



## Academic Supervision Based on Mentoring in Improving Teacher Competence

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Accepted: December 15<sup>th</sup> 2025. Approved: February 23<sup>th</sup> 2026. Published: March 1<sup>th</sup> 2026

### ABSTRACT

This study aims to examine the implementation of mentoring-based academic supervision in improving teacher competence at SMPN 2 Tebing, Karimun Regency, Riau Islands Province, Indonesia. The research employed a mixed-methods case study design. In the first phase, a quantitative survey involving 29 teachers was conducted using a four-point Likert-scale questionnaire covering lesson planning, classroom implementation, and learning evaluation. The results show a weighted mean score of 2.94, indicating that teacher competence is in the "Good" category, with the majority of responses at the competent level. However, disparities remain, as a small proportion of teachers demonstrate low performance. In the second phase, qualitative data obtained through written interviews, observations, and document analysis revealed that the effectiveness of supervision was influenced by a collaborative pre-observation dialogue, continuous mentoring, and constructive feedback. These factors reduced teacher anxiety, increased openness, and strengthened motivation for professional growth. The findings confirm that mentoring-based academic supervision contributes significantly to sustainable teacher competence development. Strengthening the instructional leadership role of school principals and institutionalizing mentoring-oriented supervision are therefore recommended to achieve higher levels of professional excellence.

**Keywords:** academic supervision, mentoring, teacher competence, professional development, school leadership

### INTRODUCTION

Teacher competence plays a fundamental role in determining the quality of education, as it directly influences instructional effectiveness, student achievement, and overall school performance. In response to increasing professional demands and educational reforms, teachers are required to continuously develop their pedagogical, professional, social, and personal competencies [1], [2], [3], [4]. However, in practice, many teachers still encounter challenges in sustaining professional growth due to limited guidance, insufficient feedback mechanisms, and the absence of structured and continuous development programs. Therefore, effective supervisory strategies are necessary to support systematic and sustainable improvement in teacher competence [3], [5], [6].

Academic supervision has evolved from a traditional evaluative approach toward a more developmental and collaborative model [7], [8], [9]. Contemporary supervision emphasizes guidance, reflection, and professional dialogue rather than mere compliance monitoring. In this context, mentoring-based academic supervision emerges as a strategic approach that positions school principals not only as evaluators but also as mentors who facilitate teachers' professional learning. Through mentoring processes—

such as structured feedback, reflective discussion, and continuous assistance—teachers are more likely to enhance their motivation, professional ethics, and interpersonal skills [10], [11], [12]. This approach aligns with the concept of continuous professional development, which promotes sustained and context-responsive teacher improvement.

Previous studies have examined supervision and mentoring from various perspectives. A systematic review by Harlena [13] found that coaching- and mentoring-oriented academic supervision is effective in improving instructional practices, although challenges remain in consistent implementation. Muamar et al. [14] developed a mentoring-based supervision model for elementary schools, focusing primarily on training and model development. Laoli [15] emphasized mentoring to enhance principals' supervisory competence in senior high schools, highlighting leadership improvement rather than direct teacher competence outcomes. Faizin [16] demonstrated that intensive supervision and mentoring improved teachers' ability to prepare lesson plans, yet the scope was limited to instructional planning. Earlier, Astarini [17] reported that mentoring strengthened principals' managerial supervision capacity, concentrating on program design aspects. While these studies confirm the importance of

mentoring and supervision, limited research has examined the integrated implementation of mentoring-based academic supervision specifically aimed at improving overall teacher competence using a mixed-methods case study approach in a junior high school context. Therefore, this study addresses this gap by providing empirical evidence on how mentoring-based academic supervision contributes to sustainable teacher competence development, offering both theoretical enrichment and practical implications for school leadership and professional development practices.

**RESEARCH METHODS**

This study employed a mixed-methods research design with a case study approach to examine the implementation of mentoring-based academic supervision in improving teacher competence at SMPN 2 Tebing, Karimun Regency, Riau Islands Province, Indonesia [18], [19], [20], [21]. The mixed-methods design was chosen to obtain comprehensive findings by integrating quantitative data, which measure the level of competence improvement, with qualitative data, which provide deeper explanations of the supervision process and its impact in the real school context.

**1. Research Design**

The study adopted a sequential explanatory design, in which quantitative data collection and analysis were conducted in the first phase, followed by qualitative exploration in the second phase. The case study approach enabled an

in-depth examination of mentoring-based academic supervision as implemented in a specific institutional setting, allowing the researcher to capture contextual factors influencing teacher development [22], [23].

**2. Participants**

The participants consisted of 29 teachers of SMPN 2 Tebing who were actively involved in the academic supervision program. All teachers were included as respondents, making the study a population-based survey within the school. These participants represented various subject areas and teaching experiences, providing a comprehensive overview of teacher competence within the institution [24], [25], [26].

**3. Quantitative Data Collection**

In the first phase, quantitative data were collected using a structured questionnaire with a five-point Likert scale. The instrument measured teachers’ perceptions of mentoring-based academic supervision and its influence on key competence dimensions, including work motivation, professional ethics, interpersonal skills, and participation in professional development [26], [27], [28], [29]. The operationalization of quantitative variables is presented in Table 1.

**Table 1.** Quantitative Data Operationalization

Variable	Indicators	Instrument & Scale
Mentoring-based academic supervision	Planning of supervision	Questionnaire (Likert 1-5)
	Implementation of mentoring	Questionnaire (Likert 1-5)
	Feedback and evaluation	Questionnaire (Likert 1-5)
Teacher competence	Work motivation	Questionnaire (Likert 1-5)
	Professional ethics	Questionnaire (Likert 1-5)
	Interpersonal skills	Questionnaire (Likert 1-5)
	Participation in professional development	Questionnaire (Likert 1-5)

**4. Qualitative Data Collection**

The second phase involved qualitative exploration to explain and strengthen the quantitative findings. Data were obtained through limited written interviews with teachers, direct observation of supervision activities, and document analysis of supervision plans, reports,

and related school records. These methods enabled data triangulation and a deeper understanding of how mentoring-based supervision was implemented and experienced [20], [30], [31], [32], [33]. The qualitative data framework is shown in Table 2.

**Table 2.** Qualitative Data Framework

Focus	Data Source	Technique
Implementation of mentoring-based supervision	Teachers	Written interviews
Mentoring process by the principal	Teachers & Principal	Observation
Impact on teacher competence	Teachers	Interviews
Supervision program documentation	School documents	Document analysis
Participation in professional development	Teachers	Interviews & documents

**5. Data Analysis**

Quantitative data were analyzed using descriptive statistical techniques to determine the

overall tendency of teachers’ responses regarding competence improvement. Qualitative data were analyzed using an interactive approach involving

data reduction, data display, and conclusion drawing. The qualitative findings were used to interpret, clarify, and strengthen the quantitative results [20], [32].

To ensure the validity and reliability of the findings, methodological triangulation was applied by comparing data from questionnaires, interviews, observations, and documents. This integration of multiple data sources enhanced the credibility of the conclusions regarding the effectiveness of mentoring-based academic supervision. [18], [33], [34].

**RESULT AND DISCUSSION**

This study aims to examine the implementation of mentoring-based academic supervision in improving teacher competence at SMPN 2 Tebing, Karimun

**Table 3.** Recapitulation of Academic Supervision Results

Score (X)	Percentage (f)	f·X
1	31.2	31.2
2	403.4	806.8
3	800.0	2400.0
4	365.3	1461.2
<b>Total</b>	<b>1599.9</b>	<b>4699.2</b>

Based on Table 3, the most dominant score is 3, indicating that most teachers are at the “competent” level. The weighted mean score is 2.94 on a scale of 1–4, which falls into the “Good” category. This finding shows that teachers generally perform their professional duties adequately but still have room for improvement toward the “Very Good” level (score 4). However, a small proportion of teachers still demonstrate low performance (score 1), indicating disparities in competence among staff.

From a theoretical perspective, this result suggests that mentoring-based academic supervision contributes to competence development by providing continuous guidance rather than one-time evaluation [11], [13]. The predominance of score 3 reflects that supervision has helped teachers meet minimum professional standards but has not yet fully optimized their performance [35], [36]. One possible causal factor is that mentoring programs require sustained intensity and follow-up to produce transformational change.

**2. Implementation of Mentoring-Based Academic Supervision**

Qualitative findings indicate that the pre-observation meeting played a crucial role in building a collaborative atmosphere between supervisors and teachers. This stage focused on aligning perceptions regarding performance indicators and instructional expectations. Teachers reported reduced anxiety and greater openness during classroom observation.

This finding supports contemporary supervision theory, which emphasizes supportive and developmental approaches rather than

inspection-oriented models. Modern supervision literature argues that establishing a clear “psychological contract” between supervisor and teacher is essential for effective professional growth [8], [9]. In this study, teachers were willing to disclose difficulties—particularly in using instructional technology—before entering the classroom. Such openness enabled supervisors to provide targeted mentoring.

**1. Teacher Competence Level Based on Academic Supervision Results**

The results describe the competence level of 29 teachers based on self-assessment covering three main aspects: lesson planning, classroom implementation, and learning evaluation in accordance with national curriculum standards. Data were collected through an online survey using a Likert scale (1–4).

Observation data also revealed a positive correlation between careful lesson planning and effective classroom management. Teachers who prepared detailed lesson plans demonstrated better organization, student engagement, and instructional flow [2], [16]. This indicates that mentoring in the planning phase has downstream effects on implementation quality.

**3. Factors Influencing the Effectiveness of Mentoring-Based Supervision**

Several factors were identified as contributing to the observed outcomes:

- a. Collaborative supervision climate — Teachers felt supported rather than evaluated.
- b. Continuous mentoring process — Ongoing assistance reinforced skill development.
- c. Constructive feedback — Specific recommendations enabled practical improvement.
- d. Teacher motivation — Participation increased when supervision was perceived as beneficial.

These factors explain why the overall competence level reached the “Good” category. However, limitations were also observed, including variations in teacher readiness, differences in technological skills, and limited time for intensive mentoring. These constraints likely prevented

some teachers from achieving the highest performance level.

#### 4. Comparison with Previous Studies

The findings of this study are consistent with prior research indicating that mentoring-oriented supervision enhances professional practice. Previous studies reported that mentoring improves supervisory effectiveness, leadership capacity, and instructional planning. Similarly, this study confirms that mentoring-based supervision positively influences teacher competence, particularly in motivation, professional ethics, and interpersonal skills.

However, unlike earlier research that focused on model development or leadership competence [37], [38], [39], this study provides empirical evidence of direct impact on teachers' overall professional competence within a real school context [40], [41], [42]. This represents a significant contribution by demonstrating how mentoring-based supervision operates holistically—from planning to evaluation—through a mixed-methods case study approach.

#### 5. Strengths and Limitations of the Study

A major strength of this study lies in its use of mixed methods, which allowed triangulation between quantitative measurements and qualitative insights. This approach provides a comprehensive understanding of both outcomes and processes of supervision. Additionally, the case study design captures contextual realities often overlooked in large-scale surveys.

Nevertheless, the study has limitations. The sample is restricted to one school, limiting generalizability. The reliance on self-assessment may also introduce response bias. Furthermore, time constraints may have limited the depth of mentoring implementation.

#### Implications

Overall, the findings demonstrate that mentoring-based academic supervision is an effective strategy for improving teacher competence in a sustainable manner. Strengthening the role of school principals as instructional leaders and ensuring continuous mentoring cycles are essential for achieving higher levels of teacher professionalism. Future research should involve multiple schools and longitudinal designs to examine long-term impacts.

#### CONCLUSION

This study concludes that mentoring-based academic supervision is effective in improving teacher competence at SMPN 2 Tebing, Karimun Regency, Riau Islands Province. The quantitative findings indicate that the overall competence of teachers is in the "Good" category, with a weighted mean score of 2.94 on a four-point scale, suggesting that most teachers have met professional standards but still require further development to reach an optimal level. Qualitative evidence confirms that the effectiveness of the

supervision program is largely influenced by its collaborative and supportive nature, particularly through pre-observation dialogue, continuous mentoring, and constructive feedback, which reduce teacher anxiety and promote openness toward professional improvement.

The study identifies several key factors contributing to successful competence enhancement, including a collegial supervision climate, sustained mentoring processes, and increased teacher motivation to engage in professional development. At the same time, variations in teacher readiness, technological skills, and time constraints limit the extent of improvement for some individuals. Compared with previous studies, this research provides empirical evidence of the direct impact of mentoring-based supervision on teachers' overall professional competence within a real junior high school context using a mixed-methods case study approach.

Theoretically, this study strengthens the perspective that developmental supervision models grounded in mentoring are more effective than traditional evaluative approaches. Practically, it highlights the strategic role of school principals as instructional leaders who facilitate continuous professional growth rather than merely conduct performance appraisal. Therefore, it is recommended that schools institutionalize mentoring-based academic supervision as a sustainable professional development strategy. Future research should involve broader samples and longitudinal designs to examine long-term effects and generalizability across educational contexts.

#### ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to the Principal and teachers of SMPN 2 Tebing, Karimun Regency, Riau Islands Province, Indonesia, for their cooperation, openness, and active participation throughout the research process. Their willingness to engage in mentoring-based academic supervision and to provide valuable data made this study possible. The authors also extend their appreciation to colleagues and academic peers who provided constructive feedback and scholarly insights during the preparation of this manuscript. Their thoughtful suggestions contributed significantly to the improvement of the research design and analysis.

Finally, the authors acknowledge all parties who supported the implementation of this study, both directly and indirectly, and hope that the findings will contribute meaningfully to the advancement of academic supervision and teacher professional development practices.

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