Evaluating Academic Supervision Through the CIPP Framework: A Qualitative Case Study of Teacher Performance

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ABSTRACT
Academic supervision is intended to support better teaching and teacher professional development; however, having formal supervisory procedures does not by itself ensure that support is systematic or developmental. This study evaluated principal-led academic supervision at SDN Karang Tengah 14, Tangerang City, using the Context, Input, Process, and Product (CIPP) framework and examined evidence concerning its relationship with teacher performance. A qualitative, context-bound case study was conducted with purposively selected informants using semi-structured interviews, observations, and school documents, including 2024 Teacher Performance Assessment (PKG) records. The data were analyzed thematically through comparison across sources and an evidence-tracing analytic matrix. The findings showed a clear contextual need for supervision: the mean PKG score was 76.5 against a school target of 85, and 61.1% of teachers were classified as adequate. Reported scores for technology use and instructional innovation were 68.3 and 71.2, respectively. Although basic supervisory structures and a three-stage cycle were in place, supervision occurred only twice annually and was not implemented consistently, particularly in pre-observation, feedback, coaching, and follow-up documentation. Product evidence pointed to limited reported improvement in teachers' awareness of lesson planning and instructional implementation, but no longitudinal evidence was available to establish changes in teacher performance attributable to supervision. The study shows, through a CIPP-based system-level analysis, that the developmental value of academic supervision depends on how closely identified needs, supervisory inputs, implementation, feedback, and differentiated follow-up are connected. The findings point to the need to strengthen supervision as a continuous process of teacher professional learning and instructional improvement.
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1. Introduction

Academic supervision has become an important part of school leadership because teaching quality is shaped not only by teachers' individual capacities but also by the organizational conditions in which professional practice develops. Recent research on instructional supervision describes supervision as a system for monitoring and evaluating teaching quality, while also showing that teachers interpret supervisory encounters through their experiences with supervisors, classroom events, and professional expectations (Gong et al., 2025). School-based leadership studies also indicate that leaders influence school improvement through teacher–leader collaboration, participatory processes, and the organization of professional work (Soomro et al., 2026; Auliya et al., 2026). From this perspective, academic supervision is better viewed as part of a broader leadership process for improving instruction than as an inspection process.

In this view, the quality of supervision depends on how well school leaders turn formal responsibilities into sustained professional support. Research on team learning and professional learning communities shows that teacher development is strengthened when schools provide structures for collaboration, collective inquiry, and sustained instructional learning (Toikka & Tarnanen, 2025). Continuing professional development can also strengthen teachers' knowledge and pedagogical decision-making when learning is connected to actual instructional problems, while professional learning for technology use is increasingly understood as an ecosystem that combines formal, pre-service, and informal learning opportunities (Abedi & Ametepey, 2025). Leadership remains important under these conditions: principals may support teachers through recognition, trust, participation, and access to organizational resources, although such support is constrained by institutional conditions (Mugabekazi & Hui, 2026). Ethical leadership has also been examined in relation to teachers' organizational commitment, underscoring the importance of leadership practices for the professional environment in which teachers work.

At the same time, a persistent gap can remain between formal educational expectations and what is actually implemented in schools. For example, a qualitative case study of upper-primary classrooms documented a substantial disconnect between policy aspirations for student-centered learning and everyday classroom practice, with resource limitations and insufficient practical professional development among the constraining conditions (Tegegne et al., 2025). Leadership research similarly shows that formal policy compliance does not necessarily produce the professional cultures intended by policy, because leaders' values and community-building practices mediate what is enacted in schools (Tse & Mintz, 2025). Research on teacher evaluation also identifies tensions between formative purposes, feedback, and teachers' experiences of collaborative work (Contreras et al., 2025). These findings are pertinent to academic supervision: schedules, observation instruments, and evaluation procedures may exist without ensuring meaningful developmental support. Evaluating supervision therefore requires attention not only to whether formal activities occur but also to whether the intended professional-learning processes are actually enacted.

One way to address this implementation gap is to connect supervision with feedback, coaching, collaboration, and sustained professional learning. Studies of teachers' feedback-giving practices show that the nature of feedback is shaped by teachers' underlying orientations and how they interpret learners' performance (Yao et al., 2025). Coaching research likewise emphasizes professional dialogue rather than observation alone. Group coaching can combine implementation support with collaborative reflection in a learning community context (Watson

et al., 2025), while content-focused coaching studies show how coaches and teachers negotiate instructional planning and learning goals through professional conversations (Choppin et al., 2026). Together, these studies support a developmental view in which classroom observation is followed by dialogue, feedback, coaching, and further professional action rather than being treated as a stand-alone evaluation.

The literature also draws attention to the organizational resources and contextual responsiveness required to sustain such activities. Studies of school principals show that leadership practices are shaped by cultural and institutional contexts, and that effective leadership requires responsiveness to the specific conditions of the school community (Jatuporn, 2025). Indonesian evidence similarly highlights the importance of coordination, clear responsibilities, and organizational support when school leaders must sustain educational processes under constrained conditions (Amka et al., 2026). At the classroom level, qualitative research on technology integration indicates that teachers' digital competence and pedagogical use of technology are shaped by access, infrastructure, training, and continuing support (Alptekin & Taneri, 2025). These findings provide a useful basis for viewing academic supervision as an organizational process in which leadership capacity, time, resources, professional interaction, and follow-up support shape the implementation and experience of supervision in the academic setting.

Despite this body of work, it remains unclear how these dimensions operate together within a particular school. Leadership studies commonly examine organizational relationships and professional conditions (Mugabekazi & Hui, 2026), whereas professional development research focuses more directly on teacher learning, collaboration, and changes in instructional knowledge or practice (Toikka & Tarnanen, 2025). Meanwhile, coaching studies emphasize the mechanisms through which professional dialogue and implementation support are enacted. The Context, Input, Process, and Product (CIPP) framework offers an evaluation logic for integrating these dimensions. Recent educational applications have used CIPP to examine needs and relevance, available inputs, implementation processes, and resulting products or outcomes as related components rather than isolated indicators (Ali et al., 2025). This issue is pertinent to the present case, where the 2024 Teacher Performance Assessment (PKG) mean was 76.5 against a school target of 85, alongside reported limitations in instructional innovation, preparation of instructional documents, supervision frequency, feedback and follow-up. Therefore, the evidence needs to distinguish the documented condition of teacher performance from claims about the effects of supervision. Because the study did not include longitudinal performance data, it could not establish a causal change attributable to supervision. CIPP is used here to examine academic supervision as an integrated organizational process while keeping documented implementation separate from the evidence of changes in teacher performance.

Against this background, this study evaluates the quality and implementation of principal-led academic supervision at SDN Karang Tengah 14, Tangerang City, across the four CIPP components and examines the available evidence concerning its relationship with teacher performance. More specifically, it identifies the contextual conditions and supervision needs, examines the resources and strategies available to support supervision, analyzes implementation through pre-observation, classroom observation, feedback, and follow-up, and considers the available evidence on products and their implications for teacher performance. The study addresses the following research question: How is the quality of academic supervision implemented across the context, input, process, and product components of the CIPP framework, and what evidence is available concerning its contribution to teacher performance? The aim is to provide a contextually grounded account that goes beyond whether supervision activities occur by examining how identified needs, organizational support, implementation processes, and available outcome evidence fit together.

2. Methods

Research Design and Setting

A qualitative, context-bound case study was used to examine the implementation of academic supervision by the principal at SDN Karang Tengah 14, Karang Tengah District, Tangerang. A case study design is appropriate when a bounded contemporary phenomenon is examined in depth within its real-life institutional context (Yin, 2018). This design made it possible to examine how supervision was planned, carried out, experienced by teachers, and followed up within the organizational conditions of a single elementary school. Teacher performance was not treated as an isolated outcome; instead, the analysis considered the school's identified needs, resources and strategies supporting supervision, implementation of supervisory activities, and reported outcomes. These dimensions were examined through the Context, Input, Process, and Product (CIPP) evaluation framework, which organizes evaluation around needs and context, available inputs, implementation processes, and products or outcomes (Stufflebeam & Shinkfield, 2007).

The study took place from February to July 2026 and covered preliminary investigation, research preparation, instrument development and trial, data collection, data processing and analysis, and preparation of the research report. The field site was SDN Karang Tengah 14 in Karang Tengah District, Tangerang City. The school served as a bounded case for examining how academic supervision was implemented and how it related to teacher performance.

Participants and Data Sources

Participants were selected purposively because of their direct involvement in or knowledge of academic supervision and teacher performance at the school. Purposive sampling is appropriate in qualitative inquiry when participants are selected for the information-rich experience they can provide about the phenomenon under investigation (Patton, 2015). The informants included the principal as the primary informant, three classroom teachers representing Grades I, III, and V, the vice principal responsible for curriculum when available, and a school committee representative. This composition was intended to capture perspectives on supervision planning and implementation, teachers' experiences, follow-up activities, and the perceived relationship between supervision and teacher performance.

The interview data were complemented by observations and school documents. The use of multiple sources of evidence is consistent with case study inquiry, in which different forms of evidence can be combined to develop a more complete account of the bounded case (Yin, 2018). The documentary sources included the school's academic supervision program, Teacher Performance Assessment (Penilaian Kinerja Guru [PKG]) records, lesson plans, and other relevant instructional and administrative documents. The 2024 PKG records were used to describe the context of teacher performance, while interviews and observations provided evidence of how academic supervision was implemented in practice.

Data Collection

Three complementary techniques were used: semi-structured interviews, observations, and content analyses. In qualitative research, interviews and observations are commonly combined to examine participants' perspectives, practices and contextual conditions (Patton, 2015). The interviews focused on academic supervision, the principal's role, teachers' experiences, feedback, and follow-up. Including different informants allowed the implementation of supervision to be considered from both managerial and teacher perspectives.

This observation provided direct evidence of supervision activities and classroom practices. The protocol covered the three main stages of the supervision cycle: pre-observation, classroom observation and post-observation. A structured protocol with predetermined aspects, indicators, and field note sections was used to ensure consistency across observations.

Document analysis then supplemented the interview and observation data by examining records related to the supervision program, PKG, lesson planning, and other relevant documents. Document analysis is an established qualitative procedure for systematically reviewing documentary materials as evidence in a study (Bowen, 2009).

Data collection was organized around the four CIPP components. The CIPP model conceptualizes evaluation through context, input, process, and product so that needs, resources, and strategies, implementation, and outcomes can be examined as connected dimensions of an evaluation process (Stufflebeam & Shinkfield, 2007). For context, interviews with the principal and teachers and analysis of PKG documents were used to examine the background and needs underlying academic supervision. Input focused on the resources, supervision program, and strategies available to support implementation. Process concerned the enactment of the supervision stages, drawing on observations and teacher interviews. Product addressed reported outcomes and follow-up in relation to teacher performance.

Data Analysis

The data were thematically analyzed using a context-sensitive qualitative approach. Thematic analysis provides a systematic yet flexible procedure for identifying, analyzing, and reporting patterned meanings within qualitative data (Braun & Clarke, 2006). After data preparation, the analysis proceeded through initial coding, grouping related codes, reviewing the emerging themes, defining and naming the themes, and developing an evidence-based narrative. The interpretation was then returned to the specific conditions of the case so that the themes remained grounded in their empirical settings.

An analytic matrix linking the research questions, data sources, codes, and findings was maintained throughout the process. It was used to compare evidence across sources and to keep each finding traceable to the data. Credibility and dependability in naturalistic inquiry can be strengthened through systematic comparison of evidence, attention to discrepant information, and the maintenance of an audit trail (Lincoln & Guba, 1985). Divergent statements and negative cases were retained and considered before the final interpretation was established. This process strengthened the consistency between empirical evidence and reported findings.

3. Results

The results are organized around the four CIPP components: context, input, process, and product, followed by the available evidence concerning the contribution of academic supervision to teacher performance. The analysis draws on interviews, observations, and school documents, including the 2024 Teacher Performance Assessment (Penilaian Kinerja Guru [PKG]). The school had 18 teachers in the 2024/2025 academic year.

Context of Academic Supervision

Context analysis showed a documented gap between the expected level of teacher performance and the conditions recorded at the school. The 2024 PKG data yielded a mean teacher performance score of 76.5 on a 100-point scale, compared with the school target of 85. Of the 18 teachers included in the PKG records, 2 (11.1%) were categorized as very good, 5 (27.8%) as good, and 11 (61.1%) as adequate. The reported mean scores for technology use in instruction and instructional method innovation were 68.3 and 71.2, respectively. School records also showed that delays in submitting instructional administration, including lesson plans and semester programs, reached 45%.

The distribution of teachers across the PKG performance categories is presented in Figure 1.

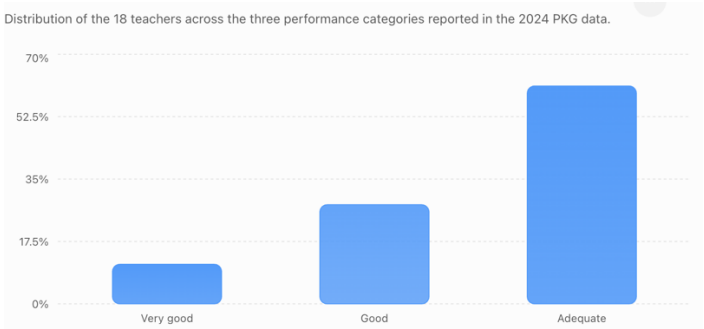


Figure 1. Distribution of teachers by PKG performance category in 2024

As shown in Figure 1, the adequate-performance category accounted for the largest share of the 18 teachers (61.1%), followed by the good category (27.8%) and the very good category (11.1%). Figure 2 shows that the mean PKG score remained below the school's stated target.

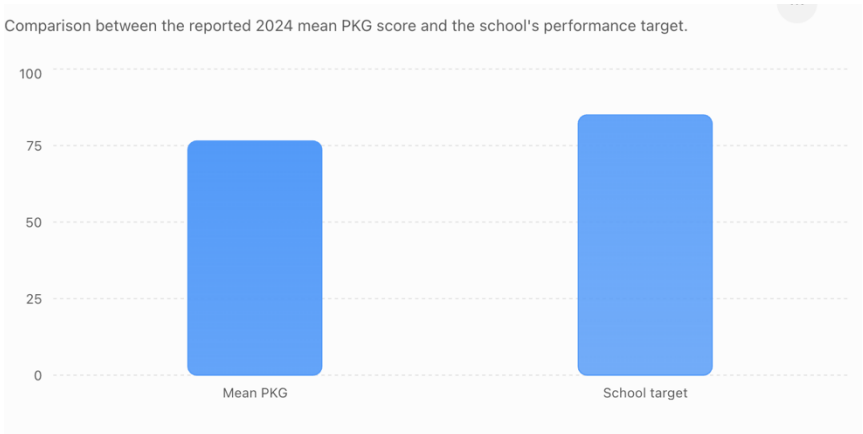


Figure 2. Comparison of the mean PKG score with the school performance target

Observation data further indicated that approximately 70% of teachers reported relying predominantly on conventional teaching methods, particularly lecture-based instruction. Interactive media and student-centred learning were reported as limited. Approximately 65% of teachers were also reported as not consistently preparing instructional documents in accordance with the Merdeka Curriculum requirements. Only a small proportion were reported to have integrated 21st-century skills or the 4Cs into classroom instruction.

These findings describe the conditions under which academic supervision was implemented. The evidence included teacher performance scores, instructional practices, technology use, instructional method innovation, and preparation of instructional documents. The available records do not specify the denominator or calculation procedure for the reported 70%, 65%, and 45% figures. Therefore, they are retained as reported descriptive findings and are not recalculated in this analysis.

Input for Academic Supervision

The input analysis showed that the principal had the authority and basic institutional support needed to conduct academic supervision. The school scheduled supervision twice during the academic year, supported by observation instruments and procedures covering pre-observation, classroom observation and post-observation.

Simultaneously, the preparation and standardization of supervision were not fully consistent. The instruments were not routinely standardized or adapted to individual teacher needs, and the schedule allowed only two supervision activities per academic year. The available evidence also indicates that the principal's time constraints affect the implementation of supervision activities.

The input findings are summarized together with the other CIPP components in Table 1.

Table 1. Summary of CIPP Evaluation Findings

CIPP Component	Empirical Evidence	Result
Context	Mean PKG score = 76.5/100; school target = 85; 2 teachers (11.1%) very good, 5 (27.8%) good, and 11 (61.1%) adequate; reported scores for technology use and instructional innovation were 68.3 and 71.2	A gap was documented between the recorded teacher-performance condition and the school target
Input	Academic supervision was scheduled twice per academic year; basic authority, supervision procedures, and observation instruments were available	Basic organizational support and supervision procedures were available, while standardization and preparation were not consistently implemented
Process	Supervision consisted of pre-observation, classroom observation, and post-observation; pre-observation was sometimes omitted because of time constraints	The basic supervision cycle was implemented but not consistently across activities
Product	Limited reported improvement in teachers' awareness of lesson planning and instructional implementation; no longitudinal post-supervision PKG score was reported	Available product evidence indicated limited reported improvement
Contribution to teacher performance	PKG data were available, but longitudinal tracking and individualized follow-up records were not available	The available data did not establish the contribution of academic supervision to changes in teacher-performance scores

Process of Academic Supervision

Academic supervision followed three main stages: pre-observation, classroom observation and post-observation. Before the classroom observation, the principal discussed the lesson plan with the teacher. Classroom observations were conducted through direct visits using an observation sheet, followed by a post-observation meeting in which feedback was given.

Three stages were present in the supervision procedure, but they were not carried out consistently. Pre-observation was sometimes omitted because of the principal's time constraints, and teachers had limited involvement in setting the focus of supervision. Feedback was also not consistently followed by coaching or continuing assistance.

Follow-up activities were not consistently documented. Consequently, the available records did not provide a complete trail linking classroom observation, feedback, and subsequent professional development activities for individual teachers.

Product of Academic Supervision and Follow-Up

The product analysis indicated limited reported improvement in teachers' awareness of lesson planning and instructional implementation. However, the available data did not include longitudinal measurements of teacher performance after individual supervision cycles. Although the study reported the 2024 PKG score, no subsequent PKG score was available for

direct comparison with that baseline.

Follow-up evidence showed that feedback was not consistently accompanied by coaching or continuing assistance. Follow-up activities were not systematically differentiated according to individual teacher needs, and the records of subsequent actions were incomplete.

Accordingly, the product evidence in this study consists mainly of reported changes in teacher awareness and instructional practice rather than documented longitudinal changes in teacher performance scores.

Evidence Concerning the Contribution to Teacher Performance

The available evidence describes how academic supervision was implemented in relation to teacher performance conditions but does not establish a causal contribution of supervision to changes in teacher performance. The 2024 PKG data showed a mean score of 76.5 against the school target of 85, while the qualitative evidence documented supervision, feedback, and follow-up activities. Individual teacher performance scores were not tracked longitudinally across supervision cycles.

The lack of longitudinal performance data also limits the interpretation of reported product-level improvements. Although a limited improvement in teachers' awareness of planning and instructional implementation was reported, the evidence does not allow this improvement to be quantified or attributed to academic supervision independently. The absence of individualized follow-up records likewise limits the identification of changes associated with particular supervision activities.

Overall, academic supervision at SDN Karang Tengah 14 was implemented in the context of identified teacher-performance needs, with basic organizational support and a three-stage supervision procedure. Nevertheless, implementation was inconsistent, particularly in pre-observation, feedback, and follow-up documentation. The available product evidence indicates limited reported improvement, but it is insufficient to establish a longitudinal or causal contribution of academic supervision to changes in teacher performance.

Discussion

The quality of academic supervision at SDN Karang Tengah 14 appears to depend less on whether formal structures exist than on how well identified teacher needs are connected to supervisory inputs, implementation, and follow-up. Across the four CIPP dimensions, the school has a clear need for academic supervision and the basic capacity to conduct it, yet these elements have not been brought together into a consistent developmental cycle. The mean PKG score of 76.5, compared with the school target of 85, and the predominance of adequate performance among the 18 teachers provide a clear context for supervision. Reported limitations in technology use and instructional-method innovation further suggest that the need extends beyond administrative compliance to classroom practice. This interpretation is consistent with school-leadership studies showing that leaders contribute to school improvement by shaping teacher–leader collaboration, participatory processes, and the professional conditions in which teachers work (Soomro et al., 2026; Auliya et al., 2026). Therefore, the issue is not a lack of identifiable need but the relative weakness of the organizational mechanisms used to respond to it.

The context findings also support viewing supervision as a developmental process rather than a periodic inspection. Approximately 70% of teachers were reported to rely predominantly on conventional teaching methods, and approximately 65% were reported as not consistently preparing instructional documents in accordance with current curriculum requirements. The denominator and calculation procedure for these percentages are not provided; therefore, they are treated here only as descriptive indicators of the setting. Their substantive pattern resembles

the policy–practice gap documented in qualitative classroom research, where intended student-centered approaches were not consistently realized in everyday instruction and where professional-development and resource limitations constrained implementation (Tegegne et al., 2025). The findings also align with research showing that collaborative team learning and sustained professional-learning communities can support instructional development over time (Toikka & Tarnanen, 2025; Nersäter, 2026). The contextual issue should therefore not be reduced to individual teacher deficiencies; it also concerns the organizational arrangements through which identified instructional needs are translated into professional-learning priorities.

The input findings help explain why the identified need has not been fully addressed. The school had basic institutional authority, supervision procedures, and observation instruments; however, supervision was scheduled only twice during the academic year, and the instruments were not consistently standardized or adapted to individual teacher needs. The principal's time constraints also affected implementation. These conditions distinguish the mere availability of supervisory resources from their adequacy for sustained use. Studies of school leadership indicate that recognition, relational trust, participation, coordination, and access to organizational resources shape leaders' capacity to support teachers, while institutional constraints can limit what leaders are able to sustain (Mugabekazi & Hui, 2026; Amka et al., 2026). Research on teachers' technology-supported classroom practice similarly highlights infrastructure, training, and continuing support as conditions affecting implementation (Simsek et al., 2025). The findings thus point to the importance of sufficient time, usable instruments, and organizational support in maintaining supervisory quality.

The process findings most clearly show the difference between a formal supervision procedure and supervision as a developmental practice. Although the school used three stages–pre-observation, classroom observation, and post-observation–their implementation was uneven. Pre-observation was sometimes omitted, teacher participation in setting the supervision focus was limited, feedback was not consistently followed by coaching, and follow-up documentation was incomplete. Studies of supervised teachers indicate that supervision is experienced through the interaction between supervisory actions, teachers' interpretations, and classroom events rather than through observation as a neutral procedure alone (Gong et al., 2025). Research on feedback and coaching similarly emphasizes the quality of professional interaction: teachers' feedback practices reflect underlying orientations group coaching combines implementation support with collaborative reflection (Watson et al., 2025), and content-focused coaching depends on how teachers and coaches negotiate instructional and learning goals in conversation (Choppin et al., 2026). In this case, classroom observation alone did not ensure developmental supervision; continuity from observation to feedback, coaching, and subsequent professional action was more consequential.

Limited teacher involvement in setting supervisory priorities raises questions about how leadership is enacted. Although principals hold formal supervisory roles, professional development cannot necessarily be sustained through a predominantly principal-directed process. Research on teacher collaboration in performance evaluation shows that formative intentions can be weakened when collaboration and feedback are difficult to represent or are experienced as disconnected from teachers' work (Contreras et al., 2025). Leadership studies also show that formal compliance and actual professional practice can diverge when leadership does not cultivate collaborative communities (Tse & Mintz, 2025), while principals' ethical leadership has been examined in relation to teachers' organizational commitment (Banata et al., 2026). These findings suggest that collaborative features have not yet been fully established in the supervision process. When teachers have limited involvement in defining the focus of supervision, feedback may be less connected to their perceived instructional needs.

The product findings warrant cautious interpretation. This study identified limited reported improvement in teachers' awareness of lesson planning and instructional

implementation, but did not include longitudinal PKG measurements following individual supervision cycles. Therefore, it is not possible to determine whether changes in awareness or practice were sustained or specifically attributable to academic supervision. This distinction is important because the study evaluated implementation and available outcome evidence rather than a causal effect. Studies of continuing professional development indicate that teacher learning can be associated with changes in knowledge and pedagogical decision-making when development is connected to instructional practice (Molaoa & Boateng, 2025), while research on technology-oriented professional learning shows that teacher development occurs through interacting formal and informal learning pathways rather than a single intervention (Abedi & Ametepey, 2025). These studies support a cautious interpretation of the present product evidence: supervision may create opportunities for professional learning, but the available data should not be treated as demonstrated longitudinal change in teacher performance.

The incomplete follow-up mechanism accounts for the limited product evidence. When feedback is not followed by coaching or continuing assistance, the process can stop between identifying an instructional problem and helping the teacher to address it. Group coaching research shows that implementation support can be strengthened when teachers receive structured opportunities for collaborative dialogue and reflection (Watson et al., 2025), while coaching conversation research demonstrates that productive support requires attention to both immediate instructional tasks and teachers' learning goals (Choppin et al., 2026). Studies of team learning and professional learning communities further indicate that sustained development depends on structures that allow teachers to collaboratively revisit practice over time (Toikka & Tarnanen, 2025). The findings at SDN Karang Tengah 14 illustrate the converse problem: supervision activities are in place, but the professional learning mechanisms that follow them are not sufficiently systematic or individualized.

Taken together, the findings offer a more careful account of the relationship between school leadership, academic supervision, and teacher performance. The PKG results describe an important performance context but do not show that supervision caused either the recorded performance condition or the reported limited improvements. This distinction is reinforced by research showing that formal policy and intended pedagogical practice can diverge from what is actually enacted in classrooms and professional communities (Tegegne et al., 2025; Tse & Mintz, 2025). In this case, formal supervision procedures existed alongside inconsistent implementation, illustrating why the presence of a policy, schedule, or instrument should not be taken as evidence of substantive implementation. Therefore, this study does not claim that academic supervision directly increases teacher performance but provides an empirically grounded account of how weaknesses across context, input, process, and product can constrain its developmental purpose.

At the theoretical level, this study brings together perspectives that are often examined separately: school leadership, instructional supervision, coaching, professional learning, and teacher-related outcomes. CIPP provides an integrative evaluation logic for linking teacher-performance needs with supervisory resources, implementation processes, and available outcomes. Recent educational applications of CIPP demonstrate the value of examining context, input, process, and product as connected dimensions of implementation and evaluation (Ali et al., 2025; Kurnaz & Çelikkıran, 2025; Wiyono et al., 2025). This is useful because leadership studies typically foreground organizational and relational conditions, whereas coaching and professional-development studies focus more closely on the mechanisms through which teachers receive support and learn from practice. The case examined here suggests that these elements are better understood in relation to one another when school-based supervision is evaluated. Their value depends on continuity: contextual needs inform inputs, inputs support implementation, implementation produces feedback, and feedback leads to differentiated follow-up.

The practical implication is that stronger academic supervision requires more than just increasing the number of supervisory visits. What matters is a coherent cycle in which teacher needs are identified, supervisory priorities are jointly established, observations are conducted consistently, feedback is translated into coaching or professional learning, and follow-ups are documented over time. Context-responsive leadership research emphasizes that principals' practices must be aligned with the particular social and institutional conditions of their schools (Jatuporn, 2025), while Indonesian studies of school leadership point to the importance of coordination, organizational support, and participatory interaction in sustaining educational quality and continuity (Amka et al., 2026; Auliya et al., 2026). Because this study is a single-school qualitative case without longitudinal performance measurements, its conclusions are limited to this case. Its methodological and contextual contribution lies in treating academic supervision as an interconnected system, while distinguishing implementation evidence, reported improvement, and demonstrated changes in teacher performance.

4. Conclusion

This study found that academic supervision at SDN Karang Tengah 14 was not implemented consistently across the CIPP dimensions. The context analysis showed a clear need for stronger instructional support: the mean 2024 Teacher Performance Assessment (PKG) score was 76.5, below the school target of 85, and most teachers were classified in the adequate-performance category. Basic institutional authority, supervision procedures, and observation instruments were available as inputs, but the frequency of supervision, standardization of instruments, and alignment with individual teacher needs remained limited. At the process level, pre-observation, classroom observation, and post-observation were formally included but were not implemented consistently, particularly with respect to pre-observation, feedback, coaching, and follow-up documentation. Product evidence indicated limited reported improvement in teachers' awareness of lesson planning and instructional implementation. However, the available data did not demonstrate sustained changes in teacher-performance scores or a causal contribution of academic supervision. The central issue is therefore the continuity and coherence linking identified needs, supervisory inputs, implementation, feedback, and follow-up.

Several limitations should be considered when interpreting these findings. First, the qualitative case study was conducted in one elementary school, which limits transferability to other institutional and geographical settings. Second, the analysis relied on available 2024 PKG records and did not include longitudinal teacher-performance measurements across supervision cycles; consequently, the contribution of supervision to changes in teacher performance cannot be established causally. Third, follow-up documentation was incomplete and not consistently differentiated according to individual teacher needs. Future research could examine supervision across multiple schools and longer observation periods, incorporate longitudinal evidence of teacher performance, and explore how differentiated coaching and follow-up shape instructional practice. Within these limits, the study contributes an integrated CIPP-based account by connecting contextual teacher needs with supervisory inputs, implementation processes, and available product evidence. Its practical contribution is to highlight the need for a continuous supervision cycle that maps teacher needs, strengthens supervisory planning and instruments, involves teachers in setting priorities, provides consistent feedback and coaching, and documents follow-up over time. Such a cycle can support sustained teacher professional development without implying direct improvements in teacher performance that the available evidence cannot establish.

5. Conflict of Interest

The authors declare no conflicts of interest.

6. Author Contributions

All authors contributed to the research process, including data collection, analysis, and manuscript writing. All the authors approved the final manuscript.

7. Data Availability Statement

The authors state that the data supporting the findings of this study will be made available by the corresponding author, H.L., upon reasonable request.

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