

## **Results of Teacher Supervision at SMP Xaverius 7 Palembang**

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**Abstract:** The process of learning activities supervised by a supervisor or educational expert is known as educational supervision. Providing feedback to teachers, providing suggestions for improvement, and ensuring that the learning process is in accordance with predetermined standards are the main objectives of educational supervision. In addition, data collection, classroom observation, discussion, and the creation of innovative teaching strategies and corrective measures are also included in educational supervision. As a result, improving the quality of teaching and learning in educational institutions depends heavily on educational supervision. Curriculum development and classroom learning models are two areas where educational supervision has a great influence on educational progress. Qualitative research is the type of this study. This qualitative research explains how principals' academic supervision affects teachers' professional development and classroom teaching standards. At SMP Xaverius 7 Palembang, 109 people participated in the study: the principal, the curriculum teacher, five members of the supervision team, five teachers of Bahasa Indonesia, PAK, mathematics, and civics, and grade VIII students. Collaborate with schools to plan supervision implementation, monitor implementation, observe academic supervisor evaluations, investigate academic supervision activities, and analyze test results obtained during academic inspections.

**Keywords:** Competence, Education, Pedagogy, Supervision, Teacher

### **A. Introduction**

Supervision and guidance practices used in educational institutions to improve the quality of learning activities are defined as educational supervision (Sanglah, 2021). The process of monitoring learning activities by superiors or educational experts is known as educational supervision. The main objectives are to provide feedback to educators, provide recommendations for improvement, and ensure that the learning process is in accordance with predetermined standards (Isbianti & Andriani, 2021). In addition, data collection, classroom observation, discussion, and the creation of innovative teaching strategies and corrective measures are part of educational supervision (Fitriyanti et al., 2022). Therefore, educational supervision plays an

important role in improving teaching and learning standards in educational settings. Two key areas where educational supervision contributes significantly to educational progress are curriculum creation and classroom learning models (Mediatati & Jati, 2022).

Improving the teaching and learning environment is the main goal of educational supervision, with a particular emphasis on assisting and improving the teaching profession. Educational supervision is an important component of educational management that needs to be pursued alongside other objectives to improve teaching standards. In the context of education, supervision is a significant and complex process that seeks to improve standards of teaching and learning in the classroom. The following list of interconnected factors can be used to explain the background to the importance of supervision in the classroom. Optimal levels of teaching quality in schools can be ensured partly through supervision. Supervision can help teachers improve their teaching competencies and skills by monitoring and providing constructive criticism. Adequate supervision ensures that the teaching strategies used by educators can accommodate students' diverse learning preferences. This improves student understanding and performance across a range of subjects.

Teachers under supervision have the opportunity to receive suggestions and feedback that will help them develop as educators. This includes the use of technology in the classroom, innovative teaching methods and a better understanding of student needs. To ensure the curriculum used in schools is in line with the set educational standards, supervision is helpful. This includes assessing the achievements of the curriculum, making necessary revisions and ensuring that the teaching materials match the needs of the students. Supervision helps schools achieve learning objectives by ensuring that teaching is effective. Academic success, growth in social and emotional intelligence, and future readiness are among these. A methodical framework for assessing teacher performance is routinely provided by supervision. By providing honest and constructive feedback, supervision helps teachers identify their strengths and weaknesses and provides the necessary support to improve their performance. Effective supervision creates an environment where teachers feel supported to experiment with new and innovative teaching methods. This opens the door for the development of more effective and relevant approaches to learning.

Maintaining accountability supervision plays an important role in ensuring accountability in the education system. By identifying areas that require improvement and providing appropriate follow-up, supervision helps ensure that schools and teachers are held accountable for the quality of education they provide. Building a school culture that focuses on learning and continuous improvement can be facilitated by fair and consistent supervision. This will foster an atmosphere

where cooperation, introspection and professional development are highly valued by all members of the school community. In a changing educational landscape with increasingly complex demands, supervision plays an important role in helping educators and schools to meet these challenges. By providing appropriate guidance and support, supervision helps to ensure that education remains cutting-edge. In addition to their role as supervisors, principals also provide instructional supervision to teachers and other school employees. The principal seeks to guide, supervise and assess the technical aspects of teaching education, as well as assist teachers in understanding the teaching and learning process. The National Education System Act recognizes supervision as an important component of national education administration.

## **B. Methods**

Qualitative research is the type of this study. This qualitative research looks at how principals' academic supervision affects teachers' professional development and classroom teaching standards At SMP Xaverius 7 Palembang. 109 people participated in the study: the principal, the curriculum teacher, five members of the supervision team, five teachers of Bahasa Indonesia, PAK, mathematics, and civics, and grade VIII students. The following steps were taken to carry out the research procedures: coordinating with the school, scheduling the supervision, observing the planning, observing the implementation, observing the evaluation of academic supervision, interviewing the academic supervision activities, and analyzing the test results obtained during the academic supervision activities. The instruments used to collect data are student learning outcomes test questions, interview guidelines, learning process observation guidelines, and instruments to assess teacher performance in relation to lesson plans and lesson implementation. The data analysis technique used was descriptive qualitative data. The planning, implementation and evaluation of supervision activities are all covered in the instrument grids. The grid also includes formative assessments conducted by teachers during academic supervision activities as well as interview guidelines for these activities.

## **C. Results and Discussion**

We found the research told that working environment, professional growth, principal supervision, teacher competence, motivation, leadership, and organizational culture are some of the variables that have a major impact on the performance of primary and secondary school teachers. Among these variables, it was found that teacher competencies, motivation, and supervision significantly affect teacher performance. The purpose of the action study, which was conducted in an elementary school with the aim of improving teacher performance through principal supervision, is presented in the journal. The study, which was divided into

two cycles, found that the implementation of supervision can improve teacher performance. To improve the efficiency of supervision, it is recommended that principals and teachers collaborate more closely. By the end of the second cycle, each teacher was able to demonstrate that their performance was up to standard. Elementary school principals' supervision of teachers can improve their performance, according to another study published in a journal. The study, which involved ten subjects and two cycles of action research methodology, found that after principals provided supervision, teacher performance improved. The study emphasizes how effective principal supervision is in improving teachers' performance and motivation at work. This study helped to improve the standard of classroom teaching. The conclusion of this study shows that principal supervision can improve teacher performance. Various factors, such as work motivation, physical and psychological conditions, working environment, school culture, leadership style and principal supervision, all have an impact on teacher performance. Teachers' capacity to supervise the learning process is enhanced by the guidance of principals. Teacher effectiveness has a significant impact on the quality of education (Sanglah, 2021).

We found also other research tell principals' clinical supervision can improve teachers' professional competence. The research we found uses a qualitative descriptive analysis methodology that includes data collection methods such as observation and interviews. The findings show that principals improve teachers' competencies through various strategies, including planning, assessment, scheduling meetings and developing supervision tools. The implementation process includes teacher meetings, preparatory guidance, group work, observation, and assessment. To help teachers who have difficulties in leading learning activities, clinical supervision is used. Through interviews and observations, thorough and in-depth investigations are conducted. Facilitating the improvement of teachers' pedagogical abilities and the provision of more efficient educational services for students are the goals of supervision. A qualitative approach was combined with descriptive analysis as part of the research methodology. The methods used to collect data were documentation, interviews and observation. The results show that program planning, implementation, supporting factors, and inhibiting factors are steps taken by principals in implementing clinical supervision. This research aims to improve teachers' professional competence by having principals provide clinical supervision. Planning, observation, and reflection are some of the steps involved in clinical supervision, which aims to improve teachers' professional competence. Teachers' average scores improved significantly after the corrective measures were implemented, surpassing the set goals. As a result, clinical supervision can be used to improve educators' professionalism. The journal concluded by emphasizing the importance of clinical supervision provided by school principals in improving teachers' professional competence, addressing their shortcomings, strengthening their ability to teach, and ultimately improving their professionalism through the use

of planned strategies, observation, reflection, and targeted improvement (Hanafiah et al., 2022).

We found next study aims to investigate how principals' work motivation and supervision affect the performance of primary school teachers in Kedu sub-district, Temanggung district. Findings showed a significant relationship between teacher performance and principals' supervision and work motivation. The results show that while work motivation drives teachers to improve their performance, principals' supervision contributes to the development of teachers' competencies. Multiple regression analysis technique and quantitative approach were used in this study. The results of this study will have a significant impact in improving teaching standards in primary schools. This article looks at how primary school teachers' performance is affected by their principals' supervision and motivation. A total of 150 primary school teachers participated in this study, which was conducted in Kedu sub-district, Temanggung district. The findings show that principals' supervision and work motivation improve teachers' performance. The findings of this study will have a significant impact on improving education standards in Indonesia. After a normality test, the data showed a normal distribution. Multilinear regression analysis can be used to see the linear relationship between teacher performance and factors such as work motivation and primary school supervision. No multicollinearity was found in the independent variables in the regression model. It was found that work motivation and supervision by principals have a major impact on teacher performance, both individually and collectively. There is a combined effect of 28.52%. This finding suggests, in summary, that teachers' performance is significantly influenced by their principals' supervision and work motivation. We reviewed literature on curriculum organization development, motivation theory, education management, curriculum innovation, pragmatism in education, teacher certification, instructional theory, reading literacy, school leadership, organizational behavior, learning models, education supervision, learning concepts, and more (Fitriyanti et al., 2022).

We found in the three junior secondary schools; the majority of principals had completed academic supervision tasks with a score of 86%. However, there were notable differences in the way academic supervision tasks were implemented. The highest-scoring area was encouraging teachers to use technology in teaching, while the lowest-scoring area was assisting teachers in creating a curriculum that meets the demands of the curriculum. It is clear that to support the development of teacher competencies, there needs to be a stronger emphasis on improving academic supervision. Based on teachers' perspectives, academic supervision has been implemented by principals in junior secondary schools in Klaten, Central Java. The conclusion of the study shows that principals have carried out their duties regarding academic supervision, but there is still room for development in some areas. Using descriptive quantitative research methodology, a questionnaire based on seven

indicators of academic supervision was developed. The study involved 109 teachers and was conducted in three schools in Jatinom sub-district, Klaten. During the learning process, the school principal evaluated the pedagogical skills of the teachers. This assessment compares the teachers' pedagogical abilities with what is outlined in the lesson plan and assesses how well the learning objectives are achieved. Having a thorough understanding of the subject matter and being able to modify teaching methods to suit the different needs of each student are prerequisites to being an effective teacher. Evaluation findings are used to provide additional direction. Principals also help educators integrate information technology into the classroom. According to the study, SMPN principals have encouraged teachers to use technology. The journal concluded by emphasizing the importance of evaluating teachers' teaching abilities, the need to improve certain aspects of academic supervision, the role of principals in encouraging teachers to use technology in the classroom, and the role of principals in developing teachers' competencies (Isbianti & Andriani, 2021).

Next research tells principals have been shown to improve student learning outcomes and teaching quality. It is expected that the conclusions of this study will improve classroom teaching and teacher competence. It is clear that principals' supervision of teachers' work in the classroom is critical to improving teacher effectiveness and education quality. Some articles also discuss how school culture affects teachers' motivation to teach, how clinical supervision can help teachers improve their professionalism and the impact of academic supervision on teachers' work motivation. Each article highlights how important the principal's role is in ensuring teaching quality and student learning outcomes. After academic supervision was implemented by principals and supervisory teams, Social Science (IPS) and Civic Education (PPKn) teachers reported better quality teaching. Academic supervision conducted by principals resulted in the introduction of innovative teaching techniques and media, technology-based learning assessments and higher quality lesson planning. In addition, there was an increase in the percentage of students who met the Minimum Completion Criteria (KKM), as well as an increase in student learning outcomes after receiving academic supervision. Principal planning, implementation and supervision are part of the academic supervision process, along with its supporting and inhibiting factors. Many factors, both supporting and inhibiting, influence the academic supervision process at SMP Negeri 1 Bandungan. Scheduling challenges and the mismatch between the principal's educational background and the responsibilities of the position are examples of inhibiting factors. The principal can collaborate with the academic supervision team to address these issues by organizing workshops or training. Academic supervision can improve student learning outcomes and the quality of learning. It can also help teachers improve their pedagogical skills and foster a positive working environment. To improve teacher professionalism, follow-up should be conducted based on supervision findings. This study is expected to

improve the professional competence and quality of teaching provided by teachers at SMP Negeri 1 Bandungan. The implementation of academic supervision by the school director at SMP Negeri 1 Bandungan aims to improve student performance and learning quality. The planning, implementation, monitoring and follow-up phases are all included in the supervision process. In addition, the success of this program is also related to the following elements: the use of performance assessment tools and teacher readiness. A challenge faced in this process is the principal's inability to supervise the school. The team of academic supervisors, teachers and principals worked together to overcome the barriers (Mediatati & Jati, 2022).

Then we found the study was conducted at SDN Gugus Sikapat and Sipayung, Kajoran sub-district, Magelang district. The study focused on teacher performance in this area. This study investigated how school-based management is implemented, how supervision affects teachers' work discipline, and how teachers' ability relates to academic supervision by principals. This study used both qualitative and quantitative methods. The study focused on public vocational schools in Malang City. The main objectives were to determine how much supervision the principal provides, how competent the teachers are, and how these factors interact in the school. The findings of this study indicate a statistically significant and positive relationship between teacher competence and principal supervision. The findings of this study can be used to improve the quality of teaching in public vocational schools in Malang City. This study used a quantitative descriptive methodology, by collecting data from teachers at SMK Negeri Malang City through questionnaires. Assumption testing, hypothesis testing, and descriptive analysis were the data analysis methods used. To summarize, the following observations can be made: At SMK Negeri Malang, the relationship between principal supervision and teacher ability was found to be positive and statistically significant. Both have a moderate level of competence. To improve teachers' competence, it is recommended that principals' responsibilities be expanded. These findings highlight the value of principal supervision in improving teacher competence and, in turn, teaching standards in each of the schools studied (Putri Corina et al., 2021).

Djuhartono states that research has shown that school principals' supervision of teachers enhances the quality of vocational education and teacher performance. It has been proven that planning, implementing, and evaluating supervision regularly and continuously improves teacher performance. Although some require additional guidance, most teachers were found to be able to carry out their duties very well. Training, guidance, and direction are some additional actions available for teachers who require this type of support. Various methods are used in the academic supervision process, such as face-to-face discussions, one-on-one mentoring, and classroom observations. This method is used to track the progress of both teachers and students simultaneously through evaluation, with the ultimate goal of improving teacher performance. The lack of preparation among teachers is one of

the challenges in academic supervision. Different formats used by teachers for their lesson plans are another matter. Collaboration with the business sector should be encouraged, and training programs must be implemented to address this issue and improve teachers' performance. The process of academic supervision is a continuous initiative that adapts to changing conditions and goals in education. Improving teacher performance requires various actions. This includes assigning teachers to the supervision team, monitoring the educational process, and providing regular training. The findings of this study emphasize the importance of academic supervision in assisting educators in carrying out their duties. Program evaluation plays a crucial role in assessing the outcomes of academic supervision and determining the necessary follow-up corrective actions. This study uses a case study methodology and a descriptive-qualitative approach to collect data on the academic supervision provided by school principals in vocational schools in Bekasi. The study concludes by demonstrating the importance of academic supervision in improving both the quality of vocational education and the effectiveness of teachers. To further enhance academic supervision in vocational schools, this study highlights the need for school principals to develop an academic supervision model, collaborate with industry, and continuously develop teachers' competencies (Djuhartono et al., 2021).

We found the improvement of pedagogical competence among elementary school teachers depends on the implementation of supervision by the school principal. To achieve this, various techniques are used, such as planned evaluations, classroom visits, and discussions about school-based learning. Although there are benefits to supervision, there are still some challenges. This includes the lack of motivation from the principal, teachers' anxiety about being monitored, and their ignorance about the concept of supervision. The research findings highlight the importance of supervision in improving educational standards. The provision of education that meets the expectations of society is a prerequisite for achieving excellence. This study, which employs a qualitative case study methodology, demonstrates how school principal supervision can enhance the pedagogical skills of elementary school teachers. To ensure the success of supervision activities and improve the teaching-learning process, it is very important to assess its effectiveness. It is recommended that supervisors provide guidance and professional advice to teachers. In addition, supervision makes it easier to evaluate students' learning outcomes. Describe the supervision strategies implemented by the school principal to enhance teaching quality and pedagogical capacity. This is the purpose of the study on how school principals can use supervision to enhance the pedagogical skills of elementary school teachers. The findings show that supervision can help teachers become more innovative, creative, and knowledgeable about their subjects. It can also assist teachers in collaborating better. However, challenges remain in the implementation of supervision, such as teachers' anxiety about being observed, their lack of knowledge about supervision, and inconsistent follow-up instructions from supervisors. Despite these obstacles, supervision remains an important component



in enhancing teacher effectiveness and the quality of education (Arzfi et al., 2022a). The aim of this research is to determine how school culture and academic supervision by the principals affect the quality of teaching at SMAN 6 Wajo. According to the findings of the study, the quality of teachers' instruction is significantly influenced by school culture and the academic oversight of the school principals, both of which occur simultaneously. This shows that both elements have a significant impact on improving teaching standards in the classroom. In addition, the results show that at SMAN 6 Wajo, academic supervision has a greater impact on the quality of teaching compared to school culture. The regression coefficient shows that school culture has a smaller influence on the improvement of teacher quality compared to academic supervision. The study concluded by highlighting the significant influence that school culture and academic supervision have on the quality of teaching provided by teachers at SMAN 6 Wajo. It has been proven that a supportive school climate and well-organized supervision can enhance the overall academic achievement of students. As a result, improving academic supervision procedures and fostering a positive school climate are essential steps in enhancing the quality of education (Nursidah et al., 2022).

The conclusion of the journal is based on the analysis of the factors influencing the work engagement of elementary school teachers in Central Java. Study findings indicate that the nature of the relationship between teachers and school principals has the greatest impact on their work engagement. According to the study, teachers' job engagement levels can significantly increase if school principals and teachers build positive interpersonal relationships. In addition, research shows that variables such as supervisory support and power distance also affect how engaged teachers are in the workplace. In addition, this study emphasizes the importance of interventions to improve the relatively low levels of work engagement among elementary school teachers in Central Java. According to research, to enhance teachers' work engagement, school principals must focus on building strong personal relationships with them. In addition, considering the lack of research in this field, this study suggests that future research should investigate the concept of job comfort among teachers. To enhance teacher work engagement, the findings emphasize the importance of interpersonal relationships, supervisory support, and addressing power distance. The conclusion of this study emphasizes the importance for school principals to create a supportive workplace culture that encourages high levels of work engagement among teachers (Santosa Slamet et al., 2022).

The previous research we found the study conducted at UPT SDN 102 Pudukku in Enrekang Regency focuses on the phenomenon of school principals supervising teacher performance using qualitative research. Although not fully utilized, various supervision techniques have been employed. A clear understanding of educational goals is one of the many supporting factors for supervision identified in the research. A qualitative descriptive methodology is used in this research to examine how

elementary school principals supervise their teachers' performance. The three methods of data collection used are documentation, interviews, and observation. The results indicate that the supervision by the school principal is inadequate. However, there are obstacles as well as supporting factors in the implementation of supervision. The aim of this research is to present a comprehensive summary of the supervisory practices implemented by school principals, as well as to identify the factors that can facilitate or hinder the improvement of teacher performance. Some monitoring techniques are not fully implemented, according to the performance review of the principal regarding teachers at SDN 102 Pudukku in Enrekang Regency. The teacher's understanding of the goals of education, as well as feedback from supervisors, is a supporting factor for supervision. On the other hand, the lack of standards in the implementation of supervision and the wasteful and inefficient use of time are factors that hinder progress. The study (Ampry Segarawati et al., 2022) suggests ways to improve how school principals supervise teacher performance.

According to the definition, a "teacher" is a professional educator whose main duties include teaching, guiding, training, evaluating, and assessing students. A teacher is defined as a professional educator who has the primary responsibility of providing educational instruction, facilitating learning, offering guidance and support, conducting assessments, and evaluating students, according to Bali Law Number 14 of 2005. A combination of academic preparation, practical experience, and knowledge is required for the teaching profession. Teacher competencies include pedagogical, psychological, and social competencies. The principal's task is: It is clear that the principal plays a crucial role in enhancing teachers' competencies. This is achieved by implementing efficient supervision techniques, creating a positive work environment, and demonstrating exemplary character traits. Research with a qualitative approach can be used to clarify the methods employed by school principals in enhancing teacher competence. The skills of educators: Professional educators have obligations to society, parents, the state, the nation, and religion, in addition to their responsibilities to students. The school principal supervises teachers in the educational institution, and one of their tactics may be to empower teachers through oversight. The literature analysis research method is used in this article. The tactics used by school principals can be broadly divided into two groups: To achieve successful goals, principals employ various strategies, including team coordination, theme identification, assessment of supporting factors, and efficient funding implementation. The school principal must also be competent in the following areas: communication, risk-taking, honesty, self-confidence, and responsibility. Three main categories can be used to broadly classify the leadership styles of school principals: Principals need to possess characteristics of authoritarian, democratic, and laissez-faire leadership styles in order to be successful. Conflicts will arise in the educational environment, so school principals need to be equipped with the right tools to face them. Providing oversight to teachers by the school principal is very important in

promoting their professional development. Teacher competencies: Teacher competencies encompass all the information, skills, and attitudes necessary to perform their job well. Developing and implementing learning strategies, understanding students, and helping them reach their full potential are all components of pedagogical competence. According to (Maharani et al., 2023), these findings highlight the important role played by school principals in developing teacher competencies, the professional behaviors expected from teachers, the tactics and philosophies of school leadership, as well as the fundamental competencies required for successful teaching.

Various educational issues are discussed in those articles, such as teacher effectiveness, the use of media in the classroom, character education, educational management, mathematics learning, as well as leadership and educational supervision. Some articles also address the importance of a foundation in the performance of madrasah teachers and the influence of academic supervision by school principals. The majority of the articles in the journal focus on educational supervision, providing definitions, objectives, and explanations of the fundamental ideas behind it. Monitoring teaching and learning activities in schools and supporting teachers in strengthening their professional skills are two main objectives of educational supervision. Here are some fundamentals of supervision: being realistic, objective, methodical, anticipatory, and practical. This research uses qualitative methods and literature review. Academic supervision is defined as a series of activities aimed at enhancing teachers' abilities to manage the learning process. The supervision process can be carried out with various principles and techniques, where good planning is the most important factor. To achieve optimal performance, educators and students must receive consistent and ongoing supervision. Additional research is needed to investigate other factors that may influence supervision. Finally, this journal emphasizes the importance of educational supervision in facilitating teacher development, enhancing teaching practices, and ultimately improving student learning outcomes. The significance of consistent and systematic supervisory practices, based on principles aimed at enhancing the professionalism and skills of educators, is highlighted. In addition, the need for further research on additional factors that influence supervision is emphasized (Saharudin et al., 2022).

The school principal plays a crucial role in ensuring the effectiveness of academic supervision. This process involves the creation, implementation, evaluation, and monitoring of constructive supervision that is reality-based, direct, and non-urgent. The involvement of the school committee plays a crucial role in improving educational outcomes. The engagement of the school committee is essential for the success of school-based management, the academic oversight of the principal, and the supervision of Islamic education. The effectiveness of teachers is determined by the supervision provided by the principal and the committee. Both have a significant

impact on teacher effectiveness. The school principal is advised to conduct effective academic supervision through well-structured planning and implementation of programs. It is very important to evaluate and monitor the quality of learning. The school committee should play a crucial role in overseeing the quality of education. The existing evidence shows that school committee involvement can help improve the quality of education. The implementation of academic supervision activities serves as a channel for collaborative efforts between the school committee and the principal, which are necessary to improve teacher performance in education. To achieve common goals and significantly enhance the professionalism and performance of teachers, it is essential to create a cooperative and positive atmosphere between the school committee and the principal (Marfinda, 2022).

The last we found the article discusses how the principal of Samarinda uses academic supervision to enhance teacher professionalism. This qualitative case study employs interviews with the principal, the curriculum vice principal, and subject teachers. The findings indicate that academic supervision is tailored to meet the needs and issues in enhancing teacher professionalism, developing positive relationships with all stakeholders, applying effective and efficient principles and techniques, as well as addressing learning problems. Supervisors monitor and evaluate teachers throughout the teaching process based on values that are unbiased, enjoyable, collaborative, open, and democratic. To address learning issues, they use technology, collaborate with other teachers, and implement various individual and group strategies. This study is based on a number of articles and journals about academic supervision and the professional development of teachers. The aim of this research is to determine how the role of academic supervision by the principal contributes to the professional development of teachers at the Catholic Vocational School in Samarinda. This study, which takes a qualitative approach and collects data through observation, interviews, and documentation, finds that the principal is responsible for academic supervision while striving to address learning issues and improve teacher quality. The principal fosters positive relationships with the teachers, motivates them, and acts as a role model. Class visits, teacher observations, and discussions about necessary improvements are all examples of supervisory activities. This study is very important for improving the quality of education in Catholic schools and addressing the decline in educational services. At the Catholic Vocational High School in Samarinda, the principal's academic supervision focuses on collaboration and coordination to address learning issues. To enhance the effectiveness of supervision, the school principal implements technology in every classroom, such as Wi-Fi networks, projectors, and CCTV cameras. The supervision process combines individual and group techniques, as well as direct and indirect methods. Previous research on the relationship between academic supervision and teacher performance found that supervision has a positive impact on professionalism and teacher performance (Lorensius et al., 2022).

## **Discussion**

Based on the data presented in this article, we can reach the following conclusions: Although some school administrators have failed to implement academic supervision, the majority have succeeded. This shows that the school principal plays an important role in developing the competencies of elementary school teachers by conducting academic supervision aimed at improving the quality of teaching. In addition, the principal has provided effective academic supervision. Academic supervision can be conducted in a directive, non-directive, or collaborative manner. Several obstacles in implementing academic supervision to enhance teachers' capacities include a lack of teacher experience, inadequate supervision time, insufficient facilities, dishonesty from supervisors, a lack of guidance and training, teachers' focus on teaching, and ineffective administration. Finally, the principal of the elementary school from the Teacher Group in District 2 of North Bogor City provided effective academic supervision. However, some leaders do not effectively implement academic supervision policies. This finding shows that academic supervision by the school principal is very important for improving teachers' abilities and the quality of teaching in elementary schools. They also identified barriers and components that could hinder the successful implementation of the academic supervision program (Suchyadi et al., 2022).

The implementation of the Merdeka Curriculum in the 2022/23 academic year provides educational institutions with the freedom to choose and adapt the curriculum based on their specific needs. This flexibility is intended to help teachers implement an independent curriculum. The Merdeka Mengajar platform is presented as a tool to assist teachers in implementing the Merdeka curriculum. This platform provides resources to help teachers develop their pedagogical approaches in line with the Merdeka Curriculum. Teacher competence has been identified as an important factor in improving student performance. To achieve educational goals, it is essential to enhance teacher competence through platforms like Merdeka Mengajar. Merdeka Mengajar has been utilized in various educational contexts, including training for kindergarten teachers, vocational school socialization, curriculum analysis, webinars, information dissemination for high school teachers, and the development of teacher creativity, demonstrating its potential to enhance teacher competencies at all levels of education. Although Merdeka Mengajar includes features such as self-directed learning, inspirational videos, and student assessments to help teachers enhance their skills, shortcomings in its usage have been identified that require further development. As a result, socialization efforts are needed to ensure that the platform is used effectively and that its goals are achieved. Finally, this journal emphasizes the importance of teacher competence, the role of the Merdeka Mengajar platform in assisting teachers, as well as the need for continuous improvement and socialization to maximize the platform's potential in enhancing teaching methods and student performance (Hana Fitriya et al., 2023).

Academic supervision has significantly proven to enhance the competencies and performance of teachers at MA Al Ishlah Natar and MA Mathlaul Anwar Cinta Mulya schools. It is very important to plan supervision in a timely and effective manner. To achieve the desired results, the monitoring program must be carefully structured. Implementing teacher supervision strategies involves the use of methods and techniques that facilitate the development of positive and productive relationships between supervisors and teachers. It is very important to conduct regular evaluations of the supervision program to assess its effectiveness and take necessary follow-up actions. Academic supervision at the educational institution mentioned above is carried out professionally and with a commitment to improving teacher performance. This evaluation process is comprehensive, collaborative, ongoing, objective, humane, and safe. The principal supervises the evaluation activities twice a year, with the assistance of the vice principal and senior teachers. The evaluation findings serve as a foundation for future supervision programs. The academic supervision program at MA Mathlaul Anwar Cinta Mulya and MA Al Ishlah Natar is managed effectively by the principal and their team in accordance with the BSNP guidelines. This program includes training, monitoring, and evaluation of teachers. The principal has the authority to create plans based on previous inspection reports. The monitoring program aims to improve teaching standards by gathering senior teachers with extensive experience. By enhancing the effectiveness of teachers and the quality of education, the goal of the supervision strategy is to strengthen the vision and mission of madrasah education. Managers are crucial for the success of any program aimed at improving teacher performance through academic supervision. The next steps required for the upcoming monitoring initiative are outlined in the monitoring assessment. The academic supervision program has been successfully implemented in two Islamic educational institutions, enhancing teacher performance and academic quality. They emphasize the importance of careful planning, professional execution, thorough evaluation, and effective management in achieving these goals (Hasan, 2022).

The role of supervision in improving the quality of education is a hot topic in educational research. According to the study, primary school supervision has a significant impact on the quality of education. Supervision strategy: This study examines how school principals use supervision to enhance teaching quality and pedagogical capacity among teachers. These strategies include scheduled assessments, classroom visits, and idea sharing. Effective supervision, according to research, can help teachers enhance their creativity, innovation, understanding of the subject matter, and collaboration skills. Evaluation of Supervision The evaluation of supervision is considered an important component in determining the effectiveness of supervisory activities. Supervisors should provide professional guidance and direction to teachers. The supervision process should focus on assisting teachers in the development of their teaching activities by offering guidance, constructive feedback, and recommendations. The implementation of supervision faces several

challenges. Although there are benefits to supervision, there are several challenges in its implementation. These challenges include teachers' concerns about supervision, a lack of understanding of the concept of supervision among teachers, and inconsistencies in follow-up instructions from supervisors. Therefore, it is very important to address these obstacles if effective oversight is to be achieved. This paper defines pedagogical competence as the ability of teachers to manage student learning using pedagogical methods with the aim of enabling students to reach their full potential. According to the paper, enhancing teachers' pedagogical competence is an important step towards improving the overall quality of education. Finally, the findings in this paper indicate that school principal supervision is crucial for enhancing teacher competence. It also encompasses strategies and challenges in implementing supervision, the importance of evaluating supervision, as well as the role of pedagogical competence in improving the quality of elementary education (Arzfi et al., 2022b).

Teacher supervision is very important for improving their performance in carrying out learning activities. Effective supervision is designed to help teachers and other school staff perform their duties to the best of their abilities. When teachers are closely monitored, their teaching performance improves. On the other hand, if supervision is not carried out effectively, the teaching performance of teachers may be affected. A guru who exhibits the aforementioned characteristics, such as loyalty, commitment, creativity, cooperation, leadership, a positive personality, honesty, and responsibility towards their duties, tends to demonstrate effective teaching performance. Regular and scheduled supervision can enhance teachers' teaching performance. Educational supervision is clearly an important factor in improving the quality of teaching and learning. Supervisors and principals assist teachers in developing their skills and enhancing their teaching effectiveness. Supervisors help teachers cultivate independent teaching practices. In addition, the principal contributes to the smooth and successful implementation of strategies to enhance teacher performance. It is very important for teachers to develop and enhance the learning process through supervision. Finally, the journal emphasizes the importance of educational supervision in enhancing teachers' performance in classroom learning activities. Regular and well-planned supervision can enhance teaching performance and contribute to the overall quality of education in schools (Rahmawati et al., 2023).

Academic supervision in schools aims to improve the quality of teaching and student learning outcomes. This qualitative research relies on data from school principals, vice principals, and teachers. The findings indicate that academic supervision can assist students by promoting teacher professionalism and ongoing evaluation. Follow-up actions from supervision include providing examples, discussions, and training. The principal is responsible for ensuring that students' needs are met through academic supervision programs. The purpose of the research

at SMA Negeri Puri Mojokerto is to determine how to use academic supervision to meet the needs of students. Primary data was collected from teachers, school principals, vice principals responsible for the curriculum, and references, while secondary data was obtained from literature and references. Data collection techniques include interviews, observations, and document studies. The results indicate that the academic supervision by the school principal aims to meet the needs of students while also enhancing teacher performance. The supervision steps include evaluation, discussion, recommendations, and training. Ultimately, academic supervision can help teachers improve their teaching and serve students better (Saryulis & Nur Hakim, 2023).

The principal's supervision of students has a significant impact on the quality of graduates. This supervision includes monitoring students' academic progress to ensure their development. Student management is an important part of this process, aimed at organizing and managing student activities in a way that allows for smooth learning progress. Student planning includes the following processes: needs analysis, recruitment, selection, and student orientation. Student management encompasses various activities, including the admission of new students, orientation, grouping, evaluation of learning outcomes, promoting students to higher levels, handling students who transfer or leave, as well as enforcing ethics, discipline, and student punishment. Student supervision is a component of managerial oversight provided by the school principal with the aim of ensuring the overall development of students. The quality of school graduates is very important and is influenced by various factors, including the roles of the principal, teachers, and students. A literature review is conducted to gather data and information relevant to this topic. The supervision of school principals over students is an important activity in achieving higher quality school graduates. The stages of supervision are: planning, implementation, evaluation, and monitoring. The use of supervision instruments provides a foundation for observing and evaluating student development. The principal must conduct supervision regularly to provide the necessary stimulation for student growth. Student supervision is very important for improving the quality of education. This finding highlights the importance of student supervision by school principals in enhancing the quality of education and student development (Sari et al., 2022).

This study involves biology teachers from grades X, XI, and XII at MAN 1 Kota Palembang. Quantitative and qualitative descriptive methods are used. This study found that the teacher's curriculum (RPP) meets government standards, but some teachers avoid questions and discussions. According to the data analysis, the teaching ability of the teachers is considered satisfactory. Educational supervision can assist teachers in identifying and resolving issues. The evaluation process of learning at MAN 1 Palembang is going well. However, the evaluation components used by teachers have several shortcomings. The performance of the teachers is rated



as satisfactory, and they demonstrate the ability to create new pedagogical approaches. Parents play an important role in determining students' academic outcomes. Teacher assessment presents unique challenges that can be addressed through collaboration among teachers and the development of positive assessment policies (Astriani et al., 2021).

The management of SMA Negeri 6 Lubuklinggau has demonstrated strong leadership in academic supervision, which includes planning, implementation, evaluation, and monitoring. However, new methods in academic supervision are needed. Academic supervision can help teachers enhance their abilities in managing the learning process and achieving the desired learning outcomes. There is a possibility that the principal will increase the level of academic supervision. The syllabus is a very valuable tool for planning learning activities, and the principal must oversee its implementation to ensure its success. Innovative teaching methods can help students understand the material, and assessments should take into account cognitive, affective, and psychomotor aspects. The school principal is responsible for academic supervision, which includes planning, implementation, and evaluation to help teachers develop professionally. The principal's approach to monitoring academic progress has proven effective, but more innovation is needed. According to the study, teachers' performance can be improved with academic supervision from the school principal. Supervision is carried out in three stages: planning, implementation, and evaluation. The school principal collaborates with the teachers to enhance teaching and gain a better understanding of their roles as educators. The research method used is qualitative, with data collected through interviews and questionnaires. According to the research findings, the principal encourages teachers to develop innovative syllabi, lesson plans, and teaching methods. Academic supervision is carried out with careful follow-up to ensure that the objectives of the activities are successfully achieved. Effective academic supervision planning is crucial for providing good supervision (Riyanto et al., 2021).

According to research findings, thematic-based learning planning integrates key elements into learning activities. The project-based learning model based on the 2013 curriculum can help students develop 21st-century skills. The references consulted during the research also support these findings. The teachers and the principal meet before the start of the school year to discuss upcoming events. The principal provided suggestions to the teachers regarding the development of teaching materials, methods, and assessment of learning. Fifth-grade teachers at Rawu Public Elementary School have conducted supervision and implemented a Project-Based Learning model in their classrooms. Learners demonstrate the ability to think critically, create, collaborate, and communicate, all of which are essential skills for the 21st century. The purpose of this research is to explain how Rawu Public Elementary School uses the Project-Based Learning model to help students learn 21st-century skills. The methodology of this research is qualitative, and its design is

descriptive. The findings show that teachers are actively involved in the planning and implementation of project-based learning. This model promotes 21st-century skills such as critical thinking, creativity, collaboration, and communication. However, there are some limitations, such as time constraints and the need for appropriate study equipment. The beautiful Sukmawati and her friends in the year 2023 (Indah Sukmawati et al., 2023).

The study found that academic supervision helps teachers in lesson planning, managing the teaching process, and guiding their teaching behavior, thereby enhancing professionalism and student motivation. It also stated that the head of the gymnasium should provide academic oversight to the teachers. The article emphasizes the importance of academic supervision provided by school leaders in guiding teachers' teaching behavior to improve professionalism and student motivation. Individual meetings, classroom observations, and providing examples of exemplary behavior to teachers are all used to conduct supervision. The ability of the head of the madrasa to supervise academics is very important for the development of both teachers and students. According to research findings, all teachers are required to create lesson plans (RPP) and have the opportunity to consult with the head of the madrasa. Individual meetings are held to assess the quality of the teacher's lesson plans, provide feedback, and offer suggestions for revisions. The head of academic supervision in madrasahs aims to enhance the professionalism of teachers and the motivation of students. Additionally, the head of the madrasah is responsible for developing teachers' competencies in creating lesson plans and other teaching tools. Class visits, observations, and individual meetings are some techniques used in the supervision process. The teacher performance assessment that takes place is aimed at providing feedback and guidance. Academic supervision by the head of the madrasah is clearly aimed at assisting teachers in enhancing their professionalism and the quality of their teaching while also motivating students. The role of the head of the madrasah in academic supervision is to support teachers in improving their professionalism and teaching quality, as well as to motivate students. Supervision involves reviewing teaching materials, lesson planning, and conducting classroom observations to evaluate teacher performance. The implementation of this supervision is very important to improve the overall quality of education. The head of academic supervision at the madrasa wants to help teachers improve their skills in managing the learning process. New and less experienced teachers often face challenges in classroom management. As a result, supervision is a valuable tool to assist them in this matter. The implementation of supervision is carried out through a combination of classroom visits, observations of the classroom environment, and individual meetings. The head of the madrasa is responsible for guiding the pedagogical practices of the teachers and serving as a role model for the students (Achmad Karimulah & Nur Ittihadatul Ummah, 2021).

At SMKN 1 Galang, academic supervision by the principal enhances the performance, quality, and competence of accounting teachers. The academic supervision provided by the principal has improved the quality of teaching and assisted teachers in facing challenges. However, some teachers still have not received assistance from other teachers to help them manage the learning process. This study emphasizes the effectiveness of academic supervision in improving the quality of teaching. Education is a multifaceted endeavor that involves various stakeholders and is crucial for the progress of a nation. Academic supervision can help teachers enhance their pedagogical, personal, social, and professional skills. Academic supervision enhances teacher performance and increases the availability of teaching aids. The principal, as a supervisor, has successfully created a conducive learning environment and motivated teachers to continuously improve their skills. The results show that when the principal supervises the academic aspects, the performance of the teachers at SMKN 1 Galang improves, as does the quality of teaching and the overall learning process (Nasution & Siregar Novia, 2023).

The performance of teachers at UPTD SDN 8 Nagrikaler has improved as a result of academic supervision by the principal. This research takes a descriptive approach. According to the study, a master's degree with academic guidance can help teachers perform better. The monitoring process involves evaluation, implementation, and planning. The principal is responsible for this. Academic supervision aims to assist teachers in enhancing their teaching methods and the overall quality of education. It is very important for school principals to have the necessary managerial and supervisory skills to lead their institutions effectively. Academic supervision must be carefully planned to achieve the desired outcomes (Indriani et al., 2022).

To enhance the pedagogical competencies of teachers at the State High School of North Minahasa, this study describes and analyzes the process of academic supervision. Qualitative case studies are designed to collect data using observation, interviews, and documentation. The findings indicate that planning, implementation, and monitoring of academic supervision can assist teachers in enhancing their pedagogical skills. Ultimately, academic supervision is crucial in helping teachers improve the quality of their teaching and reach their full potential. The academic supervision program at the Minahasa Utara State High School is divided into three stages: planning, implementation, and follow-up. The aim of this program is to enhance the pedagogical skills of teachers in the classroom. The school principal plays an important role in the implementation of the program. The implementation of supervision includes monitoring administrative learning and observing teaching in the classroom. The next steps will be taken to enhance teachers' skills by providing rewards or suggestions for future improvements. In addition, students showed positive results from the academic supervision program (Rasu et al., 2021).

Academic supervision, particularly the use of classroom observation techniques, has proven to be an effective method for enhancing the pedagogical competencies of teachers at SMAN 2 Siborong-borong. This study lasted for four months and involved nine non-civil servant teachers. It demonstrates how academic supervision can enhance teachers' competencies. Academic supervision has been proven to improve school-based learning outcomes. This study employs a cyclic approach, which includes planning, implementation, observation, and reflection, with the aim of enhancing the pedagogical competencies of teachers. The use of classroom observation techniques reveals an improvement in teachers' competencies. The findings of the study indicate that academic supervision activities are related to the enhancement of teachers' competencies. This method has been proven to enhance academic performance. Finally, both studies found that academic supervision, particularly classroom observation techniques, has a positive impact on teacher competence and, as a result, the quality of education at SMAN 2 Siborong-borong (Sirait, 2021).

#### **D. Conclusion**

The Importance of Supervision in Education Supervision in education plays a crucial role in enhancing the quality of education. Here is a complete explanation based on the content of the uploaded journal:

##### **1. Definition of Supervision:**

Supervision is assistance in developing a better learning situation. According to Kimball Wiles (1967), supervision is assistance in developing better learning situations. Harold P. Adams and Frank G. D also state that supervision is a special service in the field of teaching and its improvement. Educational supervision is a planned activity aimed at assisting teachers and other school staff in effectively carrying out their duties. This includes providing leadership to teachers and other educational staff for institutional improvement by involving human and material elements.

##### **2. Principles of Educational Supervision:**

Supervision must pay attention to principles that encompass both fundamental and practical principles. The fundamental principle is that every thought, attitude, and action of a supervisor should be based on something solid and reliable. The practical principles refer to the positive and negative guidelines that a supervisor must follow. Positive principles include fostering constructive and creative education, while negative principles include things that should not be done, such as imposing one's will and exploiting subordinates.

### 3. The Purpose of Educational Supervision:

The main goal of supervision is to provide services and assistance to enhance the quality of teaching by teachers in the classroom, which in turn will improve the quality of student learning. Supervision also helps teachers understand educational objectives, recognize the needs and issues faced by students, and implement effective leadership in a democratic manner.

### 4. The Function of Educational Supervision:

The main function of supervision is to improve the teaching and learning situation. Piet A. Sahertian proposes eight functions of supervision: coordinating school efforts, complementing school leadership, expanding teachers' experiences, stimulating creative efforts, providing sustainable facilities, analyzing teaching and learning situations, imparting knowledge and skills, and offering deeper insights.

### 5. Types of Supervision There are two main types of supervision:

General supervision or instructional supervision: Monitoring activities that are not directly related to the improvement of teaching. Clinical supervision: Focused on teaching through systematic stages of planning, observation, and intellectual analysis of teaching performance with the aim of improving weaknesses or deficiencies.

### 6. The Importance of Supervision in Education:

In the era of globalization, competition in life is becoming increasingly intense, including in the field of education. Teachers are the main target of supervision due to their vital role in shaping children's character. Supervision also involves management, administration, financing, public relations, facilities and infrastructure, curriculum, as well as student affairs. Supervision encourages teachers to continuously make improvements to enhance the quality of education, avoiding decline, backwardness, and regression. The school principal, as a supervisor, has an important role in developing the skills and competencies of teachers through an approach that does not come across as demeaning, especially for senior teachers. For new teachers, supervision guides how to become creative and innovative professional educators. Supervision serves as a guide for the development of teacher resources, ensuring they continue to grow both personally and professionally. Without supervision, teachers and educators cannot measure the extent of their skills and professionalism development. Supervision in education aims to develop a better teaching and learning environment by assisting teachers in enhancing their performance in shaping optimal personalities. The implementation of effective supervision determines the ability of teachers to manage learning in accordance with the recommended paradigm (Bintani, 2022).

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