

The Implementation of Principal Supervision in Building Teacher Performance in Elementary Schools

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ABSTRACT

This study intends to assess how the principal implements academic supervision to enhance teacher performance in elementary schools. The primary objective of this study is to provide recommendations to schools regarding the implementation of supervision, whether there are aspects that need to be stopped, improved, or continued without changes. Secondary objectives include evaluation of the design, installation, process, and product of the supervision implementation. This study uses an evaluative approach with the Discrepancy Evaluation Model (DEM), which emphasizes identifying gaps between standards (Standard/S) and actual performance (Performance/P) in each implementation stage. Data was collected through interviews, observations, and documentation studies. In this study, the research subjects were the principal, vice principal, 18 teachers, 30 students, and 6 school committee members. The evaluation results show that at the design stage of supervision there are still gaps between standards and performance, especially in the systematic and realistic aspects, so that it is in the "Good" category. The installation stage, implementation process, and supervision product all demonstrate full conformity between standards and performance, resulting in a "Very Good" rating. Overall, the implementation of supervision is in the "Good" category.

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1. INTRODUCTION

Basic education (elementary school) is the main foundation of the national education system, determining the quality of future human resources (Pratikno et al., 2022). The quality of education in elementary schools is largely determined by the performance of teachers, the spearheads of learning. Teachers play a central role in educating, teaching, guiding, and evaluating students (Keiler, 2018). Therefore, ensuring teachers perform optimally and professionally, and in accordance with curriculum requirements is a top priority (Kyriakides et al., 2017; Shernoff et al., 2017).

Teacher performance is important because the learning process—teacher-student interaction in the school—is at the heart of education (Pianta, 2017; Pervin et al., 2021).

Information technology has made teacher performance improvement more important. Information and communication have folded the world, compressed space and time, and connected the world's population (Fatayan et al., 2019). The particularism and universalism of "globalization taking off" have not evaporated; instead, human cultural patterns interact and even integrate under a positive, globalization-driven ideal. Humans can now freely explore cyberspace (Ghani et al., 2022; Baraz & Montasari, 2023).

The supervision occurs in an organized institution or group. Organizational structure defines the hierarchy of an organization to help it operate and achieve its goals (Setiawan & Barkah, 2022). Hierarchical organizational structure describes the numerous components of an organization, where each individual or human resource has their own roles and functions (Fatayan et al., 2019; Granatuma & Fatayan, 2022). Supervision is the management of lower-level employees. Supervisors supervise others (Prasojo & Yuliana, 2021). Supervisors include guidance office workers, principals, instructors, and even students who lead a school, class, organization, or group (Rogers, 2022). As part of educational administration, supervision ensures that school activities are conducted smoothly, effectively, and efficiently in line with rules and regulations (Rusnati et al., 2021). Thus, supervision must be done professionally, stressing supervisory concepts that a principal must know to ensure compliance with rules (Tanjung et al., 2022). Teachers having trouble integrating learning request clinical monitoring from principals. Principals must supervise with mutual assistance. Clinical supervision occurs face-to-face between the principal and teacher (Thessin, 2023). Clinical supervision observations must be thorough and focused on the teacher's issues. Since the principal and teacher supervise clinically, their relationship must be collegial, not totalitarian.

The principal has a dual role: as manager and supervisor (academic supervisor) (Grissom et al., 2018). In this supervisory role, the principal is responsible for providing guidance, direction, and professional support to teachers to improve the quality of learning processes and outcomes. Academic supervision is not simply an inspection or fault-finding, but rather a continuous professional development effort aimed at correcting teacher weaknesses in planning, implementing, and assessing learning (Saleh & Mutiani, 2021). Encouraging teachers to be more innovative and adaptive to curriculum changes. Creating a conducive and collaborative work climate. By regulation, the implementation of principal supervision is a mandatory mandate to ensure accountability for educational quality (Ubogu, 2024).

Although supervision is a mandatory duty of the principal and highly urgent, its implementation in many elementary schools still faces various challenges and gaps (Sunaryo, 2020). Supervision is often solely focused on administrative fulfillment (lesson plan documents/teaching modules) without follow-up and constructive feedback to improve classroom teaching practices (McGhee & Stark, 2018). The field continues to witness variations in teacher performance. Some teachers demonstrate high performance, while others struggle to implement innovative learning methods, conduct authentic assessments, or adapt to new curriculum demands (e.g., the Independent Curriculum) (Pak et al., 2020). Some principals may lack adequate clinical and coaching

competencies, resulting in generally superficial supervision that does not address the root of teachers' pedagogical problems (Grimmett & Crehan, 2014).

Previous research has largely discussed the causal relationship between principal supervision and teacher performance in general (Maritasari et al., 2020; Nurhasyim et al., 2021; Ting & Chuang, 2024). However, little research has focused on an in-depth evaluation of the holistic implementation of the supervision cycle (planning, implementation, and follow-up) in the specific context of elementary schools.

Overall, principal oversight positively influences teacher performance. This oversight includes preparation, execution, assessment, and follow-up (Meyers & Hambrick Hitt, 2017; Noor & Sofyaningrum, 2020). So far, no assessment of supervision implementation utilizing the discrepancy model has been identified. Research and assessment of supervision implementation have predominantly utilized qualitative descriptive models, lacking specificity regarding the deficiencies at each phase of implementation. This research is novel in that it focuses on an in-depth evaluation of the implementation of coaching supervision by elementary school principals. Specifically, it analyzes the influence of this coaching model on teachers' innovative performance in developing and implementing the Independent Curriculum teaching modules. This novelty is significant because most previous studies have only assessed teachers' adherence to the old standards, without evaluating their supervisory abilities in empowering the innovation and differentiated practices required by the current curriculum.

Therefore, this study is crucial for comprehensively evaluating how principals implement supervision stages in elementary schools. It also aims to identify supporting and inhibiting factors that influence the effectiveness of supervision at the practical level. It also analyzes the correlation between the quality of supervision implementation and specific aspects of teacher performance, such as the ability to differentiate and innovate. Through this evaluation, the research results are expected to provide practical recommendations and a more effective supervision implementation model for school principals so that they can directly build more professional teacher performance and ultimately improve the quality of education in elementary schools.

2. METHOD

This type of research is evaluation research. The evaluation was conducted to examine whether there were any gaps between the standards established in supervision and their implementation in the field. For this purpose, this study employed an interpretive paradigm, focusing on understanding the meaning and activities of supervision carried out by the implementers. Furthermore, this research-evaluation approach was also constructive, analyzing how supervision affects the quality of teacher learning as professional educators. Figure 1 illustrates the evaluation design of this study, which aligns with the evaluation paradigm previously mentioned.

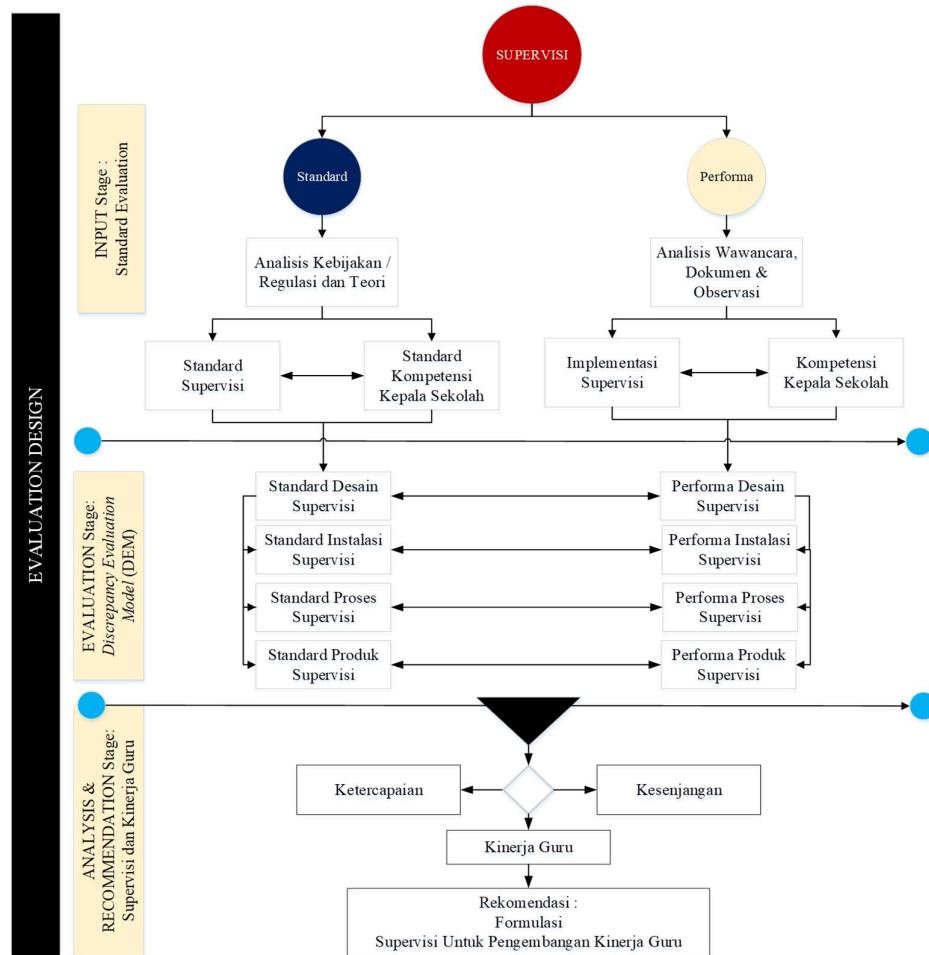


Figure 1. Evaluation Design

This study aims to evaluate the implementation of supervision carried out by principals in developing teacher performance in schools in Jakarta. This can be described as follows in Figure 2.

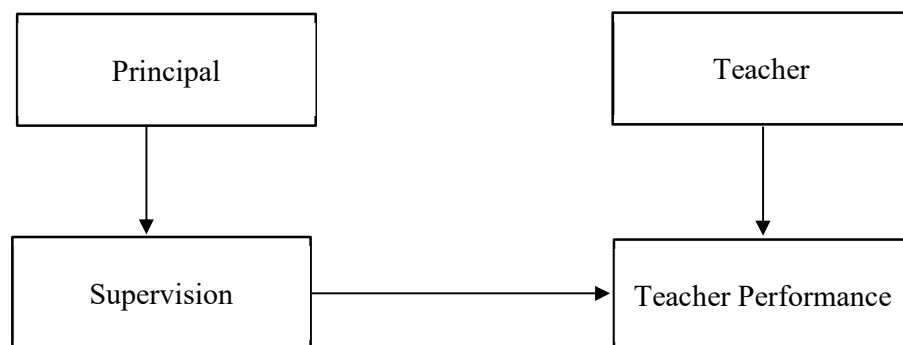


Figure 2. Research Paradigm

The data collection techniques used include interviews, questionnaires, observation, and documentation.

1. Interviews

Interviewers ask respondents face-to-face about research-related topics. This research requires interviews for core material and extra information to corroborate or strengthen research findings. Technically, program implementation data must be collected through interviews. For data without documents, interviews are essential and serve as main data in study. This makes interviews a data triangulation method. Interviews are held with the principal, teachers, students, and school committee during program implementation.

2. Questionnaires

While interviews are conducted face-to-face, questionnaires are conducted by distributing questions to respondents for written answers. Research questions need to be tailored to the respondents' abilities. As far as questions concerning students are concerned, they should be structured in a simple yet measurable manner. This technique is used to explore and collect student information.

3. Observation

Descriptive-qualitative research requires observation. The acts of research or evaluation subjects are observed and recorded for data collecting. The observations are open-ended. Qualitative researchers say observations must be naturalistic, meaning the observer must immerse themselves in the genuine and natural context and witness behavior as it occurs. A good observation shows the research subject's worldview and the significance of occurrences and culture. Observation should let the researcher feel what the subject feels.

This observation method is used to assess program component standards and activities' field applicability. The Adiwiyata school program implementation checklist provides observation instructions. In addition to the checklist, the researcher made field notes on what was heard, seen, experienced, pondered, and reflected upon. These notes help answer research inquiries and provide perspective for events and history.

4. Documentation

This study also utilized documentation techniques in data collection. Documentation is the collection of data obtained through documents, namely any written material officially recognized and used by the school.

3. RESULTS AND DISCUSSION

Results

Context

The discussion of the evaluation findings is included in the analysis presented earlier. The discussion utilizes the Discrepancy Evaluation Model, as illustrated in Figure 3.

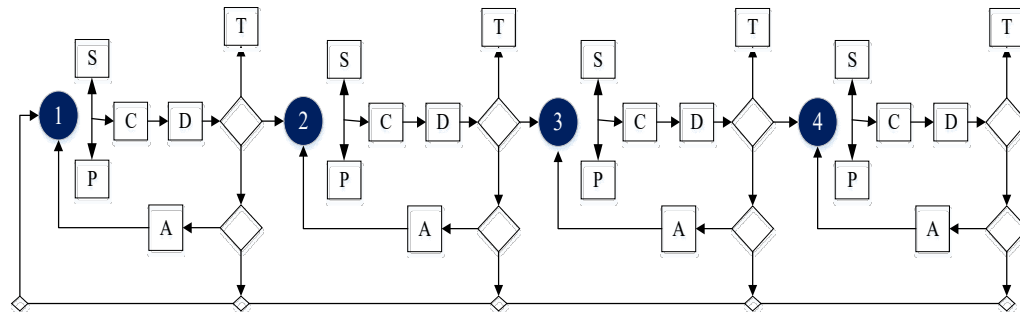


Figure 3. Discrepancy Evaluation Model

Using the diagram model (evaluation design), this discussion focuses on the evaluation findings above. As mentioned above, supervision design is a comprehensive overview of supervision, representing input, process, and output, all of which are based on policy (context) related to supervision.

It has been explained that supervision design is embedded in policies, including Minister of Education and Culture Regulation No. 15 of 2018 concerning the fulfillment of the Workload of Teachers, Principals, and School Supervisors, as amended by Minister of Education and Culture Regulation No. 25 of 2024. Article 9 states that "The workload of the principal is entirely for carrying out the following duties: a. managerial; b. entrepreneurship development; and c. supervision of teachers and education personnel." Furthermore, technical provisions regarding the implementation of supervision are regulated in the Technical Guidelines on Supervision, which are explained in the Teacher Performance Supervision and Assessment Module.

The principal must plan a supervision program for teachers and education personnel based on these provisions. The scope of planning should encompass at least all aspects of supervision, including:

- 1) Curriculum Management;

Curriculum management is the process of managing learning programs to achieve educational goals. Curriculum management involves all educational resources, such as teachers, principals, education staff, and students.

- 2) Preparation, implementation, and assessment of learning;

3) Achievement of Graduate Competency Standards, Process Standards, and Content Standards; and

- 4) Review of learning quality.

Supervision Implementation Process

Principal supervision to improve teacher performance in elementary schools is generally carried out through systematic stages:

1. Planning: The principal develops a comprehensive academic supervision program at the beginning of the semester or school year, often based on the results of the previous year's evaluation and involving input from (senior) teachers. This planning includes establishing objectives, schedules, approaches, and supervision instruments.
2. Implementation: Supervision is carried out using various techniques, such as classroom visits (observations), group meetings, and individual (face-to-face) discussions. The focus of supervision is on aspects of learning materials (syllabus, lesson plans), the learning process (methods, media use), and the assessment of learning outcomes.
3. Follow-up/Evaluation: This stage includes analyzing supervision results to identify teacher strengths and weaknesses, providing direct and constructive feedback, and providing coaching through programs such as workshops, training, or Teacher Working Group activities to improve and develop competencies.

Impact on Teacher Performance



In general, the implementation of effective principal supervision has been proven to positively impact and improve teacher performance in elementary schools, including:

1. The implementation of effective principal supervision has been shown to increase teacher motivation and self-confidence.
2. Improved teacher professionalism, particularly in planning, implementing, and evaluating learning.
3. Improved classroom teaching and learning processes, making them more effective.
4. The pedagogical competence of teachers has also improved.

3. Supporting and Inhibiting Factors

The implementation of supervision is inseparable from supporting and inhibiting factors:

Table 1. Supporting and Inhibiting Factors

Factors	General Information
Supporting 	Good teacher competence, positive teacher responses, cooperation among school members, the principal's supervisory skills, and guidance from the school supervisor.
Inhibiting 	Teachers who are not disciplined in their teaching administration, busy school and teaching schedules that interfere with supervision time, and sometimes suboptimal follow-up to supervision (for example, the principal does not analyze findings or provides reinforcement after supervision).

Discussion

The findings indicate that the implementation of supervision by principals follows three main stages: planning, implementation, and follow-up/evaluation. This aligns with the cyclical supervision model proposed by experts (e.g., Glickman) (Handayani et al., 2024). Furthermore, findings showing improvements in the quality of lesson plans or the use of more varied teaching methods demonstrate that supervision has successfully touched the pedagogical domain of teachers. This improvement is supported by the theory that the principal's clinical and specific guidance (as an instructional leader) is highly influential in improving classroom practice (Pan & Chen, 2021; Bellibaş et al., 2021; Cox & Mullen, 2023; He et al., 2024).

Overall, this discussion confirms that the implementation of principal supervision has a strong and positive correlation with improved teacher performance in elementary schools, especially when implemented holistically—including thorough planning, supportive implementation, and constructive follow-up. The principal's interpersonal skills and commitment to acting as an empowering instructional leader, not just a supervisor, largely determine this success.

Standards in this results/product stage include: 1) Showing observation data (instruments and notes) and giving teachers the opportunity to examine and analyze them; 2) Openly discussing observation results, especially agreed-upon aspects, and providing reinforcement for teacher performance; 3) Avoiding blame and encouraging teachers to identify their own shortcomings; 4) Motivating teachers to improve their abilities; and 5) Jointly determining the next lesson plan and supervision.

Based on the observation data (instruments and notes) and providing teachers with the opportunity to examine and analyze them, the evaluation findings above indicate that the principal consistently communicates supervision results to the relevant pre-teachers. He/she openly discusses observation results, especially agreed-upon aspects, and provides reinforcement for teacher performance. The principal not only communicates the results but also engages in discussions with the teachers, particularly if any deficiencies are identified in the teaching.

Teachers generally enjoy discussions with the principal. This is because the principal fairly discusses both errors and successes. The principal motivates teachers to enhance their areas of weakness. Another aspect the principal emphasized to the teachers was their constant encouragement to improve. The principal positioned himself as a mentor, continually encouraging teachers to do better in the future than they did today. The principal addressed this issue during a teachers' meeting. He did not address each case individually. However, he acknowledged that future joint planning cannot be implemented unilaterally and partially among teachers. Rather, it needs to be done collaboratively because it is related to the future of the institution.

4. CONCLUSION

The implementation of supervision revealed gaps in the design phase. However, these gaps did not hinder the supervision process. Supervision was still carried out and achieved excellent results. This feat is possible because supervision is not a new concept in schools.

Supervision is conducted annually, so deficiencies in the design (systematization of planning and its realistic aspects) did not significantly impact the implementation of supervision. However, these gaps indicate problems with administrative neatness or document management. School documents, particularly those related to supervision, are not well organized. Document storage and control are poorly organized. These documents are crucial, as they serve as a record of the annual supervision process. With document management, learning progress can be monitored more systematically. However, if documents are not properly organized and managed, there is a high potential for repetition of material each year, and predictably, the results can be repeated every year. Supervision document data management can provide material for innovation and other developments and can potentially provide input for policymakers.

It is recommended to focus more on clinical supervision (based on individual teacher needs) and ensure follow-up in the form of a structured coaching program. There is a need for specialized training programs for school principals to improve their competency in modern and collaborative supervision techniques. There is a need to recognize that supervision is part of professional development, not simply an administrative obligation for teachers.

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