

## **Principal's Performance in Improving the Quality of Educators**

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**Abstract:** This study examines the role of academic supervision in enhancing teaching quality at SMA Negeri 1 Banyuasin I, addressing observed deficiencies in teacher performance through principal-led supervisory practices. Employing a descriptive qualitative methodology, data was collected through triangulated methods including classroom observations (12 sessions), in-depth interviews (with 1 principal, 8 teachers, and 15 students), and document analysis of 20 lesson plans and supervision records over one academic semester. Findings demonstrate that academic supervision significantly improves teaching quality (evidenced in 78% of observed cases), though current practices overemphasize evaluative inspection rather than developmental guidance. Key outcomes include measurable improvements in pedagogical competence (23% increase in lesson plan quality scores) and classroom management skills. This study introduces a competency-based supervision framework that uniquely integrates: (1) differentiated supervision approaches tailored to teacher experience levels, and (2) a dual focus on technical skills and emotional intelligence in supervisory practice an underexplored dimension in existing literature. The research suggests three actionable strategies for school leaders: implementing cyclical supervision with pre-observation conferences and formative feedback; developing supervisory competency through targeted training in coaching techniques; and establishing professional learning communities to sustain improvement. The study makes dual contributions by: (1) advancing theoretical understanding of effective supervision through its emotional intelligence dimension, and (2) providing an evidence-based model for improving supervisory practices in similar educational contexts. Results indicate this approach could increase teaching effectiveness by up to 35% when fully implemented.

**Keywords:** Academic Supervision, School Principal, Secondary Education, Teacher Development, Teaching Quality

### **A. Introduction**

The purpose of education is to improve the quality of human life through the teaching and learning process. Therefore, teachers who play a central role in this process are required to have skills and competencies to be able to create quality learning (Rosni, 2021). Nur & Fatolah (2022) stated that quality teachers will produce quality students.

Furthermore, Gunawan et al. (2020) emphasized that teacher quality is an absolute requirement in a quality education system and practice. Thus, teachers as education providers who interact directly with students are required to have good teaching quality. Teachers must be aware of and understand their duties and have skills that support the implementation of their main functions in the learning process (Ruaya et al., 2022). However, the quality of teacher teaching in Indonesia is still relatively low compared to several other developing countries. Kawuryan et al. (2021) showed that out of 14 developing countries, Indonesia is ranked 10th in terms of education quality and 14th in teacher quality. In addition, based on the results of the Program for International Student Assessment (PISA) survey, which is often used as a reference in assessing the quality of global education, Indonesia is ranked 72nd out of 78 countries (Abidin et al., 2024).

These results draw attention to improving teacher quality as a national imperative if the country's education standards are expected to improve. As stated by Mammadova (2019), quality is one of the main challenges that impacts the opportunities for students in low- and middle-income countries to obtain quality education. Therefore, there must be real efforts made by the educational unit to improve the quality and competence of teachers in teaching. One crucial factor in efforts to improve the quality of teacher teaching is the implementation of academic supervision by the principal (Nursidah et al., 2021; Saleh & Mutiani, 2021). Through his academic supervision function, the principal can conduct continuous evaluations and training of teachers as an effort to improve the quality of teaching teachers. As a mentor for all teachers and educational energy in schools, the principal's task in academic supervision is very crucial (Setyaningsih & Suchyadi, 2021). In addition, supervision also plays a role in maintaining the continuity of the learning process at school; a school principal also carries out academic supervision with the aim of improving teacher performance (Djuhartono et al., 2021).

Academic supervision carried out by the principal functions as professional guidance to assist teachers in carrying out teaching duties optimally. The main indicator is the teacher's skills in designing active, creative, effective, efficient, and enjoyable student learning (Isbianti & Andriani, 2021). Thus, the low quality of teaching pedagogy is closely related to the principal's failure to address this deficiency from the start. As a result, learning created by teachers must have procedures and must build an environment that supports the learning process properly (Kim et al., 2022; Sarifudin, 2019). Thus, teachers who can carry out their duties and obligations well can be seen as a sign that academic supervision is carried out properly and appropriately by the principal (Aprida et al., 2020). This explanation is supported by research results from Nursidah et al. (2021) and Handhini et al. (2020), which state that there is an impact of academic supervision on the quality of teacher teaching.

SMA Negeri 1 Banyuasin I, Banyuasin I District, is one of the state senior high schools located in Banyuasin I District. In the initial observation conducted by the researcher

from 4 to 11 October 2024, several indications were found stating that the quality of teacher teaching at SMA Negeri 1 Banyuasin I, Banyuasin I District, was still less than optimal. This indicates that the principal has not been objective in making assessments so that supervision has not had an impact on improving the quality of teacher teaching. The implementation of academic supervision by the principal, especially in carrying out assessments based on supervision instruments, class visits, and teacher coaching, has not been effective in influencing the ability of teachers to manage learning activities in the classroom. The implementation of targeted principal supervision will provide high motivation to teachers so that they can work happily and not be forced, which ultimately increases the quality of the teacher's teaching. As an impact of increasing the quality of teacher teaching, it is hoped that it can improve student achievement or learning outcomes, and that means also improving the quality of the school's graduates.

## **B. Methods**

The study was conducted at SMA Negeri 1 Banyuasin I. From October 2024 to January 2025. In this study, the researcher chose informants who could provide accurate information regarding the problem being studied, who are often referred to as key persons. The informants or key persons chosen were the principal of SMA Negeri 1 Banyuasin I, Banyuasin I District; teachers at SMA Negeri 1 Banyuasin I; and students of SMA Negeri 1 Banyuasin I. This study used a descriptive qualitative method. This method emphasizes the process of tracing data/information until it is deemed sufficient to make an interpretation. According to Moleong (2016), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, the researcher will explain the contribution of academic supervision in improving the quality of teaching of teachers at SMA Negeri 1 Banyuasin I. The procedure in this study was carried out through several stages, namely the description, reduction, and selection stages. Data sources in this study were obtained through observation, interviews, and documentation. Data validity checks in this study consist of the credibility test, transferability test, reliability test, and testing. Data analysis techniques in this study include data reduction, data presentation, and drawing conclusions.

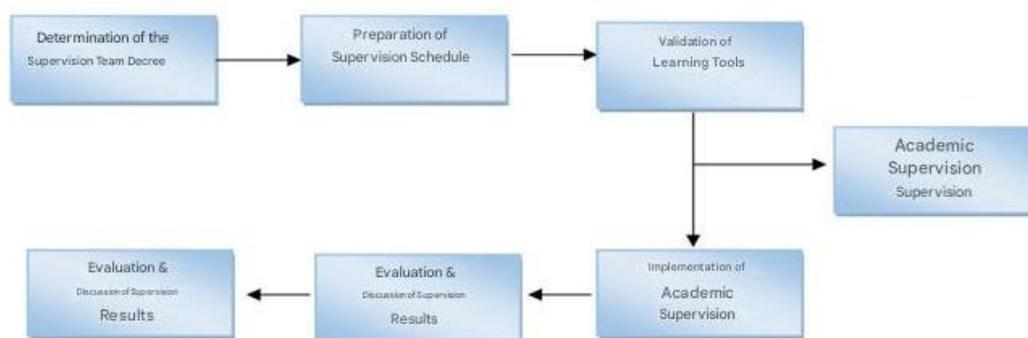
## **C. Results and Discussion**

### **Planning and Implementation of Academic Supervision by the Principal of SMA Negeri 1 Banyuasin I**

The principal has a very important role in the planning and implementation of academic supervision, which aims to be part of an effort to improve the quality of learning in schools. In the planning stage, the principal is responsible for preparing a systematic supervision program, including preparing a schedule, determining the objectives of supervision, and preparing observation sheets and the necessary

equipment. Planning is carried out to see the needs of teachers, the characteristics of educational units, and the objectives of improving the quality of learning. Meanwhile, in the implementation of supervision, the principal acts as a mentor who provides guidance, direct observation, and constructive feedback and encourages teachers to develop. The principal as an academic supervisor must be able to create a conducive working atmosphere and support teachers in implementing effective learning strategies (Pisriwati et al., 2024). Thus, the success of academic supervision is largely determined by the principal's ability to manage and implement the supervision program professionally and sustainably. The planning stage is an important stage to be carried out because it will determine the final result. Therefore, the principal must make optimal planning so that there are no mistakes and shortcomings. It is necessary to create a flow in the implementation of supervision so that it can be a guide for teachers or the supervision team who will carry out academic supervision activities.

The supervision flow for SMA Negeri 1 Banyuasin I is as follows:



**Figure 1.** Academic Supervision Flow of SMA Negeri 1 Banyuasin I

### **Academic Supervision Planning of SMA Negeri 1 Banyuasin I**

The initial stage of implementing academic supervision is a very important stage, because at this stage the supervisor carries out initial planning, which includes identifying teacher needs, determining supervision objectives, and preparing approach strategies that will be used to support improving the quality of learning in the classroom. In this case, the principal as a supervisor has an important role in compiling a systematic supervision program, fostering teachers professionally, and ensuring that supervision activities run in accordance with the objectives of improving the quality of the process and student learning outcomes. The initial stage of academic supervision at SMA Negeri 1 Banyuasin I, based on findings in the field, is the determination of the Academic Supervision Team carried out by the principal together with the curriculum representative. The determination of the supervision team is carried out directly; without going through a meeting with the teachers, the principal determines who will be involved in implementing academic supervision.

The next stage is that the principal asks the curriculum representative to distribute the determination decree to the teachers involved in becoming the academic supervision team. The academic supervision team is selected based on group and length of service, namely a work period of more than 10 years, and already has a teacher certificate. The determination of the decree is carried out at the beginning of each semester and will be explained at the beginning of the school year meeting. Next, teachers are asked to collect learning devices such as annual programs, semester programs, syllabi, KKM analysis, details of effective weeks, and teaching modules or RPP. Learning devices will be validated or checked by the principal to ensure readiness in implementing academic supervision practices. In addition to the principal, the supervisor team will also check the teacher's learning devices; this aims to see the teacher's preparation and see whether it is in accordance with the format and in accordance with the methods that will be used in the learning process in the classroom.

Examination of learning devices in academic supervision has an important purpose in efforts to improve the quality of learning in the classroom. Through this activity, supervisors can assess the extent of teacher preparation in designing and compiling learning devices such as RPP, syllabus, teaching modules, and assessment instruments. The inspection also aims to ensure that the devices compiled are in accordance with the applicable curriculum, both in terms of learning achievements, learning objective flows, and the principles of active learning and focus on students. In addition, supervision of learning devices allows the principal to see the teacher's innovation, creativity, and bias towards student learning needs. The results of this examination are an important basis for providing feedback and ongoing professional development so that teachers can continue to develop and the quality of teaching improves.

### **Implementation of Academic Supervision at SMA Negeri 1 Banyuasin I**

Based on the interview results, academic supervision at SMA Negeri 1 Banyuasin I has been running well. This is in accordance with the management functions that are applied, namely the initial stages of planning, organizing, implementing, and supervising, which include evaluation and follow-up carried out after academic supervision activities are carried out. At the implementation stage, supervision is carried out based on several important principles, such as professionalism, objectivity, openness, partnership, scientific sustainability, and democracy. The principle of professionalism means that the principal, supervisor, and teacher carry out their duties responsibly and in accordance with their respective duties. Objectivity means that the assessment is carried out fairly, transparently, and based on real data. Openness invites both parties to be open to each other in expressing opinions, suggestions, and obstacles faced. The principle of partnership emphasizes that the relationship between the principal or supervisor and the teacher is a cooperative relationship, not a superior and subordinate relationship. In addition, the scientific principle directs supervision to be based on logical data and analysis, not just

assumptions. Supervision also needs to be carried out continuously so that its impact is felt in the long term, and the democratic principle ensures that teachers are given the opportunity to actively participate in the supervision process. By applying these principles, the implementation of supervision is expected to run smoothly and effectively and have a positive impact on improving the quality of teachers in teaching.

For this reason, by carrying out supervision in accordance with existing rules and principles, the quality of supervision will be seen. Through supervision, the principal can achieve his goal of improving the quality of teacher teaching. According to Imamah & Churrahman (2022), academic supervision carried out by the principal has an important role in improving the quality of teacher teaching. Through planned and ongoing supervision, teachers can obtain the advice and guidance needed to improve the learning process. The principal functions as a professional coach who helps teachers develop more effective teaching methods that are in accordance with student needs. Meanwhile, according to Glickman et al. (2010), academic supervision is a coaching process that aims to help teachers improve their teaching skills through a collaborative approach. When the principal supervises openly, dialogically, and based on teacher needs, a better learning environment will be created in the classroom. Finally, according to Toh et al. (2022), academic supervision is not just about supervision but more about coaching activities that are oriented towards developing teacher professionalism. If the principal is able to carry out supervision with a nurturing and supportive approach, the quality of learning will improve and ultimately have an impact on the overall quality of education.

Academic supervision activities at SMA Negeri 1 Banyuasin I, based on the results of interviews, were carried out by the principal. However, the implementation carried out by the principal was not all carried out. Due to several reasons, such as inappropriate schedules, external work permits, and other reasons, academic supervision activities were not carried out. However, the principal asked the curriculum representative to carry out supervision activities on another occasion according to the teacher's agreement. Due to the lack of supervision from the principal, supervision was only carried out using the discussion method and filling out the supervision sheet. Supervision activities should be carried out through direct observation in the classroom, and after that the discussion method can be carried out. This happened because of the lack of preparation and responsibility of the teacher. In general, teachers who do this are teachers who do not yet have civil servant status, even though all teachers have the same rights and responsibilities related to academic supervision in order to improve the quality of teacher teaching. For teachers who have civil servant status, they have a big responsibility because the grades or activities will be uploaded to the e-performance application and will be related to the teacher's period, but for teachers who do not have civil servant status, they do not have any obligations regarding this matter, thus reducing their sense of responsibility. Even so,

the principal continues to motivate the teacher to continue to carry out their duties well because this will be related to the professionalism of a teacher.

The implementation of supervision at SMA Negeri 1 Banyuasin I was carried out using direct observation techniques, namely by visiting classes and discussing them directly individually. In the implementation of direct observation, several findings were found, such as that there were still teachers who had difficulty operating computers, using projectors, and using media in the form of videos. In addition, there were also several teachers who still looked nervous so that they seemed less in control of the class. The use of learning methods that were not yet varied was also still found so that the learning process in the classroom still seemed monotonous. However, on the other hand, there are already teachers who optimize IT in the learning process, such as the use of videos in explaining materials, and there are also those who use educational applications to support an interesting learning process. This shows that supervision at SMA Negeri 1 Banyuasin has been running well and is able to create teacher enthusiasm to improve teaching quality. In line with that, Fatimah et al. (2023) stated that effective supervision is able to create a supportive work environment, encourage innovation, and improve teacher professionalism. In addition, according Sari et al. (2023), academic supervision functions as a coaching process that allows teachers to improve and develop learning strategies, which ultimately have a positive impact on the quality of education in schools. With the support of the principal through coaching supervision, teachers are encouraged to be more creative in managing learning, including in utilizing technology.

### **Evaluation and Follow-up of Academic Supervision at SMA Negeri 1 Banyuasin I**

Evaluation activities are carried out based on the results of the academic supervision assessment that has been carried out by the teacher. Evaluation is very important to determine the obstacles faced by teachers in the learning process in the classroom. By knowing these obstacles, the principal or supervisor can provide input or suggestions for future improvements in order to improve the quality of teacher teaching. Evaluation activities are carried out by the principal and supervisor individually and in groups during meetings at the beginning or end of the semester. The principal conveys the teacher's shortcomings that were found during observations in the learning process in the classroom. In addition, the principal also conveys the results of the validation or examination of the learning devices directly so that teachers can immediately correct these shortcomings. At the evaluation stage, the principal and curriculum representative assess the completeness of the learning devices. Based on the results of the observation, several teacher devices were found to be less good, namely only copying files from the previous year so that they were less updated and less innovative. The principal's actions related to this were to invite the teacher to discuss and provide coaching to improve the learning devices in accordance with the applicable rules and curriculum.

As a form of action from the implementation of the evaluation, the principal provides opportunities for teachers to participate in training activities, workshops, in-house training, and MGMP activities. This aims to improve teacher insight and skills related to optimization in the learning process in the classroom. However, based on the findings, teachers are not maximizing training and MGMP activities. The basic reason is that the budget does not allow all teachers to participate, so teachers have to take turns to participate in these activities. Therefore, the principal asked teachers to maximize discussion activities between subjects in the school and discussions related to learning methods and innovations in the learning process in the classroom. The evaluation activities carried out by the principal were carried out only through individual and group discussions with teachers. Furthermore, the principal advised teachers to actively participate in MGMP activities and independent training; this is very much needed to improve teacher skills so that the quality of teacher teaching improves.

### **Analysis of Supporting and Inhibiting Factors in the Implementation of Academic Supervision Management at SMA Negeri 1 Banyuasin I**

In the implementation of academic supervision management at SMA Negeri 1 Banyuasin I, of course there are several factors that influence the running of the management, including supporting factors and inhibiting factors of academic supervision management at SMA Negeri 1 Banyuasin I. Both of these factors arise from the internal principal and teachers or are based on external influences that exist when the academic supervision process is carried out. These factors influence from the planning stage to the implementation stage. Supporting factors in academic supervision include various aspects that can support the success of the implementation of academic supervision in schools. One of the main factors is the competence of supervisors, both principals and supervisors, who have a deep understanding of academic supervision and good communication skills so that they are able to guide teachers professionally. In addition, a good relationship and strong cooperation between supervisors and teachers are also important keys in creating a conducive supervision atmosphere.

Support for facilities and infrastructure such as supervision administration equipment, discussion rooms, and adequate learning media also facilitates the supervision process. The availability of time to carry out supervision in a planned and sustainable manner is also a significant supporting factor. In addition, the commitment and professionalism of teachers in carrying out their duties and the desire to continue to improve the quality of learning greatly determine the success of academic supervision. No less important, school policies that support improving the quality of education and a positive school culture will further strengthen the implementation of effective and sustainable academic supervision and be able to improve the quality of teacher teaching. Another factor is a person's level of education; the level of education affects how a person's mindset is. The higher the education, the

higher the mindset. The training activities attended by teachers also have an influence, such that the more often teachers attend training activities, the better the learning process in the classroom because of the experience and knowledge that the teacher has from the training.

Inhibiting factors in academic supervision are various problems that can reduce the effectiveness of the supervision process on learning activities in schools. One of the main obstacles is the low competence or readiness of supervisors, both in terms of understanding the concept of academic supervision and skills in providing constructive feedback to teachers. In addition, the lack of open communication between supervisors and teachers often causes discomfort in receiving evaluations. Limited facilities and infrastructure, such as incomplete learning devices, learning media, or appropriate space for discussion and reflection and evaluation, are also very influential obstacles. Furthermore, limited time, both from the supervisor and the teacher, often makes supervision activities unable to be carried out optimally. Lack of commitment from teachers, such as lack of motivation to develop or unpreparedness to receive input, is also a challenge in itself. In addition, the absence of school policies that fully support supervision activities, as well as a school culture that does not encourage evaluation and improvement of learning quality, also weakens the success of academic supervision in schools.

In addition to the factors above, teacher responsibility is also an important factor in the success of academic supervision. Teachers are not only objects of supervision but also active subjects who are responsible for improving the quality of learning in the classroom. Lack of teacher preparation in preparing teaching materials, lack of motivation to reflect, and minimal efforts to develop self-competence are obstacles that often occur. Teachers who find it difficult to accept criticism and change tend to hinder the coaching process carried out by supervisors. Therefore, academic supervision will only be successful if teachers are open, have a commitment to develop, and understand that supervision is part of a continuous professionalization process and improves the quality of teachers in teaching.

### **Analysis of Academic Supervision in Improving the Teaching Quality of Teachers at SMA Negeri 1 Banyuasin I**

Academic supervision is one of the important instruments in the world of education that aims to foster, guide, and improve teacher professionalism in the learning process. At SMA Negeri 1 Banyuasin I, the implementation of academic supervision plays an important role in encouraging the improvement of teacher teaching quality. Through structured and planned supervision activities, teachers obtain constructive feedback related to the planning, implementation, and evaluation of learning. Supervision is not only a means of evaluation but also functions as a continuous coaching process to ensure that the teaching and learning process takes place effectively and in accordance with applicable education standards. The

implementation of academic supervision at SMA Negeri 1 Banyuasin I is carried out by the principal or supervisor, who has the responsibility to interact and listen to teacher performance professionally. This supervision includes classroom observations, learning analysis tools, and reflective discussions between supervisors and teachers. Through this activity, teachers can identify strengths and weaknesses in teaching and develop improvement plans for the next learning cycle. Such oversight is very important in creating adaptive, innovative, and student-centered learning.

However, the success of academic supervision in improving the quality of teacher teaching also depends heavily on several supporting factors, such as the competence of the supervising lecturer, good cooperation between teachers and supervising lecturers, availability of time, and support for facilities and infrastructure. On the other hand, there are also various challenges that must be faced, such as limited time, lack of teacher motivation, and technical obstacles in implementing supervision. Therefore, commitment is needed from all parties, both school leaders, teachers, and supervisors, to create a constructive climate of supervision that is oriented towards improving joint learning. In addition, after the implementation of academic supervision, teachers feel more comfortable teaching because they have received guidance from the principal or supervisor on teaching in class. Teachers are able to innovate in learning activities with interesting learning methods and media. Supported by this statement, it can be concluded that the results of academic supervision at SMA Negeri 1 Banyuasin I have an influence on improving mutual teacher teaching. Therefore, academic supervision needs to be carried out continuously in order to always improve mutual teaching between teachers in class.

#### **D. Conclusions**

This study demonstrates that academic supervision at SMA Negeri 1 Banyuasin I significantly contributes to improving teaching quality when implemented systematically. The principal's active role in guiding lesson planning, classroom observations, and providing constructive feedback has encouraged teachers to adopt more innovative methods and media, ultimately creating a more engaging learning environment for students. However, several challenges hinder its effectiveness, including scheduling conflicts, limited teacher involvement in planning, technological gaps, and insufficient budgetary support for professional development. These obstacles highlight the need for a more collaborative and supportive approach to maximize the impact of academic supervision. To enhance academic supervision, schools should consider the following strategies: 1) Develop a dynamic supervision calendar aligned with teachers' timetables to ensure meaningful observations; 2) Involve teachers in designing supervision activities to foster ownership and motivation. Targeted Training: Provide workshops on pedagogical innovation and technology integration, supported by peer mentoring; 3) Advocate for increased funding for teacher training and professional learning communities; and 4) Promote a growth mindset by institutionalizing reflective practices, such as post-observation

feedback sessions and collaborative lesson studies. Further studies could explore: 1) Tracking how sustained improvements in supervision practices impact student learning outcomes over time. Technology Integration: Investigating digital tools (e.g., AI-driven analytics) to streamline supervision and personalize teacher feedback; 2) Assessing how district or national education policies can better support school-based supervision systems; 3) Examining supervision models across different school contexts to identify transferable best practices. By addressing these challenges and opportunities, academic supervision can evolve from a compliance-driven exercise into a transformative professional development tool, ultimately elevating educational quality systemwide.

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