

Systematic Literature Review: The Impact of Principal's Academic Supervision on Teachers' Performance

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Abstract: This study aims to examine the influence of principal academic supervision and school culture on the quality of teaching and teacher performance at various levels of education. This study employs a systematic literature review (SLR) methodology, analyzing quantitative and qualitative research on principal academic supervision and teacher performance. Data analysis was carried out using simple and multiple linear regression. The results of the study indicate that academic supervision and school culture have a positive and significant effect on the quality of teacher teaching, both simultaneously and partially. Academic supervision through classroom visits has also been shown to improve teacher pedagogical competence. The novelty of this study lies in the combination of academic supervision variables, school culture, work motivation, and principal leadership in predicting teacher performance in various educational units. The contribution of this study provides an empirical basis for principals in designing effective academic supervision programs to improve the quality of learning and teacher performance.

Keywords: Principal's Academic Supervision, Systematic Literature Review, Teachers' Performance

A. Introduction

The quality of education is influenced by the quality of schools, while the quality of schools is influenced by several factors such as the quality of teachers, available facilities and infrastructure, the community environment and the role of the principal (Riyadi et al., 2024). This research is important to be carried out as scientific proof and to strengthen the results of previous research related to factors related to teacher performance, as well as to provide theoretical contributions regarding leadership, especially academic supervision, teacher ability/teacher competence with teacher performance (Wibawani et al., 2024). The implementation of supervision by the principal as a factor that can theoretically affect teacher performance also has its own notes in the field. That the principal carries out academic supervision is something that is true, but the question is whether its implementation is as it should be or not (Adripen et al., 2021). To improve teacher performance, supervision by the principal is necessary so that it will help teachers in

carrying out their duties and functions at school, one of which is academic supervision (Yayuk et al., 2020). Better teacher performance is expected to improve student learning achievement, which in turn will improve the quality of school graduates (Aprida et al., 2020). Class visits are expected to have a truly strong and significant influence on teachers' pedagogical competence in class management (Atun, 2024). Performance is something that includes three meanings, namely achievement, performance and carrying out tasks, or it can also be interpreted as a result obtained from carrying out work tasks that someone shows when working (Yuniarti et al., 2023). Academic supervision of a teacher must be followed by the teacher's work motivation in developing the curriculum at school. It will be useful if the teacher has the desire, responsibility, interest, appreciation and improves himself in carrying out teaching activities (Mukiyi et al., 2023). Teachers who have good performance reflect that the teacher is able to fulfill the obligations and responsibilities of being a professional teacher, because the main task of a teacher is not only to teach but also to educate their students (Zohriah et al., 2022). Supervision activities have an influence on improving the professionalism of teaching staff, carried out by providing feedback on the results of academic supervision to teachers (Nadeak, 2022).

B. Methods

The research method used in this study is a qualitative approach with the Systematic Literature Review (SLR) method. This approach was chosen to examine in depth various relevant research results regarding the influence of principal supervision on teacher performance. In obtaining supporting data, the author uses several articles search methods, including:

1. Google Scholar

Steps to Search for Journals on Google Scholar

Using the search method on Google Scholar by opening the Google Scholar site by typing <https://scholar.google.com>, then click enter then a search column will appear, click the search button then type "The Effect of Principal Academic Supervision on Teacher Performance" click the search button, then Google Scholar will display a number of journals being searched for, but if you want to be more specific about the year of publication of the journal, you can press the special range button between what year and what year, then Google Scholar will display a list of relevant articles or journals. Pay attention to the title that appears. If there is exactly the same as what is being searched for, click on the title, then you will be directed to the site where the journal was published, then open or download the journal. If there is a [PDF] text to the left of the title, you can click it directly to download or read the journal for free.

2. SINTA

Steps to Search for Journals in SINTA

Buka website resmi SINTA dengan akses sebagai berikut: <https://sinta.kemdikbud.go.id>. Go to the “Journals” menu on the main page, click the “Journals” menu at the top, use the search field, then search for journals by typing the following keywords in the search field (not the entire title directly): principal academic supervision, teacher performance. Avoid typing the full title, because it may not be detected if there are small differences. Select One Journal from the search results, click on the journal name that you think is appropriate (eg education journal, education management, etc.). Browse Articles in the Journal Once you are on the journal page. Scroll down or look for buttons such as: View Journal, Visit Website or directly click the link to the journal site (usually in the “URL” column). SINTA does not accommodate journal files directly. So, you will be directed to the official website of the journal in question. After entering the journal site (eg journal.uny.ac.id, ejournal.upi.edu, etc.), look for the “Search” or “Archives” column. Enter keywords such as: principal academic supervision, then search for the appropriate or similar journal title such as: “The Effect of Principal Academic Supervision on Teacher Performance” Click the title of the journal/article. Then you will enter the article page, look for the “PDF”, “Full Text”, or “Download” button or link, click and save.

C. Results and Discussion

Table 1. Systematic Literature Review of Journals

No	Title	Researcher and Year	Research Purposes	Research Methods	Research Result	Conclusion
1	The Influence of Principal Academic Supervision and School Culture on Teacher Teaching Quality	(Nursidah et al., 2021)	The purpose of this study is to determine 1) The influence of the principal's academic supervision and school culture simultaneously on the quality of teacher teaching, 2) The influence of the principal's academic supervision on the quality of teacher teaching, 3) The influence of school culture on the quality of teacher teaching at SMAN 6 Wajo	This type of research is quantitative descriptive.	The research results that have been achieved show that there is an influence of the principal's academic supervision and school culture on the quality of teacher teaching at SMAN 6 Wajo.	Principal's academic supervision and school culture have a simultaneous influence on the quality of teacher teaching, with the principal's supervision indicator in the good category and school culture and teacher teaching quality descriptively in the very good category.
2	Implementation of Principal Academic Supervision in Improving Elementary School Teacher Performance	(Indriani et al., 2022)	Implementation of Principal Academic Supervision in Improving Elementary School Teacher Performance	This research uses a qualitative approach	The results of the research conducted make it easier for readers to understand the process and results of research on principal supervision at UPTD SDN 8 Nagrikaler Purwakarta, the population of which was taken from the school.	The implementation of the principal's academic supervision in improving teacher performance at SDN 8 Nagrikaler Purwakarta has been effective, this is because the planning is made so maturely and involves all school residents, in addition the principal has a program that is in accordance with the problems found by teachers at the school so that it can help teachers solve problems especially in learning activities, this certainly has an impact on teacher performance and student

3	The Influence of Principal Academic Supervision and Teacher Work Motivation on Teacher Performance	(Moulina, 2022)	This study aims to determine the effect of the principal's academic supervision and work motivation on teacher performance at SMA Negeri 10 Palembang.	quantitative research method with a sample size of 68 teachers	The research results obtained show that the principal's academic supervision and work motivation provide positive and significant influences on teacher performance simultaneously.	learning outcomes. Principal supervision has a positive and significant influence on teacher performance in schools. Teacher work motivation has a positive and significant influence on their performance. Simultaneously or together both principal supervision and teacher work motivation have an influence on teacher performance.
4	Implementation of Principal Academic Supervision in Improving Teacher Performance at SMAN 1 Rembang Regency	(Testri Destrianti et al., 2024)	Implementation of Principal Academic Supervision in Improving Teacher Performance at SMAN 1 Rembang Regency	This research uses a qualitative descriptive method.	The results of the study showed that the principal carried out academic supervision of teachers using clinical methods through class visits, follow-up supervision by creating a team of subject teachers to exchange ideas about learning tools and how to manage the class well.	Implementation is carried out using individual techniques by conducting class visits with a clinical supervision model, and assessing teacher performance in the teaching process. Assessment tools or instruments are required, in the form of Teacher Performance Assessment Tools (APKG) which consist of two types, namely the first to assess the learning implementation plan (RPP) and the second to assess the teacher's ability to carry out the learning process.
5	The Influence of Academic Supervision of School Supervisors and Principal Leadership on Teacher	(Khoirul Khobir et al., 2021)	This study aims to determine the influence of academic supervision by school supervisors and principal leadership on teacher performance.	This type of research is quantitative research.	The results of this study can be concluded that there is an influence of academic supervision by school supervisors and principal	(1) There is an influence of academic supervision of school supervisors on the performance of junior high school teachers in Banyuasin III District. This means that academic supervision of school supervisors should be carried out

Performance					
6	The Influence of Academic Supervision in Improving Teacher Performance	(Novebri & Lubis, 2022)	This study aims to analyze the influence of academic supervision on teacher performance at the Adnani Panyabungan Islamic Education Foundation.	This research is a type of quantitative research.	leadership, both partially and simultaneously, on the performance of junior high school teachers in Banyuasin III District. routinely by school supervisors towards teachers. Because supervision is able to encourage improving teacher performance., (2) There is an influence of principal leadership on the performance of junior high school teachers in Banyuasin III District. This means that wise leadership will improve teacher performance, so that leadership can provide positive things if implemented effectively by the principal., (3) There is an influence of academic supervision of school supervisors and principal leadership together on the performance of junior high school teachers in Banyuasin III District.
7	The Influence of Academic	(Efrina et al., 2023)	The purpose of this study was to determine the influence of	This research is included in the ex	The research results found a positive relationship between academic supervision and teacher performance. The influence of academic supervision on teacher performance at the Adnani Panyabungan Islamic Education Foundation is 32.8% with an R2 value of 0.328, from the results of data processing and analysis in the discussion section it is concluded that academic supervision has a positive influence on improving teacher performance at the Adnani Panyabungan Islamic Education Foundation. (1) Academic supervision of educational units has a positive

	Supervision and Principal Leadership on Teacher Performance	academic supervision and principal leadership on the performance of junior high school teachers in Sembawa District.	post facto research type.	performance satisfaction and indirectly on teacher performance	effect on teacher performance at Public Junior High Schools in Sembawa District, this is influenced by the implementation of coaching, monitoring, assessment and training tasks carried out by academic supervisors. (2) Principal leadership has a positive effect on the performance of Public Junior High School teachers in Sembawa District, this is also influenced by the abilities possessed by a leader, namely personality, managerial, supervisory, entrepreneurial and social abilities of a principal. (3) Academic supervision of educational units and principal leadership have an effect on teacher performance, namely, improving the quality of their work, punctuality or discipline, responsibility, ability to complete their work, and being able to work well with colleagues.
8	The Influence of Principal Managerial Skills, Academic Supervision, School Culture on Teacher Performance	(Laila Cahya Pratiwi et al., 2023)	This study aims to analyze and determine the influence between the variables of the principal's managerial skills.	The approach used in this research is a quantitative approach with a correlational research type.	There is a significant influence between the principal's managerial ability and teacher performance. (1) Principal leadership has a direct effect on the performance of elementary school teachers in Suradadi District, Tegal Regency. The principal's skills in achieving the set targets have an effect on the performance of teachers to carry out their duties seriously and responsibly. (2) Academic supervision is related to

9	The Influence of Principal Academic Supervision and Teacher Personality Competence on Teacher Performance at SMP Negeri 19 Dumai	(Rozi Tasari, 2023)	This study aims to measure the influence of academic supervision and personality competence on the performance of teachers at SMPN 19 Dumai.	This research uses a quantitative approach method	The results of this study state that the principal's academic supervision at SMPN 19 is in the good category, this is because the academic supervision program is well planned and implemented. Principal academic supervision has a positive effect on teacher performance, which is 54.5%, while the teacher personality competence variable has a positive effect on teacher performance of 54.4%. Together, academic supervision and teacher personality competence have an effect on teacher performance of 98%.
10	The Influence of Academic Supervision on Teacher Performance through Kindergarten Teacher Motivation	(Suwondo et al., 2023)	The purpose of this study is to analyze the influence of academic supervision on teacher performance through the motivation of kindergarten teachers.	This study uses a correlational survey method.	The results of the research show that the better the supervision activities, the more work motivation will increase and this will have an impact on improving performance. Academic supervision has a positive and significant impact on teacher satisfaction and teacher professionalism in working so that it can lead to increased teacher work. Therefore, if academic supervision activities are increased, teacher performance will also increase.
11	The Influence of Supervision and	(Prahara et al., 2022)	This study aims to determine the influence of supervision	research conducted using a	Supervision and the role of the principal affect the teaching

	the Role of the Principal on the Performance of Elementary School Teachers in Rumbai Pesisir District		and the role of the principal on the teaching performance of elementary school teachers in Rumbai Pesisir sub-district.	quantitative approach using a survey method	role of the principal has a positive and significant influence on teacher teaching performance.	performance of elementary school teachers in Rumbai Pesisir District. Supervision that is carried out regularly and on schedule will have a positive effect on teacher teaching performance, and the better the role of the principal, the better the teacher teaching performance will be.
12	Principal's Academic Supervision of Teachers' Teaching Performance at SMAN 1 Cibungbulang	(Lestari & Rahmawati, 2023)	The purpose of this study was to determine the effect of the principal's academic supervision on the teaching performance of teachers at SMAN 1 Cibungbulang Bogor.	This research uses quantitative research.	There are problems related to the learning process in the classroom, this concerns the teacher's teaching performance.	The Principal's Academic Supervision (X) Influences the Teaching Performance of Teachers (Y) at SMAN 1, Cibungbulang District, Bogor
13	The Influence of Principal Academic Supervision, Work Motivation and Work Discipline on the Quality of Elementary Schools	(Jumali et al., 2023)	The principal's supervision can be linked to efforts to control learning programs and activities, foster people who implement programs and activities, in this case teachers, and straighten out programs and activities that are not directed at targets for the purpose of quality control.	The research uses a quantitative approach	The results of this study have proven that the principal's academic supervision, teacher work motivation and teacher work discipline have an influence on school quality.	(1) There is an influence of the principal's academic supervision on the quality of Elementary Schools in Karangawen District, Demak Regency. The greatest influence is on the supervision implementation dimension of 0.743 and the smallest influence is on the academic supervision planning dimension of 0.683. (2) There is an influence of teacher work motivation on the quality of Elementary Schools in Karangawen District, Demak Regency. The greatest influence is on the internal motivation dimension of 0.749 and the smallest influence is on the external

					motivation dimension of 0.353. (3) There is an influence of teacher work discipline on the quality of Elementary Schools in Karangawen District, Demak Regency. The greatest influence is on the attendance dimension of 0.513 and the smallest influence is on the implementation of task activities of 0.513. (4) There is an influence of the principal's academic supervision, work motivation and teacher work discipline on the quality of Elementary Schools in Karangawen District, Demak Regency. The greatest influence is on the principal's academic supervision variable of 64.7% and the smallest influence is on the teacher work motivation variable of 56.3%.
14	The Influence of Supervisory Supervision and Job Satisfaction on Improving Principal Performance	(Rahayuningsih et al., 2023)	This study aims to examine the influence of supervisor supervision and job satisfaction which are suspected of influencing the performance of school principals in Indonesia.	The research design used is path analysis, then continued with the SITOREM method.	This study makes an important contribution to the understanding of the factors that influence principal performance.
15	The Influence of Academic Supervision, Principal Managerial Skills,	(Riyadi et al., 2024)	(1) to find out the influence of academic supervision on teacher performance, (2) to find out the influence of the principal's managerial skills	This study uses a quantitative approach with an explanatory research design.	Academic supervision of elementary school principals in Bulu District, Temanggung Regency is in the fairly There is a positive and significant influence of academic supervision on the performance of elementary school teachers in Bulu District, Temanggung Regency, there is a

and Work
Motivation on the
Performance of
Elementary
School Teachers
in Bulu District,
Temanggung
Regency

on teacher performance, (3) to find out the influence of work motivation on teacher performance, (4) to find out the influence of academic supervision, the principal's managerial skills, and work motivation simultaneously on teacher performance.

good category.

positive and significant influence of the principal's managerial skills on the performance of elementary school teachers in Bulu District, Temanggung Regency, there is a positive and significant influence of work motivation on the performance of elementary school teachers in Bulu District, Temanggung Regency, there is a positive and significant influence of academic supervision, principal managerial skills, and work motivation simultaneously on the performance of elementary school teachers in Bulu District, Temanggung Regency

Discussion

The method used is appropriate to see the relationship between variables and provide a real picture of the survey results conducted. The variables and indicators are well explained (for example: academic supervision is measured from planning, implementation, follow-up; school culture from academic, social, democratic culture). The analysis was carried out using descriptive and inferential statistics (multiple linear regression), which support the findings quantitatively. Accompanied by tables and graphs that help readers understand the results visually. The results support the hypothesis and answer the research questions clearly, with a significant influence of two independent variables on teaching quality. The study was only conducted in one school (SMAN 6 Wajo), so the generalization of the results to other schools is limited. Explanations regarding the validity and reliability of the questionnaires/instruments used are not explicitly presented. The discussion still tends to be descriptive rather than analytical. There are no interviews or observations as supporting data, which could enrich the understanding of the context of school culture and supervision. Some of the references used tend to be local and do not include many of the latest international journals as a comparison (Nursidah et al., 2021).

Focus on principal academic supervision and teacher performance, two important aspects in improving the quality of basic education. Using descriptive qualitative methods allows researchers to explore the phenomenon more deeply through interviews, observations, and documentation. The supervision process is explained from planning, implementation, to evaluation, including the pre-observation, observation, and post-observation stages. Planning is carried out collaboratively with teachers, which shows a participatory and democratic approach in educational management. The study successfully shows that structured supervision has a positive impact on improving teacher performance and student learning. The study was only conducted in one elementary school (SDN 8 Nagrikaler), with limited participants. This limits the generalization of the research results. The analysis process tends to be descriptive without an in-depth discussion of findings that do not meet expectations or obstacles/limitations in supervision. There is no direct comparison with similar research that has been conducted in other contexts or regions to strengthen the argumentative position. Several sentences in the journal appear ineffective and there are several typos or sentence structures that can confuse readers (Indriani et al., 2022).

Touching on important issues in the world of education, namely academic supervision and work motivation, and their relationship to teacher performance. Using quantitative methods with simple and multiple linear regression analysis techniques that are appropriate for testing the relationship between variables. The use of statistical software (IBM SPSS) adds credibility to the analysis results and shows the use of scientific methods. The study includes normality tests, linearity,

and hypothesis tests (t-test and F-test), which show completeness and seriousness in the analysis process. The results of the statistical analysis are not accompanied by a critical discussion explaining why the results emerged or how the local context affects the findings. Graphs, tables, or diagrams that could help clarify the results are not explicitly included in the publication. There is no in-depth explanation of the content and validity of the reliability of the questionnaire used, making it difficult to assess the quality of the data collection instrument. The study was only conducted in one school, so the findings are local and cannot be generalized to other schools without further study (Moulina, 2022).

Principal academic supervision and teacher performance are important and strategic issues in efforts to improve the quality of education in Indonesia. The use of a qualitative descriptive approach allows for a more detailed exploration of the planning, implementation, and evaluation processes of academic supervision in schools. Data were collected through participant observation, in-depth interviews, and documentation, which provided triangulation data and strengthened the validity of the findings. The approach, which emphasized partnership and discussion (rather than just inspection), encouraged a supportive atmosphere for teachers to develop professionally. The study was conducted in only one school (SMAN 1 Rembang Regency), so the results cannot necessarily be generalized to other school contexts with different conditions. Because it used a qualitative method, there was no statistical data or numerical measurements that could empirically strengthen the conclusions. Although the narrative of the results was quite complete, the discussion still lacked discussion of the challenges or obstacles to supervision, such as teacher resistance, time constraints, or resources. There were several long sentences and ineffective paragraph structures, which could make it difficult for readers to understand important points (Testri Destrianti et al., 2024).

The study (Khoirul Khobir et al., 2021) discusses important factors that influence teacher performance, namely academic supervision by school supervisors and principal leadership. Using a quantitative approach with simple and multiple linear regression statistical analysis techniques, as well as t-tests and F-tests using SPSS, which increase the reliability of the research results. The discussion of the research results is linked to theories and previous research results, showing good integration between theory and practice. Providing an illustration that both independent variables have a significant influence on teacher performance partially or simultaneously, which can be used as a basis for school policy. The study was only conducted in a public junior high school in one sub-district, which limits the generalization of the results to other regions or levels of education. The quantitative results are not accompanied by interviews or case studies that can provide context or enrich the data from the teacher's perception side. There are no supporting graphs or visuals that can clarify the data, only text tables. Only two variables were tested even though it was stated that 22.9% of the variation in teacher performance was caused by other factors these factors were not explained further (Khoirul Khobir et al., 2021).

The study (Novebri & Lubis, 2022) uses a quantitative approach with simple linear regression analysis. Validity, reliability, normality, linearity, and homogeneity tests have been carried out systematically. The majority of items in the questionnaire were declared valid and reliable (Cronbach Alpha > 0.7). There is a regression test, R^2 value = 0.328 (the effect of supervision on teacher performance is 32.8%). Data presentation is complemented by tables, graphs, and interpretation of statistical test results. Focus on the Adnani Islamic Education Foundation which has not been studied before. Offers a solution to the weak implementation of supervision in the institution. Supported by theories and previous research results from various sources. The sample is only from one foundation with a total of 59 teachers, so the results are less representative of the wider population. The R^2 value of 0.328 means that there are still 67.2% of other factors that have not been explained (eg motivation, environment, compensation). There is no in-depth data through interviews or observations that can enrich quantitative results. Although there is an increase graph, other visualizations (eg variable relationship diagrams, data distribution) can still be improved (Novebri & Lubis, 2022).

The study (Efrina et al., 2023) not only highlights academic supervision, but also adds principal leadership as a factor that also influences teacher performance. Using the ex post facto method with complete analysis techniques: normality test, linearity, multicollinearity, simple & multiple correlation, regression, t-test and F-test. Exposure to actual conditions in schools, such as undisciplined teachers or less than optimal supervision, strengthens the urgency of the study. This study provides direct implications for supervisors and principals to improve teacher coaching strategies. Academic supervision only has a 5.1% effect on teacher performance and principal leadership by 11%, which shows that its influence is statistically weak. The correlation coefficient (r) is also low, for example 0.227 and 0.332. This shows that the relationship between the variables is not strong. The researcher mentioned other factors such as motivation, work environment, and incentives, but they were not further processed as part of the analysis model. There are no tables or visual graphs in the analysis results that make it easier to understand quantitative data (Efrina et al., 2023).

The study uses multiple regression analysis to test three independent variables at once, namely the principal's managerial skills, academic supervision, and school culture on teacher performance. Data were obtained through questionnaires, observations, and documentation, which strengthen the validity of the data. The results can be a basis for principals and supervisors in strengthening work culture and supervision effectiveness. Strengthened by research results and opinions from experts, such as Mulyasa, Arikunto, and Thoha. Although explained in detail, there are no tables or graphs in the results section to help readers understand quantitative data visually (Laila Cahya Pratiwi et al., 2023).

This study (Rozi Tasari, 2023) focuses on academic supervision and personality competency, which are relevant and crucial in improving teacher performance. Data presentation through descriptive tables, regression tests, and logical interpretation of results accompanied by clear conclusions. Qualitative data claims (observations and interviews) are not discussed in depth or displayed explicitly, so they seem tacked on. Although the influence is significant, the descriptive results show that personality competency and teacher performance are only in the "sufficient" category, indicating a gap between ideals and practices. There is repetition of ideas and less effective grammar in several paragraphs, making the narrative feel long and less focused (Rozi Tasari, 2023).

The article (Suwondo et al., 2023) has an abstract that provides a clear overview of the research objectives, methods, results, and conclusions. The introduction of the journal provides good context by explaining the importance of teacher performance and the factors that influence it. The research methodology is explained in sufficient detail, including the research design, sample, data collection techniques, and data analysis methods. The journal presents the research results systematically and is supplemented with tables and figures to clarify the findings. The discussion of the research is based on empirical findings and is linked to previous research, which shows the author's understanding of the research context. Some sections of the journal may require more in-depth explanation for readers who are not familiar with the topic. The discussion of the study's limitations could have been expanded to provide a more complete picture of potential bias or generalizability of the findings (Suwondo et al., 2023).

The study (Prahara et al., 2022) focuses on teacher performance and the role of the principal is very relevant to the issue of education quality in Indonesia. This strengthens the urgency and significance of the study. The study uses a quantitative approach with a survey method, accompanied by multiple regression analysis. This technique is appropriate for testing the effect of two independent variables on one dependent variable. The author compares the results of his study with previous findings, which strengthens the conclusions and shows theoretical contributions. The writing style is quite straightforward and uses educational terms that are commonly known to academic readers and practitioners. The presentation of statistical data is purely in the form of text and tables only, without visualizations such as graphs, which can help readers understand the distribution and relationships of data more quickly. The study was only conducted in one sub-district (Rumbai Pesisir), so the results cannot be generalized widely to other areas with different characteristics. Although using multiple regression, it is not mentioned whether other assumption tests such as multicollinearity were carried out, which is important for the validity of the model results (Prahara et al., 2022).

The study (Lestari & Rahmawati, 2023) focuses on the relationship between principal academic supervision and teacher teaching performance is very important and in

accordance with the needs of improving the quality of education, especially at the high school level. Quantitative methods with simple linear regression analysis are appropriate to determine the effect of one independent variable on one dependent variable. The explanation of the Likert scale-based closed questionnaire is quite informative and shows systematic measurement. There are no examples of questions or detailed indicators of the variables "academic supervision" and "teaching performance". This makes it difficult to evaluate the instrument and replicate the study. The analysis only stops at simple linear regression. No regression assumption tests were carried out (such as normality, linearity, multicollinearity), even though this is important for the validity of the model. The journal does not include applicable suggestions for principals or policy makers, even though the journal's findings strongly support the creation of policies to improve teacher quality (Lestari & Rahmawati, 2023).

The article (Jumali et al., 2023) discusses three important variables (academic supervision, work motivation, and work discipline) at once on the quality of elementary schools, providing broad and in-depth coverage. The study used simple and multiple linear regression, accompanied by statistical assumption tests such as normality, linearity, heteroscedasticity, and homogeneity. The study was conducted in an area experiencing teacher discipline problems, making the results useful as recommendations for local education policies. There are no graphs or diagrams to clarify the distribution of data or the relationship between variables, even though they can help readers understand. There are no grids or examples of questionnaire items, so the measurement instrument cannot be evaluated transparently. Some sections, especially in the background and discussion, feel repetitive and can be summarized to be more efficient (Jumali et al., 2023).

The study (Rahayuningsih et al., 2023) focuses on the performance of the principal, supervision of supervisors, and job satisfaction are very important in the context of improving the quality of education in Indonesia. Using path analysis and the uncommon SITOREM method, shows the depth of analysis and a strong scientific approach. Involving 198 principals from private junior high schools with a multistage random sampling technique, which increases the validity of the generalization of the findings. Validity is tested with Product Moment correlation and reliability using Alpha Cronbach (> 0.7), ensuring the quality of the measuring instrument. Researchers not only analyze the direct effect, but also the indirect effect through the mediation of job satisfaction, which deepens the understanding of the relationship between variables. The coefficient of determination of supervisor supervision on principal performance is only 9.8%, and job satisfaction is only 20.4%, indicating many other factors that have not been explored. There are no clear graphs or path diagram models to support the path analysis narrative, even though visualization would help the reader's understanding. Some statistical information is scattered and repeats explanations in various sections, so it feels less efficient editorially (Rahayuningsih et al., 2023).

The study (Riyadi et al., 2024) focuses on three main variables that influence teacher performance, which is very appropriate to answer the issue of improving the quality of basic education. Using simple and multiple regression analysis, t-test, F-test, and coefficient of determination (R^2) which presents data quantitatively and is inferentially strong. The combined influence of the three variables (supervision, managerial, motivation) contributes 62.5% to teacher performance - a fairly significant number. No path diagram or regression visualization is provided, which could actually be very helpful for readers to understand the relationship between variables. There is no explicit discussion of study limitations, potential respondent bias, or other external factors that may have an influence. The writing still contains repeated data (such as regression) that appears twice, and some parts look like direct copies of thesis reports. Only analyzing direct and simultaneous relationships (Riyadi et al., 2024).

D. Conclusion

According to the results of the study on the Influence of Principal Academic Supervision on Teacher Performance, academic supervision plays a very important role in improving the quality of teacher performance in schools. As an educational leader in an educational unit, the principal has a great responsibility to foster, guide, and evaluate teachers through systematic and continuous supervision. Academic supervision carried out by professionals can provide useful feedback to teachers on how they conduct learning in the classroom. The results of the data analysis show that academic supervision has a significant correlation with teacher performance. Teachers who receive regular and quality academic supervision show improvements in terms of planning and implementing learning and evaluating student learning outcomes. This shows that academic supervision not only functions as a tool for control but also functions as a way to foster and develop students. Academic supervision also has an impact on teacher work motivation. Principals who can create a friendly, communicative, and non-pressuring supervision atmosphere will increase teachers' self-confidence and enthusiasm to learn more and improve their performance. Supervision carried out through classroom observation, individual discussions, and training or workshops has proven useful for understanding teachers' strengths and weaknesses. The success of academic supervision also depends heavily on the principal's ability. Good supervision, which includes pedagogical knowledge, communication skills, and inspiring leadership attitudes, is very important for principals. Otherwise, supervision tends to be a mere formality and has no effect on improving teacher performance. Therefore, it can be concluded that principals have a positive and significant influence on improving teacher performance. Therefore, principals must continue to improve their abilities in academic supervision, and schools must create a culture of supervision that focuses on the continuous development of teacher professionalism.

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