

Research article

Academic Supervision by School Principals for Improving Teacher Performance

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ORCIDNur Imamah: <https://orcid.org/0000-0001-5232-2050>**Abstract.**

Academic supervision is performed by school principals to assist teachers and employees in carrying out their work while also motivating and helping them to develop and improve their abilities in the teaching and learning processes. Many teacher learning tools are incomplete, and facilities are lacking. Teachers do not set a precise scenario in the learning process, so the classroom atmosphere is not conducive. Therefore, this study aimed to analyze the effect of academic supervision by principals on teacher performance. A systematic literature review was conducted, and data were collected by documenting and reviewing articles related to academic supervision and published between 2015 and 2021. In total, 25 articles from national and international journals were obtained from Google Scholar, DOAJ, and lens.org. It was found that academic supervision by school principals not only improved teacher performance but also encouraged their development and individual approaches and provided them with the required training and motivation.

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1. Introduction

Academic Supervision provides a significant contribution for all school members, especially for school principals and teachers, implementing and evaluating work programs that have been established in the 2013 curriculum.[1], The principal as a supervisor checks the readiness of the teachers who will teach in the classroom whether the teachers have brought learning tools for their teaching readiness, then the principal will observe and record related to teaching and learning activities, and the results will be discussed together and provide input regarding deficiencies in the activation process—teaching and learning and also related to things that need to be improved[2].

In reality, there are still many problems related to the principal's academic supervision that lack and incompetent teacher performance; teachers need to have a mature learning program plan to convey to students, and every teacher needs to understand

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the goals and benefits of supervision will be. Done to him by the principal or by the school superintendent[3].

In this article, researchers conduct research on the supervision of school principals in improving teacher performance, and this is very important because teachers who provide education and teaching for their students, teachers interact most directly with their students in a lesson and are fully responsible for the achievements of students for it must have good performance so that it can print the next generation of competent people[4].

Schools are said to be advanced, and quality is seen from the activity of the teachers, while the good or bad of the teacher depends on the principal as a supervisor and also as a supervisor[5]. The research questions (RQ) discussed in this article are:

Research Question 1 (RQ1) What are the steps of the principal's academic supervision in improving teacher performance?

Research Question 2 (RQ2) How are the results of the principal's academic supervision in improving teacher performance?

This article will explain comprehensively from researchers about principal's academic supervision, and we start from part 2 by understanding the meaning of principal's academic supervision and teacher performance. Section 3 describes the methods used to conduct our literature review. Section 4 reports our findings. And finally, section 5 concludes by outlining the implications of the research.

2. Principal's academic supervision and teacher performance

2.1. Principal's academic supervision

Principal's academic supervision is a process of supervision carried out by educators to strengthen and improve the quality of learning in schools [6]. Through academic supervision, principals can create and plan teacher professionalism programs. As an effort to improve the learning process, it is hoped that through academic supervision activities, it is hoped that all educators can develop their potential and provide the best service for their students.[7].

There are several approaches to academic supervision, namely, clinical supervision, developmental supervision, and differential supervision. Each of these three approaches has advantages and disadvantages [2].

1. *Clinical Supervision*

A face-to-face process between supervisors and teachers to discuss teaching and learning activities. This discussion aims to assist the development of teacher professionalism and, at the same time to improve the teaching process itself with the teacher discussing teaching and learning activities in the classroom and finding solutions to existing problems, and finding ways to overcome these problems.[8]

1. *Development Supervision*

Approach models in development supervision include 1) Directive control style, namely an approach for teachers who do not have the will to act and have no desire to progress and develop. 2) Informational directive style, this supervision is used when the level of teacher development is rather low, the teacher is inexperienced and lacks knowledge, so the principal is the main source of information and directs the teachers towards the right goals in decision making. 3) Collaborative behavior style, this supervision is used if the level of teacher development is moderate, here the position of the teacher and supervisor is the same, namely together in solving a problem and in making decisions. 4) Non-directive behavioral style, this supervision is used when the teacher's development is high here the teacher is proficient and has high skills in solving an existing problem.

1. *Differential Supervision*

This supervision looks at the differences between one teacher and another because the problems faced by teachers are different. For that, the principal must know the needs of each teacher through the evaluation that has been carried out.

2.2. **Teacher performance**

Teacher performance is a series of individual skill performances in mastering competencies and completing tasks. There are several aspects that affect teacher performance. The most supportive aspect is the individual's internal self. This internal aspect tends to be dominant in producing the quality of teacher performance. One of the internal aspects of the individual is work motivation. Research in the field often finds teachers who lack enthusiasm in carrying out their duties. This will result in the slow achievement of learning objectives. There are so many factors that influence an individual's internal motivation[2].

The form of behavior as the final result of teacher performance is reflected in planning learning, carrying out learning activities, and assessing learning outcomes. "Teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes," according to Dharma. This is reinforced by the basis of Law No. 14 of 2005 concerning Teachers and Lecturers which states that, "teacher performance should include pedagogic, personality, social, and professional competencies obtained through professional education." [9]

3. Research Methodology

This study uses the Systematic Literature Review (SLR) method with a meta-synthesis model. Systematics in writing using the following steps. Initially identifying, screening, qualifying, and making conclusions, the selected articles match the keywords published with a limitation of the last six years from 2015 to 2021. This limitation is part of an effort to focus on publication articles for reading and improve search accuracy information. From several articles collected, the researcher chose 21 articles that matched the keywords being searched for.

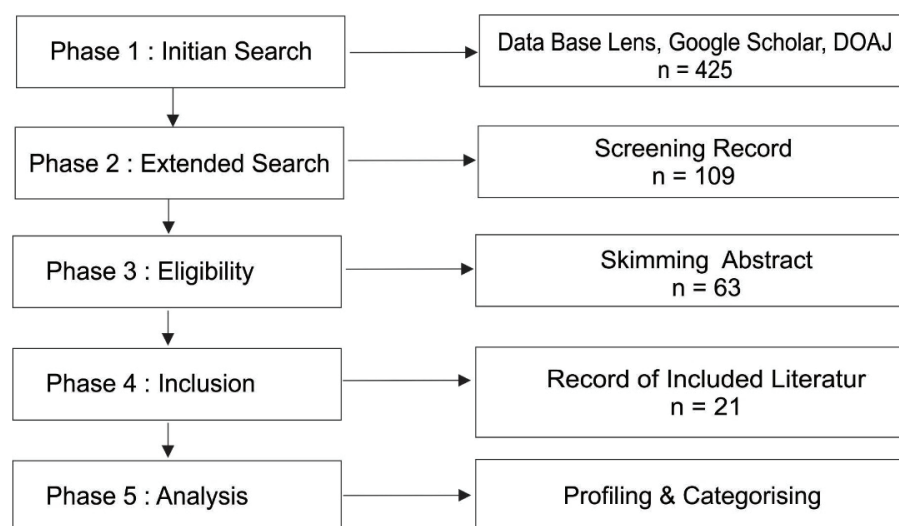


Figure 1: Data extraction procedure.

The process carried out in the search for 21 articles started from the initial search process through a database obtained from lens.org, google scholar, and DOAJ sources. In the initial search stage, 425 articles were found using the keywords Academic Supervision, Principals, and Teacher Performance. Furthermore, further searches were

carried out through analysis of the core of the discussion and conclusions drawn from each article to get 109 articles. Then proceed with the adjustment of the abstracts of the appropriate articles obtained 63 eligible articles.

Then, a final screening was carried out that really matched the keyword criteria in the title of the study, which resulted in 21 articles. The articles that were then reviewed in this study are listed in Table 1.

4. Finding and Discussion

Every month the principal comes as a supervisor to assess classroom learning, the assessment method is to see the teaching activities of the teacher in the classroom directly by referring to the planning of what aspects are considered, and the teacher also fills out a check-list similar to the questionnaire given by the supervisor. Principals carry out this supervision individually or in groups depending on their needs. If there is a problem with one of the teachers that must be resolved immediately, use this individual supervision approach, but on the contrary, if there are problems in groups or issues in general, use a group supervision approach.

For this reason, the principal must have the right strategy and the proper steps in supervision, and this is done on an ongoing basis which in the end, teachers can quickly improve their performance.

To improve the performance and quality of education under supervision, there must be a plan made by the principal, the planning here must be really mature and well structured, and in the planning, there are teacher career development activities, besides that, it also arranges an organizational structure that aims to assist the implementation of activities. Supervision and principals provide direction to educators and education, as well as provide a positive influence and a real contribution to improving teacher performance.

To improve teacher performance in the principal's academic supervision, teacher guidance is needed, by directing teachers to carry out tasks in learning, namely by planning education, among others, formulating learning objectives in the lesson plans according to the curriculum/syllabus, and compiling teaching materials in a coherent manner, logical, contextual. And the implementation of learning is mastery of learning materials, approaches/learning strategies, utilization of learning resources/learning media, learning that triggers and includes student involvement. As well as avoiding coercive actions against teachers, trying to move teachers to assess student learning outcomes, according to the data it has the highest percentage of 34.37%, in the journals

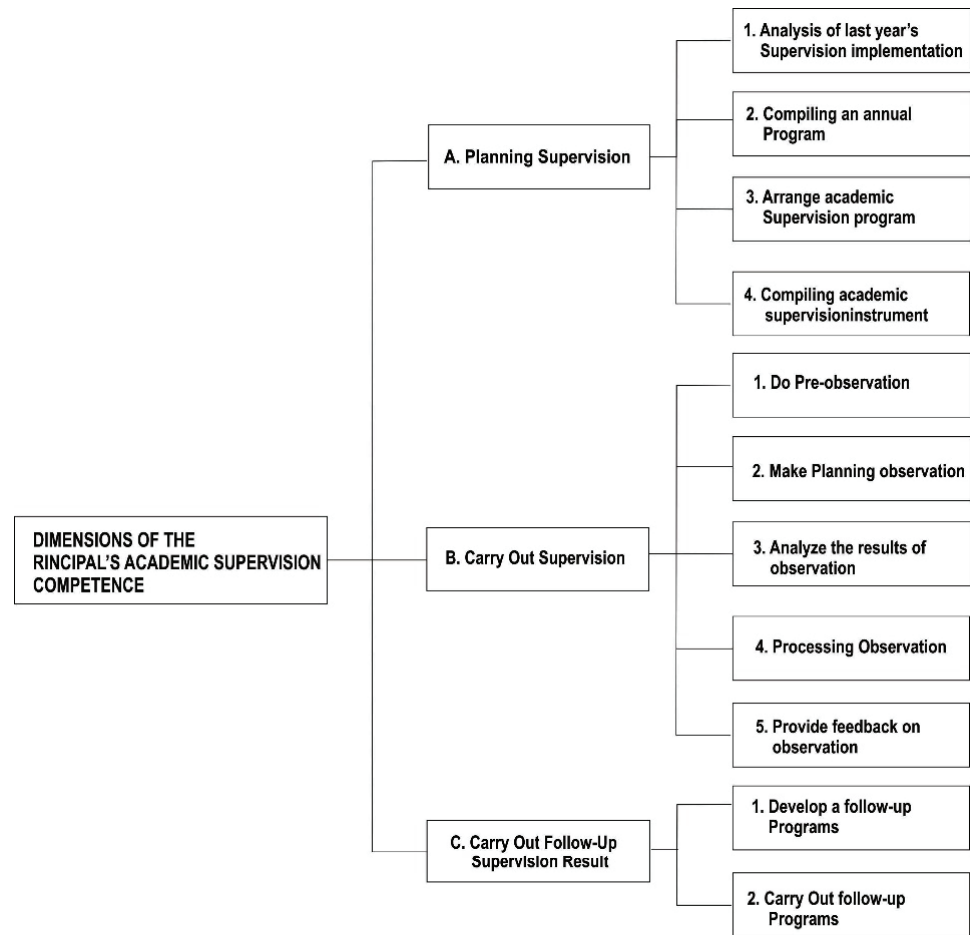


Figure 2: Dimensions of Academic Supervision Competence.

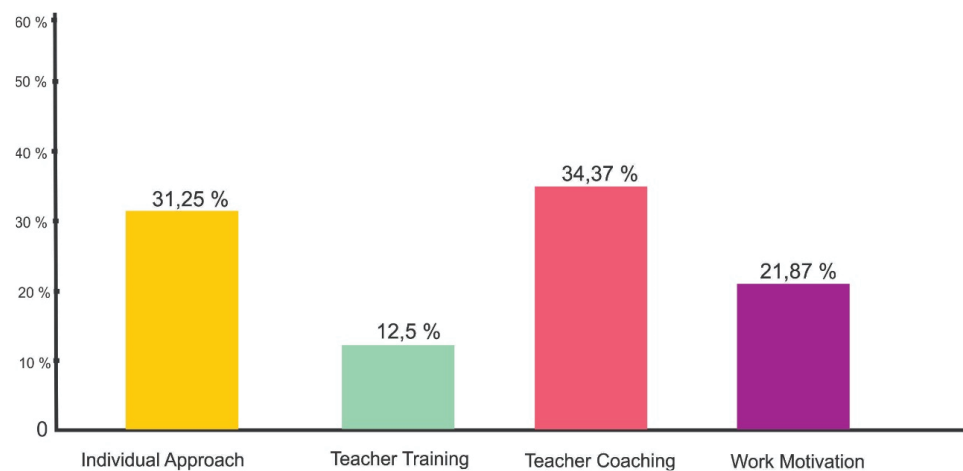


Figure 3: Percentage of conformity in articles/journals.

[2,10,11,13,7,14,8, 17,19,20,22], next is the Individual Approach by the principal, namely by providing comfortable facilities and a supportive atmosphere for comfort in work, giving a sense of security in the anxiety experienced by subordinates, appreciating the work of teachers, adequate facilities, and hold regular meetings and set a good

TABLE 1: References for Principal Academic Supervision in Improving Teacher Performance.

References for Principal Academic Supervision in Improving Teacher Performance	Individual Approach	Teacher training	Teacher Coaching	Work motivation
Educational Supervision for Continuous Teacher Professional Development [2]		✓	✓	
Education Supervision [10]			✓	
Implementation of Principal Academic Supervision to Improve Teacher Performance [11]			✓	
Supervision of education by school supervisor [12]	✓			✓
The Effect of Principal's Academic Supervision on Teacher Performance [13]	✓		✓	
Implementation of Principal Academic Supervision as an Effort to Improve Teacher Professionalism [7]	✓	✓	✓	
Educational Supervision Management in Early Childhood Teacher Performance Development [14]			✓	
Academic Supervision in an Effort to Increase Teacher's Motivation to Prepare Learning Preparation Tools [15]				✓
The Effect of Educational Supervision and Subject Teacher Deliberations Through Teacher Competence in Improving Teacher Performance [8]		✓	✓	
The Principal's Decision Making Process on Improving the Performance of Middle School Teachers [4]	✓	✓		
Principal Leadership, Academic Supervision, and Work Motivation in Improving Teacher Performance [15]				✓
Principal's Strategy in Improving the Quality of Education [16]	✓			
Implementation of Principal's Academic Supervision to Improve Teacher Performance [11]	✓			
The Influence of Teacher Professionalism and Principal Supervision on Teacher Performance [17]			✓	✓
The Effectiveness of the Implementation of Academic Supervision by the Principal in Improving Teacher Performance [18]	✓			
Principal Supervision Function on Teacher Performance [19]			✓	
The Effect of Principal Supervision on Teaching Teacher Performance [20]			✓	✓
The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance [21]				✓
Academic Supervision and How Teachers Perform [22]	✓		✓	
Principal Transformational Leadership, Teacher Performance and Education Quality [23]	✓			✓
The Principal's Role in Improving Teacher Performance [24]	✓			

example for teachers. In accordance with the data as much as 31.25% in the journal [12,13,7,4,17,11,18,22,23,24], the next is work motivation, namely providing bonuses or

rewards for teachers who excel, build exemplary communication and fun, as well as making training programs to increase the potential of teachers, according to data as much as 21.87% in journals [12,15,17,20,21,23], and the last one is teacher training, this teacher training teachers are included in curriculum development training, creative classroom management strategy training, teacher development motivation training, parenting training for teachers, training in making creative learning media, according to data as much as 12.5% in journals [2,7,8,4].

5. Conclusion

Based on the explanation above, the supervision carried out by the principal has different steps and strategies, including every month the principal comes as a supervisor to assess classroom learning, management is carried out individually, or in groups, the principal is a manager, leader, educator as well as a supervisor. The motivator in teacher development is carried out continuously and uses several approaches such as clinical, developmental, and differential approaches.

The results of the Academic Supervision carried out by the principal in improving teacher performance. The first is teacher coaching. Teacher coaching here is by compiling learning plans and implementing coherent and logical learning in accordance with the curriculum and syllabus. The second is an individual approach by providing a sense of comfort in working, the third is work motivation, and the fourth is teacher training, teachers also receive special training, from these four findings being applied in the implementation of learning activities will be able to increase teachers' understanding of deficiencies during learning activities, and what that need to be prepared in the process of teaching and learning activities, for that on an ongoing basis the teacher's performance will increase.

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