

## **Principal's Academic Supervision for Improvement of Teacher's Performance**

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**Abstract:** This research was conducted with a quantitative approach and used a survey method. The aim of this research is to prove that there is a significant relationship between principal supervision and increased teacher's performance. The respondents in this research were 61 teachers at SMP Negeri 1 Palembang. This instrument was created as a questionnaire using a Likert scale. Simple regression analysis is used to test the hypothesis. This study found that there was a relationship between principal supervision and teacher's performance improvement at SMP Negeri 1 Palembang with a t value of 3.86 with a regression coefficient of 0.39. The t value > of the coefficient.  $Reg = 0.39$ . This research shows that an increase in principal supervision will follow an increase in teacher's performance, and vice versa, a decrease in principal supervision will follow a decline in teacher's performance. Therefore, school principals are advised to improve their supervisory abilities so that they can provide better services in teaching and developing teacher talent.

**Keywords:** Academic Supervision, Principal, Teacher's Performance

### **A. Introduction**

In building human resources, education has a very important role. Therefore, an education system is needed that must be able to produce complete humans, namely an education system that sees quality as one of the main goals. Because education takes place in schools, leadership responsibilities become very significant. The principal is the main authority holder in the institution, so the principal must understand in depth how the principal supervises and leads. It cannot be denied that the quality of education in Indonesia is still far from expectations, especially when compared with the quality of education in other countries. Insufficient human resources and a poor national education system can be the cause of the decline in the quality of education in Indonesia. One of the main policies for national education development is improving the quality of schools, because the low quality of education in various types and levels of education is the cause of Indonesia's current low human resources.

Various efforts can be taken to create good performance, one of which is by improving the quality of work. Continuous and ongoing supervision and coaching is needed for teachers who experience teaching quality problems. The aim of Educational supervision is to ensure that students can achieve their potential through high quality learning activities offered by teachers (Suhayati, 2017). The role of school principals and teachers is very important to improve the quality of education because they interact directly with students during the education process. Therefore, a school principal must provide effective guidance, coaching and direction to teachers and employees.

In carrying out daily work in the classroom, the teacher acts as a single player. With commitment and a high professional spirit, they can guide and direct teachers to work professionally according to the rules. However, giving teachers too much freedom in teaching students in class is very difficult to do in Indonesia. School principals must provide supervision to teachers so that they can improve their professionalism and performance in teaching students in class. In addition, it is expected that the principal is in control and ensures the quality of learning in the classroom. In the education process, teacher competence is very strategic in guiding students towards maturity and maturity towards independence. Teachers not only act as teachers and deliver material, but teachers must also act as educators.

According to (Hardono et al., 2017) academic supervision affects teacher's performance. School supervisors carry out academic supervision to direct, guide and develop teachers in carrying out high-quality learning processes. (Djuhartono et al., 2021) The academic supervision work program is intended to help teachers carry out learning. Likewise (Susanto, 2013) stated in his research that "School principals must be professional to achieve vocational teacher's performance which must be in line with expectations. As part of the education system, school principals have a strategic role in directing and supporting teachers' work in student learning. (Rostini, 2017) In terms of supervision ability, the principal must have the best ability to plan academic supervision programs to increase teacher professionalism and the lowest ability to follow up on the results of academic supervision to increase teacher professionalism.

Academic supervision planning includes a number of things that are interrelated with each other, namely related to (1) curriculum implementation, (2) preparation, implementation and assessment of learning by teachers, (3) achievement of graduation competency standards, process standards, content standards, and implementing regulations, (4) improving the quality of learning (Rohmawati, 2019).

Syukri et al., (2015) in accordance with research, the implementation of academic supervision programs must focus more on the subject of teachers as facilitators of learning in the classroom. The results of academic supervision of course also have an impact on teacher's performance and the quality of learning in schools. This review

shows that the academic supervision work program must help teachers provide lessons.

According to (Nurpuspitasari et al., 2019) that supervision is the spearhead of management in an organization and through providing encouragement to members of the organization to make a positive contribution to the organizational goals to be achieved. Factors that influence supervision are (1) organization, (2) employees, (3) leadership, (4) supervision.

### **Understanding Academic Supervision**

Supervision is a preventative effort to help people in need. No matter how big or small the task is performed by several people, all movements must be coordinated. (Bahri, 2014) Etymologically, supervision means viewing from above because it comes from the words "super" and "vision", which respectively mean "above" and "vision". In this case, the term "position" means where the person viewing is above the person being viewed. This shows that superiors supervise subordinates. Every organization must have oversight.

The learning process in class does not always provide the desired results, there are deficiencies and weaknesses in the learning process, so the role of educational supervision is very important to improve this situation. Supervision is basically a learning process. According to (Nurindarwati, 2020) the definition of supervision is the supervisor's efforts to teach subordinates (teachers and other officers) in schools as an effort to improve and improve learning both individually and in groups as well as providing an assessment of the school education system as a whole. Sumarni et al., (2017) states that academic supervision is supervision that focuses on direct problems in activities. Learning carried out by teachers to help students. School supervisors carry out academic and managerial supervision. Academic supervision is a supervisory task related to coaching and developing teachers' professional competence to improve learning and guidance in schools. According to (Astuti, 2005) supervision is the provision of services and assistance to improve the quality of teacher teaching in the classroom with the aim of improving the quality of student learning starting from planning learning, implementing learning activities, evaluating learning to reflecting. Apart from improving teaching abilities, supervision also aims to develop the potential quality of teachers.

Furthermore, according to (Suchyadi et al., 2022), academic supervision is a series of activities to help teachers develop the ability to manage the learning process to achieve learning goals. Thus, the essence of academic supervision is not at all assessing teacher's performance in managing the learning process, but rather helping teachers develop their professionalism abilities. According to (Jimat, 2022) academic supervision is carried out to encourage teachers to apply their abilities in carrying out

teaching tasks, encourage teachers to develop their own abilities, and encourage teachers to have serious attention (commitment) to their duties and responsibilities.

### **Principles of Academic Supervision**

Dalanggo, (2019) states that there are 12 principles of supervision, namely (1) practical, or easy to implement according to school conditions, (2) systematic, namely developed according to mature supervision program planning and learning objectives, (3) objective, or input based various aspects of the instrument, (4) realistic, namely based on actual reality, (5) anticipatory, namely able to face various problems that may arise, (6) constructive, or developing teacher creativity and innovation in developing the learning process, (7) cooperative, meaning good cooperation between supervisors and teachers for the development of learning, (9) democratic, namely supervisors should not dominate the implementation of academic supervision, (10) active, namely active participation from teachers and supervisors, (11) humanist, namely the ability to create friendly human relations harmonious, open and transparent, (12) continuous, academic supervision is carried out regularly and continuously by the school principal (Siswasih, 2007). Principles of academic supervision that must be applied in all school academic supervision processes. The principles that supervisors must pay attention to and apply when carrying out academic supervision are:

1. Academic supervision must be able to create good relationships between people. Humanitarian relations must be open, loyal and informal. This is a relationship between supervisors and teachers only, but also between supervisors and teachers, but also between supervisors and other people involved in the academic supervision program. Therefore, supervisors must be helpful, understanding, open, honest, patient, enthusiastic and full of humor.
2. Academic supervision must be carried out consistently, not part-time and only when the opportunity arises. It should be understood that academic supervision is one of the most important in all school programs.
3. Academic supervision must be democratic, supervisors must not dominate the process. The emphasis for fair academic supervision is active and cooperative.
4. The academic supervision program must be an integral part of the education program. Every educational organization has shared educational goals with various behavioral systems. The administrative behavior system, academic behavior system, student behavior system, counseling development behavior system, and academic supervision behavior system are examples of these behavior systems.
5. Academic supervision must. Comprehensive. Academic supervision programs should cover all aspects of academic development, but based on previous development needs analysis, there may be particular emphases.
6. Academic supervision must be constructive, it does not always look for teacher mistakes. Indeed, during the implementation process, although there are teacher

work assessment activities in academic supervision, the aim is not to find teacher mistakes.

7. The success of an academic supervision program must be objective when designed, implemented and evaluated. This means that the academic supervision program must be designed to meet the actual professional development needs of teachers.

Bano, (2018) states the principles of academic supervision as follows: 1) scientific principles, namely that supervision activities are carried out based on objective data obtained during the implementation of the teaching and learning process through interviews (recording equipment), questionnaires, observations and implementation. systematically, planned and continuous, 2) democratic principles, namely upholding the self-respect and dignity of teachers, not based on the relationship between superiors and subordinates, but based on a sense of equality, 3) cooperative principles, namely developing joint efforts.

According to (Fahmi et al., 2018) supporting factors for the academic supervision program include a conducive school culture. A conducive school culture provides an illustration of how all the people in it get along, act and solve problems in all matters within the school environment. The habit of developing oneself to improve the quality of one's work is a culture that lives as a tradition that is no longer considered a burden. Meanwhile, the inhibiting factor in implementing academic supervision is the centralized work system that is still inherent. Apart from that, the greater time allocation required for implementing supervision is also an obstacle. In line with (Novianti, 2015) in the implementation of academic supervision there are things that need to be considered, namely (1) supervision should be carried out with systematic preparation and planning, (2) Supervision should be carried out by notifying the people involved in advance. related to supervision, (3) Supervision should be carried out using several techniques and methods to produce comprehensive results, (4) It is necessary to prepare the instruments needed for supervision such as blanks, (5) Reporting should be carried out to the relevant parties after supervision is completed done.

In order for supervision to be carried out well, according to (Musyadad et al., 2022) efforts or activities that can be carried out in the context of implementing supervision are as follows: 1) raise and stimulate the enthusiasm of educators, including teachers and other school employees in carrying out their responsibilities. they, 2) strive to provide and perfect the facilities and infrastructure, including various instructional media, needed to carry out an effective learning process, 3) Together with teachers, try to create, discover and use new methods to improve the teaching and learning process, 4) foster good and harmonious cooperation between teachers, students and other school employees, 5) Strive to improve the quality and knowledge of teachers

and school employees, including by holding workshops, seminars, service training or up-grading.

### **Academic Supervision Model**

Zulfiani et al., (2021) states that models of academic supervision in improving teacher's performance are 1) Conventional (traditional) with inspection characteristics, sometimes spying, corrective; 2) Artistic with characteristics requiring attention so that you listen more rather than talking a lot, demanding to pay more attention to the process of class life; 3) Scientific, characterized by being carried out in a planned and continuous manner, systematically and using certain procedures and techniques, using data collection instruments, there is objective data obtained from mistakes made real; and 4) Clinical, with the characteristics of supervisor guidance to teachers in the form of assistance, not orders or instructions, agreement between teachers and supervisors about what is being studied and the most important types of skills, instruments are developed and agreed jointly between teachers and supervisors, teachers make preparations with aspects weaknesses that will be corrected.

### **Supervision Instrument**

Before supervising, the principal must carry out supervision techniques. According to (Baidowi & Syamsuddin, 2022) supervision techniques that can be used by school principals to improve school quality include:

#### **1. Visit**

The visiting technique is a supervision technique that is carried out by visiting the location or object to be supervised. The advantage of this technique is that the principal, as the education supervisor, can easily find out in depth the strengths and weaknesses of the performance of the object being supervised. However, the advantage of this method is that the supervisor can "secretly" plan activities and supervision during the visit.

There are two ways to apply this method: direct and indirect visit techniques. The direct visit technique is an unplanned visit, but the objects to be visited have been determined by the supervisor. The indirect visit technique is carried out by preparing supervision tools and materials, including preparing the objects to be supervised.

#### **2. Observation**

Observations are different from visits because observations are usually planned activities, whereas observations can be carried out spontaneously based on one's own

wishes. Observation, or better known as observing, includes three important concepts, seeing, analyzing and assessing. First, seeing means observing the movements of the object being watched. Second, analyzing observation is an activity that indirectly analyzes situations and conditions that occur in the school environment. In other words, the controller makes adjustments between what is seen and what is desired. Analytically, the controller provides an assessment or response to what is seen and analyzed.

### 3. Meeting

The leader (principal) holds a meeting, which is attended by all human resources in the organization he leads. The supervision method, called meetings, can be used to supervise everything in the organization, either personally or in groups. The advantage of this technique is that the principal can plan and determine the topics to be supervised. However, this technique cannot solve natural problems, so the school principal as supervisor needs to carry out additional supervision to solve these problems.

According to (setyo hartanto, 2008) the types of academic supervision instruments are (1) Observation guidelines, which are tools used to track the learning process. To facilitate data management, observation guidelines are the most appropriate tool. Use a rating scale, such as a score card, number scale, graphic scale, or descriptive graphic scale. (2) Interview guidelines, one data collection method that can be used to obtain additional information about the implementation of learning is interviews, because instructions and interview guidelines are very important so that interviews run smoothly and effectively. (3) Check/control list. A control list is a tool that allows someone to consider and evaluate the real conditions of an activity carried out in class.

### **Understanding Teacher's Performance**

Performance is a translation of performance (Job Performance), etymologically performance comes from the word to perform which means to display or carry out, while the word performance means "the act of performing execution". According to (Muspawi, 2021) the definition of teacher's performance is a condition that shows the teacher's ability to carry out his duties and responsibilities at school during learning activities and can provide encouragement and influence to students so that learning objectives are achieved and run according to expectations, which are aimed at performance, deeds, and their work achievements. According to (Pramono, 2014) teacher's performance is the result of demonstrating a teacher's abilities and skills in completing tasks in accordance with the goals of education. If you look at it, a teacher's performance is influenced by various factors, both internal and external factors, such as motivation, organizational culture and leadership. The better the condition of the factors, the higher the teacher's performance.

A similar thing was expressed by (Ramadhan, 2017) that teacher's performance can be interpreted as the level of success of teachers in carrying out educational tasks and their authority based on performance standards that have been set during a certain period within the framework of achieving educational goals (Asiah, 2018). The teacher's performance assessment system aims to 1) determine the level of competence of a teacher and school, 2) increase the efficiency and effectiveness of teacher and school performance, 3) provide a basis for decision making in the mechanism for determining whether teacher's performance is effective or less effective, 4) Provide a basis for continuous professional development programs for teachers, 5) Ensure that teachers carry out their duties and responsibilities and maintain a positive attitude in supporting student learning to achieve achievement, 6) Provide a basis for a system of increasing teacher promotion and career as well as other forms of reward (Hasdiana, 2018). The performance aspects that can be used as assessment standards are 1) quality of work, namely skill, accuracy, neatness and suitability of results produced in a short time, 2) Quantity of work is the amount of work done in a certain time, both regular and additional tasks, 3) The concept of obedience to orders, the habit of following rules, safety, initiative, and punctuality of attendance can indicate the extent of responsibility for carrying out tasks, as well as the level of cooperation with colleagues and superiors in completing tasks, 4) Timeliness is defined as the amount of time required to complete work in accordance with established work procedures.

### **Teacher's performance Assessment Model**

Muslim, (2018) states the teacher's performance assessment model developed by The Bedford County Public School's Teacher's performance Evaluation (Bedford) which explains the teacher's performance criteria includes several standards, namely performance standards where these performance standards are based on 1) planning-based data, 2) learning processes teaching, 3) assessment, 4) learning environment, 5) communication, 6) professionalism, 7) outstanding students. So based on the explanation above, to establish and maintain the quality of the school as a whole cannot be done from one side alone, it requires very good cooperation between all educational components. One component that determines the success of school performance and school quality is the presence of the school principal. The principal is the person who is most responsible for everything that happens in the school, both good or beneficial and bad or detrimental to school performance.

### **B. Methods**

This research was conducted with a quantitative approach using survey methods. The respondents in this study were 61 teachers at SMP Negeri 1 Palembang, South Sumatra Province. The instrument was developed in the form of a questionnaire using

a Likert scale with five answer choices: (1) very good with a score of 5, (2) good with a score of 4, (3) quite good with a score of 3, (4) not so good with a score of 2, (5) very not good with a score of 1. The instrument items were developed referring to indicators of the two variables used in this research, namely principal supervision (X) and teacher's performance (Y). The indicators of the principal supervision variable used in this research are the principal's ability in (1) planning supervision programs, (2) implementing supervision, (3) evaluating and assessing the results of supervision, and (4) improving and developing teachers. Meanwhile, the indicators of the teacher's performance variable are the teacher's ability to (1) plan learning, (2) carry out learning, (3) carry out evaluations and assessments, and (4) carry out follow-up improvements and enrichment. Hypothesis testing is carried out using simple regression analysis. The data normality requirement test was carried out using the Kolmogorov-Smirnov test with significance criteria  $> 0.05$ , and the linearity test was carried out using the F test with a significance level of 5%.

### C. Results and Discussion

#### Description of Principal Supervision Data

The principal's ability in indicators of prediction/independent variables in this research is in terms of (1) planning supervision, (2) implementing supervision, (3) evaluating and assessing the results of supervision, and (4) improving and developing teachers. The results of the analysis produced an average (mean) teacher response to supervision by the principal of 3.08 with a standard deviation of 6.071. The results of descriptive statistical tests on supervision by school principals can be seen in table 1 as follows:

**Table 1. Descriptive Statistics of Supervision by the Principal of SMP Negeri 1 Palembang**

No	Supervision Indicators	N	Minimum Value	Maximum Value	Average	Category
1	Supervision program planning	8 6	2	5	2,50	Passably
2	Implementation of supervision	8 6	1	5	3,50	Good
3	Evaluation and assessment of supervision results	8 6	1	5	2,66	Passably
4	Teacher improvement and development	8 6	2	5	3,66	Good
	Average				3,08	Good

Descriptive statistical data on supervision by school principals in table 1 above shows an average of 3.08. The minimum values or scores obtained are 1 and 2, the lowest being the implementation indicators and evaluation/assessment of supervision results. This means that some teachers give minimum scores to several statement items on the questionnaire. However, in general it can still be concluded that the

implementation of supervision by the head of SMP Negeri 1 Palembang is still in the good category.

### Description of Teacher's performance Data

The indicators measured from the dependent variable in this research are the teacher's ability to (1) plan learning, (2) carry out learning, (3) carry out evaluations and assessments, and (4) carry out follow-up improvements and enrichment. The results of the analysis produced an average (mean) teacher response to performance of 3.00 with a standard deviation of 7.091. The results of descriptive statistical tests on improving teacher's performance are presented in table 2 as follows:

**Table 2. Descriptive Statistics of Supervision by the Principal of SMP Negeri 1 Palembang**

No	Supervision Indicators	N	Minimum Value	Maximum Value	Average	Category
1	Planning learning	86	2	5	3,08	Good
2	Carrying out learning	86	2	5	3,50	passably
3	Carry out evaluations and assessments	86	2	5	2,73	passably
4	Carry out follow-up improvements and enrichment	86	2	5	3,69	Good
Average					3,00	Good

Descriptive statistical data on teacher's performance in table 2 above shows a total average of 3.00. The minimum value or score obtained is 2. This means that some teachers give a minimum score of 2 on several statement items in the questionnaire. However, in general it can still be concluded that the performance of teachers at SMP Negeri 1 Palembang is still in the good category.

### Test Requirements Analysis

The analysis requirements test in this research was carried out by carrying out normality tests and linearity tests. The normality test was carried out using the Kolmogrov-Smirou test method. The results of the normality test are presented in table 3 below.

**Table 3. Normality Test**

Variable	Asymptotic sig. (p-value)	Condition	Sample Description
Supervision	0,541	P>0,05	Normally distributed
Teacher's performance	0,422	P>0,05	Normally distributed

Based on the normality test table above, the supervision data and teacher's performance are normally distributed because the Asymptotic Sig (p-value) is more

than a significance value of 0.05 (5%) so the data is declared to meet the requirements for regression analysis. Next, the linearity test is carried out using the F test. The data will be linear if F-count is less than or equal to F-table with a significance level of 5%. The linearity test results are presented in Table 4 below.

**Table 4. Linearity Test**

Variable	df	F <sub>count</sub>	F <sub>table</sub>	Information
Supervision – Teacher’s performance	15:22	0,556	2,15	linear

The linearity test table above shows that the supervisees variable is linear with the teacher’s performance variable because the F<sub>count</sub> coefficient of 0.556 is smaller than the F<sub>table</sub> of 2.15 so that the data presented meets the requirements for regression analysis.

### The Effect of Supervision by the Principal on Teacher’s performance

Testing the effect of supervision by the principal on teacher’s performance was carried out using a simple regression analysis test. The results of a simple regression analysis of the supervision variables carried out by the principal and teacher’s performance are presented in table 5 below.

**Table 5. Results of Simple Linear Regression Analysis of Principal Supervision on Teacher’s Performance at SMP Negeri 1 Palembang**

Hypothesis	Estimate / Coef. Regression	T value	R2 value	Conclusion
Principal supervision → improving teacher’s performance	0,39	3,86	-	Significant

Testing the hypothesis of the relationship between supervision by the principal and increasing teacher’s performance as presented in table 5 above, obtained a t value of 3.86 with a regression coefficient of 0.39. The t value > of the regression coefficient = 0.39 means it can be stated that there is a significant relationship between principal supervision and teacher’s performance. This means that an increase in principal supervision will follow an increase in teacher’s performance, and vice versa, a decrease in principal supervision will follow a decline in teacher’s performance at SMP Negeri 1 Palembang.

Programmed and ongoing supervision for teachers helps them carry out their tasks more efficiently and effectively. This supervision is considered part of professional development. (Manueke et al., 2021). The research results show that the school principal’s ability to plan, implement, evaluate, assess, and carry out teacher improvements and development has a positive impact on improving teacher’s performance. This ability is demonstrated by increasing the teacher’s ability to plan,

implement, evaluate, assess, and improve and enrich student learning outcomes. Previous studies have discussed the role of supervision in improving teacher's performance in contrast to current studies. Previous studies found that supervision allows teachers to develop their professionalism and teaching performance. To ensure improvement in their performance, teachers need to receive proper guidance to improve their teaching methods (Darling-hammond et al., 2017). This shows clearly that the role of supervision is very important in teaching and has an impact on teacher's performance.

Developmental supervision helps educators become independent in their work. But this does not apply to all teachers, regardless of their level of development, professional and personal skills can be different. This method must be adapted to the teacher's needs. Teachers can be categorized into four types: (1) teachers who depend on their superiors and want to be directed what to do to solve problems, (2) teachers who prefer to work together with their superiors in solving problems, (3) teachers who are their supervisors. as a theoretical resource for solving problems, (4) teachers who prefer to improve their own teaching through their experiences. This shows that teachers' personal needs are different. This occurs due to differences in teacher experience, which requires different levels of professional development to lead them (Trigo, 2013).

#### **D. Conclusion**

This research concludes that there is a relationship between supervision carried out by the principal and increasing teacher's performance at SMP Negeri 1 Palembang with a t value of 3.86 with a regression coefficient of 0.39. The t value > from koef.reg = 0.39. Therefore, the school principal's ability to plan, implement, evaluate-assess, and carry out teacher improvements and development has a positive impact on improving teacher's performance, which is shown by increasing the teacher's ability to plan, implement, evaluate-assess, and carry out improvements and enrichment of results. student learning. This research shows that an increase in principal supervision will follow an increase in teacher's performance, and vice versa, a decrease in principal supervision will follow a decline in teacher's performance. Therefore, school principals are advised to improve their supervision abilities so that they can provide better supervision services to improve teaching and talent development.

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