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Implementation of Academic Supervision in Improving Teacher Performance at SMK PGRI 2 Palembang

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Abstract: This study analyzes the implementation of academic supervision in improving teacher performance at SMK PGRI 2 Palembang. Using a systematic literature review, data were collected through article review. The results indicate that structured and continuous academic supervision positively impacts teacher performance. Key aspects such as constructive feedback, collaboration between school principals and teachers, and relevant training have proven effective in enhancing pedagogical competence and professionalism. The study recommends that schools continue to develop adaptive and responsive supervision programs to meet teachers' needs, aiming for optimal learning outcomes for students. Data analysis was conducted using the Miles and Huberman model, which includes data collection, data reduction, data presentation, and conclusion drawing. Thus, this research provides valuable insights for educational development at SMK.

Keywords: Academic Supervision, Teacher Performance, SMK PGRI 2 Palembang

A. Introduction

Academic supervision is an important strategy for improving teacher performance. In the context of education, supervision serves not only as a monitoring tool but also as a means of developing teachers' professionalism. Through effective supervision, it is hoped that a better learning environment can be created that meets students' needs. Education plays a crucial role in creating quality human resources. However, survey results indicate that educator performance in Indonesia remains low, with only 47.9% of teacher performance in public elementary schools influenced by supervision. Academic supervision by school principals has proven to enhance teacher performance, as shown in various studies. For example, the correlation coefficient between preschool principal supervision and teacher performance indicates a significant positive relationship (Hasanah dan Kristiawan 2019).

As educational leaders, madrasah principals are expected to implement academic supervision effectively to improve teacher performance. Previous research has identified that supervision significantly contributes to teachers' pedagogical competencies and the successful execution of teaching tasks. Therefore, this study aims to explore the influence of academic supervision by madrasah principals on teacher performance at Madrasah Tsanawiyah Tabek, with the hope of providing deeper insights into effective supervision practices and their impact on educational quality.

The quality of education at the elementary school level greatly depends on the presence of qualified teachers and professional school principals. However, many teachers view teaching as a routine, neglecting variation in teaching methods. This can lead to low-quality learning processes, ultimately affecting the competitiveness and well-being of the nation. Therefore, academic supervision is needed as a means to continuously improve teacher quality (Zulfakar, Lian, dan Fitria 2020). Academic supervision, conducted by school principals, aims to enhance teachers' motivation, knowledge, and teaching quality. Principals play the roles of educators, managers, and motivators, and must carry out supervision continuously to improve the teaching and learning situation. With effective supervision, it is expected that teacher performance will improve, leading to enhanced classroom learning quality. However, many principals face difficulties in implementing supervision, particularly through classroom visits and meetings. This study aims to explore the effectiveness of academic supervision by school principals in improving teacher performance at SD Negeri 16 Gelumbang, as well as its impact on the quality of the resulting learning process. The research is expected to provide insights and recommendations for more effective supervision practices in the context of elementary education.

Education plays a crucial role in enlightening the life of the nation and shaping individual character, in accordance with the objectives mandated by Law No. 20 of 2003 on the National Education System. Teachers, as professional educators, have a significant responsibility in guiding and developing the potential of students. Therefore, good teacher performance is essential to achieve quality educational goals. Performance is an indicator of a teacher's success in carrying out their duties, which includes clarity of tasks, expected outcomes, and completion time. Supervision or oversight by the school principal is important to ensure that the learning process runs effectively and efficiently. The purpose of supervision is to help teachers develop their skills, enhance their commitment, and motivation, which in turn will positively impact the quality of learning. The importance of academic supervision is also reinforced by the need for professional teachers who possess adequate intellectual, moral, and managerial capacities. In this context, the research of (Leniwati dan Arafat 2017) focuses on SMA Negeri 1 Sembawa, a school that was newly established in 2012, with many young teachers who still require guidance in the learning process. The study aims to

explore the effectiveness of supervision in improving teacher performance at the school, providing recommendations for better educational practices.

In the context of development in Indonesia, education is the main key that plays a significant role for the nation and state, in accordance with Law No. 20 of 2003. Education aims to develop the potential of students into individuals who are devout, noble, and responsible. The role of teachers as educators is strategic in shaping the character and competencies of students, and teachers are expected to have four main competencies as stipulated in Law No. 14 of 2005. Academic supervision is an important tool for enhancing teachers' abilities to manage the learning process. Through supervision, teachers can develop their competencies optimally, which impacts the quality of learning. The school principal acts as a manager in providing guidance and motivation to teachers, thus improving their performance. An example of the implementation of academic supervision can be seen at the Integrated Islamic Elementary School Ya Bunayya Pujon, which strives to enhance teacher professionalism to achieve quality educational goals (Nur Intan Anggriani et al. 2023).

Education in Indonesia plays a vital role in development, with the aim of developing students' potential into individuals who are devout, noble, and responsible, as outlined in Law No. 20 of 2003. However, many teachers face challenges of low performance due to a lack of competencies in the fields of science and technology. School principals have a significant influence on improving student learning outcomes by optimizing teacher performance through academic supervision. Academic supervision, which includes planning, implementation, and assessment of learning, is a crucial strategy for enhancing the quality of education. School principals must possess managerial and innovative competencies to create effective programs. According to the Minister of Education's regulations, school principals are required to have five competencies, including supervision, to motivate teachers and enhance education quality. A lack of planning in academic supervision can result in low effectiveness, thereby affecting teacher performance. Therefore, the research of (Indriani, Sudrajat, dan Karyana 2022) aims to explore the impact of academic supervision by school principals on teacher performance at UPTD SDN 8 Nagrikaler, as a step to improve the quality of learning in schools.

Education in Indonesia aims to enlighten the life of the nation and improve the quality of humanity, as mandated in the 1945 Constitution. Teachers play an important role in the educational process, responsible for the development of character and competencies in students. Optimal teacher performance is key to achieving national educational goals, including preparing learning materials and applying effective methods. The head of the madrasah has a strategic role as a driver of resources in educational institutions. The functions of the head of the madrasah include educator, manager, and supervisor,

tasked with enhancing teacher performance through academic supervision. This supervision of (Joni 2016) aims to assist teachers in carrying out their duties effectively and efficiently, thus improving the quality of education. Private Madrasah Ibtidaiyah (MIS) Singkarak, under the leadership of an accomplished head, shows satisfactory learning outcomes. Nevertheless, the importance of academic supervision at MIS Singkarak needs to be emphasized further to enhance the quality of teachers and the overall quality of education. This study aims to explore the impact of academic supervision on teacher performance at the madrasah as an effort to achieve higher quality education.

Education plays a crucial role in enhancing the quality of life for individuals and the nation, with a primary focus on improving quality to produce competitive human resources at national and international levels. However, a UNESCO survey shows that educator performance in Indonesia remains low, ranking last among 14 developing countries. This reflects the urgent need for serious attention to educator performance, which is expected to implement the teaching and learning process optimally. Educators function as agents of change and mediators in the learning process, making their quality critical to educational outcomes. Despite having the potential for innovation, many educators are hindered by various factors that obstruct their development. Therefore, academic supervision by school principals becomes essential as an effort to nurture and enhance educator capabilities. Academic supervision not only focuses on observation but also includes systematic planning, implementation, and follow-up to support professional development for educators. By improving educators' competencies, motivation, and work commitment, it is hoped that the quality of learning can be enhanced. The study of (Ayubi, Syahmuntaqy, dan Prayoga 2020) aims to explore the effectiveness of academic supervision by school principals in improving educator performance at the vocational school level.

Teacher performance is a key factor in determining the quality of education, especially in the context of Thematic Learning. Law No. 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers' obligations include planning, implementing, and evaluating learning effectively. However, many teachers have not met these demands, often getting stuck in routine material delivery without paying attention to student development. This can lead to suboptimal learning outcomes. Academic supervision becomes an important solution to enhance teacher performance. With effective supervision, school principals can help teachers identify weaknesses and provide necessary guidance. Structured performance assessments serve not only for evaluation but also for development and motivation of teachers. Through academic supervision, it is hoped that teachers can manage Thematic Learning more effectively, improve teaching methods, and enhance student participation. The study of (Priyanto 2016) aims to explore how academic supervision can improve teacher performance in Thematic

Learning. By focusing on the implementation of cooperative and democratic supervision, this research will provide insights into the role of school principals in advancing education quality. Thus, it is expected that the results of this study can provide recommendations for more effective supervisory practices, leading to continuous improvement in teacher performance and learning quality.

Teacher performance is a key factor that determines the quality of education and the output of educational institutions. However, in Indonesia, many teachers have not met the expected professionalism standards, with many lacking adequate academic qualifications or professional certifications. Low teacher performance negatively affects the quality of education and the ability of madrasahs to produce excellent and competitive graduates on a global scale. Therefore, improving teacher performance through academic supervision is crucial. Academic supervision, conducted by the head of the madrasah, serves to nurture teachers in enhancing learning quality. The head of the madrasah is expected to act as a consultant and facilitator, motivating teachers to be more creative and innovative in the teaching and learning process. However, supervisory practices often get caught up in administrative responsibilities, failing to achieve the primary goal of improving the learning process. The research of (Fauziah et al. 2020) focused on MTs NU Wahid Hasyim Salafiyah, which implements Tauhid-Based Education. In this context, the head of the madrasah conducts supervision using collaborative and familial approaches, which are expected to enhance teacher performance. By understanding the effective implementation of academic supervision, this study aims to provide insights and recommendations for better educational practices, ensuring continuous improvement in learning quality.

The improvement of education quality in schools heavily relies on the effective implementation of oversight and academic supervision. Academic supervision serves as a form of guidance for teachers and educators, aimed at developing professionalism, improving performance, and achieving established learning objectives. The school principal, as the leader and manager of the educational unit, has the primary responsibility for implementing academic supervision in accordance with applicable regulations. SMP Global Madani in Bandar Lampung, which is only nine years old and has achieved accreditation with an A grade, is the focus of this research. This private school faces challenges in maintaining education quality and competing with other schools, especially in the context of higher teacher turnover compared to public schools. The performance of both senior and junior teachers needs to be effectively monitored by the school principal to ensure the success of the learning process. The study of (Praditia, Berliana, dan Hasan 2020) aims to evaluate the effectiveness of academic supervision implementation at SMP Global Madani, analyze differences in supervisory outcomes between senior and junior teachers, and identify other factors that support the implementation of academic supervision. By understanding these aspects, it is hoped

that better strategies can be found to enhance teacher performance and education quality in the school.

B. Methods

This study applied case study at SMK PGRI 2 Palembang and Systematic Literature Review to synthesize existing research on academic supervision and its impact on teacher performance. The primary objective was to collect, evaluate, and integrate findings from relevant scholarly articles to draw comprehensive conclusions and practical recommendations. Data were collected through an extensive article review process. The identification of literature began with a systematic search across reputable academic databases, such as Google Scholar, ERIC, and Scopus. Keywords and Boolean operators included combinations of "academic supervision," "teacher performance," "school principal supervision," and "vocational high school (SMK)." The search was limited to articles published within the last decade to ensure the relevance of findings. Articles were initially screened based on titles and abstracts against predefined inclusion criteria: they must (1) explicitly discuss academic supervision models or practices, (2) examine the correlation with teacher performance or competence, and (3) be empirical or conceptual studies in educational settings, with a preference for vocational education contexts.

The qualitative data analysis followed the interactive model proposed by Miles and Huberman, which structures analysis into four concurrent stages: *Data Collection*, the final selected articles constituted the primary data set. *Data Reduction*, articles were critically appraised and summarized. Key information such as research focus, supervision methods, observed outcomes, and conclusions was extracted and coded. Irrelevant or redundant information was systematically filtered out to focus on core themes related to constructive feedback, collaborative practices, and professional training. *Data Display*, the reduced data was organized into a structured matrix or table. This display allowed for the clear comparison of findings across different studies, facilitating the identification of consistent patterns, effective supervisory aspects, and common challenges. *Conclusion Drawing and Verification*, from the displayed data, conclusions were inductively drawn regarding the most impactful supervision strategies. These conclusions were continually verified by referring back to the original data set to ensure they were well-supported by the evidence, leading to the final synthesis and recommendations presented in the study.

C. Results and Discussion

Results

Table 1. Selected Article Reviewed

No	Title	Author & Year	Research Objective	Research Method	Research Results	Conclusion
1	Implementation of School Principal Academic Supervision in Improving Teacher Performance	(Yunus dan Et 2022)	To understand and analyze the implementation of supervision by the school principal	Qualitative, interviews, observation, documentation, and triangulation	The implementation of academic supervision by the principal is conducted well and systematically, thus effectively improving teacher performance. The stages involved in supervision include planning, implementation, and follow-up.	This research emphasizes the importance of academic supervision by the principal in improving teacher performance at SMP Negeri 1 Mancak, SMP Negeri 2 Anyar, and SMP Negeri 1 Gunungsari.
2	Implementasi Supervisi Akademik Dalam Meningkatkan Kompetensi Dan Kinerja Guru Di Ma Al Ishlah Natar Dan Ma Mathlaul Anwar Cinta Mulya	(Mustaqim hasan 2022)	To gain deeper insights into the strategies for implementing academic supervision	Qualitative, using purposive sampling and snowball sampling techniques	The academic supervision program is planned by determining achievement indicators with a cooperative and humanistic approach, established at the beginning of the school year.	Teachers play a crucial role in the quality of education, and the improvement of educational quality depends on their competencies and performance.

3	Collaborative Approach Academic Supervision in Improving Teacher Performance	(Purwaningsih et al. 2023)	This research describes the implementation of academic supervision with a collaborative approach to improve teacher performance at SD 1 Barongan.	The study employs a qualitative approach using methods such as observation, interviews, and document analysis.	Through purposive sampling techniques, academic supervision carried out by the school principal using a collaborative approach—by planning the supervision program, conducting supervision, evaluating its implementation, and following up—has been effective in enhancing the performance of teachers at SD 1 Barongan.	The study highlights the importance of thoughtful planning, execution, evaluation, and follow-up in the supervisory process. The findings indicate that collaborative strategies foster a supportive environment, leading to significant improvements in teaching quality and overall educational outcomes.
4.	Implementation of Academic Supervision Through Management of Facilities and Infrastructure to Improve Teacher Performance	(Sucriah 2018)	To determine the implementation of academic supervision through the management of facilities and infrastructure to improve teacher performance at SD Negeri 68 Banda Aceh	This study uses descriptive quantitative statistics with percentages	There was a significant improvement from cycle I to cycle II, where the total score achieved in cycle, I was 250, increased to 380 in cycle II. The average score in cycle I was 62.50%, which increased to 95% in cycle II.	The improvement in teacher performance at SD Negeri 68 Banda Aceh is evident from the scores of facility management, which increased from 250 in cycle I to 380 in cycle II. The average score also rose from 62.50% in cycle I to 95% in cycle II. This indicates that academic supervision contributes to enhancing teacher performance.

5.	Improving Teacher Performance Through Individual Academic Supervision by the Principal at SMPN 7 Nangapanda	(Natalia dan Kaleka 2020)	To improve the performance of teachers at SMPN 7 Nangapanda, particularly in learning administration and implementation	School Action Research. Data collection techniques include observation, questionnaires, and interviews.	There was an increase in teacher performance in learning administration, as shown by the results in cycle I where 4 teachers were complete (40%), and in cycle II increased to 10 teachers (100%). There was also an improvement in the implementation of learning.	There was an increase in teacher performance in the area of learning administration, as shown by the results in cycle I, where 4 teachers completed their tasks (40%), and in cycle II, this number increased to 10 teachers who completed their tasks (100%).
6.	Management of Academic Supervision by the Principal and the Role of the School Committee on Teacher Performance	(Marfinda 2022)	To describe the management of academic supervision by the principal and analyze the role of the principal and school committee in improving teacher performance	Library research	The success of the principal and school committee in improving teacher performance greatly depends on the management of supervision, which includes preparation, implementation, evaluation, and follow-up stages.	The improvement of teacher performance is influenced by the leadership of the principal and the role of the school committee in enhancing the quality of education in their institution through academic supervision activities.
7.	Academic Supervision by the Principal in Improving Teacher Performance at Madrasah Aliyah Negeri Tolitoli	(Sunaedi dan Rudji 2023)	To describe the implementation of academic supervision by the principal and its implications for teacher performance at Madrasah Aliyah Negeri Tolitoli	This study uses a qualitative approach. Data collection was conducted through interviews, observations, and document studies.	The implementation of academic supervision by the principal to improve teacher performance includes: a) Academic supervision planning	Effective academic supervision improves teacher performance and the quality of education at Madrasah Aliyah Negeri Tolitoli.

8.	Academic Supervision by the Principal in Improving Vocational Teacher Performance	(Tjipto, Ulfiah, dan Rostini 2021)	To understand the academic supervision by the principal in vocational high schools in improving vocational teacher performance	Qualitative with a case study method	Mapping the performance of vocational teachers from the implementation of academic supervision by the principal leads to clear positive changes in all vocational teacher activities in learning, simultaneously impacting teacher performance and educational quality	The goal of this quality enhancement is clearly linked to the results of academic supervision, which focuses on the mastery of vocational competencies by teachers. It provides awareness and high motivation to teachers in fulfilling their noble task of delivering instruction to students in the educational environment. Academic supervision...
9.	Implementation of Academic Supervision to Improve Pedagogical Competence of High School Teachers	(Prayityno 2019)	To improve the implementation of academic supervision in enhancing the pedagogical abilities of teachers in classroom learning	Descriptive approach	In cycle I, the teachers' ability to conduct lessons was still low, as evidenced by the final scores obtained. The average score for 13 teachers increased from 64.72 in cycle I to 74.53 in cycle II, showing an improvement of 9.81%.	The implementation of academic supervision by the principal can enhance teachers' pedagogical skills. This can be observed after academic supervision is conducted, resulting in an improvement in the quality of teachers in carrying out classroom instruction, with an increase from cycle 1 to cycle 2 of 9.81%.
10.	Implementation of Clinical Supervision to Improve Teacher Performance in Elementary Schools	(Ansori, Ahmad, dan Burhanuddin 2016)	To illustrate the implementation of clinical supervision in the learning process in elementary schools	Descriptive qualitative approach. Instruments include interview guides and direct practice by researchers	Shows that the implementation of clinical supervision can improve teacher performance in the learning process in elementary schools.	Clinical supervision is an approach in supervision that is considered effective for improving teachers' skills in instruction. The implementation of clinical supervision is more effective when there is openness

						between the teacher and the supervisor.
11.	Implementation of Academic Supervision in Improving Teacher Competence in Elementary Schools.	(Fahmi et al. 2018)	To obtain information and data on the implementation of academic supervision in improving teacher competency.	Descriptive method with a qualitative	The development of the academic supervision program is formulated by involving the Education Office and the supervisors by analyzing previous programs.	The preparation of the academic supervision program is tailored by each supervisor, who has their own targets and methods for developing essential programs.
12.	Implementation of Academic Supervision by the Head of the Madrasah as an Effort to Improve Teacher Performance at MAN 2 Ponorogo	(Yiyin, Ryan, dan Ayu 2022)	Providing assistance in the form of coaching, guidance, and direction from the head of the madrasah to the teachers.	analysis approach involves data collection using observation, interviews, and documentation methods.	The academic supervision models used by the head of the madrasah are the traditional model, the scientific model, and the clinical model.	The models used in the implementation of academic supervision by the head of the madrasah to improve teacher performance at MAN 2 Ponorogo are: a) traditional model, b) scientific model, and c) clinical model.
13.	Basic Concepts of Educational Supervision, Scope Educational Supervision, Principles, and Roles of Educational Supervision	(Asihani, Nurfatyhinah, dan Subandi 2024)	To assess the quality of education, one of the aspects that must be improved is educational resources	The literature study method involves collecting literature (related materials) sourced from books, journals, and other sources.	Supervision is carried out by the school principal as the supervisor, who is responsible for overseeing and controlling teacher performance in its implementation.	Education is a key factor in the progress of a nation. To achieve quality education, educational supervision becomes very important.
14.	Management of Academic Supervision by the Head of the Madrasah	(Iskandar 2020)	To understand the management of academic supervision by the head of the madrasah,	This study uses a qualitative approach. Data collection techniques include observation, interviews, and	The academic supervision program is prepared at the beginning of the school year with the involvement of teachers. The program is structured based on the	The head of MAN 2 Ciamis, in carrying out academic supervision, first prepares annual and semester planning programs. The supervision program is

			including the planning, implementation, evaluation, and follow-up of academic supervision by the head of the madrasah.	documentation.	issues teachers face regarding learning and is tailored to meet their needs.	structured to include planning, implementation, and reporting.
15.	Academic Supervision by the School Principal in Improving Teacher Performance at SMPN 2 Margahayu, Bandung Regency	(Yoseptry et al. 2024)	To explain the planning, implementation, and follow-up of academic supervision conducted by the school principal.	It employs a descriptive qualitative approach, with data collection methods encompassing documentation studies, observation, and interviews.	This indicates that improving teacher performance can be achieved through academic supervision conducted by the school principal using the POAC management framework: planning, organizing, actuating, and evaluating.	From the research conducted, it can be concluded that the academic supervision by the school principal has been implemented according to management principles, namely planning, organizing, executing, and evaluating.

Discussion

Academic supervision plays a crucial role in enhancing teachers' competencies in schools. Various studies have been conducted to explore the effectiveness of this supervision. An analysis of 15 relevant articles will help understand the strengths and weaknesses of each, as well as their contributions to the main theme. The implementation of supervision by school principals and the challenges faced in improving teacher performance in several junior high schools in Serang Regency. Although this study has a clear objective and a structured methodology, there are several strengths and weaknesses that need to be considered. One major weakness is the limitation in generalizing the results, as the research was conducted in only three schools, which may not represent the entire educational context in other areas. Additionally, although it uses a qualitative approach with diverse data collection techniques such as observation, interviews, and documentation, there is potential bias in data interpretation that can affect the results. The data analysis process, while structured, can also be influenced by the researcher's subjectivity. On the other hand, this study has many strengths. The implementation of academic supervision by school principals is reported to be well-organized and effective in improving teacher performance. The study also provides a clear overview of the stages of supervision implementation, such as planning, execution, and follow-up, which are important for understanding good supervisory practices. Furthermore, identifying challenges faced, such as time constraints and teacher readiness, offers valuable insights for future improvements. Overall, this study supports the title related to the implementation of academic supervision and the enhancement of teacher performance, as it shows positive outcomes from the conducted supervision. Despite weaknesses in generalization and potential bias, the findings contribute significantly to the understanding of academic supervision in schools (Yunus dan Et 2022).

The implementing academic supervision conducted by the head of the madrasah to develop competencies and improve teacher performance in two madrasahs. Although this study has a structured approach, there are several strengths and weaknesses that need attention. One main weakness is the potential limitation in generalizing the results, as the research was conducted in only two madrasahs, which may not reflect practices in other institutions. Additionally, despite using diverse data collection methods such as interviews, focus group discussions (FGDs), and observations, there is a possibility of bias in data collection, especially if respondents feel pressured to provide expected answers. The use of purposive sampling and snowball sampling may also affect the representativeness of the obtained data. On the other hand, this study has many strengths. The qualitative and descriptive approach allows for an in-depth analysis of academic supervision practices and their impact on teacher performance. The planning of supervision programs that involve achievement indicators and a

cooperative approach demonstrates attention to professional development. Implementation strategies that include building humanistic connections and collaboration with the deputy head of madrasah and other teachers show inclusive and effective supervisory practices. Periodic evaluation results also indicate a commitment to continuous improvement. Overall, this study supports the title related to academic supervision and the enhancement of teacher competencies. Despite weaknesses in generalization and potential bias, the findings provide valuable insights into how academic supervision can be effectively implemented in madrasahs (Mustaqim hasan 2022).

The implementation of academic supervision with a collaborative approach in improving teacher performance at SD 1 Barongan. While it has a clear objective and uses a comprehensive qualitative approach, there are several weaknesses and strengths worth noting. One major weakness is the limitation in generalizing the results, as the research was conducted in only one school. The findings may not be applicable to other schools with different characteristics. Additionally, although triangulation methods are used to validate the data, there is a possibility of bias in data collection through interviews, where respondents might provide expected answers. Limitations in the number of subjects involved may also affect the depth of analysis. On the other hand, this study has many strengths. The collaborative approach applied demonstrates an effort to involve various parties in the supervision process, creating a positive cooperative atmosphere. The use of interactive analysis models provides depth in understanding the processes and outcomes of academic supervision. The research results showing the effectiveness of this approach in improving teacher performance contribute positively to supervisory practices in schools (Purwaningsih et al. 2023).

The implementation of academic supervision through the management of facilities and infrastructure to improve teacher performance at SD Negeri 68 Banda Aceh. While this study shows positive results, there are several strengths and weaknesses that need to be noted. One main weakness is the limitation in the number of research subjects, which is only 10 teachers. This can limit the generalizability of the results, as a small sample may not reflect broader conditions in other schools. Additionally, while using an action research approach that can provide practical insights, there is a risk of bias in measuring teacher performance. The use of quantitative descriptive statistics may also oversimplify the complexity of teacher performance that should be assessed from various aspects. On the other hand, this study has several strengths. The approach focused on the management of facilities and infrastructure highlights the importance of physical support in improving teacher performance. Results showing significant improvement between cycles I and II provide evidence that the applied interventions are effective in enhancing teacher performance. Emphasizing continuous development also reflects a holistic understanding of the factors affecting teacher performance.

Overall, this study supports the title related to academic supervision and the enhancement of teacher performance. Despite weaknesses in generalization and potential bias, the findings contribute significantly to the understanding of how the management of facilities and infrastructure can play a role in improving teacher performance in schools (Sucriah 2018).

Improving Teacher Performance Through Individual Academic Supervision by the Principal at SMPN 7 Nangapanda. This study aims to improve teacher performance at SMPN 7 Nangapanda, particularly in administration and implementation of learning. While it has a clear objective and a structured method through School Action Research with two cycles, there are several weaknesses that need to be noted. One major weakness is the focus on a limited subject pool, which includes only 10 teachers, potentially reducing the generalizability of the research results. Additionally, although this study uses various data collection techniques such as observations, questionnaires, and interviews, there is a possibility that the data obtained may still be influenced by researcher bias, especially in observations and interviews. The study also does not provide detailed explanations of how each stage in the cycle was conducted, which could affect the replication of the research elsewhere. On the other hand, this study shows significant strengths. The action method used allows for continuous data collection and reflection, aiding in the improvement of the learning process. Results show a clear increase in teacher performance, with figures rising from 40% to 100% in learning administration, and from 70% to 100% in the implementation of learning. This indicates the effectiveness of the applied interventions. Overall, this study supports the title related to enhancing teacher performance, as it shows positive results. Despite weaknesses in generalization and potential bias, the achieved results contribute significantly to understanding how structured actions can markedly improve teacher performance (Natalia dan Kaleka 2020).

The importance of education quality through supervision activities conducted by school principals and school committees. While it has a clear and relevant objective, there are several weaknesses and strengths that need to be noted. One major weakness is the use of a literature review methodology that may limit the depth of analysis regarding actual practices in the field. Relying on literature may cause the article to lose specific context that could be obtained from empirical studies or direct interviews with school principals and committees. Additionally, potential bias in literature selection may also affect the conclusions drawn, especially if there is a lack of diversity in sources covering different perspectives. On the other hand, this article has many strengths. The focus on the management of academic supervision and the roles of school principals and committees provides a comprehensive understanding of the factors influencing education quality. The explanation of the stages of supervision management, from preparation to evaluation, demonstrates a systematic structure in efforts to improve

teacher performance. Furthermore, emphasizing the importance of a cooperative climate between school principals and committees shows a collaborative approach that can strengthen the implementation of educational policies. Overall, this article supports the title related to the management of academic supervision and the enhancement of teacher performance. Despite weaknesses in methodology and practical application, the findings contribute significantly to understanding how supervision can improve the quality of education in schools (Marfinda 2022).

The implementation of academic supervision by the school principal and its impact on teacher performance at Madrasah Aliyah Negeri Tolitoli. While this study has a clear objective and an appropriate approach, there are several strengths and weaknesses that need to be noted. One main weakness is the potential limitation in generalizing the results, as the research was conducted in one madrasah. This may limit understanding of how academic supervision practices might differ in other contexts. Additionally, while triangulation techniques are used to ensure data validity, the results still depend on the subjectivity of respondents in interviews and observations, which can lead to bias. Limitations in time and resources during the research may also affect the depth of analysis conducted. On the other hand, this study has many strengths. The qualitative approach provides in-depth insights into academic supervision practices and how they affect teacher performance. Details regarding the planning, implementation, and follow-up of supervision show a clear and systematic structure. The research findings reveal that academic supervision not only functions as oversight but also as an effective developmental tool, helping teachers identify weaknesses and improve their understanding of learning. Overall, this study supports the title related to academic supervision and the enhancement of teacher performance. Despite weaknesses in generalization and potential bias, the findings contribute significantly to understanding the implementation of academic supervision and its effects on teacher performance in madrasahs (Sunaedi dan Rudji 2023).

Academic supervision by school principals in vocational high schools and its impact on teacher performance. While this study has a clear objective and uses a qualitative approach, there are several weaknesses and strengths. One main weakness is the limitation in generalizing the results, as it focuses on a case study in a vocational high school in Bekasi. These findings may not be applicable to other educational contexts or settings. Additionally, reliance on interviews and observations, while providing in-depth insights, can introduce bias, as participants' responses may be influenced by their perceptions of the researcher's intentions. Furthermore, this study does not provide detailed information regarding sample size or selection criteria, which can affect the strength of the findings. On the other hand, this study has many strengths. The qualitative approach allows for a comprehensive understanding of the academic supervision process and its impact on teacher performance. Mapping teacher

performance in relation to the supervision of school principals provides valuable insights into the dynamics of educational leadership and its effects on vocational education. Moreover, recommendations for school principals to continue developing teachers' competencies reflect a proactive attitude in addressing challenges posed by rapid technological changes and industry demands. Overall, this study supports the title related to the role of academic supervision in improving teacher performance. Despite weaknesses concerning generalization and potential bias, the findings contribute significantly to understanding effective supervision models in vocational education (Tjipto, Ulfiah, dan Rostini 2021).

To enhance the implementation of academic supervision to improve teachers' pedagogical abilities in classroom learning. While this study has a clear structure and uses a descriptive approach, there are several strengths and weaknesses that need to be noted. One major weakness is the limitation in quantitative assessment, which may not fully reflect changes in the quality of teachers' teaching. Although there is an increase in average scores, there is no in-depth explanation of the factors influencing these changes or how teachers perceive the learning process. Additionally, the data obtained only covers two cycles, which may not be sufficient to show long-term trends or sustainability in improving teachers' pedagogical abilities. On the other hand, this study has many strengths. The systematic process, from planning to reflection, reflects a structured approach in implementing supervision. Results showing improvements in teachers' abilities from cycle I to cycle II provide evidence that academic supervision can contribute to pedagogical enhancement. Emphasizing observation and reflection also demonstrates an awareness of the importance of feedback in the learning process. Overall, this study supports the title related to academic supervision and the enhancement of teachers' pedagogical abilities. Despite weaknesses in depth of analysis and limited time frame, the findings contribute significantly to understanding how academic supervision can improve classroom learning quality (Prayityno 2019).

Implementation of clinical supervision to improve elementary school teacher performance. One main weakness is the limitation in generalizing the results, as this study may only cover one or a few elementary schools, which can reduce the relevance of the findings for a broader context. Additionally, while using a qualitative descriptive approach with various data collection techniques such as interviews, observations, and documentation, there is a possibility of bias in data interpretation, especially if the analysis is not conducted objectively. The descriptive nature of the analysis may also limit the depth of understanding of the factors influencing the implementation of clinical supervision. On the other hand, this study has many strengths. The qualitative descriptive approach allows researchers to gain in-depth insights into the implementation of clinical supervision and its impact on teacher performance. Diverse data collection techniques support the validity of the results, and interactive analysis

provides a clear structure in summarizing findings. The results indicate that clinical supervision can effectively improve teacher performance in the learning process, which is a significant finding for the development of educational practices. Overall, this study supports the title related to the implementation of clinical supervision and the enhancement of teacher performance. Despite some weaknesses in generalization and potential bias, the findings contribute meaningfully to understanding how clinical supervision can be applied in elementary education contexts (Ansori, Ahmad, dan Burhanuddin 2016).

To obtain information and data about the implementation of academic supervision in improving teacher competence. While this study has a clear objective and uses a descriptive method with a qualitative approach, there are several strengths and weaknesses that need to be noted. One major weakness is the limitation in delving into specific aspects of the implementation of supervision. While it mentions several supervision techniques, the research findings indicate that the techniques used are still general and may not be sufficient to identify specific needs of teachers. Additionally, reliance on the analysis of previous programs may limit innovation in planning supervision that is more adaptive to current contexts. Time limitations in conducting supervision also hinder the process, which may result in some teachers not receiving adequate guidance. On the other hand, this study has many strengths. The descriptive approach provides a clear picture of how supervision programs are structured and implemented. Involvement of the Education Office and supervisors in program formulation indicates good collaboration, and the focus on developing teachers' competencies is a positive aspect highlighted. Moreover, emphasizing motivation as a supporting factor reflects a good understanding of the importance of psychological support in enhancing teacher competence. Overall, this study supports the title related to the implementation of academic supervision and the enhancement of teacher competence. Despite weaknesses in depth of analysis and time limitations, the findings contribute significantly to understanding effective academic supervision practices (Fahmi et al. 2018).

Implementation of academic supervision by the head of madrasah as an effort to improve teacher quality at MAN 2 Ponorogo. One main weakness is the limitation in generalizing the results, as this research may focus only on one or a few madrasahs, which can reduce the relevance of the findings for a broader context. Additionally, while using a qualitative approach and various data collection methods such as observations, interviews, and documentation, there is potential bias in data collection and analysis. The use of triangulation techniques can help, but if not implemented well, the results may still be influenced by the researcher's subjectivity. On the other hand, this study has many strengths. The qualitative approach allows researchers to gain in-depth insights into academic supervision practices and their impact on teacher

performance. The research results show that the applied supervision model, including traditional, scientific, and clinical models, contributes positively to improving teacher discipline and the quality of the teaching-learning process. Identifying success indicators and supporting and inhibiting factors also provides valuable information for future improvements. Overall, this study supports the title related to academic supervision and the enhancement of teacher performance. Despite weaknesses in generalization and potential bias, the findings contribute significantly to understanding how academic supervision can be effectively implemented in madrasaha (Yiyin, Ryan, dan Ayu 2022).

Basic concepts of educational supervision, scope of educational supervision, principles and roles of educational supervision, one main weakness is the use of a literature review methodology, which may limit the depth of analysis. Relying on existing literature without field data or case studies may make the findings less applicable and relevant to real situations in schools. Additionally, the lack of empirical data can lead to difficulties in measuring the effectiveness of educational supervision concretely. These limitations may also weaken the arguments presented in the article. On the other hand, this article has strengths in identifying the importance of educational resources and the role of teachers in education quality. The literature-based approach allows the author to present a wide and diverse view on the topic, with references from various relevant sources. The conclusion emphasizing that educational supervision as a coaching activity provides useful insights for stakeholders in education. Overall, this article supports the title related to education quality and the importance of supervision. Despite weaknesses in methodology and practical application, the findings contribute significantly to understanding the role of supervision in enhancing teacher effectiveness (Asihani, Nurfatyhinah, dan Subandi 2024).

The management of academic supervision by the head of the madrasah, including planning, implementation, evaluation, and follow-up. While this research has a clear focus and a deep qualitative approach, there are several strengths and weaknesses that need to be noted. One main weakness is the limitation in generalizing the results, as the research was conducted in only one madrasah, namely Madrasah Aliyah Negeri 2 Ciamis. This may limit understanding of academic supervision practices in other contexts. Additionally, while using various data collection techniques such as observations and interviews, there is a risk of bias in data collection, especially if respondents feel pressured to provide expected answers. Time limitations in conducting the research may also affect the depth of analysis. On the other hand, this study has many strengths. The qualitative approach provides in-depth insights into academic supervision practices and how they affect teacher performance. The formulation of supervision programs involving teachers shows good participation and responsiveness to their needs. Evaluation results that include guidance for teachers who have not met

standards and recognition for those who do reflect a constructive approach to improving performance. Overall, this study supports the title related to the management of academic supervision and the enhancement of teacher performance. Despite weaknesses in generalization and potential bias, the findings contribute significantly to understanding how academic supervision can be effectively implemented in madrasahs (Iskandar 2020).

Academic supervision by the principal in improving teacher performance at SMPN 2 Margahayu, Bandung Regency. The weaknesses of this study include limited methodology, where the qualitative descriptive approach does not provide in-depth quantitative data. Additionally, focusing the research on only one school can reduce the ability to generalize the results. Data obtained through observations and interviews may be affected by researcher bias, which can reduce objectivity. This study also lacks in-depth analysis of the specific impacts of supervision on teacher performance and does not provide clear information regarding the duration of the research, which is important for understanding the context of the results. On the other hand, this study has many strengths. The integrated approach using various data collection techniques such as observations, interviews, and documentation studies provides a more comprehensive picture. The management framework of POAC (planning, organizing, actuating, evaluating) used provides a clear structure in the analysis of supervision. The focus on improving teacher performance is very relevant to educational goals. This study also emphasizes the important role of school principals in academic supervision, and its conclusion states that supervision has been carried out in accordance with good management principles. Overall, this study supports the title related to the analysis of academic supervision by school principals in improving teacher performance. All elements in this research align with the focus presented, although there are some weaknesses that need to be noted (Yoseptry et al. 2024).

D. Conclusion

The review of various journals on academic supervision highlights that effective implementation is crucial for enhancing teacher performance, including at SMK PGRI 2 Palembang. Research indicates that a systematic approach to planning, collaborative implementation, and continuous evaluation is essential for achieving these goals. Several studies emphasize the importance of involving various stakeholders, such as school principals and supervisors, in the planning of supervision. Teacher involvement not only enhances their sense of ownership of the program but also motivates them to actively contribute to learning. Supervisory techniques like classroom observation and group discussions have proven effective in improving pedagogical skills, reflected in higher scores and positive feedback. However, the research also identifies weaknesses that need attention, such as time and resource limitations that may hinder the

effectiveness of supervision. This suggests that SMK PGRI 2 Palembang should design a more flexible and responsive supervision program that meets teachers' needs and the school context. Regular and systematic evaluations will help identify areas requiring further attention, allowing the supervisory process to improve continuously. Overall, the implementation of planned and sustainable academic supervision is vital for enhancing teacher performance at SMK PGRI 2 Palembang. By adopting approaches based on findings from various studies, the supervisory process can become more effective and positively impact the quality of learning, contributing to teachers' professional development and overall educational outcomes.

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