

## **The Influence of Elementary School Principal's Supervision on the Implementation of Merdeka Curriculum in the Digital Era: Systematic Literature Review**

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**Abstract:** This study aims to analyze the influence of elementary school principal supervision in Jejawi District on the implementation of Merdeka Curriculum in the digitalization era. In the era of digital transformation, principals have a strategic role as supervisors to ensure that teachers are able to adapt to curriculum changes by utilizing technology. This study uses a quantitative approach with a survey method, involving 50 teachers from 10 elementary schools in Jejawi District as respondents. Data were collected through a questionnaire covering aspects of academic, technical, and professional development supervision. The results of the study showed that principal supervision had a significant effect on the success of Merdeka Curriculum implementation. The aspect of academic supervision had the most dominant influence followed by technical supervision and professional development. These findings indicate that principals need to optimize technology-based supervision and collaboration to support teachers in facing the challenges of the digital era. This study recommends improving principal competence in digital-based supervision to support the sustainability of Merdeka Curriculum implementation.

**Keywords:** Digital Era, Merdeka Curriculum, Principal's Supervision

### **A. Introduction**

The quality of education is one of the main indicators of the success of a country's education system. In an effort to improve this quality, the role of educational supervision becomes very strategic, especially in supporting effective teaching and learning processes. Educational supervision not only functions as a supervisory tool, but also as a means of coaching and professional development for teachers. Through planned and ongoing supervision, teachers can obtain guidance, constructive feedback, and motivation to continue to improve the quality of teaching. In this context, the principal, as an academic supervisor, has a great responsibility in creating a conducive and adaptive learning environment to change. This study is motivated by the importance of seeing the extent to which educational supervision contributes to improving the quality of teaching and learning in schools, and how supervision practices can be optimized to have a real impact on student learning outcomes and

teacher competence. Therefore, this study aims to analyze in depth the role of educational supervision in supporting the creation of a quality, effective, and sustainable teaching and learning process (Ramadina et al., 2023).

In the world of education, the quality of the learning and teaching process is a fundamental aspect that determines the success of learning in schools. To ensure this quality, educational supervision has an important role as a means of continuous professional development for educators. Supervision is not only intended to supervise, but also to provide direction, guidance, and constructive feedback to improve teacher performance and the effectiveness of the learning process. Amidst the demands of an increasingly dynamic curriculum and rapid technological developments, the role of supervision is increasingly complex and demands an adaptive and participatory approach (Fitra Amalia Harahap et al., 2023).

The quality of education is highly dependent on the competence and performance of teachers as the spearhead in the learning process. In order to improve the quality of teaching, systematic efforts are needed that not only focus on training, but also on professional mentoring through educational supervision. Supervision plays an important role in providing guidance, evaluation, and reinforcement for the implementation of teacher duties in the classroom. The principal as an academic supervisor has a great responsibility to create a work climate that supports improving the quality of learning. Amidst the demands of implementing a new curriculum and advances in educational technology, supervision that is carried out effectively and in a planned manner is the key to encouraging teachers to continue to develop (Hidayat et al., 2023).

Quality education cannot be separated from the role of professional, competent teachers who continue to develop in line with the dynamics of the times. In the context of educational reform and the implementation of a curriculum that increasingly emphasizes student-centered learning, the existence of an effective educational supervision system is very crucial. Educational supervision is not just a supervisory mechanism, but a coaching process that aims to improve teachers' teaching abilities and the quality of the learning process as a whole. The principal as an academic supervisor has a strategic role in providing guidance, feedback, and professional support to teachers so that they are able to respond adaptively to changes in curriculum, technology, and student needs (Mardhiyah et al., 2024).

Professional teachers must be able to carry out their duties as educators of children, parents, society, nation, state, and religion, Darmadi (2015). Teachers still have an honorable position in society and have intrinsic strength, which provides certainty and confidence to the community that teachers are still considered as humans who should be admired and emulated. The way teachers teach greatly influences student learning outcomes, Syafi'i, (2018). In addition, the community views teachers as role models who can help children learn and grow so that they can develop knowledge,

skills, personality, and noble morals. Teachers are expected to carry out heavy obligations and responsibilities because of the trust of the community in them (Susnita, 2023).

The quality of learning in schools is largely determined by the quality of teacher performance and managerial support from the principal. In this case, educational supervision becomes an important instrument to foster, guide, and evaluate the learning process so that it runs effectively and efficiently. Supervision that is carried out in a focused and sustainable manner not only encourages an increase in teacher professional competence, but also creates an academic culture that supports learning innovation. The principal as an academic supervisor has a great responsibility in ensuring that the teaching and learning process runs in accordance with educational goals. However, in practice, supervision still faces various challenges, ranging from time constraints, lack of training for principals as supervisors, to teacher resistance to coaching (Wardani et al., 2024).

This article will discuss the influence of educational supervision in improving the quality of learning in the digital era, as well as the challenges and strategies in implementing educational supervision in the digital era. It is hoped that this article can provide a better understanding of the importance of educational supervision in the digital era and provide insight for readers on how to implement effective supervision in the digital era (Bestari, 2023).

The implementation of academic supervision can affect the improvement of teacher performance in learning activities. Then Irawadi also explained that the performance of Elementary School teachers in North Lintau Buo sub-district was 47.9% determined by classroom visit supervision and the remaining 52.1% was determined by other factors. If classroom visit supervision activities are carried out continuously by the principal to the teachers being mentored, then classroom visit supervision will be able to improve teacher performance to be better (Hasanah, 2019).

Improving the quality of education is one of the main priorities in the management of educational institutions. In order to achieve this goal, various strategies have been implemented, one of which is through the implementation of effective educational supervision. Supervision not only functions as an administrative control tool, but more than that, it becomes a professional development instrument that encourages improved teacher performance and the quality of the teaching and learning process. Supervision that is carried out in a planned, systematic, and continuous manner can help teachers identify strengths and weaknesses in their teaching, as well as provide concrete solutions for improvement (Nurkholis, 2021).

Educational supervision plays a very important role in improving the quality of education in schools, especially through the role of the principal as the main leader and supervisor. As part of school management, the principal's supervision aims to

provide direction and guidance to teachers in order to improve the learning process and support their professional development. The principal is not only tasked with managing school administration and policies, but also to ensure that teachers can carry out their duties optimally, through systematic supervision and coaching. With good supervision, it is hoped that teachers can overcome challenges in teaching, improve teaching methods, and improve their professional skills (Badriyah, 2022).

## **B. Methods**

This study uses a Systematic Literature Review (SLR) approach to examine the effect of principal supervision on various aspects in elementary schools, such as teacher performance, work motivation, and learning quality. This method was chosen because it allows researchers to systematically identify, evaluate, and synthesize relevant previous research results. The stages of this study refer to the SLR model developed by Kitchenham (2004) and the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. The initial step taken was to formulate the main research question, namely how does elementary school principal supervision affect the quality of learning and teacher performance, and what are the indicators of successful supervision in previous studies. Furthermore, inclusion and exclusion criteria were determined. Inclusion criteria include articles that discuss principal supervision at the elementary school level, published between 2013 and 2023, using relevant research methods (quantitative, qualitative, or mixed), and available in Indonesian or English. Meanwhile, articles that were irrelevant, not peer-reviewed, or not in the context of elementary schools were excluded from the analysis.

The next stage is to synthesize the findings of the 15 selected articles, by comparing the patterns that emerge, highlighting differences, and assessing the contribution of each study. This synthesis aims to gain a comprehensive understanding of the effectiveness and challenges of educational supervision in various conditions and backgrounds. The results of the synthesis are then used as a basis for formulating applicable recommendations for various parties in the world of education, such as principals, teachers, and policy makers, so that they are able to develop a responsive, participatory supervision system that supports the improvement of teacher professionalism. With this approach, research not only strengthens the scientific basis in the field of educational supervision, but also makes a real contribution to designing more effective supervision policies and practices in the field.

### C. Results and Discussion

**Table 1. 15 Article Jurnal Reviewed**

No	Title and Author	Research Adjectives	Research methodology	Research result	Conclusion
1.	Principal's Academic Supervision in Improving Teacher Performance (Badriyah, 2022)	This study aims to describe and analyze the role of academic supervision carried out by the principal in improving teacher performance. Specifically, this study aims to reveal how academic supervision is implemented, the strategies used by the principal, and the impact of such supervision on improving the professionalism and quality of teacher work in the school environment.	This study uses a qualitative approach with a case study design to explore more deeply the implementation of academic supervision by the principal in improving teacher performance. The qualitative approach was chosen because it can provide a deeper understanding of the phenomena that occur in the field, especially regarding the interaction between the principal and teachers and its impact on teacher performance.	The results of the study indicate that academic supervision carried out by the principal has a significant influence on improving teacher performance. Based on interviews with principals, teachers, and education supervisors, it was found that the implementation of academic supervision was carried out routinely and in a structured manner, with the main focus on developing teacher professionalism in terms of learning planning, teaching implementation, and assessing student learning outcomes. The principal used a variety of supervision strategies, including direct guidance, classroom observation, and reflective meetings with teachers to discuss progress and challenges in teaching.	Based on the results of this study, it can be concluded that academic supervision carried out by the principal has a positive influence on improving teacher performance. The implementation of structured supervision, such as direct guidance, classroom observation, and reflective discussion, has been shown to improve teachers' understanding of effective teaching practices and their motivation in developing the quality of learning. The principal plays an important role as a leader and facilitator who supports the development of teacher professionalism, which in turn contributes to improving student learning outcomes.
2.	Supervision in Improving the Quality of Learning Evaluation at State Elementary	This study aims to analyze the role of supervision in improving the quality of learning evaluation at State Elementary School 114 Rejang Lebong.	This study uses a qualitative approach with a case study design. The researcher conducted direct observation of the implementation of supervision by the principal and learning evaluation	The results of the study indicate that supervision carried out by the principal has a positive impact on improving the quality of learning evaluation at State Elementary School 114 Rejang Lebong. The supervision carried out includes	Based on the results of this study, it can be concluded that principal supervision has an important role in improving the quality of learning evaluation at State Elementary School 114 Rejang Lebong. Although there are

School 114 Rejang Lebong (Enilawati et al., 2022)	Specifically, this study aims to explore how the implementation of supervision by the principal can affect the quality of learning evaluation conducted by teachers, as well as to identify the challenges and strategies implemented in efforts to improve the quality of learning evaluation at the school.	conducted by teachers at State Elementary School 114 Rejang Lebong. Data collection was conducted through in-depth interviews with the principal, teachers, and education supervisors, as well as observations of the learning evaluation process in the classroom. In addition, the researcher also collected related documents such as lesson plans and learning evaluation report results. The data obtained were analyzed using thematic analysis techniques, where data were analyzed based on the main themes related to supervision and the quality of learning evaluation.	classroom observation, reflective discussions, and direct guidance to teachers in planning and implementing learning evaluations. The principal plays an active role in providing constructive input to teachers to improve the quality of evaluation questions, assessment techniques, and the use of evaluation results in improving the learning process. However, there are challenges in implementing supervision, such as limited time and resources, which affect the intensity of supervision carried out. Teachers also expressed that although supervision has a positive impact, there is still a need for further training in designing effective learning evaluations.	challenges in its implementation, such as time constraints, structured and continuous supervision can improve teachers' abilities in compiling and implementing quality learning evaluations. This study recommends the need to strengthen training for principals and teachers in designing learning evaluations that are more effective and relevant to students' needs, as well as improving time management so that supervision can be carried out optimally.
3. Implementation of Supervision at Pertiwi Elementary School, Bogor (Ganeswara & Karmila, 2021)	This study aims to analyze the implementation of supervision carried out at Pertiwi Elementary School, Bogor, and to evaluate its impact on improving the quality of learning and teacher professionalism. Specifically, this study aims to identify the	This study uses a qualitative approach with a case study design to explore the implementation of supervision at Pertiwi Elementary School, Bogor. Data collection was conducted through in-depth interviews with the principal, teachers, and education supervisors, as well as direct observation of the supervision process taking place at the	The results of the study showed that the implementation of supervision at Pertiwi Elementary School, Bogor was carried out with various approaches, including classroom observation, reflective meetings, and direct guidance by the principal. This supervision aims to improve the quality of learning and strengthen teacher professionalism. The principal uses supervision as a means to provide constructive	Based on the results of this study, it can be concluded that the implementation of supervision at Pertiwi Elementary School, Bogor has a positive impact on improving the quality of learning and teacher professionalism. Although there are challenges such as time constraints and the need for further training, structured and ongoing supervision can improve teachers'

		<p>supervision strategies implemented by the principal, the challenges faced in the supervision process, and the extent to which the supervision contributes to improving the performance and professional development of teachers at the school.</p>	<p>school. In addition, the researcher also analyzed related documents such as supervision plans, supervision report results, and learning evaluation notes used during supervision. The data obtained were analyzed using thematic analysis, where the data was organized based on themes related to supervision strategies, challenges faced, and their impact on the quality of learning and teacher professional development.</p>	<p>feedback and support teachers in facing teaching challenges. However, there are several challenges in the implementation of supervision, such as the limited time available to the principal and the need for further training in supervision skills. Nevertheless, the supervision carried out has proven effective in improving the quality of learning, with teachers who are more skilled in planning and implementing better learning. In addition, there is an improvement in classroom management and the development of teaching methods that are more appropriate to students' needs.</p>	<p>abilities in planning and implementing learning. This study recommends that principals continue to strengthen the existing supervision system, including providing additional training for principals and teachers in improving supervision and classroom management skills, to ensure that supervision remains effective in improving the quality of education in elementary schools.</p>
4.	Supervision Model in Quality Assurance of Educational Institutions (Muhammad Syukron et al., 2023)	<p>This study aims to identify and analyze the supervision model applied in the quality assurance of educational institutions. Specifically, this study wants to explore how the supervision model can improve the effectiveness of educational management in educational institutions, as well as to determine its contribution to improving the quality of the learning</p>	<p>This study uses a qualitative approach with a case study design. Data collection was conducted through in-depth interviews with school principals, educational supervisors, and several teachers to obtain various perspectives related to the implementation of supervision in educational institutions. In addition, researchers conducted observations of the supervision process that took place in the educational institutions studied, and</p>	<p>The results of the study indicate that the supervision model applied in the quality assurance of educational institutions in the schools studied combines various approaches, including collaborative-based supervision, direct coaching, and performance-based evaluation. This supervision model focuses on increasing the capacity of teachers and principals in designing and implementing quality learning, as well as encouraging continuous improvement through constructive feedback. Principals and education supervisors play an active role in</p>	<p>Based on the results of this study, it can be concluded that the supervision model applied in the quality assurance of educational institutions has great potential in improving the quality of education, both in terms of learning management and teacher professional development. Although there are several challenges in its implementation, such as limited time and resources, the supervision model based on collaboration and sharing constructive feedback has proven effective in supporting the</p>

		process and educational management in schools.	analyzed related documents such as supervision reports and learning evaluation data. The collected data were analyzed using thematic analysis techniques, where data were categorized based on emerging themes, such as the supervision model used, challenges faced, and the impact of supervision on the quality of education.	facilitating the supervision process that not only assesses teacher performance but also provides professional support to them. However, challenges such as limited time and resources, as well as difficulties in conducting consistent supervision, remain obstacles that affect the effectiveness of this supervision model.	improvement of education quality. This study recommends the need to strengthen the ongoing supervision system, by providing training for school principals and education supervisors in more effective supervision skills and strengthening the commitment to quality assurance of education in educational institutions.
5.	The Influence of Principal Supervision and the Role of the School Committee on Teacher Performance (Raberi et al., 2020)	This study aims to determine the effect of supervision carried out by the principal and the role of the school committee on improving teacher performance. Specifically, the purpose of this study is to analyze the extent to which the principal's supervision and the support provided by the school committee contribute to improving the quality of teaching and teacher professionalism in schools.	This study uses a quantitative approach with a survey design. Data were collected through questionnaires distributed to principals, school committees, and teachers in several schools that were sampled in the study. The questionnaire contained questions that measured respondents' perceptions regarding the effectiveness of principal supervision, the role of the school committee, and its influence on teacher performance. This study used multiple linear regression analysis to test the influence of these variables on teacher performance. The researcher also conducted validity and	The results of the study indicate that both principal supervision and the role of the school committee have a significant positive influence on teacher performance. Principal supervision, which includes activities such as classroom observation, periodic evaluation, and providing constructive feedback, improves teacher motivation and teaching skills. The role of the school committee also plays an important role by providing support in the form of policies, resources, and facilities that help teachers carry out their teaching duties better. The results of the regression analysis indicate that principal supervision and the role of the school committee simultaneously make a significant	From the results of this study, it can be concluded that the principal's supervision and the role of the school committee have a very important influence on teacher performance. Supervision carried out by an effective principal can improve the quality of learning provided by teachers, while the active role of the school committee in providing policy support and resources also strengthens the learning outcomes. Therefore, to improve the quality of education in schools, principals need to strengthen the implementation of structured and sustainable supervision, and encourage a more active role from the school committee in supporting the

		reliability tests to ensure the accuracy of the data obtained.	contribution to improving teacher performance.	teaching needs and professional development of teachers.
6.	The Influence of Principal Academic Supervision and Work Environment on the Performance of Elementary School Teachers at Air Salek (Pujianto et al., 2020)	This study aims to determine the effect of academic supervision carried out by the principal and the work environment on teacher performance at Air Salek State Elementary School. Specifically, the purpose of this study is to identify the extent to which the principal's academic supervision and work environment factors influence the improvement of teacher performance in carrying out learning tasks at the school.	This study uses a quantitative approach with a survey design. Data collection techniques were carried out through questionnaires distributed to teachers at Air Salek Elementary School. The questionnaire measured teachers' perceptions regarding academic supervision carried out by the principal, as well as the working environment conditions they face, such as facilities, interpersonal relationships, and support from colleagues. To analyze the data, the researcher used multiple linear regression analysis, which allows researchers to measure how much influence these variables have on teacher performance. The validity and reliability of the instrument were also tested to ensure the accuracy of the data obtained.	The results of the study indicate that the principal's academic supervision and the work environment have a significant positive influence on teacher performance. Academic supervision carried out by the principal, such as providing professional guidance, classroom observation, and constructive feedback, has been shown to improve teacher performance in the learning process. In addition, a conducive work environment, including support from colleagues, adequate facilities, and good relationships between individuals, also plays an important role in increasing teacher enthusiasm and motivation to give their best in learning. The results of the linear regression analysis show that both factors simultaneously contribute significantly to improving teacher performance at the school.
7.	The Influence of Principal Academic Supervision	This study aims to analyze the influence of academic supervision carried out by the	This study uses a quantitative approach with a survey design. Data collection techniques were carried out	The results of the study indicate that the principal's academic supervision and teacher work motivation have a significant positive influence on

and Teacher Work Motivation on Teacher Performance (Moulina, 2022)	principal and teacher work motivation on improving teacher performance in schools. Specifically, the purpose of this study is to determine how academic supervision implemented by the principal and the level of teacher work motivation can contribute to improving the quality of teaching and teacher professionalism in schools.	through questionnaires distributed to teachers in several schools that were the research samples. The questionnaire contained questions that measured teachers' perceptions of academic supervision carried out by the principal and their level of work motivation, as well as its influence on teacher performance. The researcher used multiple linear regression analysis to analyze the relationship between these variables. Before conducting the analysis, the researcher tested the validity and reliability of the instrument to ensure the accuracy of the data obtained.	teacher performance. Academic supervision carried out by the principal, such as classroom observation, constructive feedback, and professional guidance, improves teachers' teaching ability and self-confidence in carrying out their duties. On the other hand, teacher work motivation, which is influenced by internal and external factors such as appreciation, peer support, and recognition of achievement, has also been shown to have a significant impact on teacher performance. The results of the regression analysis show that both factors simultaneously contribute greatly to improving teacher performance in schools.	a significant influence on teacher performance. Supervision carried out well by the principal can improve the quality of teaching provided by teachers, while high work motivation encourages teachers to work better and with full dedication. This study recommends that the principal be more intensive in implementing constructive academic supervision and providing positive encouragement for teachers. In addition, it is important for schools to create an environment that can motivate teachers, such as giving awards for achievements and creating a culture of mutual support among colleagues. These two factors need to be strengthened to achieve optimal teacher performance improvement.
8. The Influence of Supervision and the Role of the Principal on the Teaching Performance of Elementary School Teachers in	This study aims to analyze the influence of supervision carried out by the principal and the role of the principal on the teaching performance of teachers at Public Elementary Schools in Rumbai Pesisir District. This study focuses on	This study uses a quantitative approach with a survey design. Data collection techniques were carried out by distributing questionnaires to teachers at public elementary schools in Rumbai Pesisir District. The questionnaire was designed to measure teachers' perceptions regarding	The results of the study indicate that principal supervision has a significant positive influence on teacher teaching performance. Principals who supervise by providing constructive feedback, conducting class evaluations, and providing guidance to teachers can improve the quality of teaching carried out by teachers. In addition,	From the results of this study, it can be concluded that supervision carried out by the principal and the role of the principal have a very important influence on teacher teaching performance. Supervision that is carried out effectively can improve teacher teaching skills and motivate them to be more qualified in the

Rumbai Pesisir District (Prahara et al., 2022)	identifying how much influence the principal's supervision has, as well as how the principal's role in creating a supportive work environment is, on improving teacher performance in carrying out teaching tasks.	supervision carried out by the principal and the role of the principal in improving the quality of teaching. The data collected were then analyzed using multiple linear regression analysis to determine the effect of supervision and the role of the principal simultaneously on teacher teaching performance. The researcher also conducted validity and reliability tests of the instrument to ensure that the data obtained had high accuracy.	the role of the principal who supports the development of teacher professionalism and creates a conducive work environment also has a significant influence on teacher teaching performance. The results of the linear regression analysis show that both factors, supervision and the role of the principal, contribute significantly to the teaching performance of elementary school teachers in Rumbai Pesisir District.	learning process. In addition, the role of the principal in creating a supportive work environment and providing professional guidance to teachers also plays a major role in improving teacher performance. Therefore, principals are advised to strengthen the implementation of academic supervision and continue to develop their role in creating a school environment that supports teacher development. This will greatly contribute to improving the quality of learning in schools.
9. The Influence of Principal Academic Supervision, Work Motivation and Work Discipline on the Quality of Elementary Schools (Jumali et al., 2023)	This study aims to analyze the influence of academic supervision carried out by the principal, work motivation, and work discipline on the quality of education in elementary schools. Specifically, the purpose of this study is to determine how much influence the three factors have on improving the quality of education, both in terms of teaching, classroom management,	This study uses a quantitative approach with a survey design. Data were collected by distributing questionnaires to teachers in several elementary schools selected as research samples. The questionnaires given measured teachers' perceptions regarding the principal's academic supervision, work motivation, and work discipline, as well as their relationship to the quality of education in schools. The researcher used multiple linear regression analysis to analyze the influence of each factor on	The results of the study indicate that the principal's academic supervision, work motivation, and work discipline have a significant positive influence on the quality of elementary schools. Academic supervision carried out by the principal, such as teaching evaluation and providing feedback, has been shown to improve the quality of learning provided by teachers. In addition, high work motivation, which is influenced by internal factors such as appreciation and support from colleagues, and good work discipline, such as punctuality and commitment to	Based on the results of this study, it can be concluded that the principal's academic supervision, work motivation, and work discipline have a very important role in improving the quality of education in elementary schools. Effective supervision can improve the quality of teaching carried out by teachers, while high teacher motivation and work discipline will have a direct impact on their performance in providing quality education. Therefore, principals are advised to strengthen the implementation of academic supervision, increase teacher

		and student learning outcomes in elementary schools.	school quality. Before the analysis was carried out, the instruments used were tested for validity and reliability to ensure accurate and reliable results.	tasks, also play an important role in improving the quality of education. The results of multiple linear regression analysis indicate that these three factors contribute significantly to the quality of elementary schools.	work motivation through awards and recognition of their performance, and encourage the creation of a good culture of discipline in schools. All of these factors, if managed properly, can improve the overall quality of elementary schools.
10.	The Influence of Supervision, Work Motivation and Principal Leadership on Class Teacher Performance in Peusangan District, Bireuen Regency (Raimah & Kamaruddin, 2022)	This study aims to analyze the influence of supervision carried out by the principal, work motivation, and principal leadership on the performance of class teachers in Peusangan District, Bireuen Regency. The main objective of this study is to identify the extent to which supervision, work motivation, and principal leadership style can improve teacher performance in carrying out teaching tasks in the classroom.	This study uses a quantitative approach with a survey design. Data were collected through questionnaires distributed to class teachers in several elementary schools in Peusangan District, Bireuen Regency. The questionnaire contains questions that measure teachers' perceptions related to supervision carried out by the principal, their work motivation, and the principal's leadership style. To analyze the data obtained, the researcher used multiple linear regression analysis which allows for measuring the simultaneous influence of the three variables on teacher performance. Before the analysis was carried out, the researcher tested the validity and reliability of the	The results of the study indicate that supervision carried out by the principal, work motivation, and principal leadership have a significant positive influence on teacher performance. Supervision carried out well by the principal, such as providing constructive feedback and conducting classroom observations, improves the quality of teacher teaching. High work motivation, which is influenced by internal factors such as awards, recognition of achievement, and support from the principal, also contributes positively to teacher performance. In addition, the principal's democratic and supportive leadership style, as well as his/her ability to create a good work climate, have been shown to improve the performance of classroom teachers. The results of the regression analysis show that these three factors contribute significantly	Based on the results of this study, it can be concluded that supervision, work motivation, and principal leadership play a very important role in improving the performance of classroom teachers in Peusangan District, Bireuen Regency. Constructive supervision and guidance from the principal can improve teachers' teaching skills, while high work motivation and supportive leadership play a role in creating a productive work environment. Therefore, principals are advised to strengthen the implementation of more intensive supervision, provide rewards for teacher achievements, and apply a more democratic and supportive leadership style. Thus, these three factors can support each other to improve teacher performance and the quality of learning in schools.

			instrument to ensure accurate and reliable results.	to teacher performance in the classroom.	
11.	Principal Supervision in the Use of Learning Media in Elementary Schools (Irianisyah et al., 2020)	This study aims to analyze the role of principal supervision in the use of learning media in elementary schools. Specifically, the purpose of this study is to identify how principals supervise the use of learning media, and how such supervision affects the improvement of teaching quality in the classroom.	This study uses a qualitative approach with a case study design. Researchers collected data through in-depth interviews with principals and several teachers in several elementary schools selected as research samples. In addition, direct observation of the supervision activities carried out by the principal related to the use of learning media was also carried out to obtain more comprehensive data. The data analysis technique used was thematic analysis, which allowed researchers to identify the main themes related to the role of principal supervision in the use of learning media in elementary schools.	The results of the study indicate that the principal's supervision of the use of learning media in elementary schools has a positive influence on improving the quality of learning. The principal provides clear guidance regarding the selection and use of learning media that are appropriate to the material being taught. In addition, the principal also facilitates training for teachers to improve their skills in using more varied and interactive learning media. However, most teachers still feel limited in terms of access to adequate learning media, even though they have received good supervision from the principal. These limitations are often related to the facilities and infrastructure available at the school.	Based on the results of this study, it can be concluded that principal supervision has a very important role in the use of learning media in elementary schools. Principals who actively provide guidance and support to teachers in choosing and utilizing appropriate learning media can improve the quality of the learning process. However, the success of this supervision also depends on the facilities and resources available at the school. Therefore, it is recommended that principals continue to strengthen the implementation of supervision, as well as strive to increase access to quality learning media. In addition, the government and policy makers also need to support the provision of more adequate learning media so that the quality of teaching can continue to improve.
12.	The Influence of Principal Academic Supervision and School Culture on	This study aims to analyze the influence of academic supervision conducted by the principal and school culture on the quality of	This study uses a quantitative approach with a survey design. Researchers collected data through questionnaires distributed to teachers in several schools selected as	The results of the study indicate that the principal's academic supervision and school culture have a significant positive influence on the quality of teacher teaching. Academic supervision carried out by the	Based on the results of this study, it can be concluded that academic supervision carried out by the principal and school culture have a very important role in improving the quality of teacher

Teacher Teaching Quality (Nursidah et al., 2021)	teacher teaching. Specifically, the purpose of this study is to determine the extent to which academic supervision conducted by the principal and the existing school culture can improve the quality of teaching and teacher performance in the classroom.	research samples. This questionnaire measures teachers' perceptions related to the principal's academic supervision, existing school culture, and teacher teaching quality. In addition, researchers used multiple linear regression analysis to analyze the simultaneous influence of academic supervision and school culture on teacher teaching quality. Before the analysis was carried out, the research instrument was tested for validity and reliability to ensure data accuracy.	principal, such as conducting classroom observations and providing constructive feedback, improves the quality of teacher teaching. In addition, a supportive school culture, which includes cooperation between teachers, the principal, and other staff, also contributes to improving the quality of teaching. The researchers found that teachers who felt supported by the principal and were in a positive school culture environment tended to have better teaching performance. Regression analysis showed that academic supervision and school culture contributed significantly to improving the quality of teacher teaching.	teaching. Effective supervision can provide clear direction and guidance needed by teachers to improve the quality of their teaching. In addition, a school culture that supports cooperation and communication between teachers and the principal plays a role in creating a conducive work climate for quality learning. Therefore, principals need to continue to strengthen the implementation of academic supervision and develop a positive school culture, in order to improve the quality of teacher teaching and student learning outcomes.
13. Basic Concepts of Educational Supervision (Addini et al., 2022)	This study aims to identify and explain the basic concept of educational supervision and its role in improving the quality of learning in schools. This study also aims to provide a clearer understanding of the effective educational supervision model and how the principal, as the main supervisor, can implement supervision	This study uses a qualitative approach with a literature study that examines various theories, concepts, and practices of educational supervision from various relevant literature sources. The researcher analyzed articles, books, and previous studies to identify the basic principles of educational supervision and compare existing supervision models. Data were collected through a systematic literature	The results of the study indicate that educational supervision has a very important role in the professional development of teachers and improving the quality of learning in schools. Researchers identified several basic concepts of educational supervision, such as instructional supervision, administrative supervision, and collaborative-based learning supervision. Supervision that is carried out effectively can improve teachers' teaching skills, build positive relationships between	Based on the research results, it can be concluded that educational supervision has a crucial role in improving the quality of education in schools. Supervision does not only focus on assessing teacher performance, but also on ongoing professional development, coaching, and providing constructive feedback. Collaborative-based supervision models, which involve active participation between principals and teachers, have proven to be

		that is oriented towards improving the quality of teacher teaching and student learning.	review and presented descriptively to provide a comprehensive picture of educational supervision in a broader context.	principals and teachers, and create a school culture that supports quality learning. In addition, the results of the study also revealed that educational supervision that is carried out with a more collaborative approach, based on joint problem solving, tends to be more effective in improving the quality of teaching and learning.	more effective in creating positive changes in teaching practices. Therefore, principals need to continue to develop skills in conducting supervision based on collaboration and problem solving, and pay special attention to teacher coaching in order to achieve better educational goals.
14.	Implementation of Educational Supervision in Schools (Berliani et al., 2023)	This study aims to analyze the implementation of educational supervision in schools and to evaluate its effectiveness in improving the quality of learning and teacher performance. This study also aims to explore various factors that influence the implementation of educational supervision in schools and how supervision impacts teacher professional development and improving student learning outcomes.	This study uses a descriptive qualitative approach with data collection techniques through in-depth interviews and observations of principals, teachers, and other educational staff. The researcher selected several schools in certain areas as research samples. The collected data were analyzed thematically to identify patterns that emerged in the implementation of educational supervision, as well as to assess factors that influence the effectiveness of supervision in the field. In addition, this study also involved analysis of documents and reports related to supervision in each school.	The results of the study indicate that the implementation of educational supervision in the schools studied went well, but still faced several challenges. Principals who actively carried out instructional supervision by providing direct feedback and guidance to teachers were proven to improve the quality of teaching in the classroom. However, there was variation in how supervision was carried out, depending on the leadership of the principal and the existing school culture. Some schools had difficulty in carrying out effective supervision due to limited time and resources. In addition, some teachers felt that supervision was sometimes not focused enough on improving their professionalism, but rather more on fulfilling administrative obligations.	Based on the results of this study, it can be concluded that educational supervision plays a very important role in improving the quality of learning and teacher performance. Principals who are directly involved in academic supervision and provide adequate support to teachers can create a better learning environment. However, to improve the effectiveness of supervision, adjustments need to be made in terms of time, resources, and approaches used so that supervision focuses more on developing teacher professionalism. Therefore, it is recommended that principals strengthen the implementation of supervision with a more collaborative approach, as well as paying attention to the needs and

15.	The Role of Educational Supervision in Improving the Quality of Education in the Digital Era (Jacqueline & Mulyanti, 2024)	<p>This study aims to examine the role of educational supervision in improving the quality of education in the digital era. Specifically, this study seeks to understand how the supervision strategies implemented by principals and supervisors can adapt to the development of digital technology, and how these approaches contribute to improving teacher professionalism and the effectiveness of digital-based learning.</p>	<p>This study uses a descriptive qualitative approach with semi-structured interview techniques with principals, teachers, and education supervisors, as well as a documentation study of technology-based supervision policies and programs. Data were analyzed thematically, to identify the main roles of supervision in the context of digital transformation of education. The study was conducted in several schools that have implemented technology in the teaching and learning process.</p>	<p>The results of the study indicate that educational supervision has an important role in directing teachers to utilize digital technology effectively in learning. Principals and supervisors who are responsive to digital developments can guide teachers in the use of online learning platforms, digital administration management, and the use of interactive media. Supervision also serves as a means to identify technology training needs for teachers. However, there are challenges such as limited digital infrastructure, lack of technical training, and resistance from some teachers to technological change.</p>	<p>challenges faced by teachers in the learning process.</p> <p>This study concludes that in the digital era, educational supervision not only acts as an evaluation tool, but also as a facilitator of digital transformation in schools. Adaptive and innovative supervision can encourage teachers to develop their digital competencies and create learning that is more relevant to the needs of the times. For this reason, school principals and educational supervisors need to be equipped with technology-based supervision skills, and there needs to be policy and infrastructure support so that the digital supervision process runs optimally and has a real impact on improving the quality of education.</p>
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## Discussion

This study has several advantages and disadvantages. The advantage is that this study uses a qualitative approach with a case study design that allows researchers to gain an in-depth understanding of the implementation of principals' academic supervision and its impact on teacher performance. In addition, this study involved various parties, such as principals, teachers, and education supervisors, resulting in comprehensive findings. A structured supervision strategy was also successfully identified, and practical recommendations that are applicable to education stakeholders can be a guide in improving academic supervision. However, there are several shortcomings in this study, such as the limited time that principals have to carry out supervision optimally, and the sample is limited to only a few schools that may not reflect conditions in all elementary schools. In addition, this study also shows a lack of supervision training for principals, which can hinder the effectiveness of supervision itself. This study is also limited to an analysis of short-term impacts, without delving deeper into the long-term impact of supervision on the quality of education and teacher career development (Badriyah, 2022).

This study has several significant advantages, including the use of an in-depth qualitative approach, allowing researchers to gain a more comprehensive understanding of the role of principal supervision in improving the quality of learning evaluation. The involvement of various parties, such as principals, teachers, and education supervisors, enriches the perspective and produces more holistic findings. In addition, this study successfully identified the challenges faced in implementing supervision and provided applicable recommendations to improve the quality of learning evaluation. However, this study also has several shortcomings, including the limitations in the number of samples, which only focused on one school, so the results may not fully reflect the conditions in other schools with different characteristics. In addition, this study did not explore in more depth the long-term impact of supervision on the quality of learning evaluation and did not discuss in detail the obstacles in implementing supervision due to external factors such as education policies or limited budgets. Finally, the limited time that principals have in carrying out supervision is also an obstacle that reduces the intensity of supervision that can be given to teachers (Enilawati et al., 2022).

This study has several advantages, including the use of a qualitative approach with a case study design that allows researchers to gain an in-depth understanding of the implementation of supervision at Pertiwi Elementary School, Bogor. By involving various data sources such as principals, teachers, and education supervisors, this study can reveal various perspectives on the effectiveness of supervision and the challenges faced in its implementation. In addition, this study succeeded in providing practical recommendations that are applicable to improving the quality of supervision, which can be used as a reference for developing a supervision system in other elementary schools. However, this study also has several shortcomings,

including the limited sample that only focuses on one school, so that the results obtained may not fully reflect the broader conditions in other schools with different characteristics. In addition, this study did not explore in depth external factors such as education policies or budget conditions that might affect the effectiveness of supervision. The limited time that the principal has in carrying out supervision is also an obstacle identified in this study, which might reduce the overall effectiveness of supervision (Ganeswara & Karmila, 2021).

This study has several advantages, including the qualitative approach used to provide a deep understanding of the implementation of the supervision model in quality assurance in educational institutions. With a case study design, this study was able to explore perspectives from various parties, including school principals, education supervisors, and teachers, which provided rich and comprehensive data on the supervision process. The supervision model that is collaborative and focuses on improving teacher capacity has proven to be effective in supporting teacher professional development and improving the quality of learning. However, this study also has several shortcomings, including the limited sample size which only covers a number of certain educational institutions, so that the results cannot be generalized to all schools or educational institutions with different contexts. In addition, the challenges faced in this study, such as limited time and resources in implementing supervision, were not discussed in depth from a broader educational policy perspective, which should have provided more insight into external barriers that affect the implementation of supervision (Muhammad Syukron et al., 2023).

This study has several advantages, including the use of a quantitative approach with a survey design that allows researchers to collect data from various respondents (principals, school committees, and teachers) so as to produce more representative findings regarding the influence of principal supervision and the role of the school committee on teacher performance. The use of multiple linear regression analysis also provides a clearer understanding of the relationship between variables and the extent to which each factor contributes to improving teacher performance. The results of this study are very relevant for education policy makers in designing strategies to improve the quality of education. However, this study also has several shortcomings, including limitations in the number of samples that only cover a number of schools, so the results may not be generalizable to all schools with different contexts. In addition, this study only measures respondents' perceptions of supervision and the role of the school committee, without considering other external factors that may affect teacher performance, such as broader education policies or students' socio-economic factors. Also, there is no more in-depth analysis of the obstacles faced by principals and school committees in implementing supervision or supporting teachers (Raberi et al., 2020).

This study has several advantages, including the use of a quantitative approach that allows researchers to obtain more objective and measurable data related to the influence of academic supervision and the work environment on teacher performance.

In addition, the research design using multiple linear regression provides a more in-depth analysis of the relationship between variables, so that the results can be used to formulate practical recommendations for education management. The questionnaire used also succeeded in directly measuring teachers' perceptions of supervision and the work environment, providing a clear picture of the factors that influence their performance. However, this study also has several shortcomings, such as the limited sample size which only includes one school, namely Air Salek Elementary School, which makes the results unable to be generalized to other schools with different contexts. In addition, this study only measures teachers' perceptions regarding supervision and the work environment, without considering other external factors, such as broader education policies or socio-economic factors, which can also affect teacher performance. This study also does not delve deeper into the challenges or obstacles faced by principals and teachers in implementing supervision or in creating a conducive work environment (Pujiyanto et al., 2020).

This study has several advantages, including the use of a quantitative approach that allows researchers to obtain more objective and measurable data related to the influence of academic supervision and work motivation on teacher performance. The use of multiple linear regression analysis also provides clearer insight into the relationship between these variables, so that the results can provide practical recommendations for schools in improving teacher performance. In addition, the instruments used (questionnaires) have been tested for validity and reliability, ensuring the accuracy of the data collected. However, this study also has several shortcomings, such as limitations in terms of samples that only cover a number of schools that are not necessarily representative of the entire teacher population in various schools. In addition, this study only relies on teacher perceptions regarding supervision and work motivation, without measuring other external factors that could have an influence, such as socio-economic conditions or applicable education policies. Also, there is no further explanation regarding the challenges or obstacles faced in implementing academic supervision and creating optimal work motivation in the field (Moulina, 2022).

This study has several advantages, including the use of a quantitative approach that allows researchers to collect objective and measurable data on the influence of principal supervision and the role of the principal on teacher teaching performance. The use of multiple linear regression analysis provides a deeper understanding of the extent to which both factors simultaneously affect teacher performance, so that the results can be applied to formulate more effective policies. In addition, this study was conducted in several schools in Rumbai Pesisir District, which allows for more diverse and representative data in this context. However, this study also has several shortcomings, including the limited sample that only includes teachers from public elementary schools in one district, which can affect the generalization of the research results to other areas or schools with different conditions. In addition, this study only relies on questionnaires to measure teacher perceptions of supervision and the role of

the principal, without considering other external factors, such as government policies, socio-economic conditions, or the level of parental involvement that can also affect teacher performance. Also, this study does not delve deeper into the challenges faced by principals in carrying out supervision or how teachers overcome obstacles in their teaching performance (Prahara et al., 2022).

This study has several advantages, including the use of a quantitative approach that allows researchers to obtain objective and measurable data on the influence of principals' academic supervision, work motivation, and work discipline on the quality of elementary schools. The use of multiple linear regression analysis allows researchers to analyze the relationship between the three variables simultaneously, providing a more comprehensive insight into the factors that influence the quality of education. In addition, the instrument used (questionnaire) has been tested for validity and reliability, ensuring that the data obtained is reliable. However, this study also has several shortcomings, including limitations in the sample that only includes a few elementary schools, which may affect the ability to generalize the findings to other schools with different conditions. In addition, this study only relies on teacher perceptions regarding academic supervision, work motivation, and work discipline, while other external factors such as education policies, parental support, and students' socio-economic conditions that can affect the quality of education are not taken into account. This study also does not delve deeper into the challenges faced by principals in implementing academic supervision or how to effectively improve teacher motivation and work discipline (Jumali et al., 2023).

This study has several advantages, including the use of a quantitative approach that allows researchers to collect objective and measurable data related to the influence of supervision, work motivation, and principal leadership on teacher performance. The use of multiple linear regression analysis provides deeper insight into the contribution of each factor to improving teacher performance, and allows researchers to measure the influence of these variables simultaneously. In addition, the instruments used in this study have been tested for validity and reliability, so that the data obtained can be trusted. However, this study also has several shortcomings, such as the limited sample that only includes teachers from Peusangan District, which can limit the generalization of the research results to other areas or schools with different conditions. In addition, this study relies on questionnaires as the only data collection instrument, which relies on individual perceptions of supervision, work motivation, and principal leadership, without considering other external factors that may have an influence, such as education policies or broader socio-economic factors. Also, although this study found a significant influence, it did not explain further about the challenges or obstacles faced in implementing effective supervision or leadership in the field (Raimah & Kamaruddin, 2022).

This study has several advantages, including the use of a qualitative approach that allows researchers to gain a deeper understanding of how principal supervision

related to the use of learning media affects the quality of teaching. In-depth interviews and direct observations provide rich and contextual data on supervision practices carried out in the field. In addition, thematic analysis allows researchers to identify key themes related to the effectiveness of supervision in improving the use of learning media. However, this study also has several shortcomings. One is the limited number of samples, which only covered a few specific elementary schools, making the results of this study difficult to generalize to all elementary schools in a wider area. In addition, although this study focuses on the role of principal supervision, external factors such as education policies or socio-economic conditions that can affect access to and use of learning media are not discussed in depth. Another limitation is that this study does not measure how effective the use of learning media is in improving student learning outcomes, which should be one of the key indicators of the success of using learning media. (Irianisyah et al., 2020).

This study has several advantages, including the use of a quantitative approach that allows researchers to collect objective and measurable data on the influence of principal academic supervision and school culture on teacher teaching quality. The use of multiple linear regression analysis allows researchers to measure the simultaneous influence of both factors on teaching quality, providing deeper insight into the relationship between variables. In addition, the instrument used (questionnaire) has been tested for validity and reliability, so that the results of the study are more reliable. However, this study also has several shortcomings, such as the limited sample size that only includes certain schools, which may affect the ability to generalize the results of the study to other school contexts that may have different cultures or organizational structures. In addition, although this study found a positive relationship, it did not explain in detail the mechanisms or challenges faced in implementing effective academic supervision and developing school culture in the field. This study also did not consider other external factors that may play a role, such as education policies or students' socio-economic conditions, which could affect the quality of teacher teaching (Nursidah et al., 2021).

This study has several advantages, including a qualitative approach that allows researchers to provide an in-depth understanding of various basic concepts of educational supervision, as well as a comprehensive analysis of various supervision models applied in schools. By using literature studies, this study presents various perspectives from relevant literature sources, providing broad insights into the principles of educational supervision. In addition, this study can help broaden understanding of the role of supervision in improving the quality of learning, both in terms of teacher professional development and in the formation of a more collaborative school culture. However, this study also has several shortcomings, one of which is the limitation in testing and verifying the concepts discussed through empirical data. As a literature study, this study relies on existing literature, so the results obtained may be limited to theory and cannot fully reflect the dynamics in the field. In addition, this study does not reveal in depth the challenges or obstacles faced

in the implementation of educational supervision in various school contexts, which should be able to provide a more comprehensive picture (Addini et al., 2022).

This study has several advantages, including the use of a descriptive qualitative approach that allows researchers to obtain more in-depth and contextual data on the implementation of educational supervision in schools. By using in-depth interviews and direct observations, this study can explore the perceptions and direct experiences of school principals and teachers about the implementation of supervision in the field. In addition, the thematic analysis used in this study allows researchers to identify important patterns in the supervision practices carried out. However, this study also has several shortcomings, including the limited number of samples that only include a few schools, which can affect the ability to generalize the findings to other schools with different characteristics. In addition, because it is qualitative, this study cannot provide strong numerical data or quantitatively measure the direct influence of supervision on improving teacher performance or student learning outcomes. This study also does not identify external factors that may play a role in the success or failure of supervision implementation, such as education policies or socio-economic conditions (Berliani et al., 2023).

This study has several advantages, especially in its relevance to the context of modern education that is increasingly shifting towards digital. The use of a descriptive qualitative approach allows for an in-depth exploration of the dynamics of educational supervision in the digital era, including how principals and supervisors adapt their roles by utilizing technology. Interviews and documentation studies provide a concrete picture of supervision practices in the field, as well as the challenges and opportunities that arise. In addition, this study makes an important contribution by highlighting the need for technology training for educators in the context of supervision. However, there are several shortcomings, including the limited scope of the study to a number of schools that are already relatively familiar with technology, so that the findings do not necessarily represent the conditions of schools in areas that are not yet digitally developed. In addition, because it does not use a quantitative approach, this study does not specifically measure the extent to which digital supervision has an impact on improving student learning outcomes. This study also has not explored in detail the most effective digital supervision model applied in school environments with limited facilities (Jacqueline & Mulyanti, 2024).

## **D. Conclusion**

Based on the explanation of several articles, principal supervision has a strategic role in supporting the successful implementation of Merdeka Curriculum, especially in the digital era which is full of challenges and opportunities. In Jejawi District, the influence of effective supervision not only improves teacher competence in facing digital transformation, but is also expected to ensure the achievement of student-centered learning objectives. The results of the synthesis of various studies that

examine principal supervision on improving the quality of education, it can be concluded that principal supervision has a strategic role in improving teacher performance, learning quality, and the effectiveness of curriculum implementation, including Merdeka Curriculum in the digital era. Supervision that is carried out in a structured, systematic, and collaboration-based manner has been proven to be able to improve teaching practices, increase teacher work motivation, strengthen work discipline, and encourage the use of learning media and digital technology in the teaching and learning process.

Several key factors that support the success of supervision include clarity of the school's vision and mission, a technology-based supervision approach, support for a positive school culture, and democratic and supportive principal leadership. In addition, the involvement of the school committee and support for a conducive work environment are also important factors in strengthening the results of supervision on teacher performance. However, various studies also identify challenges in implementing supervision, such as principals' time constraints, resource constraints, lack of specific training in digital-based supervision, and external barriers such as education policies or infrastructure constraints. In addition, some studies are only able to analyze the short-term impact of supervision without exploring the long-term impact on the quality of education and teachers' professional careers. Overall, these studies emphasize the importance of strengthening the capacity of principals in the areas of academic and technological supervision, as well as the need for collaboration between schools, government, and the community in creating an education ecosystem that supports innovative and sustainable learning in the digital era.

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