



IMPLEMENTATION OF ACADEMIC SUPERVISION IN IMPROVING TEACHERS' PEDAGOGICAL COMPETENCE IN ELEMENTARY SCHOOL

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Abstract. Academic supervision is a crucial element in school management, focusing on improving the quality of teaching and teachers' pedagogical competence. This article aims to provide a comprehensive description of the planning, implementation, evaluation, and follow-up processes of academic supervision at SD Negeri 02 Limbangan, Ulujami District, Pemalang Regency. This research employs a qualitative descriptive approach, using data collection techniques such as interviews, observations, and documentation. The results show that supervision planning is conducted cooperatively by involving teachers; the implementation takes place through classroom observations and reflective discussions, while the evaluation is carried out comprehensively by providing constructive feedback. The follow-up includes giving rewards as well as competency development programs through training. These findings highlight the importance of structured academic supervision in promoting teacher professionalism and improving the quality of learning.

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INTRODUCTION

In an effort to produce intelligent, excellent, and competitive generations, the presence of competent teachers becomes a determining factor that cannot be overlooked. This is in line with Law Number 14 of 2005 concerning Teachers and Lecturers, which states that a teacher is a professional educator whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students at the levels of early childhood education, primary education, and secondary education within the formal education pathway. A teacher must possess four core competencies: pedagogical, personal, social, and professional competencies (Nur & Fatonah, 2023). Among these, pedagogical competence plays a key role because it is directly related to the teacher's ability to manage the learning process to achieve learning objectives optimally (Pujiharti, 2022). Pedagogical competence includes the teacher's ability to prepare learning materials, implement teaching, conduct evaluations, and develop students' potential so that they can actualize their various abilities. Government Regulation Number 19 of 2005 also states that to be professional, a teacher must master various skills, ranging from understanding students, developing curricula, designing lessons, implementing educational and dialogical learning, evaluating learning outcomes, to developing students' potential for self-actualization (Muspawi et al., 2020).

At SD Negeri 02 Limbangan, the success of both teachers and students cannot be separated from the academic supervision conducted by the principal through systematic and structured stages. Academic supervision at this school consists of three main stages: first, the planning stage, where the principal and the curriculum team identify competencies that need improvement, understand the challenges faced by teachers, and formulate an activity plan which is then collaboratively communicated to the teachers; second, the implementation stage, where the principal conducts direct observations of the teaching process using assessment instruments to record teachers' strengths and weaknesses, with a frequency of two observations per semester per teacher to ensure more focused coaching; third, the evaluation and follow-up stage, where the results of the supervision are documented, shared with teachers individually or through teacher working group (KKG) forums, and followed up with specific training based on the

supervision findings, even involving outstanding teachers as mentoring consultants or sharing best practices.

In practice, not all teachers respond positively to supervision because of a misguided paradigm that views supervision merely as an assessment or monitoring of performance, creating a sense of fear. In fact, academic supervision is essentially a form of professional guidance aimed at improving the quality of teaching. The researcher's initial observations show that teachers at SD Negeri 02 Limbangan possess several strengths in pedagogical competence. They are able to understand students' characteristics well, manage diverse student backgrounds, create a conducive learning environment, utilize contextual approaches, and integrate ICT in teaching, as reflected in the teaching media they develop. Moreover, the teachers are also able to build effective communication, act as facilitators who encourage students' confidence in expressing their opinions, which positively impacts their learning motivation.

Given the school's geographical location in a coastal area with various environmental challenges, continuous strategic efforts are needed to maintain the quality of education. This is where academic supervision plays an important role as the principal's managerial strategy to provide guidance, evaluation, and constructive feedback to support the strengthening of teachers' pedagogical competence. This research is highly urgent as it is expected to offer applicable solutions for teachers at SD Negeri 02 Limbangan in facing the challenges of improving pedagogical competence. Well-planned academic supervision will help teachers enhance their skills in preparing lesson plans, selecting innovative strategies and methods, utilizing media and technology effectively, and guiding students to achieve optimal learning outcomes. By implementing academic supervision that focuses on teacher development rather than merely evaluation, teachers will be more motivated to enhance their professionalism. Therefore, this study is expected to benefit not only the teachers and principal at SD Negeri 02 Limbangan but also other schools with similar conditions, thus contributing meaningfully to improving the quality of education in Indonesia.

Based on various relevant studies on academic supervision and teachers' pedagogical competence, several studies have shown a positive relationship between effective academic supervision and the improvement of teaching quality and teachers' pedagogical competence. Another study by [Arifandi & Fihris \(2022\)](#) emphasized the importance of academic supervision in helping teachers enhance their ability to develop lesson plans (RPP). This research indicated that academic supervision provides adequate direct guidance to teachers in preparing more effective lesson plans, thereby improving the quality of learning delivered to students. Similarly, a study by [Salmawati \(2022\)](#) also highlighted the enhancement of teachers' pedagogical competence through academic supervision, with findings showing improvements in the preparation of lesson plans in a more systematic and structured manner. Another study by [Kamardana \(2022\)](#) reinforced previous findings by analyzing the implementation of academic supervision in improving elementary school teachers' skills in lesson plan (RPP) development. This study provided a deeper understanding of how academic supervision can serve as an effective means to enhance teachers' technical and pedagogical skills in lesson planning. Meanwhile, research by [Farida et al. \(2020\)](#) described the steps of academic supervision implementation, focusing on coaching methods and differentiation, while emphasizing the importance of structured and continuous supervision.

Similarly, a study by [Nasri & Daud \(2024\)](#) found that work motivation and academic supervision have a significant influence on improving the pedagogical competence of elementary school teachers. High work motivation encourages teachers to continually develop their abilities in planning, implementing, and evaluating learning. On the other hand, academic supervision conducted in a structured and sustainable manner is able to provide guidance and constructive feedback to teachers in carrying out their duties. This indicates that academic supervision functions not only as monitoring but also as an effort to develop teachers' professionalism. Therefore, the combination of strong work motivation and effective academic supervision can optimally enhance teachers' pedagogical competence. Thus, these two factors



complement each other in supporting teachers to achieve better and more professional learning quality in elementary schools (Nasri & Daud, 2024).

The study by Sanoto (2021) revealed that the implementation of academic supervision in border areas faces unique challenges, such as limited facilities, access, and supporting resources. Nevertheless, academic supervision still manages to have a positive impact on improving teachers' competence in these regions. Well-managed academic supervision can help teachers overcome various limitations through coaching, mentoring, and the provision of continuous feedback. This proves that academic supervision, even when conducted under less-than-ideal conditions, remains an effective strategy for developing teacher professionalism. Therefore, it can be concluded that well-managed academic supervision can enhance the competence of elementary school teachers in border areas, while also serving as a solution to address the limitations present in such regions (Sanoto, 2021). In line with this, research by Prastania & Sanoto (2021) showed a significant relationship between academic supervision and the professional competence of elementary school teachers. Effective academic supervision has been proven to enhance teachers' abilities in mastering subject matter, instructional strategies, and other professional skills. This improvement in teachers' professional competence ultimately has a positive impact on classroom teaching quality and student learning outcomes. This indicates that academic supervision functions not only as a monitoring tool but also as a means of continuous professional development and guidance for teachers. Therefore, it can be concluded that academic supervision plays an important role in enhancing teachers' professional competence, which indirectly contributes to improving the quality of education and student learning outcomes in elementary schools (Prastania & Sanoto, 2021).

The study entitled "The Implementation of Academic Supervision in Improving Teachers' Pedagogical Competence at SD Negeri 02 Limbangan, Ulujami District, Pemalang Regency" addresses several important gaps that have not been widely explored in previous research, particularly regarding the local context, continuous approaches, and the integration of technology in academic supervision. This study not only focuses on the administrative aspects of supervision, as is common in many previous studies, but also emphasizes direct evaluation between supervisors and teachers, as well as sustainable follow-up actions. This presents a unique aspect compared to other studies that tend to overlook in-depth evaluation processes after supervision is conducted. In this study, emphasis is placed on the principal's active role in building a supervision team and involving the school committee, ensuring that academic supervision is not solely the principal's responsibility but a collaborative effort involving all school elements. This indicates that the success of academic supervision is greatly influenced by the active participation of various parties, not merely dependent on the principal or a single supervisor. One of the more innovative aspects of this study is the use of technology in academic supervision. This research innovatively proposes that academic supervision at SD Negeri 02 Limbangan utilize technology to provide real-time feedback, access additional learning materials, and conduct online learning sessions that enable teachers to participate in training or group discussions more flexibly. This allows for more interactive and continuous learning, addressing the challenges of time and space limitations often faced by teachers in remote schools. Moreover, this study places greater attention on classroom management and the use of innovative learning media to improve learning quality. This differs from some previous studies that focused more on administrative process evaluations without further investigating the direct impact of supervision on daily teaching practices. Through the implementation of academic supervision focused on pedagogical competence, this study illustrates how supervision can assist teachers in facing real challenges in the classroom, such as the effective use of learning media, classroom management, and adapting instruction according to students' characteristics.

Therefore, this study contributes significantly to the field of academic supervision by presenting a more contextual, comprehensive, and sustainable approach. It not only provides an understanding of the importance of academic supervision in improving teachers' pedagogical competence but also introduces a more adaptive supervision model capable of addressing



contemporary challenges, such as the need for technology integration in education. This study also shows that the success of academic supervision in primary schools greatly depends on the collaboration between principals, teachers, and school committees, as well as the necessity of direct and continuous evaluation to ensure that teachers' pedagogical competence continues to develop and improve over time.

RESEARCH METHODS

This study employs a descriptive qualitative approach with a phenomenological model. This approach was chosen because the researcher aimed to gain an in-depth understanding of the phenomenon of academic supervision implementation in improving teachers' pedagogical competence at SD Negeri 02 Limbangan, Ulujami District, Pemalang Regency. The phenomenological approach is used to study the real experiences of individuals without interference from biases or external theories, so the realities obtained truly reflect the objective conditions in the field. The research was conducted at SD Negeri 02 Limbangan from September 2024 to June 2025, covering various stages from pre-field preparation, proposal writing and seminar, obtaining research permits, field data collection, report writing, to thesis examination. The research subjects consist of two categories: primary and secondary subjects. The primary subjects include the principal, the third-grade teacher, the sixth-grade teacher, the school committee chairperson, parents, and students, selected purposively because they hold important and relevant information related to the research focus. Meanwhile, secondary subjects consist of supporting documents such as school archives, evaluation records, and activity reports that can strengthen the research findings. The data used in this study are qualitative data, presented in the form of verbal narratives, covering the school's general profile, the principal's role as a supervisor, and the improvement of teachers' pedagogical competence. Data sources were obtained from primary data (direct respondents such as the principal, teachers, students, and the school committee) and secondary data (supporting documents, school archives, evaluation records, etc.). To obtain rich and in-depth data, this study employed several instruments and data collection techniques, including: observation (structured observations of the setting, actors, and activities in the school), in-depth interviews (with the principal, teachers, students, and other relevant parties), and documentation (collecting written and visual evidence such as photos, reports, and school archives). The researcher served as the main instrument in the study, while supporting tools such as interview guides, observation guides, cameras, mobile phones, and tape recorders were used to enhance the completeness of the collected data. In this study, interviews were used as a data collection method through direct communication between the interviewer and the respondents. This study employed semi-structured or in-depth interviews to explore the issues more openly, where respondents such as the principal, the third-grade teacher, the sixth-grade teacher, the school committee chairperson, and students were asked for their opinions and ideas regarding the implementation of academic supervision to improve teachers' competence.

In addition to interviews, the documentation method was also used to collect relevant written, visual, or electronic data. Document analysis was conducted by gathering and analyzing documents relevant to the research focus (Tsuraya et al., 2022). Documents are records of past events in the form of writings, images, or monumental works (Ayuningtyas et al., 2022). In this study, documentation involved collecting documents related to school agendas, activity reports, and various archives that support the understanding of academic supervision implementation and teacher competence improvement at SD Negeri 02 Limbangan. Documentation played a complementary role alongside observation and interviews, resulting in more complete and in-depth information (Muis & Pitra, 2021). The data analysis technique in this study employed a descriptive approach by analyzing qualitative data obtained from interviews and document studies. Data analysis involved organizing, categorizing, synthesizing, identifying patterns, and determining what was essential to present (Johan Faladhin, 2024). The steps included collecting data through interviews and documentation, followed by data reduction to filter relevant information and simplify raw data (Aziza et al., 2024). Next, the data were displayed in the form



of narratives, matrices, tables, or charts to facilitate conclusion drawing. The final stage was verification or conclusion validation, involving repeated interpretation of data to answer research questions and depict field facts. To ensure data validity, this study employed triangulation techniques, namely checking data through various sources and methods. Source triangulation was carried out by collecting data from the principal, third- and sixth-grade teachers, the school committee chairperson, and students, while methodological triangulation compared the results of interviews, observations, and documentation to ensure data credibility. Moreover, credibility testing was conducted through prolonged engagement, persistence, peer discussions, and member checks. Technique triangulation involved verifying data from a single source using multiple methods, while transferability testing ensured the research findings could be applied in other contexts through clear and detailed reporting (Saadah et al., 2022).

RESULTS AND DISCUSSION

This study aims to examine the implementation of academic supervision in enhancing the professionalism of teachers at SD Negeri 02 Limbangan, Ulujami District, Pemalang Regency. Based on data collected through interviews, observations, and documentation, the following are the research findings related to the planning, implementation, evaluation, and follow-up of academic supervision at the school.

1. Planning of Academic Supervision

The academic supervision planning at SD Negeri 02 Limbangan is implemented through a cooperative approach that involves close collaboration between the principal and the teachers. Based on the results of an interview with the principal, it was revealed that the supervision planning begins with the identification of teachers' competency development needs. The principal stated that this process is carried out through regular discussions involving the teachers to explore the challenges or difficulties they face in the teaching and learning process. Interviews with several teachers also revealed that they feel open and comfortable providing input regarding the supervision planning, which in turn supports the improvement of instructional quality. This process also involves an evaluation of previous learning outcomes recorded in the school's documentation. In this regard, classroom observations indicated that supervision is not merely limited to monitoring but also involves direct mentoring. During the observation, it was observed that the principal or the appointed supervisor provided constructive feedback to the teachers, as well as suggestions related to the implementation of more effective teaching methods. Moreover, the principal often holds meetings with the teachers to discuss the observation results and collaboratively seek solutions to the challenges that arise. For example, when difficulties in the use of technology in teaching were identified, the principal developed a special training plan to enhance the teachers' skills in utilizing digital tools. The documentation of supervision results shows that each teacher is given the opportunity to be supervised in turn, allowing each individual to receive focused attention according to their specific needs and teaching conditions. In each supervision cycle, the documentation contains records of the teachers' competency development and the necessary follow-up actions. One notable aspect of this documentation is the detailed recording of areas that need improvement, along with professional development programs designed to address those needs.

In addition, flexible supervision scheduling is one of the key aspects of the planning process. This flexibility is intended to adjust to the dynamics and conditions in the field, especially for classes that require more attention. The principal explained that this flexibility helps avoid disruptions to the ongoing learning process. Each supervision is conducted within a set period, with every teacher taking turns to ensure that no teacher is overlooked in the evaluation and development process. Through a coordinated approach between the principal and the teachers, academic supervision at SD Negeri 02 Limbangan serves not only as an evaluation tool but also as an essential means for the continuous improvement of educational quality. The active involvement of the principal and the participation of teachers in every stage of supervision planning and implementation demonstrate a shared commitment to creating a better learning environment for the students.



2. Implementation of Academic Supervision

The implementation of academic supervision at SD Negeri 02 Limbangan is carried out through classroom observations conducted directly by the principal or the learning coordinator. These observations aim to assess teachers' teaching skills, the use of instructional media, and teacher-student interaction during the learning process (Marshella et al., 2024). The results of the observations indicate that supervision has a positive impact on more effective classroom management and a more dynamic learning environment. Several teachers who previously faced challenges in managing their classrooms or selecting appropriate teaching methods received more intensive mentoring and support. Based on interviews with the principal, academic supervision is conducted regularly every semester using a more participatory approach, where teachers are involved in reflecting on the observation results to design improvements in their teaching practices. The principal stated, "This supervision is not meant to find faults, but to help teachers discover solutions to the challenges they face in the classroom." Interviews with several teachers revealed that they felt more confident after receiving feedback and suggestions for improvement from the supervision process. Furthermore, observation data showed an increase in the use of more varied instructional media, such as simple teaching aids and digital technology to support the learning materials. The supervision documentation, which includes observation notes, photos of learning activities, and evaluation reports, indicates a positive trend in the implementation of more creative and interactive teaching methods from semester to semester. One piece of documentation shows the use of teacher-made mathematics teaching aids that successfully increased student participation in learning. Overall, the data from interviews, observations, and documentation demonstrate that the implementation of academic supervision at SD Negeri 02 Limbangan functions not only as a form of oversight but also as a continuous professional development effort for the teachers.

3. Evaluation of Academic Supervision

The evaluation of academic supervision is conducted by compiling observation reports focused on various aspects of the teaching and learning process, including instructional delivery techniques, classroom management, and student engagement (Werong, 2024). This evaluation also encompasses an analysis of teachers' pedagogical skills as observed during the teaching sessions. Based on the evaluation reports, the principal provides constructive feedback aimed at improving teaching practices. Most teachers receive this feedback openly and apply the suggestions to enhance their instructional quality. The evaluation process also involves collaborative discussions between the principal and teachers regarding learning achievements and the challenges encountered during supervision. Interviews with the principal revealed that most teachers still require further support in utilizing technology-based instructional media, although they have demonstrated proficiency in delivering material through conventional methods. Classroom observations showed an increase in student participation after teachers implemented small group discussion methods in response to previous supervisory recommendations. Documentation, such as photos of learning activities and supervision records, supports the finding that positive changes have occurred in classroom management, particularly in fostering a more interactive and conducive learning environment. Therefore, the implementation of academic supervision evaluation not only contributes to the improvement of teaching practices but also promotes the development of a reflective culture and the continuous enhancement of teacher professionalism.

4. Follow-Up of Academic Supervision

After the evaluation was conducted, the follow-up to academic supervision took the form of teacher professional development through training and self-development programs (Faizatun & Mufid, 2020). Teachers who faced challenges in certain aspects of teaching were given opportunities to participate in external training programs, such as online-based training and Teacher Working Group (KKG) activities. On the other hand, teachers who demonstrated improvements in the quality of their teaching were rewarded through recognition in their performance reports (Khana et al., 2023). These awards aimed to motivate and appreciate teachers who had shown high dedication in improving the quality of learning. Other follow-up



actions included continuous monitoring of the implementation of changes in the teaching and learning process, as well as providing opportunities for teachers to consult and share experiences with their colleagues.

Based on interviews with the principal and several teachers, it was revealed that the training programs attended by the teachers included training on the use of digital media in teaching, the preparation of lesson plans under the Merdeka Curriculum, and the strengthening of literacy and numeracy skills. The teachers reported that these training programs were very helpful in overcoming the challenges they faced in the classroom, particularly in utilizing instructional technology. Observations showed an increase in the use of interactive media and collaborative learning methods in the classroom after the teachers participated in the training. Teachers also appeared more confident in managing the classroom and in providing varied teaching methods. Meanwhile, documentation in the form of activity reports, training certificates, and supervision records indicated an increase in teacher performance scores compared to the previous semester's evaluation. The documentation also showed that outstanding teachers were given awards in the form of certificates and public recognition of their achievements on the school's announcement board. These data reinforce the findings that the follow-up actions of academic supervision through training, awards, and continuous monitoring have had a positive impact on improving teacher professionalism and the quality of learning in the school.

5. Impact of Academic Supervision on Teacher Professionalism

Overall, the implementation of academic supervision at SD Negeri 02 Limbangan has had a significant impact on improving teachers' pedagogical competencies. Teachers involved in the supervision process have shown progress in classroom management, selecting and applying appropriate teaching methods, and greater involvement in developing teaching materials that meet students' needs. This supervision also strengthens the collaborative relationship between the principal and teachers in efforts to create more effective and enjoyable learning experiences for students. Based on interviews with several teachers, they stated that regular academic supervision has motivated them to improve and enhance their teaching strategies in the classroom. One fifth-grade teacher revealed that she became more confident in using technology-based teaching media after receiving feedback from the principal. Observations in the field show an improvement in teachers' skills in managing class time, using a variety of teaching methods, and organizing a more conducive classroom environment. This is evident from the more orderly teaching and learning activities and the increased enthusiasm of students during lessons. Meanwhile, documentation data, including supervision reports, photos of supervision activities, and notes on follow-up actions, indicate continuous improvement in lesson plans (RPP), the development of teaching materials, and increased student learning outcomes. All of these findings reinforce the evidence that academic supervision at SD Negeri 02 Limbangan plays a crucial role in supporting the improvement of the school's teaching quality.

The implementation of academic supervision at SD Negeri 02 Limbangan plays a significant role in improving the quality of teaching and the professionalism of teachers. Supervision planning, based on an analysis of educational needs at the school, shows that the involvement of both the principal and teachers in formulating the goals of supervision together provides clear and focused direction. The involvement of both parties in planning supervision opens up opportunities to build better communication, so that each step of the supervision can be adjusted to the context and challenges faced by teachers in the classroom. A flexible supervision schedule allows for adaptation to dynamic field conditions, whether it is changes in lesson schedules or urgent issues, which ultimately provides room for supervision to be carried out effectively without disrupting the ongoing learning process (Saputra & Stiawan, 2024).

The systematic process of supervision implementation, which involves direct classroom observations, is a key aspect of this research (Ibrahim et al., 2024). Through these observations, the principal can evaluate various aspects of the teaching and learning activities, such as the use of learning media, teaching strategies employed by the teacher, and interactions between the



teacher and students (Jaya & Halik, 2023). The results of these observations form the basis for the principal to provide concrete and specific feedback, which includes both strengths and areas for improvement in the teacher's practice (Maolana et al., 2023). Through this approach, teachers not only receive direct evaluations but also have the opportunity to discuss and plan improvements together with the principal. The success of this observation lies in its ability to identify more detailed shortcomings, which are often difficult to detect in administrative assessments or more formal exams. Furthermore, the evaluation of supervision conducted after the observation process provides an opportunity for the principal to offer recommendations based on the observation findings, with a focus on developing the pedagogical and managerial competencies of teachers (Lestari et al., 2022). Transparent and goal-oriented evaluations encourage teachers to be more open to feedback, which in turn boosts their confidence in implementing new teaching strategies (Efendi & Sholeh, 2023). This also provides an opportunity for the principal to assess the progress made over time and evaluate whether the improvements implemented have a positive impact on the quality of learning.

Follow-up actions after supervision are crucial in maintaining the continuity and sustainability of improvements in teaching quality (Farida et al., 2024). This study found that the development of teacher professionalism through training, both within and outside the school, greatly helps teachers enrich their competencies. The principal provides opportunities for teachers to join Teacher Working Groups (KKG), which serve as forums for sharing experiences and knowledge about learning innovations. Additionally, opportunities to participate in training outside the school offer new perspectives for teachers in facing challenges in the classroom. Thus, this follow-up is not only administrative but also reinforces teachers in continuously developing their teaching skills. The implementation of continuous supervision through a planned process, systematic evaluation, and thorough follow-up has proven to have a significant impact on improving the quality of education at SD Negeri 02 Limbangan. Teachers who have received supervision feel more supported in their teaching process due to deeper supervision and ongoing development (Asyifah et al., 2024).

The result is an improvement in pedagogical and managerial skills, felt not only by the teachers but also by the students. When teachers feel more confident and trained, they tend to create a more effective learning environment, which ultimately contributes to improved student learning outcomes (Widyanto et al., 2023). This study affirms that structured and continuous academic supervision can be key to creating a better educational ecosystem at the elementary school level. Therefore, it is crucial for the principal to continue optimizing the planning, implementation, and follow-up of supervision with a comprehensive approach based on the real needs in the field (Setiawan et al., 2022). With effective supervision, it is expected that the quality of teaching will continue to improve, which in turn will impact the development and progress of students in the field of education.

CONCLUSIONS AND SUGGESTIONS

The implementation of academic supervision at SD Negeri 02 Limbangan, Pematang Regency, has been successful in improving the quality of education. The principal's commitment to involving teachers and the school committee in the plan for supervision activities prioritizes sustainability and active involvement. The supervision team assists the principal in carrying out the task, ensuring a cooperative, creative, comprehensive, flexible, and continuous approach. Close coordination between supervised teachers and supervisors ensures effective teaching processes and addresses challenges faced by teachers. Evaluations are presented constructively, providing teachers with direct feedback and practical solutions for continuous improvement. The implementation has positively impacted teachers' pedagogical competencies, enabling them to use more effective learning media and understand student characteristics. The use of technology in teaching has also increased, maximizing student learning outcomes. Overall, the implementation of academic supervision at SD Negeri 02 Limbangan has significantly contributed to the improvement of education quality.



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