

Research Article

## Principal's Strategic Efforts in Enhancing Teacher Performance Through Effective Implementation of Educational Supervision at SDI Puudhombu Elementary School

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**Abstract:** This qualitative descriptive research explores the principal's efforts to enhance teacher performance through the implementation of educational supervision at SDI Puudhombu, East Nusa Tenggara. The study aims to understand the strategies, processes, and impacts of educational supervision in improving teaching quality. Purposive sampling was used to select three informants consisting of one school principal and two classroom teachers. Data were gathered through structured interviews, allowing for in-depth exploration of participants' experiences and perceptions. Analysis was conducted using the Miles and Huberman interactive model, involving data reduction, data display, and conclusion drawing to ensure the credibility and reliability of the findings. The results reveal that educational supervision is systematically implemented twice a year, guided by a well-structured plan that outlines objectives, schedules, and targeted competencies. The principal applies a collaborative supervision approach, using classroom visitation techniques to observe teaching practices in real contexts. Post-observation, constructive feedback sessions are conducted to highlight strengths, identify areas for improvement, and provide practical recommendations for pedagogical development. Teachers demonstrate notable progress in preparing lesson plans, delivering interactive learning activities, and applying effective evaluation methods. However, certain aspects such as the integration of technology in teaching and differentiation strategies still require further enhancement. The findings indicate that educational supervision not only improves technical teaching skills but also fosters teacher professionalism, boosts work motivation, and promotes a culture of continuous improvement within the school. The study underscores the importance of consistent, supportive, and developmental supervision in elevating instructional quality. It concludes that systematic and ongoing educational supervision represents a highly effective strategy for advancing teacher performance in elementary education. This research enriches the body of literature in educational management and provides practical implications for strengthening school leadership, particularly in rural and resource-limited contexts such as East Nusa Tenggara.

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### 1. Introduction

Education represents one of the most crucial aspects and primary foundations for developing quality human resources. The National Education System Law of the Republic of Indonesia Number 20 of 2003 Article 1 paragraph 1 defines education as "a conscious and planned effort to create a learning atmosphere and learning process that enables students to actively develop their potential for religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state." Education, as a transformative process, plays a strategic role in character formation, potential development, and preparing individuals to face future life challenges.

According to Mulyasa, education constitutes the impact or influence consciously provided by mature individuals to younger people, intending to facilitate their spiritual and physical development toward optimal maturity. In this context, improving educational quality cannot be separated from the central role of teachers as educators who guide students toward maturity. Therefore, educational quality is significantly influenced by teacher performance quality in the learning process, making teacher professionalism development a top priority in national education quality improvement efforts.

As key elements in the education system, teachers bear complex and multidimensional professional responsibilities. According to Law of the Republic of Indonesia Number 14 of 2005 Article 2 paragraph (1), teachers are "professional educators whose main tasks are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education pathways, basic education, and secondary education." This definition emphasizes that teachers are not merely information providers but learning facilitators who must develop all student potential holistically.

Teacher performance, as defined in the National Education System Law of the Republic of Indonesia Number 20 of 2003 Article 1 Paragraph (19), represents "teacher actions in carrying out education and teaching processes as well as other related tasks to achieve educational goals." Optimal teacher performance directly impacts learning process effectiveness, educational goal achievement, and ultimately affects student learning outcome quality. High-quality performing teachers can create conducive learning environments, implement innovative learning strategies, and provide significant positive impacts on student academic achievement and character development.

However, field reality demonstrates that not all teachers can demonstrate optimal performance. Various internal and external factors can affect teacher performance quality, ranging from pedagogical, professional, personality, and social competencies to systemic and work environment support. Addressing these challenges requires systematic and continuous efforts to improve teacher performance through various professional development strategies, including effective and structured educational supervision implementation.

Educational supervision, according to Priansa, represents "an effort to help teachers or teaching staff become more professional in carrying out their duties to serve students." Meanwhile, Azis argues that educational supervision constitutes "a technical effort of professional service with the main purpose of studying and improving together educators in guiding and influencing their students' development." Modern educational supervision concepts have evolved from traditional inspective approaches toward collaborative approaches emphasizing guidance, mentoring, and continuous professional development.

In educational management contexts, the principal's role as supervisor becomes strategic and determining. As stated in Government Regulation No. 28 of 1990 Article 12 paragraph (1), principals are responsible for "organizing educational activities, school administration, developing other educational personnel, and utilizing and maintaining facilities and infrastructure." Thus, in school management, principals serve as driving forces and policy direction determiners toward school success and education broadly. According to Suharsimi Arikunto in Sulistyiorini, "the principal's task as supervisor is to supervise teachers and educational staff to improve educational staff performance as control so that educational activities in schools are directed toward goals."

Through effective educational supervision, principals can identify teacher strengths and weaknesses, provide targeted support, constructive feedback, and continuous guidance to improve performance quality continuously. Systematically and planned supervision enables principals to monitor teacher professional development, identify development needs, and design coaching programs matching individual and collective teacher needs at schools.

However, educational supervision implementation in the field still faces various challenges and obstacles. Based on preliminary research conducted at SDI Puudhombo, principals rarely organize educational supervision for teachers, conducting supervision only twice annually. This condition remains suboptimal because, according to Dr. Siti Nurhayati, an educational management expert, in her journal titled "Optimization of Educational Supervision in the Digital Era (2023)," effective educational supervision should be conducted regularly, ideally four times in one academic year. This frequency allows more intensive monitoring to observe teacher development and provide timely support in facing contemporary learning challenges.

This low supervision frequency phenomenon impacts various teacher performance aspects at SDI Puudhombo. Teachers experience difficulties adjusting classroom learning to the new curriculum (Independent Learning Curriculum), resulting in less optimal teacher

potential and classroom learning quality. Additionally, visible teacher performance problems include teachers who have not prepared learning materials before teaching, difficulties in conditioning classroom atmosphere during disruptions, lack of varied learning strategies and methods making learning boring for students, and difficulties adjusting learning to new curriculum demands.

Several previous studies have examined similar problems with diverse focuses. Setiawati and Susanto (2024) in their research "Implementation of Principal Academic Supervision to Improve Teaching Performance at SMP Negeri 1 Semarang" found that principal academic supervision including observation, guidance, feedback, and tiered continuous evaluation significantly affects teacher competence and teaching performance improvement. Herawati and Sulistyawati (2023) in "Principal Supervision Model Related to Teacher Pedagogical Competence Improvement at SMP Negeri 2 Indramayu" showed that principal supervision models emphasizing teacher pedagogical competence improvement successfully enhanced teacher teaching abilities. Meanwhile, Yusuf (2020) in "Principal Supervision Model in Improving Teacher Performance at SDN 1 Banyumas" identified that consistent principal supervision focused on providing feedback about pedagogical competence and teacher professionalism can improve teaching performance and teacher professionalism.

Although these studies have provided important contributions to understanding relationships between principal supervision and teacher performance, significant research gaps remain. Wahyudi et al. (2022) in "The Role of Principals in Improving Teacher Performance Through Academic Supervision" found that planned and continuous academic supervision by principals can improve teacher performance, but this research was limited to academic supervision without discussing other supervision types. Sabil (2023) in "Study of Clinical Supervision Implementation by Principals to Improve Elementary Teacher Professionalism" revealed that clinical supervision effectively improves teacher professionalism, but this research only focused on one supervision type without discussing integration of various supervision approaches.

This research's significance lies in its empirical and theoretical contribution to developing more effective and contextual educational supervision strategies. Theoretically, this research will enrich literature about educational supervision implementation at elementary school levels and provide deeper understanding about relationship dynamics between principal leadership, educational supervision, and teacher performance. Practically, research results are expected to serve as references for principals in developing more effective supervision systems, provide guidance for teachers in improving their professional performance, and offer strategic input for education policymakers in designing continuous teacher professional development programs.

This research's novelty lies in its comprehensive approach analyzing all educational supervision aspects from planning, implementation, to follow-up, with special focus on elementary school contexts in areas with specific socio-economic and geographical characteristics. This research also integrates principal and teacher perspectives in one holistic study to provide more complete understanding about educational supervision dynamics in improving teacher performance.

Based on the background and problem identification above, this research aims to: (1) identify educational supervision activity implementation by principals, (2) analyze teacher performance related to three main learning aspects (planning, implementing, and evaluating learning), and (3) analyze educational supervision impact on improving teacher performance at SDI Puudhombo. This research is expected to provide significant contributions to developing more effective and sustainable educational supervision strategies in Indonesian basic education contexts.

## **2. Preliminaries or Related Work or Literature Review**

### **Teacher Performance in Modern Education Context**

Teacher performance represents a multidimensional construct encompassing various competence and professionalism aspects in carrying out educational tasks. According to the Indonesian Dictionary, performance is defined as "something to be achieved, displayed achievements, and one's abilities." Supardi defines performance in educational contexts as "output produced by all citizens involved in achieving educational institution goals." Thus, teacher performance can be defined as a condition showing a teacher's ability to carry out their duties at school and be responsible for student learning achievements under their guidance.

Asterina and Sukoco define teacher performance as "a teacher's ability to act according to predetermined goals, which includes learning program planning, implementing teaching and learning processes, creating and maintaining ideal classrooms, controlling ideal learning conditions, and assessing learning outcomes." This definition emphasizes the holistic aspect of teacher performance that is not limited to classroom teaching activities but includes the entire series of professional activities contributing to educational goal achievement.

Teacher performance in learning activities can be understood as teachers' ability or capability to create educational communication atmospheres between teachers and students that include cognitive, affective, and psychomotor atmospheres as efforts to learn something based on planning stages through evaluation stages and follow-up to achieve teaching goals. This perspective emphasizes the importance of teachers' ability to create learning environments supporting holistic student development.

Factors affecting teacher performance are diverse and complex. According to Mangkuprawira, performance is a multidimensional construct including personal/individual factors (knowledge, skills, abilities, self-confidence, motivation, and commitment), leadership factors (manager quality in providing encouragement, spirit, direction, and support), team factors (colleague support and encouragement), system factors (work facilities, organizational processes, and work culture), and contextual factors (internal and external environmental pressure and change). Understanding these factors is important for designing effective and sustainable performance improvement strategies.

### **Educational Supervision: Concepts and Implementation**

Educational supervision has undergone significant conceptual evolution from traditional inspective approaches toward modern approaches emphasizing collaboration and professional development. According to Setiyadi in Nurkolis, supervision derives from English "super" meaning "to look carefully at work as a whole," and "vision" meaning "to see, supervise, or review." Thus, supervision etymologically means "seeing and reviewing from above with expertise so that one can see something that might be difficult to see in ordinary ways."

Mulyasa in Maryono defines supervision as "a process and strategy specifically designed to help teachers and supervisors learn and understand their daily tasks at school, so they can use their knowledge and abilities to provide better service to student parents and schools as more effective learning communities." This definition emphasizes collaborative and developmental aspects of modern supervision differing from traditional approaches that tend to be evaluative and corrective.

Priansa emphasizes that educational supervision represents "an effort to provide services so teachers become more professional in carrying out their duties to serve students." Meanwhile, Purwanto explains that educational supervision encompasses "all assistance provided by school leaders to help teachers and other school staff achieve educational goals through encouragement, guidance, and opportunities to improve teacher expertise and skills."

Educational supervision types can be categorized based on focus and approach. According to Suhardan, educational supervision is divided into academic supervision (assistance to improve teaching-learning situations), institutional supervision (observation of educational institution aspects), and administrative supervision (focus on administrative aspects supporting learning). Meanwhile, based on approach, supervision can be distinguished into general supervision and clinical supervision, where clinical supervision represents supervision oriented toward teaching improvement through systematic cycles aimed at making rational changes.

### **Principal Leadership in Educational Supervision**

Principals as educational leaders have central roles in implementing effective educational supervision. According to Minister of Education, Culture, Research and Technology Regulation Number 40 of 2021, principals are "teachers given tasks to lead and manage educational units." In supervision contexts, principals must become effective leaders in providing supervision that supports, motivates, and guides teachers in improving their performance.

Principal leadership is defined as "the ability of a functional teacher given the task to lead a school to mobilize all existing resources at school so they can be utilized maximally to achieve predetermined goals." In carrying out supervision functions, principals have three main tasks: preparing supervision programs, implementing supervision programs, and following up supervision results.

According to Minister of National Education Regulation Number 13 of 2007 on Principal Standards, principal supervision competencies include "planning academic supervision programs to improve teacher professionalism, implementing academic supervision of teachers using appropriate supervision approaches and techniques, and following up academic supervision results for teachers to improve teacher professionalism." This competency emphasizes the importance of systematic and continuous approaches in supervision implementation.

In implementation contexts, principals need to pay attention to effective supervision principles: scientific principles (systematic, objective, using good instruments), democratic principles (in family situations through deliberation), cooperative principles (cooperation to achieve common goals), constructive and creative principles (creating encouragement to work), and openness principles (frankly through official notification). Applying these principles ensures that supervision can achieve its goals in improving teacher performance and learning quality.

### **Theoretical Framework for Supervision Effectiveness**

Research on educational supervision effectiveness has identified several key theoretical frameworks that underpin successful supervision programs. The developmental supervision model proposed by Glickman emphasizes the importance of matching supervision approaches to individual teacher needs and developmental stages. This model suggests that beginning teachers require more directive supervision, while experienced teachers benefit from collaborative or non-directive approaches.

The clinical supervision model developed by Goldhammer provides a systematic framework consisting of pre-observation conference, classroom observation, analysis and strategy, supervision conference, and post-conference analysis. This cyclical approach ensures comprehensive coverage of teaching improvement aspects while maintaining focus on specific teacher development needs.

Contemporary supervision research emphasizes the importance of transformational leadership approaches in educational supervision. Bass and Riggio's transformational leadership theory suggests that effective supervisors demonstrate idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These characteristics are particularly relevant in educational contexts where supervision aims to inspire and develop teachers' professional capacities.

## **3. Proposed Method**

### **Research Design and Approach**

This research employs a qualitative approach with descriptive design to analyze principal efforts in improving teacher performance through educational supervision. The qualitative approach was selected because this research aims to understand educational supervision phenomena deeply and comprehensively from perspectives of actors directly involved in the process. As explained by Creswell and Guetterman, qualitative research allows researchers to explore and understand meanings given by individuals or groups to social or human problems through naturalistic and interpretive approaches.

The descriptive design was chosen to provide systematic, factual, and accurate descriptions of facts and characteristics of educational supervision phenomena being studied. Descriptive research enables researchers to describe actual conditions of educational supervision implementation and its impact on teacher performance without manipulating variables under study. Through this approach, researchers can gain deep understanding about supervision practices conducted by principals and their responses to improving teacher performance in specific contexts.

### **Research Setting and Participants**

The research was conducted at SDI Puudhombo, Riaraja Village, Ende Subdistrict, Ende Regency, East Nusa Tenggara. Research location selection was based on several strategic considerations: first, this school provides good access and openness to researchers for conducting in-depth research; second, no similar research has been conducted at this school regarding principal efforts to improve teacher performance through educational supervision, providing new contributions to knowledge development; third, school conditions showing challenges in educational supervision implementation make it an interesting case for in-depth study.

Research subjects consist of three individuals selected purposively: one principal and two classroom teachers. Research subject selection uses purposive sampling technique with specific criteria. The principal was chosen as the main subject because they have a central role in planning, implementing, and evaluating educational supervision. Two classroom teachers were chosen as supporting subjects to obtain perspectives from parties receiving supervision and experiencing its impact on their performance.

#### **Algorithm 1. Research Subject Selection Process**

**INPUT:** School personnel data, supervision participation records, experience criteria

**OUTPUT:** Selected research subjects meeting criteria

1. Identify principal with supervision implementation responsibility
2. Select teachers with minimum three years teaching experience
3. Verify active involvement in supervision activities
4. Confirm willingness to provide information openly and honestly
5. Validate adequate knowledge about school supervision dynamics

Teacher selection criteria include: minimum three years teaching experience, active involvement in supervision activities, and willingness to provide information openly and honestly. These criteria ensure that selected subjects have sufficient experience and knowledge about educational supervision dynamics at the school while being able to provide relevant and reliable information for research objectives.

#### **Data Collection Procedures**

Data collection technique employed structured interviews as the main method. Structured interviews were chosen because they provide clear and systematic guidance to explore topics relevant to research objectives while providing flexibility to dig deeper information when needed. Interview instruments were designed based on indicators established in the research theoretical framework, including supervision planning aspects, supervision implementation, supervision follow-up, and its impact on teacher performance in learning planning, implementation, and evaluation.

Data collection procedures were carried out through several systematic stages. The first stage involved preparation, including interview instrument preparation, research permit submission, and coordination with schools to determine interview schedules. The second stage involved interview implementation conducted individually with each research subject in conducive and comfortable settings. Each interview session lasted 45-60 minutes and was recorded with research subject consent to ensure data accuracy. The third stage involved documentation and data verification through member checking to ensure researcher interpretations matched what research subjects intended.

#### **Data Analysis Framework**

Data analysis was conducted using the Miles and Huberman interactive model consisting of three main components: data reduction, data presentation, and conclusion drawing. Data reduction was performed by summarizing, selecting main points, focusing on important things, finding themes and patterns, and discarding irrelevant information. This process was conducted repeatedly during and after data collection to ensure analyzed data was truly relevant to research objectives.

Data presentation was performed to provide overall research results overview in systematic and structured descriptive narrative form. Data was presented based on research objectives and categorized according to main themes emerging from analysis results. Conclusion drawing was conducted gradually by considering all reduced and presented data, then verified again with raw data to ensure validity and reliability of generated conclusions.

To ensure research quality and credibility, several data validation techniques were conducted. First, source triangulation was performed by collecting data from various research subjects with different perspectives on studied phenomena. Second, member checking was conducted by confirming analysis results to research subjects to ensure interpretation accuracy. Third, peer debriefing was performed by discussing research findings with peers having relevant field expertise to obtain input and improvement suggestions.

## **4. Results and Discussion**

### **Educational Supervision Implementation by Principal**

Research results demonstrate that educational supervision implementation at SDI Puudhombo is conducted through three systematic and structured main stages. In the

supervision planning stage, the principal implements supervision twice in one academic year: September for odd semester and March for even semester. Implemented supervision includes administrative supervision and academic supervision planned structurally and regularly each semester. The principal emphasizes the importance of active involvement of all teachers in the planning process to provide input about areas needing improvement to support personal and teacher professionalism development.

The supervision purpose is to improve teaching and learning quality, help teachers, and provide necessary direction and support in improving learning quality. Additionally, supervision helps teachers reflect on themselves, especially in teaching and learning provided to students, recognize weaknesses and strengths, identify areas needing improvement, and take corrective actions. The principal stated that supervision purposes and functions are "to help teachers improve their performance both in preparing learning administration and implementing learning as well as student evaluation."

In teacher involvement contexts in supervision planning at SDI Puudhombu, all teachers demonstrate significant attention to teacher participation and contribution in supervision planning. Teachers at this school actively participate in determining supervision focus and objectives, schedule setting, methods to be used, assessment technique determination, and preparing assessment instruments. Additionally, in this planning process, teachers can convey input, expectations, and their needs so supervision can be more directed and effective.

In the supervision implementation stage, documents that teachers must prepare include lesson plans, teaching modules, syllabi, class attendance records, and classroom observation notes. The principal emphasized that besides preparing learning documents, teachers also need to prepare themselves mentally to receive feedback and suggestions provided after supervision. Although the principal does not require every teacher when entering new academic years to submit all their learning administration, the principal provides relief for teachers and suggests every teacher must have lesson plans and teaching modules as well as other complete learning administration when entering classrooms so learning processes run effectively.

**Table 1.** Supervision Implementation Components at SDI Puudhombu

Stage	Activities	Frequency	Participants
Planning	Needs assessment, schedule development	Twice yearly	Principal, all teachers
Implementation	Classroom observation, document review	September, March	Principal, observed teachers
Follow-up	Feedback sessions, improvement planning	After each observation	Principal, individual teachers

Techniques used in supervision are individual techniques with classroom visitation methods. Principal supervision is implemented in classrooms routinely according to schedules with main focus on learning processes and student interactions. The principal also provides direct input regarding materials or methods being used by teachers, helping teachers make improvements. The principal stated that with individual techniques and classroom visitation methods, they can "directly observe teacher teaching practices, gain understanding about how teachers manage classrooms, teach, and interact with students."

Principles used in supervision are cooperation and collaborative principles. Cooperation and collaboration enable constructive information exchange and feedback between supervisors and supervised parties. The principal emphasized using cooperation and collaborative principles to ensure supervision is not merely top-down evaluation processes but more toward collaboration involving discussions, opinion exchanges, and cooperation between principals and teachers. Collaboration can produce positive changes in teacher teaching and learning.

Assessment of teachers during supervision is based on several steps: direct observation, student learning outcome evaluation, document and portfolio analysis, feedback and suggestions provision, and professional development. The principal conducts direct observation of teaching methods, interactions with students, classroom management, and learning method implementation. The principal also evaluates student learning outcomes as

teacher performance indicators including student academic achievement, student participation, and student responses to learning.

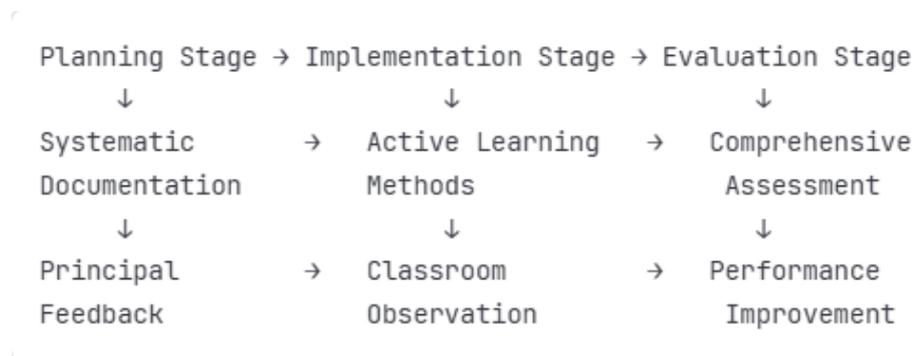
**Teacher Performance Analysis in Three Learning Aspects**

Based on research results, teacher performance at SDI Puudhombu in learning planning aspects shows high awareness of the importance of planning learning systematically. Teachers demonstrate high awareness of the importance of planning learning by paying attention to basic competencies, competency achievement indicators, learning objectives, interactive learning methods, and assessments to be used. Teachers plan learning in detail through syllabi and lesson plans to facilitate learning implementation processes in classrooms.

The principal actively monitors and provides input related to learning plans prepared by teachers. Teachers are asked to convey their learning plans, and the principal provides suggestions to adjust with core competencies, then evaluates learning implementation in classrooms to improve learning process and outcome quality. This collaborative approach in learning planning reflects the integration between supervision activities and daily teaching practice improvement.

In learning implementation aspects, teachers apply active learning models by assigning students tasks to find additional references and make presentations in front of classes. Through this approach, students are given opportunities to actively participate in learning processes, improve skills, and develop speaking abilities in public. Teachers also apply contextual approaches by connecting lessons with daily life so students can more easily understand and relate learning concepts with their personal experiences.

Teachers use discussion and practice methods to improve student understanding. Through discussions, students can actively participate in sharing various opinions and understanding, while through practice, students can apply learned concepts in real situations. However, the principal's monitoring reveals that most teachers can apply effective learning methods, but some teachers need further coaching due to monotonous and less varied learning method use that causes students to lose interest and motivation in learning.



**Figure 1.** Teacher Performance Improvement Framework

In learning evaluation aspects, teachers conduct formative evaluation by providing short tests at the end of each meeting to determine student understanding levels regularly. Additionally, teachers also use summative evaluation through individual and group assignments as final assessments of learning periods. Evaluation approaches used by teachers include various techniques such as observation, short quizzes, written tests, and assignments.

By using various evaluation techniques, educators can obtain comprehensive pictures of student learning progress and gather diverse information to evaluate student understanding and performance. Evaluation results obtained are used by educators to determine student learning progress, identify areas needing improvement, and provide input for learning process improvement. The principal conveyed that based on monitoring and document checking conducted, some teachers have conducted evaluation consistently with various techniques, but several teachers still underutilize evaluation for learning improvement.

**Impact Assessment of Educational Supervision on Teacher Performance**

Educational supervision implementation provides significant positive impact on teacher performance at SDI Puudhombu. Teachers stated that supervision activities are beneficial for improving teacher performance because through supervision, teachers receive coaching and training, gaining new knowledge useful for creating quality learning. Supervision helps

teachers recognize strengths and weaknesses in learning processes, provides reflection for teachers to develop themselves, helps teachers plan professional development steps, and provides motivation for teachers to improve their performance and student achievements.

The principal stated that supervision provides positive influence on teacher performance: teachers can recognize strengths and weaknesses in learning processes, supervision provides reflection for teachers to develop themselves, helps teachers plan professional development steps, and provides motivation for teachers to improve their performance. Through supervision, teachers feel guided, supported, valued, and motivated to work better in improving student achievements.

Besides providing feedback, the principal also provides suggestions and input after supervision in the form of learning media application and interesting learning techniques so students respond faster and understand better. Suggestions given by the principal include the need for interactive and creative learning method or media application, varied material delivery, developing additional teaching materials or learning media, improving material mastery using language easily understood by students, conducting assessment of learning processes and outcomes regularly, and improving classroom discipline so learning processes become more effective.

The principal provides support for teachers in implementing given suggestions such as providing coaching, motivation, training, and discussions with teachers. This is done to ensure teachers feel supported and continue being motivated. Activities conducted by the principal to support teachers include workshops and question-making training. Teachers revealed that through supervision activities, they receive coaching and training that provides new knowledge useful for improving performance in creating quality learning, resulting in improved student achievements.

### **Theoretical Implications and Contemporary Educational Context**

Research findings provide significant contributions to understanding educational supervision dynamics in contemporary contexts. The collaborative approach applied in supervision at SDI Puudhomblo aligns with modern supervision theories emphasizing participatory and developmental approaches rather than traditional inspective models. This finding supports Glickman's developmental supervision theory, which emphasizes the importance of matching supervision approaches to individual teacher needs and developmental stages.

The positive impact of supervision on teacher motivation and professional development confirms transformational leadership theories in educational contexts. Bass and Riggio's transformational leadership characteristics—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—are evidenced in the principal's supervision practices. This demonstrates the importance of leadership approaches that inspire and develop teachers' professional capacities rather than merely evaluating performance.

However, the research also reveals gaps between ideal supervision practices and implementation reality. The supervision frequency of twice yearly remains below recommended standards, indicating challenges in resource allocation and time management that many schools face. This finding contributes to understanding contextual factors affecting supervision implementation effectiveness in resource-limited settings.

### **5. Comparison**

This research findings demonstrate consistency with previous studies while providing new insights into specific contextual factors affecting supervision effectiveness. Compared to Setiawati and Susanto's (2024) study on principal academic supervision at SMP Negeri 1 Semarang, this research confirms the positive impact of structured supervision on teacher competence improvement. However, this study extends understanding by revealing specific challenges faced in rural elementary school contexts with limited resources.

The collaborative supervision approach identified in this research aligns with Herawati and Sulistyawati's (2023) findings on supervision models emphasizing teacher pedagogical competence improvement. Both studies demonstrate the effectiveness of participatory approaches in supervision. However, this research provides additional insight into the importance of teacher involvement in supervision planning processes, which was not extensively explored in previous studies.

Contrasting with Yusuf's (2020) research focusing on consistent supervision frequency, this study reveals that even with suboptimal frequency (twice yearly), systematic and

collaborative supervision approaches can still produce significant positive impacts. This finding suggests that supervision quality may be more important than frequency alone, though optimal frequency remains desirable.

Compared to Wahyudi et al.'s (2022) research limited to academic supervision, this study provides more comprehensive analysis integrating both administrative and academic supervision aspects. The holistic approach adopted in this research offers broader understanding of supervision effectiveness in improving overall teacher performance rather than focusing on specific supervision types.

The research findings contrast with Sabil's (2023) focus on clinical supervision by demonstrating that traditional classroom visitation methods, when implemented collaboratively, can achieve similar positive outcomes. This suggests that supervision technique effectiveness depends more on implementation approach and principal-teacher relationship quality than on specific methodological sophistication.

## 6. Conclusions

Sections This research produces comprehensive findings demonstrating that principal efforts to improve teacher performance through educational supervision at SDI Puudhombo have shown positive and significant results, though several aspects require further improvement and development. Educational supervision implementation conducted through systematic and collaborative approaches has successfully created transformative impact on teacher professionalism and learning quality at this school.

In educational supervision implementation aspects, the principal has applied structured processes including participatory planning, implementation with classroom visitation techniques using collaborative principles, and follow-up through constructive feedback and professional development programs. Although supervision frequency conducted twice yearly has not reached ideal standards, supervision process quality demonstrates modern supervision characteristics emphasizing continuous professional development rather than merely corrective evaluation. Active teacher involvement in supervision planning has increased their sense of ownership and commitment to self-development processes.

Teacher performance at SDI Puudhombo in three main learning aspects shows significant improvement as impact of conducted supervision. In learning planning aspects, teachers demonstrate high awareness of the importance of systematic and comprehensive learning tool preparation. Learning implementation aspects show quality variations, where most teachers can apply active and contextual learning approaches, though some teachers require further coaching. In learning evaluation aspects, teachers use various comprehensive formative and summative assessment techniques, with follow-up support in remedial programs and individual consultation for students requiring additional assistance.

Factors affecting teacher performance include internal aspects such as motivation and professional competence, and external aspects such as learning facility availability and student characteristics. The principal has shown commitment in overcoming inhibiting factors through training provision, continuous coaching, and learning facility development efforts. This holistic approach reflects mature understanding that teacher performance improvement requires multidimensional intervention focusing not only on technical teaching aspects but also on learning support conditions.

Educational supervision impact on teacher performance shows positive transformation in various dimensions. Teachers experience increased self-awareness of strengths and weaknesses in their teaching practices, increased motivation and work spirit, and capacity development to conduct continuous self-reflection. Supervision has also facilitated development of learning culture at school that encourages collaboration and mutual support among teachers in collective learning quality improvement efforts.

This research's theoretical contributions lie in empirical confirmation of collaborative supervision effectiveness in elementary school contexts in areas with resource limitations. This research also enriches understanding about complexity of factors affecting teacher performance and importance of holistic approaches in educational supervision. Practically, research findings provide supervision models adaptable by schools with similar characteristics while providing concrete recommendations for supervision program optimization.

Strategic recommendations generated from this research include: increasing supervision frequency to at least four times yearly, developing more differentiated supervision systems according to individual teacher needs, technology integration to improve supervision efficiency, strengthening principal capacity through continuous training programs, and

developing evaluation systems for supervision program effectiveness monitoring. Implementation of these recommendations is expected to increase supervision impact on learning quality and student achievement sustainably.

The research reveals urgency for addressing resource limitations affecting supervision implementation quality. Investment in principal professional development, supervision infrastructure improvement, and policy support for regular supervision implementation are essential for optimizing educational supervision effectiveness. Furthermore, developing supervision models adapted to local contexts while maintaining alignment with national education standards remains crucial for sustainable improvement in teacher performance and learning quality.

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