

Principal Academic Supervision Management in Improving Teacher Performance

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Article Info :	ABSTRACT
Accepted: 04-11-2025	Background: Academic supervision management by school principals plays a crucial role in improving teacher performance, particularly in enhancing instructional quality and professional competence in primary education institutions. Objective: This study aims to describe the management of academic supervision conducted by school principals in improving teacher performance at SDIT Ibnu Khaldun. Method: This research employs a qualitative approach with a case study design. The primary data were obtained through in-depth interviews with the school principal. Data were analyzed descriptively using stages of data reduction, data presentation, and conclusion drawing. Findings and Implications: The findings reveal that academic supervision management is implemented through four main stages: planning, organizing, implementing, and evaluating. In the planning stage, the principal focuses on strengthening teacher competence, preparing teaching tools, and aligning instruction with the school's vision. In organizing, the principal fosters collaboration with teachers and curriculum administrators while assigning roles based on competencies. Implementation involves learning assistance, strengthening learning communities, lesson study, and collaborative learning practices. Evaluation includes observation, reflection, monitoring, and follow-up actions such as improving lesson plans and providing further training. These practices contribute positively to teacher performance, particularly in instructional planning, teaching innovation, professional collaboration, and adaptability to student needs. Conclusion: The study concludes that effective management of academic supervision by school principals significantly enhances teacher performance and supports continuous professional development.
Approved: 12-12-2025	
Published: 25-01-2026	
Keywords: Management; principal supervision; teacher performance	

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INTRODUCTION

The principal is one of the key actors in the implementation of education in schools. In addition to functioning as an institutional leader, the

principal also has an important role as an academic supervisor who is responsible for fostering, directing, and improving the professionalism of teachers in the learning process (Praditia et al., 2020). In this context, academic supervision is not solely interpreted as administrative supervision activities, but as a systematic, planned, and continuous coaching process to help teachers improve the quality of learning (Purwanto, 2017; Sahertian, 2008).

Academic supervision is an important instrument in improving the quality of education because teachers are the main implementers of the learning process in the classroom. Good teacher performance will greatly determine the quality of students' learning experience, both in cognitive, affective, and psychomotor aspects (Raberi et al., 2020). Therefore, school principals are required to be able to manage academic supervision effectively so that teachers can develop in developing teaching tools, implementing innovative learning, choosing appropriate learning strategies, and evaluating learning outcomes appropriately (Mulyasa, 2019; Sagala, 2020).

Conceptually, academic supervision management includes several important stages, namely planning, organizing, implementing, evaluating, and following up (Saleh, 2021). These stages show that academic supervision is not an incidental activity, but part of the school management system that must be carried out in a structured manner. Recent studies have also shown that the academic supervision of school principals has a positive relationship with improved teacher performance, teaching quality, and educator professionalism. Studies published in 2024 and 2025 show that academic supervision carried out through classroom observation, feedback, training, and coaching follow-up can improve teacher performance and learning quality (Sunaedi & Rudji, 2023).

In practice, effective academic supervision requires the principal to be present not only as an assessor, but also as a professional coach. Several studies have shown that collaborative, reflective, and continuous academic supervision can encourage teachers to be more prepared in planning learning, more confident in teaching, and more open to improving pedagogic practices. Other findings also confirm that approaches such as coaching, reflection forums, and teacher mentoring have a positive impact on teacher competency development.

Nevertheless, the implementation of academic supervision in schools still faces various challenges. Some of the obstacles that are often found are the limited time of the principal, the readiness of diverse teachers, changes in teaching behavior during supervision, and the lack of learning facilities and infrastructure. Qualitative research in elementary schools in 2024 also shows

that technical factors and teachers' adaptation to heterogeneous student conditions are often obstacles in the implementation of academic supervision.

Based on the results of the interview with the principal of SDIT Ibnu Khaldun, it appears that teacher development is carried out through strengthening competencies, the preparation of teaching tools, collaborative coordination, learning communities, lesson studies, observation, reflection, and follow-up in the form of improving learning plans and further training. The practice shows that academic supervision in schools is not only understood as a control process, but also as a professional coaching strategy directed at improving teacher performance.

RESEARCH METHOD

This research uses a qualitative approach with a case study type. This approach was chosen because the research focuses on an in-depth understanding of the academic supervision management practices of school principals in the real context in the education unit.

The subject of the study is the principal of SDIT Ibnu Khaldun. Data was obtained through in-depth interviews with school principals who discussed aspects of planning, organizing, implementing, and evaluating academic activities related to teacher development. Interview data is the main source for interpreting academic supervision practices in schools.

The data analysis technique is carried out through three stages, namely data reduction, data presentation, and conclusion drawn. In the reduction stage, the researcher selects information that is relevant to the focus of the research. At the presentation stage, the data is grouped into academic supervision themes. In the final stage, the researcher drew conclusions about the principal's academic supervision management pattern in improving teacher performance.

RESULT AND DISCUSSION

Research Results

Principal Academic Supervision Planning

Based on the results of the interviews, academic supervision planning at SDIT Ibnu Khaldun is directed at strengthening teacher competence and improving the quality of learning. The principal emphasized teacher training, the preparation of deep learning-based teaching tools, and the alignment of learning with the vision of an integrated Islamic-based school. This shows that academic supervision is not carried out spontaneously, but is designed through a clear teacher development agenda.

Planning is also supported by the provision of learning facilities such as digital facilities, creative media, mini laboratories, and learning environments that support project activities. The availability of this facility strengthens the function of academic supervision because teachers are not only fostered conceptually, but also facilitated to be able to develop more varied learning.

Organizing Academic Supervision

The organization of academic supervision is carried out through the division of teachers' duties according to competencies and through coordination between the principal, the curriculum waka, and teachers. School principals develop collaborative coordination patterns through internal discussion forums and learning communities. In this context, academic supervision is not only the individual responsibility of the principal, but also an institutional work that involves other elements of school management.

The principal also directs teachers to be involved in the learning community and share good practices with each other. This step is important because the organization of effective academic supervision must be able to build a professional culture among teachers.

Implementation of Academic Supervision

The implementation of academic supervision can be seen from the efforts of school principals in ensuring that teachers understand learning strategies, carry out student-centered learning, and build collaboration in learning planning and implementation. Teachers are positioned as facilitators, while students are the center of learning. This shows that the principal is pushing for a change in teachers' teaching practices in a more active and reflective direction (Sunaryo, 2020).

In addition, the implementation of academic supervision can be seen through lesson studies, joint planning, routine forums of the teacher community, and mentoring of learning practices. These activities are a form of direct coaching that supports the improvement of teacher performance, especially in learning innovation and professional cooperation (Sutarsih et al., 2025).

Evaluation and Follow-up of Academic Supervision

Evaluation is carried out through formative and summative assessments, classroom observations, teacher reflection, and monitoring by the curriculum team. The principal also involves parents to provide input on student development. From the perspective of academic supervision, this evaluation

shows that the principal does not stop at the implementation stage, but also assesses the effectiveness of learning (Khobir et al., 2021).

Follow-up on the results of the evaluation is carried out through improvement of lesson plans, advanced teacher training, and individual assistance for students in need. This follow-up step confirms that academic supervision in schools is not a formality, but is really geared towards improving learning practices and supporting teacher performance improvement (Arikunto, 2017; Halirat, 2022; Hamid et al., 2022)

Discussion

Based on the results of this study, the management of academic supervision of school principals seems to be running through the stages of planning, organizing, implementing, and evaluating. This pattern is in line with the findings of previous research which shows that successful academic supervision usually begins with clear planning of supervision programs and teacher coaching, followed by the implementation of observation or mentoring, and then ends with reflection and follow-up improvements (Abdurrahman et al., 2024; Haryanto, 2024; Setyaningsih & Suchyadi, 2021).

In the aspect of improving teacher performance, the results of this study strengthen the view that school principals play a role not only as supervisors, but also as professional coaches. Teachers who receive structured academic supervision tend to be more prepared in developing teaching tools, more reflective in learning, and more open to improving teaching practices. This is in line with the results of research by Aprida et al. (2020), Sukanto et al. (2022), and Suwondo et al. (2023) which affirm that academic supervision contributes to improving teacher performance.

On the other hand, academic supervision also faces challenges, such as limited time of principals, diverse teacher readiness, changes in teaching patterns when supervised, and limited learning facilities. These findings are in line with the results of Abdurrahman et al. (2024) research which shows that obstacles to academic supervision often arise in the technical aspects and adaptation of teachers in elementary schools. Thus, the effectiveness of academic supervision is greatly influenced by the principal's commitment, teacher readiness, and school institutional support.

CONCLUSION

The management of academic supervision of principals at SDIT Ibnu Khaldun is carried out through four main stages, namely planning, organizing, implementing, and evaluating. At the planning stage, the principal prepares a teacher development program through training, competency strengthening,

and teaching tools. At the organizing stage, the principal builds collaborative coordination and division of tasks. At the implementation stage, academic supervision is realized in learning assistance, learning communities, and lesson studies. At the evaluation stage, the principal conducts observation, reflection, monitoring, and follow-up oriented towards learning improvement.

Thus, the management of academic supervision of school principals has been proven to play a role in improving teacher performance, especially in learning planning, implementing innovative learning, and strengthening teacher professionalism.

ACKNOWLEDGEMENT

The author would like to express sincere gratitude to all parties who have contributed to the completion of this research. Special appreciation is extended to the Principal of SDIT Ibnu Khaldun for the willingness to participate as the main informant and for providing valuable data and insights related to the implementation of academic supervision in the school.

The author also conveys heartfelt thanks to Universitas Islam Bunga Bangsa Cirebon for the academic support and facilities provided during the research process.

Furthermore, the author would like to thank colleagues, family members, and all individuals who have provided encouragement, motivation, and constructive suggestions, which have greatly contributed to the completion of this article.

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