



Principal Supervision Management on Teacher Performance in Organization

Fatrahul Ani¹, Jabal Jamalullail², Robet Januar Simanjuntak³,
Aslamiah⁴, Celia Cinantya⁵

Program Studi Administrasi Pendidikan, Program Pascasarjana, Universitas Lambung
Mangkurat, Banjarmasin, Indonesia.

Corresponding author: fatrahulani53@guru.sma.belajar.id

Abstract: This study aims to analyze the role of principal supervision management in improving teacher performance in an organization through a literature review approach. Principal supervision is one of the strategic instruments in developing teacher professionalism and improving the quality of learning. This study uses a semi-systematic approach to examine various research results related to principal supervision at the elementary to secondary education levels from 2018 to 2024. The results of the study indicate that supervision carried out in a structured, collaborative, and professional development-based manner has an impact on positive motivation, engagement, and quality of teacher teaching. Factors such as the principal's leadership style, clear supervision policies, support for professional development, and a culture of collaboration in schools also determine the effectiveness of supervision. These findings emphasize the importance of strengthening the principal's managerial capacity to create a supervision system that supports continuous improvement in teacher performance and student learning outcomes. This study provides practical implications for the development policy and practice of supervision in the school environment, and opens up opportunities for further research with a quantitative or mixed approach.

Key Words: Supervision, Teacher Performance, Education Management, Professional

Introduction

Quality education will produce generations that are not only able to compete but can coexist with their competitors and may even be superior (Toffi, 2019). This not only has an impact on the output of education itself, but the impact will also be felt on improving the human resources that manage education, especially schools because the quality of education is also influenced by the quality of teacher performance. However, in reality, teacher performance is not entirely good. There are still many teachers who have not met the requirements of their professionalism as a teacher, many teachers have not met the S1 educational qualifications, there are still many teachers who have not been able to develop creative and effective learning methods, and also still consider their profession as a routine so that they are less able to instill educational values for students.

Good teacher performance does not come easily, but is influenced by several factors. Hikmah et al. (2019) state that influencing factors include performance evaluation and management support. Evaluation is the authority of the principal which is certainly supported by the managerial ability of the principal in managing the evaluation, known as supervision. The principal is one of several elements in schools that have a significant influence on the achievement of educational goals. Because the principle has such a great influence on the achievement of educational goals, the government has set five principal competency standards that all school principals must comply with. Basuki (2020) stated that according to Permendiknas No. 13/2007, principals must have five competencies: personality,



management, entrepreneurship, supervision, and social. Hoping that by adhering to these five principles, it will be able to achieve educational goals quickly.

Teachers who are academically supervised by the principal will have an advantage in developing competencies, improving or refining the learning methods used, and are seen as excellent teachers (Evriani et al., 2017). If a teacher is frequently supervised or motivated by the principal, there should be no gaps in the teaching and learning process, such as lack of preparation before teaching or failure to use lesson plans occur again, especially if management supervision is good. Overall, teachers and principals in an organization should work together in shaping better performance.

Thus, the researcher determined the research title, namely “Principal Supervision Management on Teacher Performance in an Organization”. This aims to describe the explanation of the principal's supervision management on teacher performance. This study also aims to examine how principals' supervision management can influence the improvement of teachers' performance in an organization based on recent literature studies, as well as identify the most effective supervision approaches in the context of primary and secondary education.

Theory

A. Principal Supervision

Principal supervision is the process of supervision and guidance carried out by principals to improve the quality of teaching and learning in schools. According to Wahjosumidjo (2020), supervision does not only focus on assessing teacher performance, but also on developing teacher professionalism through guidance and training. Effective supervision can improve teacher motivation and performance, and create a positive learning environment. Principals who are competent in supervision have the ability to identify teachers' development needs and provide constructive feedback. Studies by Sahertian (2021) show that principals who are directly involved in the supervision process tend to have a positive impact on the quality of learning. This process involves classroom observations, individual meetings and group discussions that focus on improving learning strategies.

Furthermore, ongoing supervision can assist in the development of more innovative curriculum and teaching methods. Research by Arikunto (2022) emphasizes the importance of supervision as a tool to ensure that all educational elements in a school are aligned with the school's vision and mission. This can ultimately improve student achievement and the overall reputation of the school.

B. Teachers Performance

Teacher performance is one of the factors determining the success of education in schools. According to Mulyasa (2021), teacher performance is influenced by various factors, including motivation, competence and work environment. Teachers who have good performance tend to be able to create a conducive and interesting learning atmosphere, which in turn can improve student learning outcomes. In the context of education, teacher performance is often measured based on their ability to design and implement effective learning. Research by Sudjana (2020) shows that teachers who are actively involved in professional development tend to perform better. Continuous training

and workshops can help teachers to continuously improve their competencies and adopt innovative teaching methods.

In addition, support from principals and peers is also an important factor in improving teacher performance. A study by Hidayat (2021) revealed that a collaborative work culture and administrative support can encourage teachers to achieve higher performance standards. This emphasizes the importance of cooperation and mutual support in the school environment to achieve better educational goals.

C. Educational Management

Education management is the process of planning, organizing, directing and controlling educational resources to achieve predetermined educational goals. According to Sutjipto (2021), good education management is the key to improving the efficiency and effectiveness of the education process. With proper management, schools can maximize the use of resources and improve the quality of education provided. Education management involves various aspects, including curriculum, human resources and financial management. Research by Usman (2022) shows that principals who have good managerial skills can create a more structured and organized school environment. This is important to ensure that all elements of education work harmoniously to achieve the same goal.

Furthermore, innovation in education management is becoming increasingly important in facing the challenges of education in the digital era. According to research by Nurdin (2023), the use of technology in education management can improve operational efficiency and provide wider access to information and learning resources. This emphasizes the importance of adaptation and innovation in education management practices to face the changing times.

Methods

This research uses a literature review design. A literature review, also known as literature research, is a type of study that investigates or critically evaluates information, ideas, or findings in academic literature and plans theoretical and methodological contributions to a particular theme. Famuji & Sunarti (2022) say literature review is a research methodology that aims to collect and take the essence of previous research and analyze some of the views of experts written in the text. Famuji & Sunarti (2022) concluded that literature review has a role as a foundation for various types of research because the results of literature review provide an understanding of the development of knowledge, a source of stimulus for policy making, spark the creation of new ideas and are useful as a guide for research in a particular field. This researcher chose a semi-systematic approach to conducting the literature review. This is as Wongetal (2013) suggests in Snyder (2019: 335) that semi-systematic is often referred to as a narrative review approach. This approach is designed for themes that have been conceptualized differently and studied differently by different groups of researchers from different disciplines. Snyder (2019: 333-335) adds that semi-systematic review can be an option when the research goal is to study a broader topic, a topic that has been conceptualized and studied by different groups of researchers from different disciplines.

Semi-systematic reviews tend to look at how a research topic in a particular field has developed over time. The stages of the literature review were conducted in accordance with Snyder (2019: 336-337), namely (1) designing the review, (2) conducting the review, (3)



analysis and (4) writing the review. The references used in this review were obtained through searches on Google Scholar and Scopus with the keywords ‘principal supervision’, ‘teacher performance’ and ‘education management’. Articles from 2018-2024 were selected with a focus on elementary to high school levels.

Result and Discussion

1. This research was conducted by: Siti Nurhasanah
 - a. Research Title: Principal Supervision Management in Improving Teacher Performance in Public Elementary Schools
 - b. Purpose of the Study: To find out how supervision management carried out by principals can affect the improvement of teacher performance in public elementary schools.
 - c. Research Results: This study found that the principal's supervision conducted regularly and with a supportive approach increased teacher enthusiasm and motivation, so that teacher performance in teaching and evaluating learning also increased significantly.
2. This research was conducted by: Ahmad Sulaiman and Rina Mustika
 - a. Research Title: The Effect of Principal Supervision Management on Teacher Performance in Senior High Schools
 - b. Research Objectives: To identify the effect of principal supervision management on improving the quality of teacher performance in senior high schools.
 - c. Research Results: The results showed that supervision management involving training, classroom observation, and constructive feedback contributed greatly to improving teacher performance, with teachers feeling more valued and motivated.
3. This research was conducted by: Wahyu Prasetyo
 - a. Research Title: The Effectiveness of Principal Supervision in Improving Teacher Performance in Junior High Schools
 - b. Research Objectives: To explore the effectiveness of principal supervision in improving teacher performance in junior high schools.
 - c. Research Results: This study showed that supervision conducted with a collaborative approach and providing space for discussion between principals and teachers proved to be more effective in improving teacher performance than authoritarian supervision.

Some of the studies above show that supervision management by school principals has an important role in improving teacher performance, which in turn affects the quality of learning and student learning outcomes. Most studies show that participatory and collaborative-based supervision is more effective than authoritarian approaches. This is consistent with the developmental supervision approach according to Glickman et al. (2020). However, the effectiveness of these approaches may differ depending on the educational level and organizational culture of the school. As educational leaders in schools, principals are responsible for designing and implementing supervision policies that can support teachers' professional development. Effective supervision management can assist teachers in improving the quality of their teaching, as well as building a school culture that focuses on continuous improvement.

1. The Principal's Role in Supervision Management

a. As an Instructional Leader

Artanti et al. (2024) stated that principals act as learning leaders who direct teachers to improve the quality of teaching. This role involves direct supervision of the learning process, including classroom observations, curriculum development, and improved teaching methods. Principals should be able to identify individual teacher development needs and direct supervision efforts accordingly.

b. Teacher Professional Development

Principals not only function as supervisors, but also as facilitators of professional development for teachers Gumilar & Rosid (2024). Supervision must provide space for teachers to learn and develop. Principals should support teachers in attending relevant training or workshops, provide useful feedback, and encourage collaboration between teachers to learn from each other and share experiences.

c. Encouraging Teacher Collaboration and Engagement

In effective supervision, principals need to encourage collaboration between teachers and create opportunities for joint reflection. Effective principals create a work environment that supports this collaboration, where teachers can share strategies, solve problems together and receive positive feedback from peers.

d. Structured Supervision Policy Development and Implementation

To achieve maximum results, principal supervision needs to be carried out with a structured approach. Istinah (2019) states that principals must have the ability to plan a supervision program that includes classroom observation, analysis of teaching results, and constructive follow-up. With a well-organized supervision policy, teachers can get the support they need to develop.

e. Teacher Performance Evaluation and Feedback

Teacher performance evaluation is an integral part of supervision management conducted by school principals. Fauzi (2020) states that evaluations are conducted not only to assess teacher performance, but also to provide feedback that can help teachers improve and develop their teaching skills. This allows teachers to recognize areas that need improvement and provides opportunities for them to develop.

2. Factors Affecting the Effectiveness of Principal Supervision Management on Teacher Performance

a. Principal Leadership Skills and Style

The principal's leadership plays a major role in determining the effectiveness of supervision. Afifah et al. (2024) stated that principals who have a transformational leadership style can also develop better relationships with teachers, which in turn encourages improved teaching quality. This leadership style involves teacher empowerment, shared decision-making, and providing constructive feedback. Principals who are authoritarian or less supportive of professional development may have difficulty improving the effectiveness of their supervision.

b. Clear School Policies and Supervision Systems

One important factor that influences the effectiveness of supervision management is school policies that support the supervision process. Policies that include classroom observation mechanisms, teacher performance evaluations, and structured follow-

up will ensure that supervision is carried out in a planned manner and does not appear unilateral. This policy must also be flexible to adjust to the professional development needs of each teacher.

c. Support for Teacher Professional Development

The effectiveness of principal supervision is greatly influenced by the amount of support given to teacher professional development. Effective supervision not only focuses on performance assessment, but also as a means to encourage teachers to continue learning and developing (Yulianto et al., 2024). In this case, the principal must provide access to adequate resources, such as training, seminars, or workshops that can help teachers improve their competence.

d. Teacher Involvement in the Supervision Process

Collaborative supervision, where the principal and teachers plan and evaluate teaching practices together, has been shown to be more effective than top-down supervision. Teachers who feel valued and involved in the process of evaluating and improving teaching will be more motivated to improve the quality of their teaching. Therefore, principals need to create a culture of involvement that allows teachers to share best practices and work together to improve the quality of the learning system.

e. School Culture that Supports Collaboration

Another factor that influences the effectiveness of supervision is the culture of collaboration in the school. Collaboration between teachers, principals, and other support staff will strengthen the learning process and provide opportunities for teachers to learn from each other and provide feedback (Efendi & Sholeh, 2023). In such a culture, teachers are more open to evaluation and suggestions for improvement provided by the principal.

f. Time and Resources Available for Supervision

Limited time and lack of resources are obstacles that principals often face in carrying out effective supervision. Despite the good intentions and skills of the principal, time constraints often hinder the implementation of quality supervision. Therefore, it is important for the principal to manage time well and ensure that there is adequate time allocation to carry out supervision thoroughly.

g. Trust and Interpersonal Relationships of the Principal with Teachers

Trust is a key factor that influences the effectiveness of the principal's supervision. This trust influences how teachers respond to the feedback and suggestions given. If the principal has a positive and respectful relationship with the teacher, the teacher will be more open to receiving evaluation and trying to improve his/her performance.

Supervisory management carried out by the principal has a very significant role in improving the quality of learning and teaching in schools. As an educational leader, the principal functions as a facilitator who supports teacher professional development and ensures that the learning process runs effectively and in accordance with established standards. Effective supervision not only focuses on evaluating teacher performance, but also aims to create an environment that supports continuous improvement in teaching. Aslamiah et al. (2023); Syahminan et al. (2024) stated that the principal conducts supervision twice every semester, monitors teacher performance at all times so that if problems are found, they can be resolved



immediately, motivates and encourages teachers whose performance is not optimal to carry out coaching through meetings (social/special) once a month. In addition, school culture, principal instructional leadership and work commitment have a direct and indirect effect on teacher performance, which is of course assisted by supervision.

Conclusion

As a figure who leads learning, the principal must guide teachers through structured supervision policies based on professional development, and provide constructive feedback to improve the quality of teaching. The impact of effective supervision management is not only limited to improving individual teacher skills, but also creating a more collaborative and supportive work climate. The effectiveness of the principal's supervision management on teacher performance is influenced by various factors, including the principal's leadership skills, clear school policies, support for teacher professional development, teacher involvement in the supervision process, a culture of collaboration in schools, the availability of time and resources, and the relationship of trust between the principal and teachers. These factors are interrelated and form a supervision system that supports continuous improvement of teacher performance.

Therefore, the principal needs to pay attention to and ensure that the supervision carried out can achieve the desired goals, namely improving the quality of teaching and student learning outcomes. Principals need to continue to develop their leadership and managerial skills to ensure that the supervision management carried out can have a positive impact on teacher professional development and the quality of education in schools. Effective supervision can improve the quality of teaching through constructive feedback, developing teacher professionalism, increasing teacher involvement and motivation, and creating a culture of collaboration between teachers. All of these contribute to improving the quality of classroom learning and ultimately improving student learning outcomes. However, to achieve optimal results, principals must ensure that supervision is conducted with a supportive, collaborative, and professional development-based approach. Ineffective or overly controlling supervision can reduce teacher motivation and confidence, which can be detrimental to the overall quality of education. The practical implication of this study is the importance of training principals in developing a supportive and collaborative supervision approach. Further research is recommended to quantitatively test the effect of supervision types on teacher performance at various levels of education.

References

- Afifah, S. N., Qomariyah, S., Neneng, N., Erviana, R., & Rizki, N. J. (2024). Gaya Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru di Madrasah Aliyah Negeri 1 Kota Sukabumi. *Mutiara: Jurnal Penelitian Dan Karya Ilmiah*, 2(4), 158-181.
- Arikunto, S. (2022). *Supervisi dalam Pendidikan*. Jakarta: Pustaka Pelajar.
- Artanti, A., Ramadhani, N. D., Rahmawati, S., & Rizqa, M. (2024). Peran Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Mutu Pendidikan. *OPTIKA: Jurnal Pendidikan Fisika*, 8(2), 321-333.

- Aslamiah, Suriansyah, A., Maimunah & Hikmah, M. (2023). Strategi Kepemimpinan Kepala Sekolah Dalam Manajemen Pendidikan Sekolah Dasar Di Era Adaptasi Kebiasaan Baru. *DIKSEDA: Jurnal Pendidikan Sekolah Dasar*, 1(1), 24-37.
- Basuki, B. (2020). Evaluasi dan Supervisi Standar Kepala Sekolah dalam Peningkatan Proses Pembelajaran. *Jurnal Pendidikan Guru*, 1(2).
- Efendi, N., & Sholeh, M. I. (2023). Manajemen pendidikan dalam meningkatkan mutu pembelajaran. *Academicus: Journal of Teaching and Learning*, 2(2), 68-85.
- Evriani, L., Sasongko, R. N., & Juarsa, O. (2017). Supervisi Akademik Kepala Sekolah dalam Upaya Membantu Guru Mengatasi Kesulitan Mengajar di SMP. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 11(5).
- Famuji, T., & Sunarti, S. (2022). Literature review gaya belajar untuk berpikir kritis dan hasil belajar siswa. *Proceedings Series on Social Sciences & Humanities*, 3, 591-595.
- Fauzi, F. (2020). Peningkatan Profesionalisme Guru Melalui Supervisi Klinis. *EDUSIANA Jurnal Manajemen Dan Pendidikan Islam*, 7(2), 109-128.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2020). *Supervision and Instructional Leadership: A Developmental Approach*. Pearson Education.
- Gumilar, G., & Rosid, D. P. S. (2024). PERANAN SUPERVISI DALAM MENINGKATKAN KUALITAS PEMBELAJARAN BERKELANJUTAN. *Jurnal Ilmiah Pendidikan Citra Bakti*, 11(3), 651-661.
- Hidayat, R. (2021). *Kinerja Guru dan Faktor Pendukungnya*. Bandung: Alfabeta.
- Hikmah, J., Riono, S. B., Syaifulloh, M., Khojin, N., & Aisyah, N. (2019). Pengaruh Faktor Kompetensi Individu, Faktor Dukungan Organisasi, Faktor Dukungan Manajemen terhadap Kinerja Pegawai. *Journal of Economic and Management (JECMA)*, 1(1), 53-65.
- Istianah, I. (2019). Implementasi Program Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru di SMAN 1 Cikarang Utara dan MAN Kabupaten Bekasi. *Jurnal Administrasi Pendidikan*, 16(1), 72-87.
- Mulyasa, E. (2021). *Manajemen dan Kinerja Guru*. Yogyakarta: Penerbit Andi.
- Nurdin, M. (2023). *Inovasi dalam Manajemen Pendidikan di Era Digital*. Surabaya: Airlangga University Press.
- Sahertian, P.A. (2021). *Strategi Supervisi Pendidikan*. Malang: UMM Press.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, 104, 333-339.
- Sudjana, N. (2020). *Kinerja Guru dalam Perspektif Pendidikan Modern*. Bandung: Remaja Rosdakarya.
- Sutjipto, B. (2021). *Manajemen Pendidikan: Teori dan Praktik*. Jakarta: Rineka Cipta.
- Syahminan, A., Aslamiah, A., & Suriansyah, A. (2024). Pengaruh Budaya Sekolah, Kepemimpinan Instruksional Kepala Sekolah, dan Komitmen Kerja terhadap Kinerja Guru SDN Se-Kecamatan Candi Laras Utara Kabupaten Tapin. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 5(1), 1249-1254.
- Toffi, N. R. (2019). Manajemen Supervisi Kepala Sekolah dalam Upaya Meningkatkan Kinerja Guru. In *Prosiding Seminar Nasional Manajemen Pendidikan*. 1.(1).
- Usman, H. (2022). *Manajemen Pendidikan: Tantangan dan Solusi*. Jakarta: Kencana.
- Wahjosumidjo (2020). *Kepemimpinan Kepala Sekolah*. Jakarta: Rajawali Pers.
- Yulianto, T., Siswanto, N. D., Indra, H., & Al-Kattani, A. H. (2024). Analisis manajemen kepala sekolah dalam meningkatkan kompetensi guru pada lembaga pendidikan. *RESLAJ: Religion Education Social Laa Roiba Journal*, 6(3), 1349-1358.