PPSDP International Journal of Education
Volume 4 (2) 2025, 559-567
E-ISSN 2829-5196, P-ISSN 2830-3229

The Principal's Academic Supervision on Improving Teachers' Performance and Students' Learning Achievement

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Article History: Received on 5 January 2025, Revised on 2 March 2025, Published on 08 April 2025

Abstract: This study analyzes the influence of principal academic supervision on improving teachers' performance and student learning achievement. The results of the study indicate that principals, teachers, and employees in secondary schools have implemented academic supervision through classroom observation, feedback, and training. However, there are still some problems faced, such as the lack of sufficient time for intensive supervision and the lack of teacher involvement in the supervision process, as well as the lack of training for employees and the still incomplete facilities. The main focus of this study is to provide a comprehensive explanation of how academic supervision is implemented locally in secondary schools. Thus, the conclusion of this study emphasizes the need for good management in order to improve teachers' performance and motivate teachers to work better. It is hoped that this study will provide information to schools on how academic supervision can work better than before. This study is expected to be a reference for other researchers to conduct similar research and assist schools in improving the effectiveness of academic supervision.

Keywords: Academic Supervision, Student Learning Achievement, Teachers' Performance Improvement

A. Introduction

Education is very important for the success of a country because it is carried out carefully to produce intelligent and moral students. Education in general aims to improve the quality of human resources (Kooli & Abadli, 2022). One of the goals that must be achieved by a country is the implementation of good education. Education is an effort to develop various potentials and abilities of a person so that they can have spiritual and religious strength, self-control, personality, intelligence, noble morals, and the skills needed by them, society, and the country (Kasneci et al., 2023). Despite the fact that many studies have investigated the effect of academic supervision on teacher performance, there are still many things that are not properly known. The type of academic supervision that is most suitable for different types of secondary schools is still an unanswered question.

Is the clinical, collaborative, or standards-based supervision model the most effective in improving teachers' performance in certain subjects or at different grade levels? In addition, further research should be conducted on contextual elements such as school culture, principal leadership, and external support. This is needed to understand how these elements affect academic supervision practices. Recent research on academic supervision in the context of improving teachers' performance in secondary schools shows significant developments. Recent studies increasingly underline the importance of a collaborative and teacher-centered supervision approach. For example, research by Thessin (2019) and (Patrick, 2022) found that a collaborative supervision model involving teachers in planning, implementing, and evaluating learning can increase teachers' sense of ownership of the improvement process and significantly increase learning effectiveness. In addition, the use of technology in supervision is also an interesting trend.

The use of digital platforms to provide feedback, share best practices, and develop individual learning plans have been shown to be effective in improving teachers' performance (Abuhassna et al., 2020). Academic supervision is an effort to help teachers develop their abilities to achieve learning goals (Setyaningsih & Suchyadi, 2021). This is because the ability of a school organization to organize quality education or learning is not solely determined by the professionalism of teachers in managing learning, but also by the effective management of the school organization (Kholidaziah et al., 2021). Therefore, the principal must understand the basic concept of supervision and the methods used to assess and improve teachers because the purpose of supervision is to help teachers improve their abilities. Principals also supervise directly because they have a lot of time to talk to the teaching staff.

Supervision activities include learning planning, learning implementation, learning assessment, and others regularly programmed to have an impact on improving the quality of learning and performance at school (Indriani et al., 2022). This is related to the competence of a principal who must be able to manage school management so that he can develop the school. This activity ensures that the principal's duties can be carried out properly. Every component of education must work together to create quality education and be able to improve human resources (Rusilowati & Wahyudi, 2020). One important component in education is teachers or educators (White, 2019). Teachers have an essential position in the world of education, so they must act appropriately. Performance is the ability of an individual or group of individuals to carry out their duties and responsibilities while still meeting the goals and criteria that have been set (Giawa et al., 2021). This success is a consequence of certain professional tasks or activities and consists of clarity of work or work done, the task itself, and the tasks performed. Clarity about the desired outcome of the activity or function. Determine how long it will take to complete the work to get the desired outcome (Leniwati & Arafat, 2017).

The learning process in schools is highly dependent on teacher performance. Performance is defined as the level of success of a person or group of people in carrying out their duties and responsibilities, as well as their ability to achieve goals and standards. Teachers are one of the important elements in improving the quality of education and learning. With the support of other components of the school organization, teachers can carry out learning tasks well if they synergize with their own abilities. Supervision of the principal is needed to see, assess, and assist teachers' performance so that all planned activities can run well and according to plan. Supervision, or supervision of education, is nothing more than an effort to provide services to education, especially to teachers, both to teachers and groups, to improve the learning process and outcomes. According to (Hasan & Anita, 2022), poor teachers' performance can reduce the quality of education and hinder the achievement of the vision and mission of education. Professionalism and accountability of teachers are needed to improve the quality of graduation because the quality of education in schools is not only determined by student efforts but also by the performance of teachers and principals. Professional teachers require a good, systematic, and sustainable work development system. In order for teachers and principals to have good performance, supervision is needed (Batkunde, 2020).

Teachers' performance is a manifestation of the teachers' ability to plan, implement or carry out, and assess student learning outcomes (Madyan et al., 2022). Teachers' performance is related to the quality, quantity, and reliability of the teacher in carrying out their duties. Teachers who have high performance can improve the quality of education. Teachers' performance is one of the main factors that determines the success of the education process in schools. The performance of a teacher will determine the quality possessed by the teacher concerned. Teacher quality is an important variable that will affect the quality of education, where the quality of education is indicated by student achievement. Teachers have an extraordinary role in the world of education. The low quality of education in a country is determined by the performance of teachers. Teachers who have high performance will produce high-quality graduates. Teacher quality is an important part of the learning process. The ability of teachers to carry out learning is expected to be able to improve the quality of graduation, both in terms of personal quality, morals, knowledge, and work competency.

Conceptually, academic supervision is a series of activities that function to help teachers develop their ability to manage the learning process so that it can be achieved according to goals (Ismiarti, 2023). Therefore, the purpose of academic supervision is to help teachers improve their professional abilities. The more professional a teacher is, the more successful students can be created both academically and morally and in their environment.

B. Methods

This study uses SLR (Study Literature Review), which is a study that uses theories, results, and other research articles from reference materials as a basis for research activities aimed at improving teachers' performance and student learning achievement by providing academic supervision from various perspectives. SLR is as follows: 1) Problem formulation can be started by choosing a topic that is in accordance with the problem and field of interest; 2) Finding relevant literature can be started by making an overview of research topics and research sources; 3) Data evaluation can be started by studying the results of previous studies, which can be qualitative, quantitative, or mixed data; 4) analysis and evaluation of results can be started by studying the results of previous studies.

"Principal Academic Supervision" and Academic Supervision" are search keywords used in the Google Scholar database to search for articles. 15 national articles and 15 international articles were selected by the researcher. SLR (Study Literature Review) is shortened into three stages: identification, evaluation, and interpretation. In the first stage, the name of the researcher, year of publication, country of research, name of the journal, and title of the article are given. The next stage carried out by the researcher is a discussion conducted by explaining the stages and results of the implementation of academic supervision. The last stage is the conclusion by summarizing the results of the discussion.

C. Results and Discussion

The results of the analysis show that most articles concentrate on the influence of academic supervision on teachers' performance and student learning achievement. These results indicate that there is a positive and significant relationship between academic supervision and teachers' performance and student learning achievement. In a research journal conducted by Magdalena & Sanoto (2022), it shows that there is a positive and significant influence of supervision by the principal on teacher performance. If the principal's supervision is carried out, the influence of supervision on teacher job satisfaction shows good results. According to the results, teachers are successful if they can change the behavior of most students towards better mastery of basic competencies.

As the results of Badriyah's research show, the principal's supervision activities for teachers have a positive and significant influence on teacher job satisfaction (Badriyah, 2022). This means that if supervision is carried out by the principal, teacher job satisfaction will increase and vice versa. In other words, academic supervision by the principal is a key step in improving teachers' performance (Badriyah, 2022). By providing support, constructive feedback, and professional guidance, principals can help teachers develop their teaching skills. According to Hayati (2023), academic

supervision is one of the important elements in efforts to improve the quality of education. This supervision has a vital role in helping teachers develop their abilities in implementing effective learning, especially in terms of assessing student learning outcomes, to achieve optimal results in academic supervision, there are several important factors that need to be considered. 1) Supervision planning must be a strong starting point. As mentioned in the previous article, careful and structured planning is the key to successful supervision. 2). In this context, supervisors need to have the ability to identify existing problems, collect relevant data, and formulate appropriate techniques to help teachers overcome the challenges faced in assessing learning outcomes. This is a very important initial step in directing supervision in a productive direction (Hayati, 2023).

The same thing was conveyed by Sunaedi et al. (2023), that the principal can develop a structured supervision program to monitor and support teachers' performance periodically. This program should include classroom observations, constructive feedback, and performance development opportunities for teachers; Improving communication and collaboration: The principal must encourage open communication between the principal and teachers. This can be achieved through regular meetings, discussion forums, or collaborative study groups. By facilitating the exchange of ideas and experiences, teachers' performance can be improved, and providing adequate resources: Based on research findings, it is important for principals to ensure that teachers have sufficient resources to support their learning. This can be in the form of learning materials, teaching materials, technological devices, or learning infrastructure in the classroom and in the school environment (Sunaedi et al., 2023).

One of the academic supervision techniques that can be used by the principal is the evaluation carried out by the principal in carrying out supervision, including recording teacher activities from the beginning to the end of their learning, then improvements are made by being informed or exemplified directly to the teacher. Evaluation is needed in relation to the role of the supervisor himself as a guide and assistant to the professional growth of teachers. In order to be able to guide and assist, appropriate information and materials are needed regarding the root of the problems encountered by teachers. Therefore, evaluation is very necessary for a supervisor (Saputra et al., 2023).

The conclusion drawn from the findings of Indriani et al. (202), namely the implementation of the implementation of academic supervision by the principal in improving teachers' performance such as conducting pre-activities, namely asking about the teachers' readiness to participate in supervision, checking the learning devices needed by the teacher as teaching administration, then directly witnessing the practice of teacher learning activities in the classroom, evaluation of the implementation of academic supervision in its activities is carried out by the principal

evaluating teachers using assessment instruments that have previously been communicated to teachers at the planning stage. Academic supervision has an impact on improving teachers' performance (Indriani et al., 2022).

Recommendations suggested from the results of Nata & Kaleka (2020), principal supervision, which is an organizational factor, can encourage the growth of teacher efforts and motivation in improving teacher performance. The driving factors from within a teacher are certainly very important; however, external stimuli are also very important to continue to improve teacher performance. The role of the principal can certainly be very important to improve the abilities and skills of teachers. Therefore, the principal's supervision is expected to improve teacher abilities and teachers' performance to achieve good performance (Nata & Kaleka, 2020). Research results Felix Lafe Labaona (2023) shows that coaching through academic supervision of the principal has a positive impact on improving teacher performance. This can be seen from the increasingly solid understanding of teachers regarding the coaching delivered by the principal (teachers' performance increased from cycles I, II, and III), namely 59.64%, 68.93%, and 76.43%, respectively. In cycle III, teachers' performance as a group was said to be complete (Felix Lafe Labaona, 2023)

Coaching of the principal in an effort to improve teachers' performance through academic supervision of the principal showed an increase in each round (cycle). Activities in coaching activities show that all teachers can improve their performance well in every aspect. The improvement of teachers' performance by the principal through the principal's academic supervision shows an increase in each round. The principal's activities show that coaching activities through the principal's academic supervision are beneficial and can help teachers to more easily understand the concept of the role and function of teachers so that teachers' performance can improve (Setyowati, 2021).

D. Conclusions

In general, like other studies, it can be concluded that there is a positive and significant correlation between principal academic supervision and teacher performance. First, the articles evaluated were only written in English and Indonesian, so no other studies were evaluated due to the author's limitations. Second, the research topics evaluated were very limited—in this paper, only studies were conducted in Asian countries (Indonesia), and the variety of topics evaluated was very small. Finally, there was no measure that could compare various studies.

E. Acknowledgement

I acknowledge to the editorial team of PPSDP International Journal of Education.

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