

## Academic Supervision Management Based on KOMPAK (Collaborative Active Learning Community) to Improve Learning Quality

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### Abstract

Academic supervision is a fundamental component of educational management that aims to improve the quality of teaching and learning processes in schools. This study aims to analyze the implementation of academic supervision management based on KOMPAK (Collaborative Active Learning Community) in improving the quality of learning at SD Negeri 1 Wonosobo. The research employs a qualitative descriptive approach to explore how academic supervision is planned, implemented, and evaluated within a collaborative learning framework involving teachers and school leadership. Data were collected through interviews, observations, and documentation, and analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing. The findings show that KOMPAK-based academic supervision is implemented through collaborative activities such as joint lesson planning, peer observation, reflective discussions, and continuous feedback sessions. This model shifts the supervision approach from a traditional evaluative system to a more developmental and participatory process that encourages teacher engagement and professional growth. The results also indicate that the implementation of KOMPAK contributes significantly to improving teacher performance, instructional innovation, and student learning outcomes by fostering a culture of collaboration and reflection within the school.

### Keywords

Academic Supervision Management; Collaborative Active Learning Community; Improve Learning Quality; KOMPAK



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## INTRODUCTION

Academic supervision is a fundamental component of educational management that aims to improve the quality of teaching and learning processes in schools. Effective supervision is not merely an administrative control mechanism, but a developmental process that supports teachers in enhancing their pedagogical competencies, instructional strategies, and classroom practices. In contemporary

educational discourse, supervision has shifted from a top-down inspection model to a more collaborative and formative approach that emphasizes professional growth and reflective practice. This shift aligns with the increasing demand for schools to improve learning outcomes through sustainable teacher development systems. In the context of elementary education, such as at SD Negeri 1 Wonosobo, academic supervision becomes particularly important because foundational learning experiences significantly shape students' long-term academic trajectories. Therefore, a structured yet flexible supervision model is required to ensure continuous improvement in instructional quality (Glickman, Gordon, & Ross-Gordon, 2018; Sergiovanni & Starratt, 2007).

In recent educational developments, collaborative approaches such as Professional Learning Communities (PLCs) have gained significant attention as effective mechanisms for improving teacher quality and student learning outcomes. PLCs emphasize collective responsibility, shared instructional practices, and continuous professional dialogue among educators. Within this framework, teachers are encouraged to engage in reflective discussions, observe peer teaching, and collaboratively solve instructional challenges. This collaborative culture creates an environment where learning is not only directed toward students but also toward teachers as lifelong learners. The integration of PLC principles into academic supervision strengthens the supervisory process by transforming it into a participatory and empowering practice. The KOMPAK (Collaborative Active Learning Community) model is conceptually aligned with this approach, as it emphasizes active collaboration and continuous learning among educators to enhance instructional effectiveness (DuFour, DuFour, & Eaker, 2016; Vescio, Ross, & Adams, 2008).

The implementation of academic supervision based on KOMPAK is particularly relevant in addressing the challenges of improving learning quality in primary schools. Many schools still face issues such as teacher-centered instruction, limited use of innovative learning strategies, and inconsistent instructional quality across classrooms (Sarjono & Rejokirono, 2025). These challenges indicate the need for a more dynamic supervision system that goes beyond evaluation and focuses on capacity building. KOMPAK-based supervision provides a structured yet flexible platform where teachers actively participate in planning, implementing, and reflecting on instructional practices. Through continuous collaboration, teachers are able to share best practices, receive constructive feedback, and refine their teaching strategies. This process ultimately contributes to improved student engagement and learning achievement. Such an approach reflects the constructivist view of learning, where

knowledge is constructed through social interaction and shared experiences (Stoll et al., 2006; Vygotsky, 1978).

Furthermore, academic supervision that integrates collaborative active learning principles also strengthens school culture and leadership practices. School principals play a critical role as instructional leaders who facilitate professional collaboration and ensure the sustainability of supervision programs. In a KOMPAK-based framework, leadership is distributed and shared among educators, allowing teachers to take active roles in decision-making processes related to instructional improvement (Khurniawan & Supriadi, 2024). This distributed leadership model fosters a sense of ownership and accountability among teachers, which is essential for sustaining long-term improvements in teaching quality. Additionally, such collaborative environments encourage innovation in teaching methods and promote reflective practice as a routine professional activity. Research indicates that schools with strong collaborative cultures tend to demonstrate higher levels of teacher effectiveness and student achievement (Hargreaves & Fullan, 2012; Leithwood et al., 2008).

At SD Negeri 1 Wonosobo, the implementation of academic supervision based on KOMPAK is expected to provide a strategic solution for improving the overall quality of learning. By integrating collaborative learning communities into the supervision process, teachers are not only evaluated but also continuously supported in their professional growth. This model fosters a sustainable system of instructional improvement that is grounded in collaboration, reflection, and shared responsibility. As education continues to evolve in response to global challenges, schools must adopt innovative supervision models that are adaptive and participatory. The KOMPAK approach offers a promising framework for achieving these goals by aligning academic supervision with modern principles of collaborative learning and professional development. Ultimately, this model is expected to contribute significantly to the enhancement of student learning outcomes and the overall effectiveness of school management (OECD, 2019; DuFour et al., 2016).

## **METHODS**

The research method used in this study is a qualitative approach with a descriptive design, aimed at exploring and understanding the implementation of academic supervision management based on KOMPAK (Collaborative Active Learning Community) in improving the quality of learning at SD Negeri 1 Wonosobo. This study focuses on naturalistic inquiry, where the researcher becomes the key instrument in collecting, interpreting, and analyzing data within the real school context. The data collection techniques include in-depth interviews with the principal,

supervisors, and teachers; participant observation of supervision activities and classroom learning processes; and documentation analysis such as supervision reports, lesson plans, and school policy documents. The selection of informants is carried out using purposive sampling to ensure that participants have relevant experience and knowledge related to academic supervision practices. Data analysis follows the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing or verification. To ensure the validity and credibility of the data, triangulation of sources and methods is applied, along with member checking to confirm the accuracy of interpretations. Through this methodological framework, the study aims to provide an in-depth and comprehensive understanding of how KOMPAK-based academic supervision is implemented and how it contributes to improving teacher performance and learning quality in elementary education settings.

## **FINDINGS AND DISCUSSION**

### **The Implementation of Academic Supervision Management Based on KOMPAK (Collaborative Active Learning Community) Conducted at SD Negeri 1 Wonosobo in Improving the Quality of Learning**

The implementation of academic supervision management based on KOMPAK (Collaborative Active Learning Community) at SD Negeri 1 Wonosobo represents a transformative shift from traditional evaluative supervision toward a more collaborative, participatory, and developmental model of teacher professional support. In this context, academic supervision is no longer positioned merely as an administrative mechanism to assess teacher performance, but rather as a structured process of continuous improvement that emphasizes collegial interaction, shared learning, and reflective practice among educators. The KOMPAK approach integrates principles of collaborative learning communities, where teachers actively engage in joint planning, peer observation, and reflective discussions aimed at improving instructional quality. This model aligns with contemporary supervision theories that emphasize instructional leadership and teacher empowerment as key drivers of school improvement. Within SD Negeri 1 Wonosobo, the supervision process is designed to foster open communication between the principal and teachers, creating a non-threatening environment where feedback is perceived as constructive rather than evaluative. As a result, teachers become more willing to engage in professional dialogue and innovation in their teaching practices, which ultimately contributes to improved classroom instruction and student learning experiences (Glickman, Gordon, & Ross-Gordon, 2018; Sergiovanni & Starratt, 2007).

Furthermore, the implementation of KOMPAK-based academic supervision is characterized by systematic collaboration through structured professional learning activities. Teachers are grouped into collaborative learning communities where they collectively identify instructional challenges, design lesson plans, and reflect on teaching practices. These activities are facilitated by the school principal as an instructional leader who ensures that supervision is aligned with school improvement goals. The KOMPAK model emphasizes cyclical processes of planning, action, observation, and reflection, which are consistent with the principles of action research in education. Through this cycle, teachers are encouraged to continuously evaluate their instructional strategies and make necessary improvements based on peer feedback and student learning outcomes. This collaborative cycle not only enhances pedagogical competence but also strengthens professional accountability among teachers. Moreover, peer observation plays a significant role in this process, as it allows teachers to learn directly from each other's classroom practices and adopt innovative teaching strategies. This approach reflects the broader paradigm shift in educational supervision from hierarchical control to shared leadership and collective responsibility in improving teaching quality (DuFour, DuFour, & Eaker, 2016; Stoll et al., 2006).

In addition, the implementation of KOMPAK-based supervision at SD Negeri 1 Wonosobo demonstrates a strong emphasis on reflective practice as a core component of teacher development. Reflection is systematically embedded in every stage of the supervision process, enabling teachers to critically analyze their instructional decisions, student engagement levels, and learning outcomes. Through structured reflection sessions, teachers are guided to identify strengths and weaknesses in their teaching practices and develop actionable strategies for improvement. This reflective culture is supported by continuous feedback from peers and school leaders, which enhances teachers' awareness of effective instructional practices. The integration of reflection within the KOMPAK framework ensures that supervision is not a one-time activity but an ongoing professional learning process. Such an approach is consistent with constructivist theories of learning, which emphasize that knowledge is constructed through experience, interaction, and reflection. Consequently, teachers at SD Negeri 1 Wonosobo gradually develop a stronger sense of professional identity and autonomy, as they are actively involved in shaping their own learning and development processes (Schön, 1983; Vygotsky, 1978).

Moreover, the role of leadership in implementing KOMPAK-based academic supervision is crucial in ensuring the sustainability and effectiveness of the program. The principal acts as a facilitator, motivator, and instructional leader who fosters a

culture of collaboration and continuous improvement. Rather than exercising authoritarian control, the principal encourages shared decision-making and distributed leadership among teachers. This leadership approach creates a supportive school climate where teachers feel valued and empowered to contribute to school development initiatives. Additionally, the principal ensures that supervision activities are well-structured, regularly scheduled, and aligned with school academic goals. The presence of clear supervision guidelines and collaborative planning sessions enhances the consistency and effectiveness of implementation. Furthermore, the principal plays a key role in providing resources, mentoring teachers, and facilitating professional development opportunities. This leadership style is consistent with transformational leadership theory, which emphasizes inspiring and empowering followers to achieve collective goals. As a result, the KOMPAK-based supervision model becomes an integral part of the school's culture rather than a temporary intervention, ensuring long-term improvements in teaching quality and learning outcomes (Leithwood et al., 2008; Hargreaves & Fullan, 2012).

Finally, the overall implementation of academic supervision based on KOMPAK at SD Negeri 1 Wonosobo reflects a significant improvement in teacher collaboration, instructional quality, and professional growth. Teachers demonstrate increased engagement in collaborative activities, greater openness to feedback, and improved ability to apply innovative teaching strategies in the classroom. The integration of structured supervision cycles, reflective practice, and distributed leadership contributes to the creation of a dynamic and sustainable professional learning environment. This environment supports continuous improvement in teaching practices and ensures that supervision is directly linked to student learning outcomes. The success of this implementation indicates that collaborative active learning communities can serve as an effective framework for academic supervision in primary education settings. By fostering a culture of collaboration, reflection, and shared responsibility, the KOMPAK model not only enhances teacher professionalism but also strengthens the overall quality of education. Therefore, the findings suggest that academic supervision grounded in collaborative learning principles is a strategic approach for improving school performance in a sustainable and meaningful way (OECD, 2019; DuFour et al., 2016).

## **Academic Supervision Management Based on KOMPAK Contribute to the Improvement of Teacher Performance and Student Learning Outcomes at SD Negeri 1 Wonosobo**

The implementation of academic supervision based on KOMPAK (Collaborative Active Learning Community) at SD Negeri 1 Wonosobo demonstrates a significant contribution to the improvement of both teacher performance and student learning outcomes through a structured, collaborative, and reflective professional development system. One of the most prominent impacts of this model is the enhancement of teacher pedagogical competence, particularly in instructional planning, classroom delivery, and assessment practices. Through continuous participation in collaborative learning communities, teachers are encouraged to engage in peer discussions, share teaching strategies, and reflect on their instructional experiences. This process fosters a deeper understanding of effective teaching practices and promotes innovation in classroom instruction. As teachers become more reflective and open to feedback, they are able to identify weaknesses in their teaching approaches and make necessary improvements. Consequently, the quality of instruction becomes more consistent across classrooms, which directly influences student engagement and learning achievement. The collaborative nature of KOMPAK-based supervision also reduces teacher isolation and creates a supportive professional environment where continuous learning becomes a shared responsibility. This aligns with research emphasizing that teacher collaboration is a key factor in improving instructional quality and student outcomes (Hattie, 2009; Darling-Hammond et al., 2017).

Furthermore, KOMPAK-based academic supervision contributes to improved teacher performance by strengthening professional accountability and instructional commitment. In this model, teachers are not merely passive recipients of supervision but active participants in the supervision process. They are involved in setting instructional goals, evaluating learning outcomes, and reflecting on their teaching effectiveness. This participatory approach increases teachers' sense of ownership over their professional development and encourages them to take responsibility for student learning outcomes. Regular peer observation and feedback sessions also serve as mechanisms for professional accountability, where teachers are motivated to continuously improve their instructional practices. The presence of structured supervision cycles ensures that teacher performance is monitored not through rigid evaluation, but through continuous developmental support. This shift from evaluative to formative supervision enhances teachers' intrinsic motivation and professional autonomy. Moreover, the KOMPAK model facilitates the development of a growth

mindset among teachers, encouraging them to view challenges as opportunities for improvement rather than as failures. Such a professional culture has been shown to significantly enhance teacher effectiveness and instructional quality over time (Fullan, 2016; Guskey, 2002).

In addition to improving teacher performance, the KOMPAK-based supervision model has a direct and measurable impact on student learning outcomes. As teachers adopt more innovative, student-centered instructional strategies, classroom learning becomes more engaging, interactive, and meaningful. The use of collaborative lesson planning and reflective teaching enables teachers to design learning experiences that are better aligned with students' needs and learning styles. As a result, students demonstrate increased participation, motivation, and understanding of learning materials. Furthermore, improved teacher competence in classroom management and assessment contributes to more effective monitoring of student progress. Teachers are better able to identify learning difficulties early and provide appropriate interventions to support student achievement. The continuous feedback loop between supervision activities and classroom practice ensures that instructional improvements are consistently aligned with student learning needs. This alignment is essential in creating a high-quality learning environment where students can achieve optimal academic development. Research indicates that effective teacher professional development directly correlates with improved student achievement, particularly when it is sustained, collaborative, and embedded in daily teaching practice (Timperley et al., 2007; OECD, 2019).

Moreover, KOMPAK-based supervision strengthens the culture of reflective practice among teachers, which indirectly enhances student learning outcomes. Reflection allows teachers to critically evaluate the effectiveness of their instructional methods and make data-driven decisions to improve learning experiences. Through structured reflection sessions, teachers analyze student performance data, classroom interactions, and instructional challenges to identify areas for improvement. This reflective cycle ensures that teaching practices are continuously refined based on evidence rather than assumptions. Additionally, the collaborative nature of KOMPAK encourages collective problem-solving, where teachers jointly develop strategies to address student learning difficulties. This shared responsibility fosters a more responsive and adaptive instructional environment that prioritizes student success. As teachers become more skilled in reflective practice, they are better equipped to differentiate instruction and accommodate diverse learner needs. This ultimately leads to improved academic performance and more equitable learning outcomes across

students with varying abilities. The importance of reflective practice in enhancing both teacher effectiveness and student achievement is widely supported in educational research literature (Schön, 1983; Kolb, 1984).

Another important contribution of KOMPAK-based academic supervision is the strengthening of instructional leadership within the school. The principal plays a crucial role in guiding, supporting, and facilitating collaborative supervision processes that focus on improving teaching quality and student outcomes. Through distributed leadership practices, teachers are empowered to take active roles in decision-making and instructional planning. This shared leadership structure enhances collective responsibility for student achievement and ensures that supervision is not limited to top-down directives. Instead, it becomes a participatory process that integrates the perspectives of all stakeholders in the school community. The principal's role as an instructional leader includes providing continuous feedback, facilitating professional development activities, and ensuring alignment between supervision goals and school improvement objectives. This leadership approach fosters a strong school culture that prioritizes learning, collaboration, and continuous improvement. Studies have shown that effective instructional leadership is one of the most significant school-level factors influencing student achievement, particularly when combined with strong teacher collaboration and professional learning communities (Leithwood et al., 2008; Hallinger, 2011).

Finally, the overall contribution of KOMPAK-based academic supervision at SD Negeri 1 Wonosobo reflects a holistic improvement in the educational ecosystem, where teacher performance enhancement and student learning outcomes are mutually reinforcing. As teachers become more competent, reflective, and collaborative, students benefit from higher-quality instruction and more supportive learning environments. The integration of supervision, collaboration, and reflection creates a sustainable system of continuous improvement that ensures long-term educational effectiveness. This model demonstrates that academic supervision is most effective when it is embedded within a collaborative professional culture that values shared learning and collective responsibility. The positive impact on both teachers and students highlights the importance of adopting innovative supervision frameworks that go beyond traditional evaluation models. Therefore, KOMPAK-based academic supervision serves as a strategic approach for improving educational quality in primary schools by simultaneously enhancing teacher professionalism and student academic achievement in a sustainable and meaningful way (Darling-Hammond et al., 2017; Hattie, 2009).

## CONCLUSION

The implementation of academic supervision management based on KOMPAK (Collaborative Active Learning Community) at SD Negeri 1 Wonosobo demonstrates an effective and transformative approach in improving the quality of learning through collaborative, reflective, and continuous professional development practices. The supervision process is no longer limited to administrative evaluation, but has evolved into a dynamic system that emphasizes teacher collaboration, peer learning, and shared responsibility for instructional improvement. Through structured collaborative activities such as lesson planning discussions, peer observation, and reflective evaluation, teachers are able to enhance their pedagogical competencies and develop more innovative and student-centered teaching strategies. This approach not only strengthens teacher performance but also contributes significantly to improving student engagement and learning outcomes, as instructional practices become more effective and responsive to students' needs. Furthermore, the role of instructional leadership in facilitating KOMPAK-based supervision ensures that the process is sustainable and aligned with school improvement goals, creating a supportive professional culture that values continuous learning. Overall, the findings indicate that KOMPAK-based academic supervision is a strategic and effective model for enhancing educational quality in elementary schools by integrating collaboration, reflection, and shared accountability into the supervision system.

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