakers and practitioners. Future studies could examine the long-term impact of supervision on student outcomes and explore its application in diverse educational contexts.

**Keyword :** Academic Supervision, Independent Curriculum Implementation, Pancasila Education

## **INTRODUCTION**

Education is a dynamic and transformative process aimed at equipping individuals with knowledge, skills, values, and moral principles essential for navigating modern complexities. It serves as a foundation for critical thinking, informed decision-making, and purposeful actions. Effective education necessitates a collaborative framework involving educators, students, and administrators, alongside thoughtfully designed curriculum content and supportive infrastructure. In Indonesia, recent developments in education policy reflect a commitment to fostering adaptability and creativity among learners to meet the challenges of the 21st century. Notably, the "Merdeka Belajar" (Freedom to Learn) initiative introduced by the Indonesian Ministry of Education, Culture, Research, and Technology in 2020 emphasizes learner-centered education, promoting innovation and creativity as pivotal educational outcomes (Sudaryanto, 2020). This paradigm aligns with global trends, where education systems are increasingly oriented toward nurturing critical thinking, creativity, collaboration, and problem-solving skills (Sagala, 2020).

In the context of Indonesia's evolving educational landscape, the "Kurikulum Merdeka" (Independent Curriculum) has emerged as a strategic response to the demands of the Fourth Industrial Revolution. This curriculum encourages educational institutions to embrace flexibility, creativity, and learner autonomy while addressing foundational skills such as literacy and numeracy (Kadarwati, 2016). By prioritizing competency-based education, the curriculum aspires to produce well-rounded individuals capable of navigating complex global challenges. However, the successful implementation of such a curriculum requires a nuanced understanding of pedagogical approaches, particularly for educators tasked with integrating these principles into daily teaching practices (Kemendikbud, 2020). Despite the promising framework, implementation gaps remain, particularly in the area of academic supervision, which plays a critical role in enhancing teaching quality and aligning instructional practices with curricular goals. One of the primary challenges in implementing the Independent Curriculum lies in ensuring that educators possess the requisite pedagogical competencies to execute learner-centered, differentiated instruction. Observations in schools within Kota Barat District, Gorontalo City, reveal significant variability in educators' ability to design and deliver effective learning experiences. For instance, many teachers rely on outdated, lecture-based instructional methods, with minimal integration of diagnostic assessments or differentiated learning strategies (Ramdhani, 2022). Such practices hinder the development of students' critical thinking and creativity, key objectives of the curriculum. Furthermore, a significant proportion of teachers demonstrate limited proficiency in developing comprehensive teaching modules, often defaulting to templates without significant adaptation (Murniarti, 2021). This disparity highlights the pressing need for targeted interventions, particularly through structured academic supervision.

Academic supervision, characterized as a collaborative process to support educators in enhancing their instructional practices, has been widely recognized as a critical mechanism for improving teaching quality (Subroto, 2018). Supervisory frameworks emphasize fostering reflective teaching, providing constructive feedback, and addressing specific instructional challenges through tailored guidance. However, the execution of academic supervision often faces structural and operational challenges. School leaders, burdened with administrative responsibilities, frequently lack the capacity to engage in meaningful supervisory activities. Additionally, traditional supervision methods, which tend to focus on compliance rather than developmental support, fail to address the nuanced professional development needs of educators (Harahap et al., 2022).

Research in educational supervision underscores the efficacy of models that combine directive, non-directive, and collaborative approaches. For example, clinical supervision models have demonstrated significant potential in fostering teacher autonomy while addressing specific pedagogical challenges through iterative cycles of observation, feedback, and reflection (Sergiovanni, 2018). Similarly, artistic and scientific supervisory models emphasize the integration of creativity and evidence-based practices, respectively, to drive instructional improvement (Masaong, 2012). While these models offer promising frameworks, their application within the context of the Independent Curriculum requires careful adaptation to address the unique challenges and opportunities presented by the Indonesian educational system. Despite the existing body of literature on academic supervision, a noticeable gap persists in studies focusing on its role in the implementation of the Independent Curriculum in secondary schools. Specifically, there is limited empirical evidence on how supervisory practices influence educators' ability to design, implement, and evaluate instruction aligned with the curriculum's principles. This gap is particularly pronounced in regions such as Kota Barat District, where systemic and contextual challenges further complicate the adoption of progressive teaching practices. Addressing this gap requires a focused investigation into the mechanisms by which academic supervision can enhance teacher competency, particularly in fostering differentiated, learner-centered instruction. This study aims to analyze the implementation of academic supervision among Pancasila Education teachers in junior high schools within the Kota Barat District, with a specific focus on its role in strengthening the Independent Curriculum. By exploring how supervision influences instructional planning, execution, and assessment, the study seeks to provide actionable insights for educational stakeholders. The novelty of this research lies in its contextualized examination of supervision practices, addressing a critical gap in the literature and offering practical recommendations for enhancing teaching quality. By bridging theoretical and practical perspectives, this study contributes to the broader discourse on educational reform and underscores the pivotal role of supervision in driving meaningful instructional change. The scope of this research encompasses three primary dimensions: the impact of supervision on instructional planning, the facilitation of effective teaching practices, and the development of robust assessment strategies, all aligned with the objectives of the Independent Curriculum.

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## METHODOLOGY

This study employs a qualitative approach, focusing on a case study design to explore the implementation of academic supervision for Pancasila Education teachers in strengthening the Independent Curriculum. A qualitative approach is particularly suitable for uncovering in-depth insights into complex educational phenomena and understanding the interactions among stakeholders within a specific context (Creswell, 2014). The case study design allows for a comprehensive examination of the subject matter by collecting and analyzing data from multiple sources, providing a nuanced understanding of the implementation process (Stake, 1995).

The research was conducted in junior high schools located in Kota Barat District, Gorontalo City, Indonesia. This location was chosen due to its representative characteristics of schools implementing the Independent Curriculum and the observable challenges faced by teachers in adopting differentiated instructional strategies. The participants included school principals and Pancasila Education teachers, as they play critical roles in curriculum implementation and instructional practices. The purposive sampling method was employed to ensure that the selected participants had relevant experience and knowledge of the study's focus (Patton, 2015).

Three primary data collection techniques were utilized: observations, interviews, and document analysis.

### 1. Observations

Observations were conducted during classroom sessions and school-based professional development activities. This technique provided firsthand insights into teaching practices, the application of academic supervision, and the contextual challenges faced by educators (Merriam, 2009).

### 2. Interviews

Semi-structured interviews were conducted with school principals and teachers to gather detailed accounts of their experiences and perceptions regarding academic supervision and curriculum implementation. This approach allowed for flexibility in exploring emergent themes while maintaining a focus on the research questions (Kvale & Brinkmann, 2009).

### 3. Document Analysis

Relevant documents, including lesson plans, teaching modules, supervision records, and school policies, were analyzed to corroborate findings from observations and interviews. Document analysis provided an additional layer of data triangulation, enhancing the validity and reliability of the study (Bowen, 2009).

The collected data were analyzed using a thematic analysis approach, which involves identifying, analyzing, and interpreting patterns of meaning across the dataset (Braun & Clarke, 2006). The analysis followed three stages:

### 1. **Data Reduction**

Raw data were organized and condensed into meaningful segments. Irrelevant or redundant information was excluded to ensure clarity and focus (Miles & Huberman, 1994).

### 2. **Data Display**

Key findings were systematically organized into matrices and charts to visualize patterns and relationships among themes. This step facilitated a clearer understanding of the data and supported the interpretation process.

### 3. **Data Verification and Conclusion Drawing**

Emerging themes and patterns were reviewed and compared with the existing literature to ensure consistency and reliability. Conclusions were drawn based on the triangulated data and were substantiated by evidence from the study.

To ensure the trustworthiness of the study, several strategies were employed:

#### 1. **Triangulation**

Data from observations, interviews, and document analysis were cross-verified to reduce potential biases and enhance the study's credibility (Denzin, 1978).

#### 2. **Member Checking**

Preliminary findings were shared with participants to confirm their accuracy and relevance, ensuring that the interpretations reflected their perspectives accurately (Lincoln & Guba, 1985).

#### 3. **Prolonged Engagement**

The researcher spent an extended period in the field to build rapport with participants and gain a deeper understanding of the research context.

#### 4. **Audit Trail**

Detailed records of data collection and analysis procedures were maintained to provide transparency and enable replication of the study by future researchers (Shenton, 2004).

Ethical principles guided all stages of the research process. Participants were provided with detailed information about the study's purpose, procedures, and potential risks and benefits. Informed consent was obtained from all participants, ensuring their voluntary involvement. Confidentiality was maintained by anonymizing participant identities and securely storing all research data. Approval for the study was obtained from relevant institutional and educational authorities before data collection commenced. By adhering to these methodological rigor principles, this study ensures a robust and systematic investigation into the implementation of academic supervision for Pancasila Education teachers, providing valuable insights to inform educational practices and policy development.

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## **RESULTS AND DISCUSSION**

### **Overview of Academic Supervision Implementation**

This study investigates the implementation of academic supervision for Pancasila Education teachers in junior high schools in Kota Barat District to strengthen the Independent Curriculum. The findings are organized into three main areas: planning, instructional implementation, and assessment. Each aspect is analyzed to evaluate the role of academic supervision in enhancing teacher competencies and aligning instructional practices with the curriculum's objectives.

### **Academic Supervision in Instructional Planning**

The results indicate that academic supervision significantly contributes to the improvement of teachers' planning competencies. Observations reveal that supervised teachers demonstrate better capabilities in preparing teaching tools, including learning outcome analyses, learning objectives flowcharts, annual and semester programs, teaching modules, and assessment plans. Supervision activities have helped teachers transition from traditional practices to more structured and targeted approaches, aligning their plans with the goals of the Independent Curriculum. For instance, the analysis of teacher documents shows an increase in the number of educators who effectively conduct a comprehensive analysis of learning outcomes. Among the 76 teachers in the district, 78.9% successfully applied learning outcome analysis after undergoing supervision, reflecting a positive impact on their planning capabilities. Similarly, 75% of teachers exhibited improvement in designing learning objectives, indicating progress in their pedagogical skills (Dinas Pendidikan Kota Gorontalo, 2023).

Despite these advancements, challenges persist. Some teachers still rely on repetitive and minimally adapted teaching modules, commonly referred to as the "observe, imitate, and modify" (ATM) system. This indicates a need for more intensive and context-specific supervisory interventions to foster creativity and autonomy in planning. Additionally, diagnostic assessments, critical for differentiated instruction, are not consistently incorporated into lesson plans, highlighting an area for further development.

### **Academic Supervision in Instructional Implementation**

The study reveals that academic supervision also plays a critical role in improving the delivery of instruction. Teachers who participated in supervised activities reported enhanced confidence and competence in conducting engaging classroom sessions. The supervision process provided constructive feedback on lesson delivery, enabling teachers to refine their approaches and adopt learner-centered methodologies. Key improvements were noted in the structure of instructional sessions, including introductory activities, core activities, and concluding activities. Supervised teachers displayed significant advancements in designing interactive and inclusive lessons. These sessions emphasized critical thinking, creativity, and collaboration, consistent with the Independent Curriculum's objectives. For instance, 33% of teachers successfully implemented differentiated instruction strategies post-supervision, compared to a negligible percentage prior to the intervention. However, the findings also point to discrepancies in implementation. A significant proportion of teachers (66%) struggle to consistently apply differentiated instruction techniques, indicating a gap in translating theoretical knowledge into practice. These teachers often revert to traditional lecture-based methods, which limit student engagement and hinder the development of higher-order thinking skills. Such challenges underscore the need for sustained and contextually relevant supervisory support, focusing on practical strategies to facilitate differentiated and interactive instruction.

### **Academic Supervision in Assessment Practices**

Assessment practices have also benefited from academic supervision, with notable improvements in teachers' abilities to design and conduct diagnostic, formative, and summative assessments. Supervised teachers displayed greater proficiency in aligning assessment strategies with instructional goals and the overarching objectives of the Independent Curriculum. This alignment is critical for ensuring that assessments not only measure learning outcomes but also guide instructional adjustments and support student learning. The study highlights that 60% of teachers improved their use of diagnostic assessments, which are essential for identifying student needs and tailoring instruction accordingly. Similarly, formative assessment practices, aimed at monitoring student progress, have become more systematic and targeted among supervised teachers. However, summative assessments remain a challenge for many educators, with inconsistencies observed in their design and application. Approximately 40% of teachers demonstrated proficiency in this area, while the majority require additional training and support. The reliance on standardized templates for assessment design further reflects a lack of autonomy and creativity among some teachers. This suggests that while supervision has facilitated initial improvements, a more sustained and intensive focus on assessment practices is necessary to achieve the curriculum's aspirations of fostering critical thinking and problem-solving skills.

### **Enhancing Teacher Competencies Through Supervision**

The findings align with existing literature emphasizing the critical role of academic supervision in teacher professional development. Previous studies have highlighted supervision as a mechanism for improving instructional quality and fostering reflective teaching practices (Subroto, 2018; Harahap et al., 2022). This study extends these insights by demonstrating how supervision can specifically support the implementation of the Independent Curriculum, addressing its unique challenges and opportunities.

The improvements observed in planning, instructional delivery, and assessment practices underscore the potential of supervision to transform teaching practices. By providing structured guidance and constructive feedback, supervision helps teachers navigate the complexities of the Independent Curriculum, fostering both technical and pedagogical competencies.

### **Challenges in Supervision and Curriculum Implementation**

Despite these positive outcomes, the study also highlights persistent challenges. Many teachers continue to face difficulties in applying differentiated instruction and designing innovative assessments. These challenges are compounded by structural and contextual barriers, including limited resources, time constraints, and insufficient supervisory capacity. For instance, school principals, who are often responsible for supervision, struggle to allocate sufficient time for intensive and regular supervisory activities due to administrative burdens. Additionally, the reliance on traditional supervision models, which often focus on compliance rather than developmental support, limits the effectiveness of supervisory interventions. This calls for a shift toward more collaborative and teacher-centered supervision models, such as clinical supervision, which emphasize partnership and mutual problem-solving (Sergiovanni, 2018).

### **Implications for Policy and Practice**

The findings of this study have several implications for policy and practice. First, there is a need for targeted professional development programs to equip school leaders with the skills and knowledge required for effective supervision. Such programs should emphasize innovative supervisory models that foster teacher autonomy and creativity. Second, policies should prioritize reducing administrative burdens on school principals to enable them to focus on instructional leadership and supervision. Third, resources should be allocated to support the development and dissemination of context-specific teaching and assessment materials, reducing teachers' reliance on standardized templates. Finally, fostering a culture of collaboration and continuous improvement among educators is essential for the sustainable implementation of the Independent Curriculum. This includes establishing professional learning communities and providing opportunities for peer mentoring and shared reflection.

### **Addressing the Research Gap**

This study contributes to the growing body of literature on academic supervision by providing a contextualized analysis of its role in the implementation of the Independent Curriculum. It highlights both the potential and limitations of supervision as a tool for enhancing teacher competencies and aligning instructional practices with curriculum objectives. By addressing the specific challenges faced by educators in Kota Barat District, the study offers valuable insights for policymakers, practitioners, and researchers seeking to support curriculum reform in similar contexts.

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## CONCLUSION

This study highlights the critical role of academic supervision in enhancing the implementation of the Independent Curriculum for Pancasila Education teachers in Kota Barat District. The findings demonstrate that academic supervision improves teacher competencies across three key areas: instructional planning, implementation, and assessment. Teachers under effective supervision exhibited increased proficiency in preparing comprehensive lesson plans, employing learner-centered instructional methods, and aligning assessment practices with curriculum goals. However, persistent challenges, such as reliance on traditional teaching models and limited application of differentiated instruction, underscore the need for ongoing professional development and structural support. The study contributes to the existing body of knowledge by contextualizing the impact of academic supervision within the unique framework of the Independent Curriculum. It emphasizes the need for innovative supervisory models that foster teacher autonomy and creativity, addressing the limitations of compliance-focused approaches. The findings have significant implications for policymakers and practitioners, highlighting the importance of reducing administrative burdens on supervisors, providing targeted training, and fostering collaborative professional learning environments. Future research could explore the long-term impact of academic supervision on student outcomes, as well as the effectiveness of different supervisory models in diverse educational contexts. By addressing these gaps, stakeholders can further refine strategies to support sustainable educational reform.

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