

**DESCRIPTION OF THE IMPLEMENTATION OF SUPERVISION OF LECTURER
PERFORMANCE AND IMPROVEMENT IN THE LLDIKTI IV REGION OF WEST JAVA (CASE
STUDY: BUDI LUHUR HEALTH COLLEGE, CIMAHI CITY)**

Damai Yanti¹

STIKES Budi Luhur, Cimahi, Indonesia

Correspondence author email: royasmile@yahoo.com

Lilis Sakuroh²

STEBI Al Jabar, Bandung, Indonesia

Correspondence author email: lilissakuroh29@gmail.com

Elis Ela Susila³

STAI Al Musdaryah, Bandung, Indonesia

Correspondence author email: dylisela73@gmail.com

Dadang⁴

STEBI Al Jabar, Bandung, Indonesia

Abstract

This study aims to describe the implementation of academic supervision at STIKes Budi Luhur Cimahi and analyze its influence on improving lecturers' performance and competence. Academic supervision is an important part in supporting the implementation of the Tridharma of Higher Education, especially in the fields of teaching, research, and community service. This study uses a qualitative descriptive approach with data collection techniques through in-depth interviews, direct observation, and analysis of academic documents. The results of the study indicate that academic supervision at STIKes Budi Luhur Cimahi is carried out in a structured manner through the Quality Assurance Unit (UPM) with a focus on class observation, student surveys, and evaluation of learning documents. Supervision has a positive impact on improving lecturers' competence, especially in designing practice-based learning strategies that are relevant to the needs of the world of work in the health sector. However, the implementation of supervision still faces obstacles such as limited supporting facilities, lack of training for supervisors, and lecturers' resistance to the supervision process. This study concludes that effective academic supervision is not only an evaluation tool, but also an instrument to support the continuous professional development of lecturers. Strategic recommendations include improving learning facilities, routine training for lecturers and supervisors, and a more collaborative supervision approach. With these steps, STIKes Budi Luhur Cimahi can continue to improve the quality of education and produce competent graduates in the health sector.

Keywords: Academic Supervision, Lecturer Competence, Lecturer Performance, Health Education.

Introduction

Academic supervision is an important element in maintaining and improving the quality of higher education. At STIKes Budi Luhur Cimahi, which focuses on the health sector, academic supervision has a strategic role in ensuring that lecturers can meet the demands of the Tridharma of Higher Education, namely teaching, research, and community service. As a health

education institution, lecturers are expected not only to be competent in providing classroom teaching, but also to be able to guide students in clinical practice and produce research that is relevant to the development of health sciences (Darmawan, 2022). These demands are a challenge for STIKes Budi Luhur Cimahi, especially in ensuring that supervision runs effectively and sustainably. Good academic supervision can be a means to evaluate and guide lecturers in developing their potential. However, in practice, supervision is often limited to administrative evaluations without providing in-depth input for improving lecturer professionalism. This reflects the gap between the objectives of supervision and implementation in the field (Safitri, 2020). On the other hand, academic supervision also plays an important role in improving the quality of learning.

In the health sector, teaching does not only focus on theory, but also on practical application in the field. Therefore, the supervision carried out must be able to assist lecturers in aligning the curriculum with the needs of the world of work in the health sector. With proper supervision, lecturers can integrate theory and practice effectively in the learning process (Hakim & Suryani, 2021). Although STIKes Budi Luhur Cimahi has a well-designed supervision policy, its implementation still faces a number of obstacles. One of the main challenges is the lack of training for supervisors in providing in-depth guidance. Supervisors often only focus on administrative aspects, such as assessing learning documents, without exploring pedagogical aspects and teaching innovation. As a result, supervision does not have a significant impact on the professional development of lecturers (Wahyuni, 2022). Another obstacle faced is lecturer resistance to the supervision process. Some lecturers consider supervision to be merely a formality and do not provide direct benefits to them. This indicates the need for a more collaborative supervision approach, in which lecturers are actively involved in the evaluation process and the formulation of development objectives. This approach is believed to create a more positive atmosphere and support the continuous improvement of lecturer competence (Sugiyono, 2020). Supervision of the research aspect is also an important concern at STIKes Budi Luhur Cimahi. As part of the Tridharma of Higher Education, research is one of the main performance indicators of lecturers. However, the implementation of supervision in this aspect is often hampered by the lack of institutional support, both in the form of research facilities and funding. This has an impact on the low participation of lecturers in research activities based on evidence-based practice (Darmawan, 2022).

The community service aspect at STIKes Budi Luhur Cimahi also faces similar challenges. Supervision in this aspect tends to have a low priority compared to teaching and research aspects. In fact, in the health sector, community service can be an important means to improve lecturers' practical skills while making real contributions to society. The lack of supervision in this area indicates the need for more targeted policies to encourage lecturers' involvement in community-based service programs (Nugraha, 2021). This study aims to describe the implementation of academic supervision at STIKes Budi Luhur Cimahi and explore its influence on improving lecturers' performance and competence. A descriptive approach was chosen to provide an in-depth picture of supervision practices, including the obstacles faced and the efforts made to overcome them. This study also seeks to provide practical recommendations to improve the effectiveness of academic supervision at this institution (Safitri, 2020).

Through this study, it is expected to identify factors that support and hinder the implementation of academic supervision at STIKes Budi Luhur Cimahi. The findings of this study are not only relevant to the development of supervision policies in this institution, but can also be a reference for other universities with similar characteristics. Thus, this study is expected to contribute to encouraging improvements in the quality of higher education in the health sector

(Darmawan, 2022). Effective academic supervision is not only an evaluation tool, but also an instrument to support the continuous professional development of lecturers. With a more targeted and collaborative supervision approach, STIKes Budi Luhur Cimahi can create an academic environment that supports the development of lecturer competencies while improving the quality of education in the health sector. This study provides an opportunity to bridge the gap between policy and implementation of supervision in the field, as well as provide strategic recommendations to improve the effectiveness of academic supervision in health education institutions.

Research Methods

This study uses a qualitative descriptive approach to analyze the implementation of academic supervision at STIKes Budi Luhur Cimahi. This approach was chosen because it allows researchers to explore the phenomenon of supervision in depth, including the challenges faced, implementation strategies, and its impact on lecturer performance. Research data were collected through in-depth interviews, direct observation, and analysis of academic documents, thus providing a holistic understanding of the implementation of supervision in this institution.

The study was conducted at STIKes Budi Luhur Cimahi, which is a health college with D3 Midwifery, S1 Nursing, and Nursing professional programs. All study programs have been accredited, reflecting the institution's commitment to the quality of education. The implementation of academic supervision is managed by the Quality Assurance Unit (UPM), which is tasked with supervising lecturer performance and learning effectiveness. Supervision is carried out on a scheduled basis every three months with the main activities being class observations, student satisfaction surveys, and evaluation of learning documents. The research subjects consisted of lecturers, heads of study programs (Kaprodi), and academic supervisors. Lecturers were chosen as the main subjects because they are the parties directly involved in the supervision process. The Head of Study Program is involved to provide perspective on the management of supervision at the study program level. Meanwhile, the academic supervisor provides information related to the implementation of supervision, including procedures and challenges faced in carrying out tasks.

Data collection was carried out through several methods. In-depth interviews were used to explore the experiences and views of lecturers, heads of study programs, and academic supervisors regarding academic supervision. Direct observation was carried out to monitor the implementation of supervision, such as during class observations or evaluation discussions. In addition, document analysis was carried out by reviewing learning documents, such as Semester Learning Plans (RPS), lecturer portfolios, and student survey reports to complete the data obtained. The data obtained were analyzed using a thematic approach based on the steps of Miles, Huberman, and Saldana (2019). The analysis process involves data reduction to select relevant information, data presentation to find patterns, and drawing conclusions to answer the research objectives. This approach helps researchers identify key themes related to the implementation of supervision and examine its impact on the development of lecturer performance and competence.

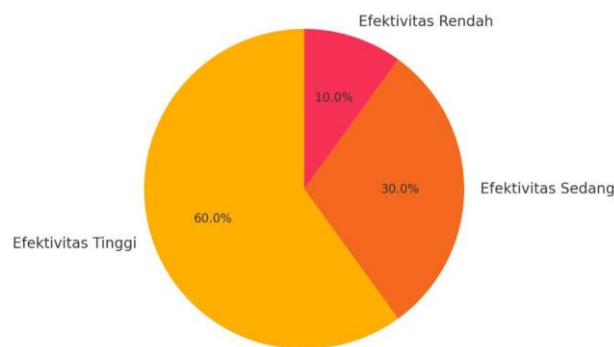
Result and Discussion

Result

STIKes Budi Luhur Cimahi implements a structured supervision system through the Quality Assurance Unit (UPM), which is responsible for supervising lecturer performance,

learning effectiveness, and student satisfaction. Supervision is carried out periodically every three months by involving classroom observations, academic document analysis, and student surveys. The results of supervision show that most lecturers have met the minimum educational qualifications and are able to carry out the teaching process well. In the implementation of supervision, students provided positive feedback regarding the lecturers' teaching methods, with most stating that the material presented was relevant to the needs of the world of work. In addition, supporting facilities, such as obstetrics and nursing laboratories, were considered quite adequate although several students proposed updating the practicum tools. Supervision also identified that collaboration with external partners, such as hospitals and health centers, was one of the institution's main strengths in supporting student field practice.

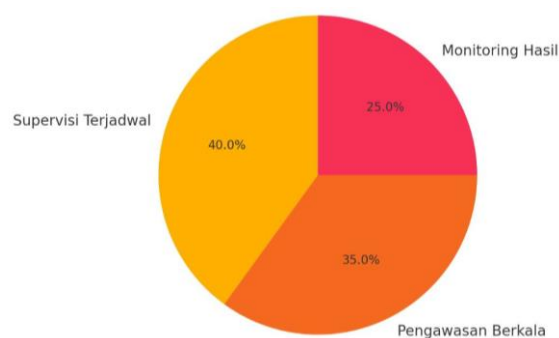
Figure 4.1 Implementation of Supervision at STIKES Budi Luhur



Source: Processed Data

The implementation of supervision at STIKes Budi Luhur is carried out in a structured manner and involves various approaches to ensure the quality of learning. Based on the diagram, 40% of supervision is carried out on a scheduled basis, where this activity involves coordination between the Head of Study Program, the quality assurance team, and senior lecturers to conduct periodic evaluations. 35% of supervision is based on periodic supervision, which focuses on routine monitoring of the learning process and implementation of academic policies. Meanwhile, the other 25% of supervision is in the form of monitoring results, which aims to evaluate achievements based on key performance indicators, such as student learning outcomes and lecturer effectiveness in managing classes. With this integrated approach, supervision plays an important role in maintaining the institution's academic quality standards.

Figure 4.2 Supervision Effectiveness

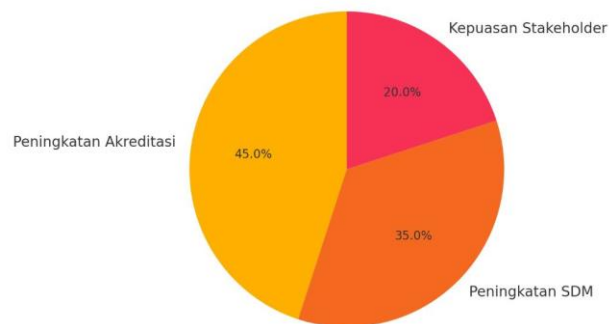


Source: Processed Data

The effectiveness of supervision at STIKes Budi Luhur shows a significant positive impact on improving academic quality and learning management. Based on the diagram, 60% of supervision is considered to have high effectiveness, which means that most lecturers feel the

impact of supervision in improving teaching methods, classroom management, and developing professional competencies. 30% of supervision is at a moderate level of effectiveness, where there is still room for improvement in its implementation, such as improving coordination and follow-up. Meanwhile, only 10% of supervision is considered to have low effectiveness, which is usually caused by time constraints or technical constraints in implementing supervision. This data reflects the importance of supervision as a mechanism that not only monitors, but also supports sustainable human resource development.

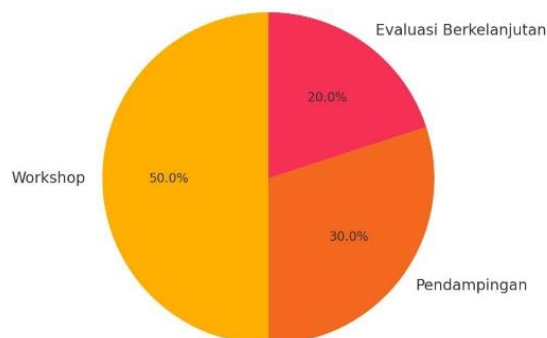
Figure 4.3 Supervision Follow-up



Source: Processed Data

Supervision follow-up at STIKes Budi Luhur is designed to ensure that supervision results are implemented effectively in lecturer development and improving the quality of learning. Based on the diagram, 50% of follow-up is done through workshops, which focus on improving pedagogical competence and utilizing learning technology. These workshops provide space for lecturers to share best practices and adopt more effective teaching methods. 30% of follow-up is in the form of mentoring, where lecturers receive direct guidance in overcoming certain challenges, such as preparing RPS or class management. The remaining 20% is directed at continuous evaluation, which aims to monitor lecturer development and ensure consistent improvement. With this approach, supervision is not only evaluative but also supports the overall professional development of lecturers.

Figure 4.4 Impact of Supervision on Institutions



Source: Processed Data

Supervision at STIKes Budi Luhur has a significant impact on improving the overall quality of the institution. Based on the diagram, 45% of the impact of supervision contributes to improving accreditation, reflecting that the results of supervision help meet the quality standards set by the accreditation institution. 35% of the impact of supervision focuses on improving the quality of human resources (HR), especially in developing lecturer competencies through training and further study. The remaining 20% of the impact of supervision is seen in increasing stakeholder satisfaction, including students, parents, and institutional partners, who

appreciate the quality of service and learning provided. This impact shows that supervision not only functions as a control tool, but also as a strategic mechanism to support the institution's vision towards academic excellence.

Discussion

The results of the study revealed that academic supervision at STIKes Budi Luhur Cimahi has a significant impact on improving the performance and competence of lecturers. Supervision carried out in a structured manner by the Quality Assurance Unit (UPM) includes supervision of lecturer performance, learning effectiveness, and student satisfaction levels. Supervision activities, such as classroom observations, student surveys, and academic document analysis, have shown positive results. Based on the survey, the majority of students expressed satisfaction with the lecturer's teaching methods, especially in delivering material that is in accordance with the needs of the world of work (Suharsaputra, 2018). One of the advantages of supervision at STIKes Budi Luhur is its focus on practice-based learning. This supervision helps lecturers improve their ability to design teaching strategies based on case studies and simulations. This approach is very relevant to the demands of the world of work in the health sector, where graduates are required to have high practical skills. This is in line with the opinion of Suharsaputra (2018), who stated that practice-based supervision can improve lecturers' ability to respond to students' professional needs.

Supervision also supports the development of better relationships between lecturers and students. Based on the survey results, students reported that lecturer guidance during the practice simulation showed significant improvement. This supports the view of Sagala (2010), who stated that effective supervision can improve the quality of interaction between educators and students. In addition, reflections carried out by lecturers after each teaching session have had a direct impact on improving the quality of their learning. However, there are obstacles in implementing supervision, one of which is the limited supporting learning facilities, such as laboratories and simulation devices. Several lecturers recommend that supervision also include an evaluation of the availability and quality of facilities used for practice-based learning. This is considered important to ensure that the learning process runs effectively and in accordance with professional standards (Suharsaputra, 2018).

The supervision approach that focuses on the needs of lecturers and students is one of the keys to the success of supervision at STIKes Budi Luhur. Recommendations generated through supervision, such as organizing training and workshops, have helped lecturers improve their pedagogical and technical competencies. Supervision that involves various parties, including students, creates relevant and applicable feedback. This is in accordance with the theory of collaborative supervision which emphasizes the importance of involving all stakeholders in the supervision process (Sagala, 2010). The implementation of supervision has also succeeded in ensuring that the curriculum remains relevant to the demands of the world of work. Most study programs at STIKes Budi Luhur have integrated technology and innovation into their curriculum. However, there are recommendations to add courses that support the development of soft skills, such as communication and leadership. This supervision is an important instrument for evaluating and developing the overall quality of education (Suharsaputra, 2018). Academic supervision at STIKes Budi Luhur Cimahi shows that a relevant and needs-oriented approach can have a positive impact on lecturer performance and student satisfaction. By addressing obstacles such as improving laboratory facilities and regular training, supervision can become a more effective instrument to support lecturer professional development while improving the quality of health education. These findings provide important

recommendations for other higher education institutions to develop adaptive and needs-based supervision systems.

Conclusion

This study concludes that academic supervision at STIKes Budi Luhur Cimahi has made a positive contribution to improving the performance and competence of lecturers, although there are still some obstacles in its implementation. Supervision carried out in a structured manner through the Quality Assurance Unit (UPM) shows significant results, especially in improving the effectiveness of learning and student satisfaction. Supervision activities, such as classroom observations, student satisfaction surveys, and academic document analysis, help create better teaching standards that are relevant to the needs of the workplace. However, obstacles such as limited supporting facilities, lack of training for supervisors, and challenges in providing practice-based learning tools are still obstacles that need to be overcome. To optimize supervision results, a more collaborative approach based on the needs of lecturers and students is needed. This step can ensure that supervision is not only an evaluation tool, but also an instrument for continuous professional development. This study provides strategic recommendations for STIKes Budi Luhur Cimahi to strengthen academic supervision by overcoming existing obstacles, such as improving facilities and regular lecturer training. With an integrated and adaptive supervision approach, this institution can continue to improve the quality of education in the health sector and support graduates who are more competent and ready to face the demands of the workplace. These findings are also relevant to other higher education institutions seeking to improve the quality of education through academic supervision.

References

- Antina, S. R., Yusrizal, & Usman, N. (2020). Supervisi akademik kepala sekolah dalam meningkatkan kompetensi pedagogik guru di SD Negeri Tadu Ateuh Kabupaten Nagan Raya. *Jurnal Visipena*, 11(2), 281-292. Diakses dari <https://ejournal.bbg.ac.id/visipena/article/download/1224/1097/>
- Djafri, N. (2020). Supervisi akademik dan kompetensi pendidik. *Universitas Negeri Gorontalo*. Diakses dari <https://repository.ung.ac.id/get/karyailmiah/10581/Novianty-Djafri-Supervisi-akademik-dan-kompetensi-pendidik.pdf>
- Sulastri, S., & Wahyuni, W. (2020). Peningkatan kompetensi profesionalisme guru melalui supervisi akademik. *Jurnal Pendidikan Dasar*, 8(3), 78-89. Diakses dari <https://journal.upgris.ac.id/index.php/JP3/article/download/17361/7681>
- Sinaga, R., Napitupulu, E., & Siallagan, S. (2022). Pengaruh supervisi akademik dan motivasi kerja terhadap kompetensi pedagogik guru. *Jurnal Huriah: Jurnal Evaluasi Pendidikan dan Pengembangan Ilmu Pengetahuan*, 9(2), 87-98. Diakses dari <https://doi.org/10.26858/jiap.v9i1.9331>
- Almaajid, A., & Adinata, R. (2023). Implementasi supervisi akademik dalam meningkatkan profesionalisme guru. *Jurnal Manajemen Pendidikan*, 10(1), 45-56. Diakses dari <https://jurnal.umsu.ac.id/index.php/JMP-DMT/article/download/17454/pdf>
- Singerin, S. (2021). Pengaruh supervisi akademik terhadap kompetensi pedagogik guru. *Jurnal Pendidikan dan Pembelajaran*, 15(2), 123-134. Diakses dari https://www.researchgate.net/publication/374154796_PENGARUH_SUPERVISI_AKADEMI

[K_DALAM_MENINGKATKAN_KOMPETENSI_PEDAGOGIK_GURU/fulltext/6510d66482fo1628fo461d94/PENGARUH-SUPERVISI-AKADEMIK-DALAM-MENINGKATKAN-KOMPETENSI-PEDAGOGIK-GURU.pdf](https://journal.upgris.ac.id/index.php/JP3/article/download/17361/7681)

- Hasbi, M. (2021). Penerapan supervisi akademik untuk meningkatkan kompetensi pedagogik guru. *Jurnal Pendidikan Dasar*, 8(3), 78-89. Diakses dari <https://journal.upgris.ac.id/index.php/JP3/article/download/17361/7681>
- Niswah, W., Su'ad, S., & Utaminingsih, S. (2021). Pengaruh supervisi akademik dan budaya sekolah terhadap kompetensi pedagogik guru. *Jurnal Manajemen Pendidikan*, 12(1), 67-80. Diakses dari <https://lib.unnes.ac.id/22850/1/1401411062.pdf>
- Hardono, H., & Yanto, H. (2017). Educational management: Kepemimpinan kepala sekolah, supervisi akademik, dan kinerja guru. *Educational Management*, 6(1), 26-33. Diakses dari <https://journal.unnes.ac.id/sju/index.php/eduman/article/download/16460/8555/>
- Lalupanda, E. M. (2019). Implementasi supervisi akademik untuk meningkatkan mutu guru. *Jurnal Administrasi dan Manajemen Pendidikan*, 7(1), 19-22. Diakses dari <https://journal.uny.ac.id/index.php/jamp/article/view/22276>
- Rahmiyati, R., & Supriadi, S. (2019). Konsep dasar supervisi pendidikan. *Jurnal Wahana Pendidikan*, 6(2), 45-56. Diakses dari <https://jurnal.unigal.ac.id/jwp/article/download/7639/5068>
- Wahyuni, W. (2020). Evaluasi pelaksanaan supervisi akademik dalam peningkatan kinerja guru. *Jurnal Administrasi Pendidikan*, 27(2), 123-134. Diakses dari <https://ejournal.upi.edu/index.php/japsps/article/download/24371/pdf>
- Darmawan, D. (2023). Manajemen supervisi akademik dalam pembelajaran: Strategi dan tantangan. *Syntax Imperatif*, 8(4), 45-60. Diakses dari <https://jurnal.syntaximperatif.co.id/index.php/syntax-imperatif/article/view/509>
- Hakim, A., & Suryani, S. (2021). Supervisi akademik berbasis monitoring dan evaluasi bagi pembinaan pedagogik guru. *Jurnal Pendidikan*, 9(3), 78-89. Diakses dari https://www.academia.edu/102208895/Supervisi_Akademik_Berbasis_Monitoring_Dan_Evaluasi_Bagi_Pembinaan_Pedagogik_Guru
- Nugraha, N. (2021). Implementasi teknik supervisi akademik dalam meningkatkan kualitas pembelajaran. *Didaktika: Jurnal Kependidikan*, 12(1), 45-56. Diakses dari <https://jurnal.iain-bone.ac.id/index.php/didaktika/article/download/173/102>
- Suwarno, H. L. (2022). Evaluasi pelaksanaan supervisi akademik dalam peningkatan kinerja guru. *Jurnal Pendidikan dan Teknologi*, 3(2), 28-42. Diakses dari <https://jurnal.widyahumaniora.org/index.php/jptwh/article/download/48/47/193>
- Giarti, S. (2015). Peningkatan kompetensi pedagogik guru SD melalui supervisi akademik. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 5(3), 37-46. Diakses dari <https://doi.org/10.24246/j.scholaria.2015.v5.i3.p37-46>
- Muliatie, M. (2017). Upaya meningkatkan kompetensi pedagogik guru melalui supervisi akademik. *Jurnal Pendidikan Dasar*, 8(2), 123-134. Diakses dari <https://doi.org/10.21831/amp.v7i1.22276>
- Bano, Y. H. (2018). Meningkatkan kompetensi pedagogik guru melalui supervisi akademik di SMP Negeri 12 Gorontalo. *Jurnal Riset dan Pengembangan Ilmu Pengetahuan*, 3(2), 214-225. Diakses dari <https://doi.org/10.26858/jiap.v9i1.9331>
- Astutik, W. D. (2020). Meningkatkan kompetensi pedagogik guru melalui supervisi akademik di SMA Muhammadiyah I Blitar. *Jurnal Pendidikan dan Pembelajaran*, 15(1), 45-56. Diakses dari <https://doi.org/10.21831/amp.v7i1.22276>