

## THE EFFECTIVENESS OF ACADEMIC SUPERVISION IN IMPROVING THE PERFORMANCE AND COMPETENCE OF LECTURERS IN THE LLDIKTI IV REGION OF WEST JAVA (CASE STUDY AT THE MAHARDIKA INSTITUTE OF CIREBON)

**Reni Marlina<sup>1</sup>**

Universitas Halim Sanusi, Bandung, Indonesia  
Correspondence author email: [renimar21@gmail.com](mailto:renimar21@gmail.com)

**Wiwin Awaliyah<sup>2</sup>**

STEBI Al Jabar, Bandung, Indonesia

**Yosi Oktri<sup>3</sup>**

STIKES Budi Luhur, Cimahi, Indonesia

**Ikka Kartika<sup>4</sup>**

Universitas Islam Nusantara, Bandung, Indonesia

### Abstract

This study aims to evaluate the implementation of academic supervision at Institut Mahardika Cirebon in improving lecturers' performance and competence. Academic supervision is an important element in supporting the implementation of the Tridharma of Higher Education, which includes teaching, research, and community service. This study uses a qualitative descriptive approach with data collection techniques through in-depth interviews, direct observation, and document analysis. The results of the study indicate that the implementation of supervision at Institut Mahardika focuses more on administrative aspects, while supervision of teaching, research, and community service aspects is still running on a limited basis. Some obstacles faced in the implementation of supervision are time constraints, minimal training for supervisors, and lack of supporting facilities. However, academic supervision has had a positive impact in increasing lecturers' awareness of institutional standards and encouraging the development of competence in certain aspects. This study concludes that a more integrated and collaborative supervision approach is needed to address the gap between policy and implementation in the field. Supervision that is not only evaluative but also provides ongoing guidance can be an effective strategy in supporting lecturer professionalism. These findings provide recommendations for other universities in developing a more comprehensive supervision system to improve the quality of higher education.

**Keywords:** *Academic Supervision, Lecturer Performance, Lecturer Competence, Tri Dharma of Higher Education, Higher Education*

### Introduction

Academic supervision plays a strategic role in ensuring the quality of sustainable higher education. At Institut Mahardika Cirebon, lecturer supervision is directed to support the implementation of the Tridharma of Higher Education, namely teaching, research, and community service. As an institution that focuses on technology and management, Institut Mahardika faces demands to continue to adapt to the dynamics of technology-based education, including in increasing the capacity of lecturers (Darmawan, 2022). The role of supervision in higher education is becoming increasingly important amidst the demands of globalization that require universities to produce competent graduates. To achieve this, lecturers need to receive targeted guidance in improving their pedagogical competence, research skills, and

contributions to society. Academic supervision is expected to be a strategic tool to guide lecturers in facing these challenges (Safitri, 2020).

However, the implementation of supervision in higher education often does not run optimally. Much supervision is carried out only as an administrative formality without in-depth evaluation of lecturer performance. This reduces the effectiveness of supervision in improving lecturer professionalism. Previous studies have shown that lack of resources, time constraints, and weak management support are the main obstacles in implementing structured and sustainable supervision (Hakim & Suryani, 2021). This condition is also experienced by the Mahardika Institute, where supervision often only focuses on administrative aspects, such as assessing teaching documents, without intensive mentoring aimed at developing competency. In fact, ideal supervision not only evaluates, but also provides guidance to overcome lecturers' weaknesses in teaching, research, and community service (Wahyuni, 2022).

There is a gap between the designed supervision policy and its implementation in the field. Supervision is often unable to provide a significant impact on improving the quality of lecturers due to the lack of integration between evaluation and training. Previous research indicates the need for a more collaborative supervision approach that focuses on the development of individual lecturers (Sugiyono, 2020). This study has an urgency to fill the research gap related to the effectiveness of academic supervision, especially at the Mahardika Institute. Previous research has focused more on aspects of supervision policy at the institutional level, but has not explored its practical implementation in the field. This results in a lack of empirical data on how supervision is carried out, the obstacles faced, and its impact on lecturer performance (Darmawan, 2022).'

By understanding these problems, this study attempts to provide a more comprehensive picture of the implementation of academic supervision in private universities. This study not only examines the effectiveness of supervision, but also explores the obstacles to implementation and lecturers' responses to the supervision they receive (Safitri & Rahayu, 2020). In the context of the Mahardika Institute, academic supervision is becoming increasingly relevant considering the challenges faced, such as changes in technology-based curriculum and growth in the number of students. Targeted supervision can help lecturers develop innovative teaching methods, increase scientific publications, and expand contributions in community service activities (Hakim & Suryani, 2021).

This study also contributes to identifying inhibiting and supporting factors of supervision in higher education environments. Factors such as lack of training for supervisors, lecturers' resistance to supervision, and lack of follow-up mechanisms are often obstacles that need to be overcome (Nugraha, 2021). In addition, this study emphasizes the importance of a collaborative supervision approach, where lecturers and supervisors work together in formulating supervision objectives. This approach not only increases lecturer engagement but also creates a supportive atmosphere for ongoing professional development (Wahyuni, 2022).

Through a descriptive approach, this study attempts to describe in detail the implementation of academic supervision at the Mahardika Institute. The data produced is expected to provide practical recommendations to improve the effectiveness of supervision in supporting the development of lecturer competencies, especially in the fields of teaching, research, and community service (Sugiyono, 2020). This study is also expected to contribute to the development of supervision policies that are more adaptive to the specific needs of higher education institutions. Supervision policies designed based on empirical data will be better able

to answer the challenges faced by universities in this digital era. In the long term, the results of this study can be a reference for other universities that have similar characteristics to the Mahardika Institute. This study not only provides theoretical insights into academic supervision but also offers practical solutions that are relevant to the management of higher education (Wahyuni, 2022).

Thus, this study is an important step in bridging the gap between supervision policies and practices in higher education, especially in the context of academic supervision at the Mahardika Institute. This study also opens up opportunities for further, more in-depth studies related to academic supervision in various higher education institutions.

## **Research Methods**

This study uses a qualitative descriptive approach to describe the implementation of academic supervision at the Mahardika Institute in Cirebon. This approach allows researchers to understand the phenomenon in depth and naturally without intervention. The focus of the study is on the supervision process, the obstacles faced, and their influence on the performance and competence of lecturers. With this approach, researchers seek to uncover the realities experienced by lecturers, heads of study programs, and academic supervisors related to supervision in a private university environment.

This research was conducted at the Mahardika Institute in Cirebon, which is a private university under LLDikti Region IV of West Java. This institution was chosen because of its relevance to the research issue, namely the challenges of supervision in the context of technology-based curriculum changes, growth in the number of students, and the need to improve lecturer competence. As a university that focuses on technology and management, the Mahardika Institute faces the complexity of supervision that needs to be studied more deeply to understand its effectiveness.

The subjects of the study included lecturers, heads of study programs, and academic supervisors. Lecturers were chosen as the main subjects because they are the direct objects of supervision, who can provide information about their experiences, perceptions, and impacts on professional development. Heads of study programs were involved to provide insight into the management and implementation of supervision at the study program level. Academic supervisors, as the parties carrying out supervision, provided perspectives on supervision procedures, implementation challenges, and follow-up efforts to support improving lecturer performance. Research data were collected through in-depth interviews, direct observation, and documentation. Interviews were conducted in a semi-structured manner with lecturers, heads of study programs, and academic supervisors to explore their experiences and perceptions of the implementation of supervision.

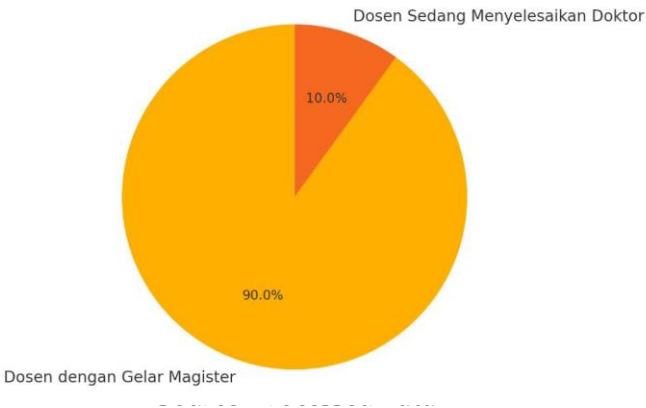
Direct observation was conducted to observe the supervision process directly in the field, including interactions between supervisors and lecturers. Meanwhile, documentation was conducted to collect secondary data, such as supervision reports, implementation guidelines, and institutional policies related to supervision.

Data analysis was conducted using the thematic analysis method based on the Miles, Huberman, and Saldana approach. The first stage is data reduction, where irrelevant data is ignored, and important data is grouped by theme. Furthermore, the data is presented in the form of descriptive narratives to describe the patterns found. The last stage is drawing conclusions, where findings from the data are analyzed in depth to produce relevant recommendations.

**Result and Discussion**  
**Result**

The Mahardika Institute of Technology and Health (ITEKes) Cirebon runs a supervision system through the Internal Quality Assurance Institute (LPMI), which is tasked with ensuring the implementation of the Tri Dharma of Higher Education in accordance with institutional standards and national policies. This supervision is carried out every semester in a structured manner, including evaluation of academic documents, observation of the teaching process, and student satisfaction surveys. The results of the study showed that most lecturers at ITEKes Mahardika have met the qualification requirements. 90% of lecturers have a master's degree, while the other 10% are completing their doctoral education. Lecturer performance evaluation includes mastery of material, teaching methods, and contributions to Tri Dharma activities. This shows that supervision has a positive impact in ensuring that lecturers are able to carry out their duties professionally.

**Figure 4.1 Academic Qualifications of Lecturers**



*Source: Processed Data*

This diagram illustrates the distribution of academic qualifications of lecturers at the Mahardika Institute of Health Technology, which is an important indicator in ensuring the quality of teaching, research, and community service in accordance with the Tri Dharma of Higher Education. Based on the data, 90% of lecturers have a master's degree, indicating that the majority of educators have met the minimum standard of academic qualifications to teach in higher education. This qualification reflects their competence in managing the learning process and making a significant contribution to the development of science and innovation.

Meanwhile, another 10% of lecturers are completing doctoral education, which is the highest level of education.

This reflects the institution's commitment to supporting the development of lecturers' professionalism through continuing education. Completion of this doctoral education is expected to improve the ability of lecturers to conduct more in-depth research, create high-quality scientific works, and contribute more to the institution and society. This data shows the serious efforts of the Mahardika Health Technology Institute in maintaining the academic quality of its lecturers. Structured supervision and training support the achievement of the institution's goals to produce quality graduates, while also providing a positive impact in creating a conducive and high-standard academic environment.

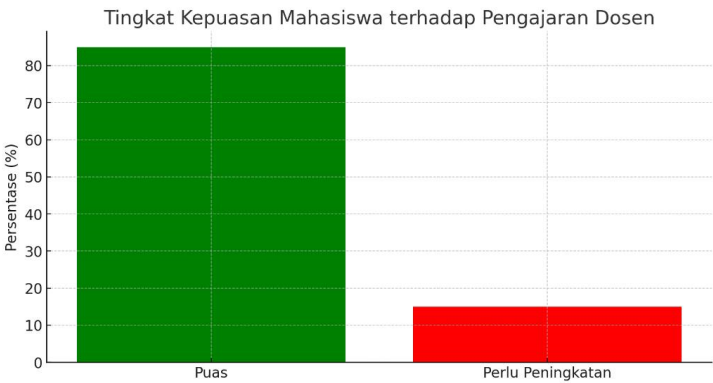
**Figure 4.2 Lecturer Teaching Methods**



Source: Processed Data

In teaching methods, findings show that 70% of lecturers have utilized digital-based learning technology, such as e-learning platforms and online learning applications. However, the other 30% still use traditional approaches in teaching, especially for practice-based courses. Technology in teaching is considered important to create more interactive learning. Students are also involved in the supervision process through satisfaction surveys and focused discussions.

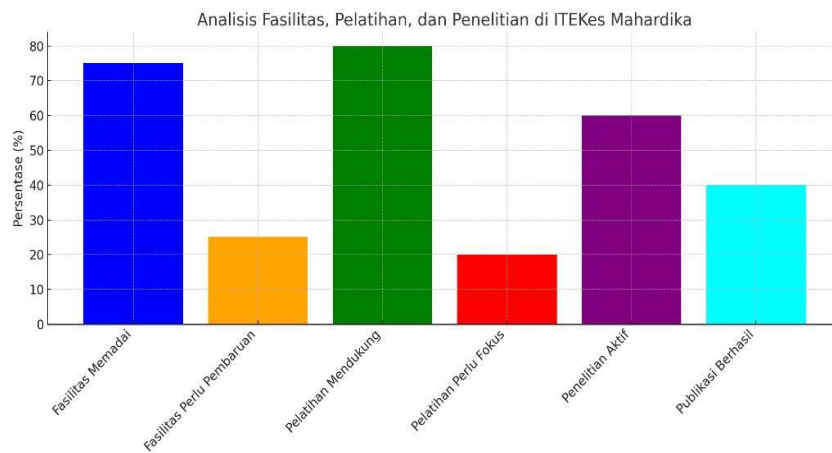
**Figure 4.3 Student Satisfaction Level**



Source: Processed Data

Based on the data, 85% of students stated that they were satisfied with the quality of lecturers' teaching, while 15% suggested improving access to supporting facilities, such as digital libraries and laboratories.

**Figure 4.4 Analysis of Mahardika Facilities, Training and Research**

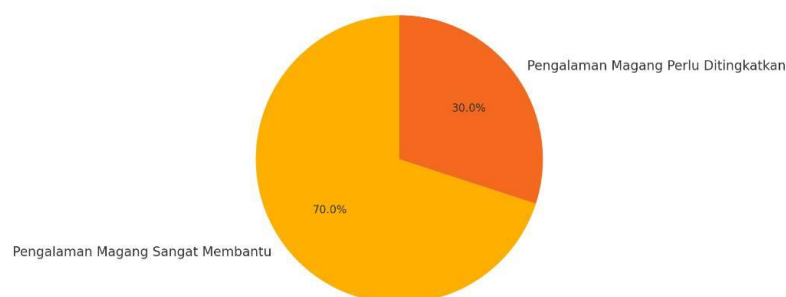


Source: Processed Data

The laboratory and computer facilities at ITEKes Mahardika were considered adequate by 75% of students, who considered them sufficient to support learning activities. However, 25% of students suggested the need for equipment updates to be more relevant to technological developments and the needs of the health industry. This opinion shows the importance of adjusting facilities to the demands of the professional world, especially to support effective and quality practice-based learning.

On the other hand, technology-based training provided by the institution received a positive response from 80% of lecturers, who felt that this training greatly supported the improvement of teaching competencies, such as the use of learning software and the development of digital teaching materials. However, there was input from some lecturers that the training should also include improving research and scientific publication capabilities. Data shows that 60% of lecturers are actively conducting research, but only 40% of the results have been published in indexed journals. This emphasizes the need for institutional support, both in the form of funding and technical training, to improve the quality and quantity of publications.

**Figure 4.5 Level of Internship Student Satisfaction at Partner Institutions**



Source: Processed Data

External cooperation is one of the efforts to strengthen the implementation of Tri Dharma. ITEKs Mahardika has established partnerships with hospitals, technology companies, and health centers to support student internships and lecturer research. Based on a survey, 70% of students felt that the internship experience at partner institutions was very helpful for them in understanding the world of work and increasing their practical insights. Supervision also evaluates the curriculum to keep it relevant to the needs of the world of work. Based on the findings, most study programs have integrated technology and innovation into the curriculum. However, there are recommendations to add courses that support the development of soft skills, such as communication and leadership, which are considered important by students.

Academic administration services are another aspect evaluated in supervision. Based on a student satisfaction survey, 80% of students felt that administrative services, such as course registration and academic document management, were running well. However, some students suggested improvements in the speed of service, especially during the re-registration period. The development of campus facilities was an important focus in supervision. Findings showed that physical facilities such as classrooms and laboratories were adequate. However, there is a need to improve digital infrastructure, such as more stable internet access and the development of online learning platforms, to support modern teaching methods.

Supervision at ITEKs Mahardika is considered effective in encouraging improvements in the quality of teaching, research, and community service. The supervision process has a significant impact on maintaining the relevance of the curriculum and ensuring that academic services meet student needs and work standards. However, this study noted several areas that require further development. These include improving laboratory facilities, strengthening research support for lecturers, and expanding training that focuses on digital skills and scientific publications.

Supervision at ITEKs Mahardika also shows positive results in managing external partnerships. Collaboration with various parties not only supports the student learning process, but also provides opportunities for lecturers to develop research that is more applicable and relevant to industry needs. By involving various parties in the supervision process, from lecturers to students, ITEKs Mahardika has succeeded in creating an integrated supervision system. This allows institutions to continue to improve the quality of academic services and remain competitive in facing the challenges of higher education in the modern era.

## **Discussion**

The results of the study indicate that the implementation of academic supervision at the Mahardika Institute Cirebon still has limitations in integrating administrative evaluation with professional development. Administrative supervision that dominates the implementation (85%) reflects the tendency of universities to prioritize completeness of documents rather than the development of lecturer competencies as a whole. This phenomenon is in line with Safitri's research (2020), which shows that supervision in private universities is often only carried out to meet administrative accreditation requirements, without having a significant impact on the quality of lecturers.

In terms of teaching, the scope of supervision of 60% indicates that there are efforts by universities to monitor teaching and learning activities. However, this supervision has not been fully directed at encouraging innovation in learning methods. Interviews with lecturers revealed that recommendations from supervisors tend to be general and not in-depth. In fact, teaching supervision should be an opportunity to introduce learning strategies that are more adaptive to student needs, especially in dealing with technology-based curriculum changes (Wahyuni, 2022). Research supervision, which only reached 45%, shows that research is still a challenge in private universities, including at the Mahardika Institute. One of the inhibiting factors is the lack of institutional support, both in the form of funding and access to research facilities. This strengthens the findings of Nugraha (2021), which states that private universities in the LLDikti IV West Java region often have difficulty allocating adequate resources to support lecturers' research activities.

The community service aspect has the lowest level of supervision, which is 30%. This result shows that the contribution of lecturers in community service has not been the main focus of supervision at the Mahardika Institute. In fact, community service is one of the important indicators in university accreditation and can strengthen the relationship between universities and the surrounding community. Weak supervision in this aspect reflects the need for more targeted policies to encourage lecturer involvement in community-based service activities (Hakim & Suryani, 2021).

Obstacles in implementing supervision, such as time constraints, minimal supervisor training, and lecturer resistance to the supervision process, indicate gaps that need to be addressed. One approach that can be applied is collaboration-based supervision, where lecturers are actively involved in the supervision process to create a sense of ownership of the evaluation results. This approach not only increases lecturer involvement but can also create a more supportive and collaborative work environment (Darmawan, 2022)

This discussion emphasizes the importance of reform in the implementation of academic supervision in private universities. Ideal supervision should not only assess, but also provide ongoing guidance to improve lecturer competence. Mahardika Institute can utilize the results of this study to design a more effective supervision strategy, emphasizing the importance of integration between administrative evaluation and professional development. This strategy is expected to answer existing challenges and improve the quality of education in the institution.

## **Conclusion**

This study reveals that the implementation of academic supervision at the Mahardika Institute Cirebon focuses more on administrative aspects than supporting the overall professional development of lecturers. Supervision in the aspects of teaching, research, and community service has not been optimized, so there is a gap between the objectives of academic supervision and its implementation in the field. Although academic supervision has provided several benefits, such as increasing lecturers' understanding of institutional standards, its impact on the development of lecturer competence is still limited. Several obstacles faced include the lack of available time, minimal training for supervisors, and the lack of supporting facilities for the implementation of effective supervision.

In order for academic supervision to achieve its goals, a more systematic and collaborative approach is needed. Supervision must play a role not only as an assessment tool,



but also as a process that provides ongoing direction and guidance to support the improvement of lecturer competence in various fields. With a more integrated approach, academic supervision has the potential to improve the quality of education while strengthening lecturers' abilities in implementing the Tridharma of Higher Education.

The findings of this study can be a reference for other universities to design a more effective supervision system, as well as a basis for developing policies that better support the continuous improvement of lecturer professionalism.

## References

- 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\\_AKADEMIK\\_DALAM\\_MENINGKATKAN\\_KOMPETENSI\\_PEDAGOGIK\\_GURU/fulltext/6510d66482fo1628fo461d94/PENGARUH-SUPERVISI-AKADEMIK-DALAM-MENINGKATKAN-KOMPETENSI-PEDAGOGIK-GURU.pdf](https://www.researchgate.net/publication/374154796_PENGARUH_SUPERVISI_AKADEMIK_DALAM_MENINGKATKAN_KOMPETENSI_PEDAGOGIK_GURU/fulltext/6510d66482fo1628fo461d94/PENGARUH-SUPERVISI-AKADEMIK-DALAM-MENINGKATKAN-KOMPETENSI-PEDAGOGIK-GURU.pdf)
- 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/japsp/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](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>
- Sinaga, R., Napitupulu, E., & Siallagan, S. (2022). Pengaruh supervisi akademik dan motivasi kerja terhadap kompetensi pedagogik guru. *Jurnal Huriyah: Jurnal Evaluasi Pendidikan dan Pengembangan Ilmu Pengetahuan*, 9(2), 87-98. Diakses dari <https://doi.org/10.26858/jiap.v9i1.9331>
- 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>