



Analysis of English Learning Supervision for Certified Teachers at Yapenthom 1 Junior High School Maumere

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Abstract

This research aims to analyze the process of English language learning supervision for certified teachers, the problems faced by certified English teachers in the supervision process, and the impact of English language learning supervision on certified teachers. The study used a qualitative research design, with data collection methods including interviews with English teachers and the school principal. The findings revealed that the certified English teacher demonstrated strong professionalism by using interactive methods such as games, ice-breaking activities, and teaching media like laptops and projectors. The teacher also displayed effective classroom management that encouraged student participation. However, the main challenge identified was students limited English vocabulary, which hindered their learning fluency. Supervision was found to have a positive impact on improving teachers' administrative discipline and teaching quality. It encouraged teachers to be more organized, innovative, and responsive to educational developments. The principal appreciated the English teacher's consistency and dedication, especially in implementing improvements after supervision. Nevertheless, the study also found that the lack of a structured and continuous supervision process could reduce its effectiveness. Therefore, a balanced supervision model that is both flexible and well-structured is essential to ensure the effectiveness of English language learning supervision for certified teachers. This research is expected to serve as a reference for principal and policymakers in developing more effective and sustainable supervision systems.

1. INTRODUCTION

Education is a conscious and planned effort to create a conducive atmosphere for learning and enjoyable teaching, so that learners actively develop their potential to possess spiritual strength, self-control, character, intelligence, noble morals, and skills needed both for themselves and society [1]. Every nation undoubtedly has an education system because education plays a crucial role in improving the quality of human life. Quality education can improve a nation's welfare and competitiveness. To achieve quality education, qualified educators are required. As educators, teachers must have academic qualifications, competence, and the ability to realize national educational goals. Based on government regulation No.74 of 2008 concerning teachers' requirements that a teacher must have academic qualifications, certification, competence, physical and mental health, and a commitment to educational goals. However, in practice, problems still occur such as low teaching quality and weak teacher performance [2].

According to data from Kemendikbud (2023), only 53% of certified English teachers in eastern Indonesia demonstrate strong pedagogical competence, with NTT province falling below the national average. This condition highlights the need for consistent and structured academic supervision.

To address this issues, structured and continuous supervision is necessary to improve the teaching and learning process. Supervision is one of the efforts to improve the professionalism and competence of teachers to ensure optimal student learning outcomes. According to [3], the purpose of educational supervision is to provide services and assistance to improve teaching quality. It also supports teachers in mastering classroom management and developing creative, effective teaching strategies. Supervision serves as an effort to improve educational or learning conditions, serving as assistance for education in enhancing professionalism so that learners become more qualified [4].

Supervision activities are generally carried out by school principals and school supervisors. These activities play a key role in maintaining and improving teacher performance because the learning process is the central element of education. A well-supervised teacher is more likely to prepare learning materials effectively, use diverse teaching media, and evaluate learning achievement accurately. [5]. However, in many schools, supervision is not implemented optimally. According to [6] some principals conduct supervision only as a formality, which limits its positive impact. [7] emphasized that supervision can only improve teacher performance if it is well-planned and consistently implemented. Therefore, effective supervision is essential to ensure the quality of learning and student achievement.

In this study, the researcher focuses in collaborative supervision on SMP Yapenthom 1 Maumere, a junior high school in Nusa Tenggara Timur. The school employs certified English teachers who are expected to meet professional teaching standards. However, supervision practices in this school still face challenges, such as limited feedback and a lack of structured follow-up. This becomes the basis for the researcher to examine how the learning supervision carried out by the school principal influences the performance of certified English teachers. Certified teachers are expected to have high professional competence. They should be capable of designing lesson plans, preparing teaching materials, applying effective methods, and utilizing instructional media. Certification proves a teacher's qualification, as stated in the Ministerial Regulation No. 19 of 2024 concerning Teacher Professional Education. The program aims to improve teachers' pedagogical, personal, social, and professional competencies. Thus, the researcher is interested in analyzing the supervision process, identifying problems in supervision and the impact of English language learning supervision on certified teachers at SMP Yapenthom 1 Maumere.

Although many studies have discussed educational supervision in general, few have specifically examined how supervision affects the performance of certified English teachers in schools with limited access to optimal academic guidance, such as those found in eastern regions of Indonesia, including Maumere. This study aims to address this gap by presenting empirical findings on the process, challenges, and impacts of English language supervision conducted by the principal at SMP Yapenthom 1 Maumere. Using a qualitative approach through interviews and direct observations, this research provides a contextual description of the actual practices in the field that have not been widely explained in previous literature. The results are expected to serve as a reference for developing more relevant and applicable supervision policies in similarly situated educational environments.

Based on this background, the researcher purposes the following research questions: How is the process of English language learning supervision for certified teachers? What are the problems encountered in the supervision of English language learning for certified teachers? What are the impacts of English language learning supervision on certified teachers?

Based on the research problem, the objectives of this study are: To describe the process of English language learning supervision for certified teachers, to identify the problems encountered in the supervision of English language learning for certified teachers, to describe the impacts of English language learning supervision for certified teachers

2. RESEARCH METHOD

This study employed a qualitative descriptive method to describe the process, problems, and impact of implementing the supervision of English language learning for certified teachers at SMP Yapenthom 1. In qualitative research, the research instrument is the individual or human being themselves. According to [8], qualitative research aims to explore phenomena beyond the subjective experiences of participants, seeking a comprehensive understanding of behavior, perceptions, motivations, and actions. This Method is deemed

appropriate because the study seeks to provide an in-depth description of the supervision process experienced by certified English teachers. Since the research focuses on naturally occurring events and does not involve variable manipulation, a qualitative descriptive approach allows the researcher to capture detailed perspectives and contextual understanding directly from participants.

This research was conducted at SMP Yapenthom 1 Maumere in February 2025. The researcher chose SMP Yapenthom 1 as the research location because it is known as a school actively working to improve the quality of learning, including through supervision led by the principal. This condition provides an opportunity to study supervision practices that may differ from those in other schools. Additionally, SMP Yapenthom 1 Maumere currently has only one certified English teacher, which allows an in-depth analysis of the supervision practices implemented for certified teachers. The participants in this study consisted of one principal and one certified English teacher at SMP Yapenthom 1 Maumere.

In this research, primary data were obtained directly through observations of the supervision process conducted by the principal for certified English teachers, as well as interviews with the principal and certified English teachers to gather information about the implementation of supervision, challenges faced, and the impact of English learning supervision results on certified teachers. Although the use of secondary data through document analysis was initially planned, no relevant supervision documents were available. As such, the study relied solely on primary data.

Data were collected through observation and interviews to obtain comprehensive data regarding the analysis of English learning supervision for certified teachers. Observation is a data collection method conducted by directly observing phenomena or behaviors in the field. This technique allows the researcher to observe and record events in real situations without intervention or alterations from the researcher [9]. In this context, the researcher observed the supervision process carried out by the principal for certified English teachers directly. Additionally, interviews are a method of collecting data through direct interaction between the researcher and respondents. The researcher asks questions to gather deeper information about the research topic (Huberman & Miles, 1992 in Siti Romdona) [10]. In this study, interviews aimed to obtain data regarding the implementation of supervision, challenges faced, and the impact of English learning supervision results on certified teachers.

After all data were collected, the researcher analyzed the data using the interactive model. According to Miles and Huberman, as cited in [11], the data analysis technique involves three stages data reduction, data display, and conclusion drawing or verification.

The first stage data reduction, aims to simplify and select data relevant to the research focus. Raw data obtained through interviews and observations, are analyzed to identify key information related to the supervision of English language learning for certified teachers at Yapenthom 1 Junior High School Maumere. Irrelevant information is eliminated, while significant data is grouped into specific themes, such as the supervision methods used, the roles of certified teachers, and the outcomes of supervision.

The second stage is data presentation, where the reduced information is systematically organized in the form of tables or descriptive narratives. This presentation makes it easier for researchers to understand patterns and relationships among the findings. For instance, the results of observations can be presented in a table containing the supervision methods, their frequency, and their impact on improving teacher competence. Additionally, interview excerpts are utilized to reinforce the research findings.

The final stage is drawing conclusions and verification. At this stage, researchers analyse the patterns and relationships that emerge from the presented data to draw valid conclusions and answer the research questions. The findings are verified by re-examining the initial data to ensure consistency and reliability, as well as validated by involving relevant parties, such as teachers or supervisors. These three stages are carried out systematically to produce an in-depth and comprehensive analysis of the supervision of English language learning for certified teachers at Yapenthom 1 Junior High School Maumere. The researcher then interpreted and described the data in depth and provided recommendations based on the final conclusions to improve the quality of supervision. Through these steps, this research aims to offer a thorough understanding of the role of English learning supervision in enhancing the performance of certified teachers at SMP Yapenthom 1 Maumere.

3. FINDINGS AND DISCUSSION

Based on research problems, the researcher showed the finding as below:

3.1 Process of English Language Learning Supervision for Certified Teachers

3.1.1 Supervision Planning

Based on the interview, supervision was previously conducted on a fixed schedule twice a year. Once each semester with a schedule determined by the curriculum Academic Affairs. However, after the changes in supervision, it no longer follows a fixed schedule from the curriculum, teachers are now given the freedom to decide when they want to be supervised. As stated by the school principal (GE):

"Before the implementation of the Curriculum Merdeka, in the PMM performance system, we usually conducted supervision twice a year once every semester and it was scheduled. The curriculum team set the schedule, and then the supervision took place. Typically, teachers who were to be supervised would first meet for lesson plan approval, and then submit their lesson plans to the school principal before the supervision process. There was administrative supervision by the curriculum team, and the school principal conducted classroom supervision. However, now the scheduling is no longer determined by the curriculum team; instead, teachers independently choose when they want to be supervised."

In the supervision planning stage, the teacher is required to obtain approval for their lesson plans before submitting it to the principal. Supervision is then carried out in two stages: administrative supervision and classroom learning supervision, both conducted by the principal. During planning, the principal prepares administrative assessment sheets and classroom observation forms, while the teacher prepares learning materials as outlined in the lesson plan or teaching module. Additionally, based on observation data, when conducting classroom supervision, the teacher prepares textbooks, a laptop, and a projector, while the principal prepares several tools such as a laptop, a pen, a mobile phone, observation sheets or observation instruments, and evaluation notes or logbook. According to [13], The academic supervision planning stage is the preparation phase before the implementation of supervision, where both the principal and the teacher must make thorough preparations. As a supervisor, the principal is responsible for preparing all the necessary tools related to academic supervision. Meanwhile, the teacher being supervised must prepare the required materials for evaluation to ensure that the supervision process runs smoothly and in accordance with established guidelines. The supervision assessment instrument is a crucial element that the principal needs to prepare. On the other hand, the teacher under supervision must also organize the necessary administrative components of teaching, such as the Lesson Plan, syllabus, teaching methods, and required tools and materials. Teachers must ensure that the instructional media used are appropriate and aligned with the subject matter being taught.

The findings related to the planning process, which was carried out independently by the principal without intensive involvement of the teacher, can be linked to the opinion of [14], who emphasized the importance of two-way communication in supervision so that teachers feel supported in the planning process. In addition, the principal's role as a supervisor who facilitates interactive learning is also supported by [15], who stated that principals should ideally act as instructional leaders, not just formal observers. However, the findings indicate that the planning process was conducted in a top-down manner, with minimal teacher involvement in deciding the timing or content of supervision. This contrasts with [16] concept of effective supervision that emphasizes two-way communication and mutual collaboration. Similarly [15], argues that principals should act as instructional leaders who empower teachers, not merely evaluate them. The lack of participatory planning in this study reveals a gap between ideal theory and school practices. This might be due to the principal's stronger focus on fulfilling administrative requirements rather than fostering instructional dialogue. As a result, the potential of supervision to support teacher development is not fully realized. This finding contributes to the literature by showing that even in schools with certified teachers, supervision can still be managerial rather than developmental in nature.

The shift in supervision planning under the Merdeka Curriculum, which grants teachers the flexibility to choose their own supervision schedule, may reduce the effectiveness of supervision if not accompanied by structured and continuous processes. While this flexibility can ease administrative burdens and provide comfort to teachers, it also poses the risk of making supervision a mere formality when it lacks systematic procedures, routine reflections, and concrete follow-up actions.

[17] argue that effective supervision requires consistent collaboration between supervisors and teachers across all stages planning, implementation, and evaluation. Without scheduled reflections or joint evaluations, the developmental function of supervision weakens. Ideally, even in flexible systems,

supervision should include routine documentation, follow-up meetings, and structured evaluation tools to ensure it remains a meaningful professional development process rather than a compliance exercise.

3.1.2 Supervision Implementation

Based on the interview, the principal acts as a supervisor who evaluates various aspects of the teaching and learning process, starting from the interaction between teachers and students, the way teachers deliver material, and the teaching methods used. In addition, the principal also observes how students respond to lessons and their level of engagement in the learning process. Beyond pedagogical aspects, the principal also assesses the classroom management strategies implemented by the teacher. This includes how the teacher organizes students, handles disruptions during lessons, and creates a conducive learning environment.

“During supervision, the principal directly observes how the teacher conducts lessons in the classroom, evaluates the teacher-student interaction, and assesses the effectiveness of teaching methods, the use of instructional media, and classroom management. Additionally, the principal takes note of the teacher’s strengths and areas for improvement”

According to [18], one of the principal’s duties is academic supervision. Academic supervision includes overseeing both academic and non-academic activities in the learning process. This includes monitoring teachers’ teaching performance, observing students during learning, and supervising the overall classroom environment.

Based on the observation, the principal observes and records various important findings during the observation process. Meanwhile, teachers conduct classroom learning by preparing various teaching media such as books, laptops, and projectors. During the teaching process, teachers use interactive teaching methods such as ice-breaking, games, group discussions, and Q&A sessions. The teaching methods implemented by the English teacher in the classroom are highly competent and effective, as they actively engage students in the learning process. According [19], interactive learning is an approach that integrates the use of technology and collaborative methods to enhance student engagement in the learning process. Interactive learning refers to various tools and techniques such as educational software, simulations, group discussions, and collaborative activities.

3.1.3 Evaluation and Follow-Up

Based on the interview, the principal stated:

“After observation, we discuss what has been done well and what needs to be improved. Then the teacher reflects, and we proceed with follow-up actions.”

However, based on observations, after the supervision took place, the principal immediately left the classroom without providing direct feedback to the teacher. This indicates that the post-supervision evaluation process was not conducted immediately on-site but was possibly provided in the form of a written report or during a separate meeting later. Interview data from the English teacher indicated that reflection on supervision was carried out independently by the teacher without direct discussion after observation.

“Before being supervised, I prepare my teaching materials. After that, I reflect to evaluate the teaching process.”

These findings indicate a discrepancy between field practices and the principles of effective supervision. In terms of evaluation, [20] emphasizes that post-supervision should involve joint reflection between the supervisor and the teacher in order to ensure sustainable improvement. Collaborative evaluation allows for mutual understanding and planning for improvement, which are essential in enhancing teacher competence. However, in this case, the teacher reflected independently without immediate feedback from the supervisor. This deviates from the model of ideal supervision, where the post-observation conference serves as a key step to help teachers understand their strengths and areas for improvement.

The absence of direct post-supervision discussion may be caused by several factors, such as time constraints, administrative workload, or limited awareness of the importance of collaborative evaluation in the supervision process. This condition indicates that the supervision system in practice tends to be administrative rather than developmental in nature.

The implications of this issue are significant to the effectiveness of supervision. Without receiving timely and specific feedback, teachers may struggle to identify which aspects of their teaching need improvement. Independent reflection without guidance may lead to misinterpretation or missed opportunities for growth.

Consequently, the goal of supervision as a tool for continuous professional development may not be fully achieved.

This situation is clearly different from the ideal model of supervision as proposed by [16], which emphasizes a two-way communication process between supervisor and teacher. In an ideal supervision process, the post-observation phase is not merely an administrative formality, but a collaborative space for planning, mentoring, and teacher development. Therefore, the absence of a proper post-supervision conference in this school becomes a barrier to maximizing the potential benefits of academic supervision.

Ideally, in the practice of effective supervision, the principal should provide a joint reflection session so that teachers can clearly understand the aspects that need improvement and how to enhance their teaching effectiveness. Evaluation is crucial in effective supervision because it provides teachers with an opportunity to identify their strengths and weaknesses more precisely. According to the journal "The Contribution of Principal Supervision [21], supervision indicators conducted by principals include providing guidance, assisting teachers in solving problems, conducting monitoring, building interpersonal relationships, and evaluating performance results after supervision is conducted.

3.2 The Problems Faced of the during the Supervision

Based on the interviews with the certified English teacher (EM), the primary challenge faced during English learning supervision was students' difficulty in mastering vocabulary. EM explained:

"The challenges I face during the English learning supervision process lies in students' ability to master vocabulary. Students struggle with memorizing, understanding, and effectively using English vocabulary."

This highlights that, despite the teaching methods being in accordance with the lesson plan, students' difficulty in mastering vocabulary remains a significant challenge that affects the effectiveness of the learning process. EM also stated:

"That several strategies could be used to address this issue, including a more interactive, contextual, and enjoyable approach. Additionally, the use of visual media and games can help enhance students' comprehension and memory retention."

The issue of students' limited vocabulary is not merely a pedagogical challenge but also a critical aspect that supervision should address. In the context of academic supervision, this problem reflects the need for deeper instructional support and feedback related to language acquisition strategies. Supervision is ideally positioned to help teachers reflect on and improve their vocabulary-teaching methods by introducing more interactive and contextual learning approaches. However, based on the findings, supervision in this school has not directly addressed this specific instructional difficulty. The English teacher independently proposed several strategies—such as interactive, contextual, and game-based learning—which indicate her initiative and commitment to improving student outcomes.

Ideally, these strategies should be part of a collaborative reflection between the teacher and the supervisor. According to [20], one of the key goals of supervision is to assist teachers in solving teaching problems through structured feedback and joint problem-solving. In this case, the absence of targeted support from supervision in tackling vocabulary challenges shows a gap between the expected developmental role of supervision and its actual implementation. Therefore, effective supervision should not only monitor teaching performance but also serve as a platform for identifying instructional problems and jointly developing solutions tailored to students' needs.

3.3 The Impact of English Language Learning Supervision on Certified Teachers

Based on an interview with the principal (GE), supervision plays a crucial role in encouraging teachers to be more organized in administrative tasks, improve teaching methods, and continuously develop in their profession. The principal highlighted that one of the English teachers, Mrs. EM, is a highly consistent and dedicated educator. She consistently demonstrates positive changes after supervision, diligently completes her tasks, and maintains discipline in preparing lesson administration. Moreover, she is deeply concerned about students' learning outcomes and always strives to ensure that even the smallest efforts she makes have a positive impact on her students.

"Mrs. EM is a teacher who is highly consistent and dedicated. After undergoing supervision, she consistently shows positive changes, diligently completes her tasks, and maintains discipline in lesson administration. She not only strives to improve her teaching quality but is also deeply concerned about her students' learning outcomes. For her, even the smallest effort must be proven to ensure that students achieve the best possible results."

Teacher professionalism is one of the key factors in improving the quality of education. According to Sudarwan as cited in [22], teacher professionalism encompasses excellence in quality, discipline, and order in action, while also demonstrating a high level of dedication to their duties and responsibilities.

Furthermore, the principal also stated that the English teacher at this school is a proactive individual in developing their teaching quality. As a senior certified teacher, they are always open to change and actively participate in the English learning community. Whenever there is new information or innovation in teaching methods, they quickly adapt and implement it to ensure more effective learning outcomes.

"So far, the English teacher at our school is known as someone who is proactive in seeking new ways to enhance the quality of learning. As a senior certified teacher, they are always open to change. Whenever there are developments or innovations in teaching, they independently adapt and actively engage in the English learning community. Every time new information or methods emerge, they promptly implement them to achieve more effective learning outcomes."

Supervision not only functions as a control mechanism but also serves as a means for teachers to learn and develop. Research conducted by [22] shows that principals who regularly provide guidance and feedback to teachers can foster a culture of reflection within the school environment. This motivates teachers to improve their performance and become more actively engaged in collaboration with colleagues in efforts to enhance the quality of classroom learning. Teacher EM said:

"In my opinion, supervision is very important because it helps us to identify the strengths and weaknesses in the learning process. When supervised, we can pinpoint where we are lacking, for example, if students have not understood the material well. After receiving feedback from the supervision, we can evaluate whether the methods or strategies we have been using are appropriate or not, and what needs to be improved to enhance teaching effectiveness."

These findings illustrate how supervision, when implemented consistently, can positively impact teacher professionalism. The principal's description of the teacher's increased discipline, reflective practice, and instructional improvement aligns with Sudarwan's definition of professionalism, which includes dedication, discipline, and high-quality teaching performance. Furthermore, the teacher's willingness to adopt innovative teaching techniques such as games and contextual learning demonstrates the formative effect of supervision on teaching quality.

This is in line with the findings of [1], who argue that supervision contributes significantly to teacher growth when it involves not only monitoring but also continuous guidance and feedback. Similarly, research by [17], emphasizes that effective supervision enhances teacher motivation, instructional planning, and classroom performance through structured support and collaborative dialogue. In this study, although supervision has room for improvement in post-observation feedback and problem-solving, its overall influence has encouraged the teacher to develop professionally and adapt teaching practices to better support student outcomes.

According to [22], one of the positive benefits of academic supervision is the enhancement of teacher professionalism, which is reflected in the development of their skills in designing and managing the teaching and learning process. Through regular supervision, teachers are given the opportunity to reflect on their teaching practices, identify challenges they face, and seek solutions for improvement. EM also added:

"Supervision is highly beneficial as it reminds me of the importance of having well-structured teaching materials or modules. Additionally, supervision provides new insights, including more engaging teaching techniques such as ice-breaking activities and games. After undergoing supervision, I have gained a better understanding of strategies that help students grasp the material more easily and have also learned what they like and dislike in the learning process."

Academic supervision plays a crucial role in enhancing teacher professionalism. With structured supervision, teachers can continuously develop professionally through improved teaching skills and updated knowledge. The success of supervision in supporting teacher professionalism not only enhances the quality of learning but also contributes to achieving optimal student learning outcomes. Therefore, high-quality academic supervision should be an integral part of educational management in every school [22].

Findings from observations also reinforce this statement. The English teacher at SMP Yapenthom 1 Maumere demonstrated high competence in teaching, utilizing various interactive methods such as ice-breaking activities, games, and projectors while creating an active and conducive classroom atmosphere. This indicates that supervision has a positive impact, particularly in supporting teachers' continuous professional growth.

4. CONCLUSION

This study aimed to describe the process, problems, and impacts of English learning supervision for certified teachers at SMP Yapenthom 1 Maumere. The findings show the English learning supervision process at SMP Yapenthom 1 Maumere consists of three stages: planning, implementation, and evaluation. In the planning stage, the teacher determined the schedule of supervision independently, while the principal prepared assessment sheet and observation instrument. The implementation is carried out through direct classroom observation. However, the evaluation stage was not conducted immediately after observation. The principal often did not provide direct feedback, and as a result, the teacher conducted self-reflection without further discussion. This indicates that the evaluation process was not fully implemented based on ideal supervision principles. The main problem encountered is students limited English vocabulary, which disrupts fluency in the learning process. Nevertheless, supervision has had a positive impact, including improved teacher discipline, innovation, and teaching quality. While self-initiated supervision allows flexibility, it lacks consistency, suggesting that a more structured and continuous supervision model is necessary to optimize teacher performance and student learning outcomes.

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