

## **The Literature Review of Principal's Supervision in Increasing Teacher's Competence and Performance**

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**Abstract:** This study was to review the literature on the principal's function as a supervisor to raise teacher performance and competency. The study involved looking at 15 papers with the keyword "supervising school principals" in the title. The goal of the systematic literature review (SLR) method employed in this study is to locate, evaluate critically, and incorporate prior research on the function of the principal as a supervisor in enhancing teacher performance and competence. The findings of this literature review research allow us to draw the conclusion that the supervision process is one factor that is quite important in evaluating the efficacy of current management in schools. There is a positive and significant relationship between the principal's successful supervision and the effectiveness and competence of teachers. The implementation of teachers' primary responsibilities can be improved through improved communication between teachers and school principals as well as through conducting training and training. A school principal's roles include those of educator, manager, administrator, supervisor, leader, innovator, entrepreneur, and motivator.

**Keywords:** Competence, Performance, Systematic Literature Review, The Role of Supervision

### **A. Introduction**

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II Article 3 mandates that national education can function to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming to develop the potential of students to become human beings of faith and fearing God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen (National Education System Law No. 20 of 2003). The quality of education in Indonesia is still far behind when compared to the quality of education in other countries, even the quality of education in Indonesia often seems very bad. There are several factors that cause the low quality of education in Indonesia. For example, inadequate facilities and infrastructure, high cost of education, use of monotonous learning methods, bad culture in schools and

low quality of teaching staff. One significant element, out of the many that contribute to the poor quality of education, actually has a significant impact: the poor caliber of the teaching personnel. Skilled and professional educators will have an impact on the results of the learning process. Efforts to improve quality should be carried out in various ways even though they have to incur large costs because it is for the future of the educational institution. The teacher is a professional job that requires a special expertise because the expertise is special. Teachers have a very important and strategic role in learning activities that will determine the quality of education in an educational unit. The role of the teacher in the learning process in schools cannot be replaced by any sophisticated tools or machines in the education and learning system. This special expertise also distinguishes the teaching profession from other professions, where the main difference between the teaching profession and other professions lies in their duties and responsibilities. These duties and responsibilities are closely related to the abilities required to assume the profession. These basic abilities are none other than teacher competence.

In Indonesia, it appears as though the teaching faculty is in a precarious state. Many educators lack the necessary professionalism and expertise in their disciplines. Given the importance of the teacher in education, this issue needs to be tackled. Educational institutions must make efforts to raise the quality and competence of their programs. Every effort must be made to improve teacher quality.

The school principal, who is a functional teacher assigned to run a school that organizes teaching and learning processes or teacher interactions with teachers, is one of the parties that has a role and responsibility in this case when it comes to improving the quality and competence of teachers. student. The success of educational institutions depends on the leadership of the school principal. The principal is a member of staff who is in charge of school operations and is in charge of planning all instructional activities. The principle is the highest ranking educational leader and is in charge of all matters pertaining to the efficient operation of the school and the achievement of educational objectives. In educational institutions, the principal is a crucial factor in determining the quality of the institutions. Therefore, the degree to which the principal's responsibilities and activities are carried out determines the success of a school.

A school principal must possess the dimensions of competence outlined in National Education System Law No. 13 of 2007 concerning school principal standards, which stipulate that a school principal must possess personality, managerial, entrepreneurial, supervisory, and social competency dimensions. The principal is a leader in education who performs managerial functions as an administrator, educator, leader, motivator, and supervisor. He or she must be able to describe these functions in the context of his daily duties and responsibilities.

As a manager in a school, the principle is someone who must be able to implement changes by empowering all staff members to achieve the best possible academic outcomes.

The management role of leadership is crucial for achieving corporate objectives. A leader must be able to deal with a variety of issues, including organizational structure or order, power dynamics, and environmental influences. However, having a leader can help an organization more easily find solutions to its challenges (Ayu, 2021). The principal as an administrator plays a very important role in improving the performance of his subordinates. This is because the administration itself engages in planning, coaching, and evaluation operations. School principals who do not carry out their functions as good administrators have an impact on failure in terms of planning, coaching and implementing evaluations in schools.

The principal, who serves as the institution's head of school, fulfills his role as an educator by supervising teachers, educational staff, students, and all other school personnel. He also keeps up with advances in science and technology and always sets an exemplary example. Every policy communicated by a school principal will be highly respected by all students with the help of a good principle's example, making it simple to accomplish the school's vision, mission, and goals.

The principal as a supervisor must be able to prove his ability to compile and implement an educational supervision program and utilize the results. This ability is manifested in the preparation of classroom supervision programs, development of supervision for extracurricular activities, development of educational supervision programs, laboratories and examinations. In its implementation the principal as a supervisor must be able to pay attention to the principles, namely:

- a. Consultative relationship, partner and not hierarchical
- b. Done democratically
- c. teacher centered
- d. Implemented based on the needs of teachers
- e. This is professional assistance.

The school principal as a supervisor can be said to have succeeded in carrying out his role as indicated by the increasing awareness of teachers in developing their performance and increasing teacher skills in carrying out their duties. Efforts that can be made by the principal in accordance with his function and role as a supervisor according to (Mulyasa, 2013) are:

- a. Organize class visits
- b. Conduct individual talks
- c. makes an observation visit
- d. hold group discussions
- e. hold teacher council meetings
- f. holding workshops

This study aims to analyze the literature review of the principal's role as a supervisor to improve teacher competence and performance.

## B. Methods

This research is a qualitative research that uses the method of systematic literature review (SLR) which aims to identify, critically assess and integrate previous findings regarding the role of the principal as a supervisor in improving teacher competence and performance (Kamal and Husin, 2020). This study employs the systematic literature review (SLR) methodology, which compiles research years, context, research issues, research methodologies, and research findings. Only 15 papers from between 2017 and 2022 were included in the review.

## C. Results and Discussion

### The Results of the Study Regarding the Role of the Principal as a Supervisor

The researcher's initial action was to tabulate the findings of earlier research, as shown in table 1.

**Table 1. Results of a Literature Review of 15 Papers Regarding the Role of the School Principal**

No	Research Title	Background	Formulation of the problem	Research methods	Research result
1	The Role of the Principal in Making Clinical Supervision Effective to Improve the Performance of Elementary School Teachers (Ramdan et al., 2016)	There needs to be clinical supervision to improve teacher competence	How to maintain the quality of performance implemented by teachers in the learning process so that the performance of teachers can be maintained which has implications for the quality of learning as a whole.	qualitative descriptive with case study design	the role of a school principal in optimizing the performance of his teachers through clinical supervision is an aspect that is no less important in improving the quality of education
2	The Role of the Principal in Improving Teacher Pedagogic Competence at SMA Negeri 6 Samarinda (Wahyudi, 2019)	The principal as a leader has a responsibility for something  in schools, including teachers as educators, of course the principal must be able to overcome problems related to teachers, in this case increasing teacher pedagogical competence	What is the role of the principal in increasing the pedagogic competence of teachers in high school	qualitative research	the role of school principals in improving teacher pedagogic competence has been carried out quite well. To improve pedagogical competence, the principal helps teachers by sending teachers to participate in various trainings, providing work assessments and rewarding teachers who excel.
3	The Supervision Role of the Principal in Improving Teacher Performance at SDN 1 Nglayang, Jangan District, Ponorogo Regency (Ardik nurcahyani, 2021)	teachers do not understand teacher administration in accordance with the K13 curriculum so that teachers are not perfect in making syllabus, lesson plans, Prota, and Prosem	How to carry out the supervision of the Principal, how to criticize the role of the Principal as an academic supervisor and how to explain the results of improving teacher performance through supervision activities	This research uses a qualitative approach with a case study type	1) the implementation of supervising the principal at SDN 1 Nglayang is already underway, supervision is carried out at the beginning of the semester, the principal has five plans. The techniques used by the school principal in carrying out supervision are individual techniques and group techniques: 2) The role of the school principal as a supervisor, the principal as coordinator and consultant in supervision activities. 3) The results of improving teacher performance through supervision activities at SDN 1 Nglayang all teachers have improved results, teachers have been tipped in making teacher administration, learning has gone according to the desired planning

Table 1. (Advanced)

NO	Research Title	Background	Formulation of the problem	Research methods	Research result
4	The Role of the Principal as a Supervisor Increases Teacher Professionalism. (Lisna & Munastiwi, 2020)	Supervision is one of the principal's duties to carry out inspections, inspections, supervision, and evaluation of the performance of teaching staff in order to make improvements so that quality learning is achieved.	What is the role of the principal as a supervisor to improve teacher professionalism in	qualitative research	The results of this study indicate that the role of the principal as a supervisor to improve teacher professionalism is: (1) visiting classes that are currently learning, (2) observing the state of learning in class, (3) interviewing teachers
5	The Role of the Principal in Improving Teacher Professional Competence (Jaelani Yusuf, 2019)	Implementation of the role of the principal in SD  Muhammadiyah 7 based on interviews, school principals put more emphasis on teachers on completing school administration, causing teachers to be more preoccupied with administrative work than increasing their professional competence. This indicates that the principal has not provided maximum encouragement related to professional development	How leadership, strategy, and  barriers to school principals in improving teacher professional competence	qualitative descriptive research	(1) the role of the principal in improving the professional competence of teachers, namely as an educator, manager, and leader. (2) The principal's strategy in increasing the professional competence of teachers, namely: by participating in UKG, PKB, seminars and training, as well as giving awards to outstanding teachers. (3) Obstacles to the principal, namely: One activity with another activity sometimes clashes, the infrastructure and the teacher's own personality.
6	The Role and Function of the Principal in Improving Teacher Competence. (Azharuddin, 2020)	The human resource development process must touch various areas of life which are reflected in the personality of the leader. In an effort to improve the quality of education, teacher competence is a very important factor. These teacher competencies include pedagogic competence, personal competence, social competence and professional competence. Efforts to improve teacher competence can be carried out through optimizing the role of the principal, as: educator, manager, administrator, supervisor, leader, creator of the work climate and entrepreneur.	how the efforts and efforts made by the principal in improving teacher professionalism during.	library research methods ( <i>Library Research</i> )	Efforts made by school principals in increasing teacher professionalism in schools are carried out by holding meetings, providing motivation and involving teachers in training. This can be seen from the results of the important influence of the assessment of the principal on teachers, teachers must always be motivated by the principal to always improve their competence as teachers.
7	The Role of the Principal in Improving Teacher Competence. (Kurnianingsih, 2017)	Increasing teacher competence is strongly influenced by the role of a school principal. If the principal is able to carry out his 7 roles, it is almost certain that teacher competency can increase, and in turn, the quality of education in the school can improve.	What is the role of the principal in improving teacher competence in SMA Negeri 1 Banjarsari	qualitative descriptive research	That the role of the principal is as: Educator, Manager, Administrator, supervisor, leader/leader, innovator/entrepreneur, and as a motivator
8	The Role of the Principal as a Supervisor in Improving the Professional Competence of Teachers at SMA Al-Azhar 3 Bandar Lampung. (Ayu, 2021)	Professional teachers will carry out their duties professionally to produce higher quality graduates. This is supported by the role of the principal as a supervisor who has the duty to improve the professional competence of teachers so that students meet competency standards.	What is the role of the principal as a supervisor in improving the professional competence of teachers,	qualitative descriptive research using a case study approach	the role of the principal as a supervisor in improving the professional competence of teachers at SMA Al Azhar 3 Bandar Lampung has been running

Table 1. (Advanced)

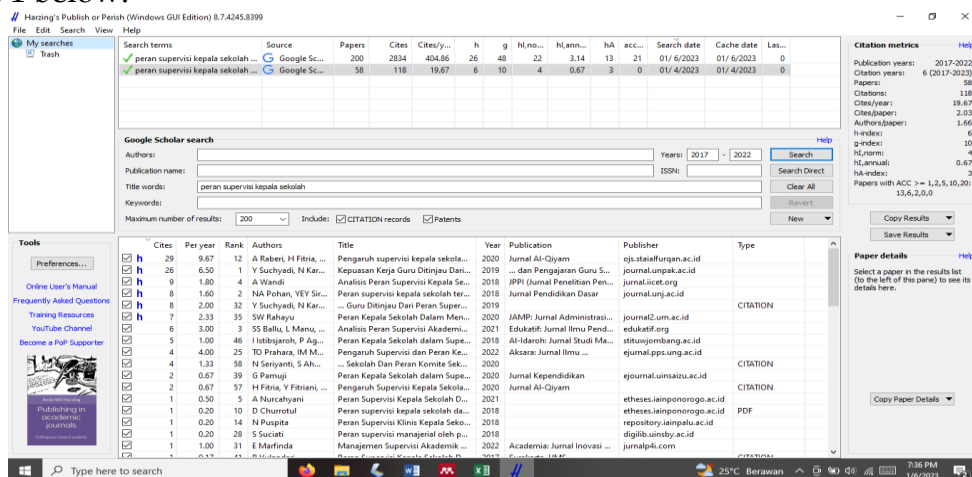
NO	Research Title	Background	Formulation of the problem	Research methods	Research result
9	The role of the school principal in improving the professional competence of elementary school teachers (Sukmaswati, 2019)	Principals who are able to carry out their functions as educators, managers, administrators, supervisors, leaders, innovators and motivators properly can be said to have good leadership skills and the main role of the principal as an educational leader is to create teaching and learning situations so that teachers can teach, and students can learn well. The principal has  responsibility ie  carry out school administration and carry out supervision so that teachers increase in carrying out teaching tasks and in guiding the growth of students	How are (1) the role of the school principal in increasing the professional competence of elementary school teachers (2) the implementation of increasing the professional competence of elementary teachers and (3) the efforts made by the principal in increasing the professionalism of elementary teachers.	qualitative research	The results of the study show that (1) the role of the school principal in improving the professional competence of teachers in elementary schools is: a. The school head as an educator b. Principal as manager c. The principal as a supervisor (2) The implementation of increasing the professional competence of teachers in elementary schools includes: a. mastering material, structure, concepts, and scientific mindsets that support subjects b. mastering competency standards c. develop taught learning materials d. develop professionalism in a sustainable manner e. utilizing information and communication technology. (3) Efforts made by school principals to improve teacher professionalism in elementary school through: a. By participating in Teacher Working Groups, b. Clinical supervision, c. Increasing teacher work motivation and d. Teacher performance development
10	The Role of the Principal in Improving the Professional Competence of PAI Teachers at SMPN 2 Lamuru, Tellu Limpo District, Bone Regency (Zuhaeriah, 2017)	The principal has a role as a leader in his school who is responsible for leading the education process in schools, related to improving the quality of human resources, improving the professionalism of teachers, employees and all related to employees and all related to schools under the auspices of the leadership of the principal	What is the Role of the Principal in Improving the Professional Competence of PAI Teachers which includes six aspects	qualitative descriptive research	The implementation of the role of the principal at SMPN 2 Lamuru, Tellu Limpo District, Bone Regency is quite good
11	The supervising role of the principal on the implementation of the teacher's main tasks: school action research. (Siregar, 2017)	The process of helping activities  solving the problems faced by the teacher is called supervision. It is hoped that supervision carried out by the school principal in an effective and sustainable manner will make a significant contribution to teachers in their efforts to improve and improve the way they work from time to time.	What is the role of the principal's supervision of the implementation of the teacher's main tasks in planning, implementing and evaluating the learning process...	This study uses an <i>Action Research Approach</i>	The results of this study indicate that the results of supervision carried out by the principal can improve the implementation of the teacher's main tasks.
12	Teacher Job Satisfaction Viewed From Supervision Role  Principal of a Public Elementary School in North Bogor District. (Suchyadi et al., 2019)	Teacher job satisfaction can be increased by  several ways including the organization can create an organizational climate that favors teacher welfare, is open and emphasizes achievement, satisfaction can also be increased using organizational climate factors which include the influence of school principal supervision and emotional intelligence [1].	How is teacher job satisfaction and the variables that have a relationship with teacher job satisfaction, in this case is the supervision of the school principal and efforts to increase teacher job satisfaction	The method used in this study is a survey method with a correlational approach.	There is a positive relationship between the principal's supervision and teacher job satisfaction  The regression equation $\hat{Y} = 63.64 + 0.53X$ and the correlation coefficient $r_y = 0.520$ . Based on the findings, teacher job satisfaction can be increased through the supervision of the school principal
13	The Influence of Principal Supervision and the Role of School Committees on Teacher Performance. (Raberi et al., 2020)	As a supervisor the principal has responsibility for improving the ability of teachers to manage learning activities in schools and has an important role in the development and progress of schools. For the principal to supervise properly based on the correct principles and techniques. Apart from supervising the school principal, teacher performance can also be influenced by the role of the school committee. Mulyasa stated that the school committee is a body that accommodates community participation in order to improve the quality of equity and efficiency of education management.	How to know the influence of the supervision of the principal and the committee  schools on teacher performance,	This research is categorized as correlation research	Principal supervision has a significant effect on teacher performance at SD Negeri Sanga  Village, meaning that the better the principal carries out his role as a leader, the better the performance of the teacher. Role

**Table 1. (Advanced)**

NO	Research Title	Background	Formulation of the problem	Research methods	Research result
14	The Supervision Role of the Principal in the Implementation of the Teacher's Main Tasks at SMPN 7 Bogor City (Djumhuriyah, 2021)	Process supervision is one aspect that quite dominant in assessing the effectiveness of existing management in schools. Its existence is needed not only to foster, guide and assist teachers in order to improve and improve performance in learning management, but also as an adhesive between school members so that they can work together synergistically in realizing the achievement of school goals.	What is the role of the principal's supervision of the implementation of the teacher's main tasks in planning, implementing and evaluating the learning process	This research is School Action Research	Process supervision is one aspect that quite dominant in assessing the effectiveness of existing management in schools. Its existence is needed not only to foster, guide and assist teachers in order to improve and increase performance in learning management, but also as an adhesive between school members so that they can work together synergistically in realizing the achievement of school goals.
15	The Role of the Principal in Coaching the Tirta Model in the Implementation of Teacher Supervision. (Sary & Wulandari, 2022)	The progress of a school is determined by teachers, parents, students, the community and the school principal. Head schools according to Permendikbud No. 137 of 2014 article 29 paragraphs 1 and 2 should have academic qualifications as the Head of KB/TK and have the competence of the head of an PAUD institution. One of the competencies that needs to be possessed is supervision. Supervision that needs to be carried out by school principals is academic supervision of PAUD teachers in learning management. Academic supervision according to Glickman, et. Al. (2007) is a series of activities to help teachers develop their abilities in managing the learning process to achieve learning objectives.	How to find out the implementation of guidance by the school principal and the TIRTA model coaching (Objectives, Identification, Action Plans, Responsibilities) in Kindergarten PL Don Bosko Semarang.	qualitative method with phenomenological approach design	The implementation of coaching by the Principal at PL Don Bosko Kindergarten occurred after the Principal had finished supervising.  2. The TIRTA coaching model (Purpose, Identification, Action Plan, Responsibility) is a model developed with the spirit of independent teaching. The purpose of coaching is to understand and explore the teacher's potential to be better. Through the practice of the TIRTA model, it is hoped that the Principal can communicate with teachers more easily so that the teacher's potential in carrying out learning activities can be explored properly.

### The Results of the Literature Review are Based on the Articles Taken

The author conducted a literature review using publish or perish tools by using the keyword supervisory role of the school principal and only looking at those indexed on Google Scholar from 2016 - 2017, the search results obtained as shown in Figure 1 below:



**Figure 1. Articles with the Keyword "Supervisory Role of the School Principal" were Found through Searches**

On January 4, 2023, a search resulted up 58 articles with the given keywords. Only 15 of the 58 available publications were used by the authors in this study's review. The abundance of citations that are available in file form is crucial to the choice.

The authors of the 15 publications divided them into groups according to the year of study and the approach taken. Figure 2 below shows the grouping findings for the research year.

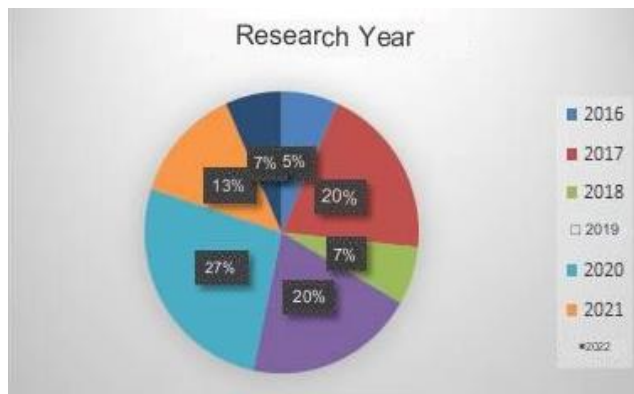


Figure 2. Article Grouping Based on Research Year

From figure 2 above it can be seen that the articles used in 2020 were 27%, 2019 and 2017 were 20%, 2021 were 13%, 2018 and 2022 were 7% and in 2016 were 6%.

When viewed from the method used, it can be seen in Figure 3 below:

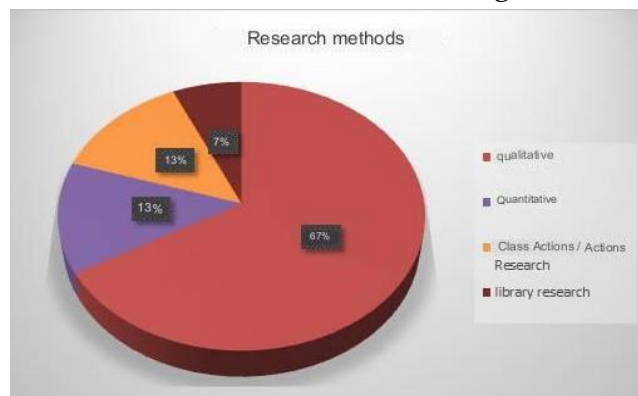


Figure 3. Article Grouping Based on the Research Method Used

67% of the research was done using qualitative methods to examine the supervisory function of school leaders, 13% utilized quantitative methods and class action research, and 7% used library research methods. Descriptive qualitative techniques, qualitative methods with case studies, and qualitative methods with a phenomenological approach design are utilized in the usage of a variety of qualitative methods.



#### D. Conclusions

The findings of this literature review research allow us to draw the conclusion that the supervision process is one factor that is quite important in evaluating the efficacy of current management in schools. There is a positive and significant relationship between the principal's successful supervision and the effectiveness and competence of teachers. The implementation of teachers' primary responsibilities can be improved through improved communication between teachers and school principals as well as through conducting training and training. A school principal's roles include those of educator, manager, administrator, supervisor, leader/leader, innovator/entrepreneur, and motivator.

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