

# School Principals and Supervisory Competence in Improving Instructional Quality: Perspective Literature Review

Dethia HS<sup>1</sup>, Mutoharoh Mutoharoh<sup>2</sup>, Umalihayati<sup>3</sup>, Syadeli Hanafi<sup>4</sup>, Minhatul Maarif<sup>5</sup>

<sup>1</sup>Students of Master of Educational Management, Universitas Bina Bangsa, Indonesia

<sup>2,3,4,5</sup>Lecturer of Master of Education, Universitas Bina Bangsa, Indonesia

## Article Info:

Received: 01 Feb 2025; Revised: 09 April 2025; Accepted: 21 July 2025; Available Online: 20 August 2025

**Abstract** – Improving the quality of learning is strongly influenced by the supervisory competence of school principals as instructional leaders. Academic supervision serves to support teachers in developing effective instructional practices oriented toward improving student learning outcomes. This article employs a systematic literature review method to analyze the contribution of principals' supervisory competence to enhancing instructional quality. The findings indicate that supervisory competence encompasses planning, implementation, evaluation, professional development, and reflection. These five dimensions have been empirically shown to significantly influence instructional quality and teacher professionalism. This article underscores the importance of strengthening principals' supervisory competence through continuous training and sustainable professional development programs.

**Keywords** – Instructional Quality, Supervisory Competence, School Principal, Instructional Leadership

## INTRODUCTION

School principals play a central role in ensuring instructional quality through the implementation of effective and sustainable academic supervision (Ernawati et al., 2024). As educational leaders, principals are responsible for directly monitoring teaching and learning processes, providing guidance and support to teachers in developing innovative instructional methods, and ensuring that curricula and learning standards are consistently implemented. Through systematic academic supervision, principals can identify teachers' professional development needs, direct training and competency enhancement programs, and evaluate the effectiveness of instructional strategies (Mutoharoh et al., 2023). Consequently, the role of the principal extends beyond administrative oversight to actively initiating improvements in instructional quality, thereby fostering a conducive and inclusive learning environment that significantly enhances student learning outcomes.

Academic supervision is not merely a routine administrative activity but rather a holistic and continuous professional development process aimed at enhancing teachers' capacity to design innovative lesson

plans, implement interactive and student-centered learning, and conduct both formative and summative assessments. Through this approach, supervisors—particularly principals—provide constructive feedback, individualized mentoring, and collaborative professional learning opportunities that encourage teachers to integrate educational technology and 21st-century learning strategies. This developmental supervision process involves planning, classroom observation, post-supervision reflection, and follow-up actions, ultimately improving teachers' pedagogical competence and overall educational quality (Nasution et al., 2022; Pa et al., 2024; Tursina, 2024).

Several studies have demonstrated that principals' supervisory competence significantly affects instructional quality and teacher performance. Principals' ability to conduct classroom observations, provide constructive feedback, and design teacher professional development programs has been positively correlated with improvements in pedagogical competence and teaching motivation (Adham et al., 2024). These competencies include technical aspects, such as curriculum knowledge and instructional

evaluation, as well as interpersonal skills, such as coaching and collaboration. Empirical studies indicate that strong supervisory competence can reduce performance disparities among teachers and improve student learning outcomes by approximately 20–30%. Furthermore, principals with high supervisory competence tend to adopt clinical or formative supervision approaches that emphasize continuous improvement, guiding teachers toward innovative instructional practices such as project-based learning and technology integration (Hamdani et al., 2024; Pangestuti & Mustofa, 2024; Xaverius, 2024).

Principals with strong supervisory skills are able to deliver constructive feedback through objective classroom observations, reflective discussions, and specific recommendations that focus on reinforcing teachers' strengths while addressing areas for improvement. This approach fosters a sense of professional support rather than judgment among teachers. Moreover, effective supervision enables principals to cultivate a collaborative learning culture within schools through initiatives such as professional learning communities, joint workshops, and the sharing of best instructional practices. These efforts enhance teachers' sense of ownership and collective commitment to instructional quality, leading to innovative, inclusive, and sustainable school environments.

Despite its importance, the implementation of academic supervision continues to face several challenges, including excessive administrative workloads that limit principals' time for instructional supervision, insufficient specialized supervision training for school leaders, and a lack of systematic follow-up on supervision outcomes. Administrative burdens often stem from extensive reporting requirements and extracurricular obligations, while the absence of continuous professional development programs causes supervision to become inspection-oriented rather than developmental, ultimately reducing teacher motivation. Addressing these challenges requires dedicated supervision time, strengthened supervisory competence through coaching-oriented workshops, and digital-based

follow-up monitoring systems to ensure that supervision meaningfully contributes to instructional quality improvement (Indi, 2024; Khauldi et al., 2022).

Therefore, a comprehensive analysis of principals' supervisory competence is essential to understanding its contribution to improving instructional quality. Such analysis can be conducted through qualitative descriptive approaches involving observations, interviews, and document analysis across supervision stages—planning, implementation, and evaluation. This approach reveals how principals' managerial and technical competencies, including classroom observation and post-supervision follow-up, are directly associated with enhanced teacher professionalism and instructional effectiveness. The findings serve as a foundation for developing targeted supervision training programs and school policies aimed at achieving national education quality standards (Alfarizi et al., 2024; Arifin, 2022; Muslihat, 2024; Syahrani, Et al, 2024).

### **OBJECTIVES OF THE STUDY**

This study aims to analyze the contribution of school principals' academic supervisory competence to improving instructional quality and teacher professionalism through a Systematic Literature Review approach. Specifically, the study seeks to identify the effectiveness of five key supervisory dimensions—planning, implementation, evaluation, professional development, and reflection—and their role in supporting teachers' development of innovative, student-centered instructional practices. Additionally, the study aims to map key challenges in supervision implementation, such as administrative burdens and limited specialized training, in order to formulate practical recommendations for strengthening supervisory competence through continuous professional development to achieve national education quality standards.

## MATERIALS AND METHODS

This study employs a Systematic Literature Review (SLR) method, a systematic and transparent methodological approach designed to identify, evaluate, and synthesize evidence from relevant literature in order to comprehensively address the research questions. The SLR process follows the standard procedure proposed by Fitriyanti (2025), which consists of four main stages: (1) literature identification through searches of academic databases such as Google Scholar, Scopus, and national education journals using keywords including “*school principals’ supervisory competence*” and “*instructional quality*”; (2) literature selection based on inclusion and exclusion criteria such as thematic relevance, publication period (2019–2025), and methodological quality; (3) critical analysis of key findings related to the influence of supervision on teacher performance; and (4) literature synthesis to construct a coherent conceptual framework. This approach ensures that the research findings are free from subjective bias and provide evidence-based recommendations for strengthening principals’ supervisory competence.

### a. Keyword Identification

The primary keywords used in this study include “*academic supervision*,” “*school leadership*,” “*supervisory skills*,” and “*quality of teaching and learning*.” The term *academic supervision* refers to the professional guidance process conducted by school principals to enhance instructional effectiveness. *School leadership* emphasizes the strategic role of principals as the main facilitators of instructional improvement. *Supervisory skills* encompass classroom observation, constructive feedback, and follow-up actions, while *quality of teaching and learning* reflects standards of student learning achievement achieved through optimal pedagogical practices.

### b. Literature Sources

The literature sources include journals indexed in SINTA (Science and Technology Index Indonesia) with accreditation levels S1–S6,

publications from reputable international journals indexed in Scopus or Web of Science, educational management textbooks published by leading academic publishers, and official policy reports issued by the Ministry of Education, Culture, Research, and Technology of Indonesia (MoECRT). SINTA-indexed journals were prioritized due to their relevance to the Indonesian educational context and rigorous peer-review processes, while international journals provide comparative global perspectives on academic supervision practices. Educational management textbooks offer a strong theoretical foundation, and policy reports contribute up-to-date empirical evidence on the implementation of supervision in practice.

### c. Inclusion Criteria

The inclusion criteria focused on publications released within the last ten years (2016–2025) to ensure the relevance and currency of findings in relation to contemporary educational dynamics. Selected studies were required to explicitly address the strategic role or supervisory competencies of school principals in teacher development and instructional management. In addition, the literature had to present causal or correlational analyses linking academic supervision practices to improvements in instructional quality, as indicated by teacher performance, student learning outcomes, and pedagogical innovation.

### d. Data Analysis Techniques

The selected data were thematically synthesized using a content analysis approach to identify patterns and trends across the literature. Four major themes emerged: (1) principals’ supervisory competencies, encompassing technical skills (observation and evaluation), interpersonal skills (coaching and feedback), and conceptual skills (strategic planning); (2) supervisory strategies, including clinical,

collaborative, and technology-based approaches adapted to specific school contexts; (3) the impact of supervision on instructional quality, which has been shown to significantly enhance teachers' pedagogical competence, teaching motivation, and student learning outcomes; and (4) supporting factors (continuous professional development, policy support, collaborative culture) and inhibiting factors (administrative workload, teacher resistance, and limited resources). The synthesis process involved coding the findings either manually or using qualitative

analysis software such as NVivo, followed by the integration of a coherent narrative that links these themes into a comprehensive conceptual framework. The resulting synthesis produced a theoretical model illustrating the causal pathways through which strengthened supervisory competence leads to improved instructional quality by means of effective strategies and the mitigation of implementation barriers.

## RESULTS AND DISCUSSION

**Table 1.** Summary of Previous Research

<i>No</i>	<i>Researcher (Year)</i>	<i>Education Sub-Sector</i>	<i>Data Period</i>	<i>Measurement / Performance Indicators</i>	<i>Summary</i>
1	Alfarizi et al. (2024)	Madrasah	Cross- sectional	Principals' managerial competence, teacher quality	The managerial competence of madrasah principals has a significant effect on improving teacher quality through effective planning, organizing, and evaluation of teacher performance.
2	Arifin (2022)	Secondary School	Cross- sectional	Academic supervision, teachers' professional competence	The systematic implementation of academic supervision enhances teachers' professional competence through continuous coaching and instructional monitoring.
3	Ariyani (2024)	Primary School	Descriptive	Implementatio n of academic supervision,	Academic supervision conducted by school principals functions as a quality control

				instructional quality	mechanism for instruction and strengthens teachers' professionalism.
4	Fitriyanti (2025)	Early Childhood Education (Kindergarten)	2015–2024 (SLR)	Managerial competence, academic supervision, teacher performance	The systematic literature review reveals a consistent positive relationship between principals' managerial competence, academic supervision, and kindergarten teachers' performance.
5	Hamdani et al. (2024)	General Education	Cross-sectional	Academic supervision, quality of educational services	The optimization of academic supervision improves the quality of educational services by increasing instructional effectiveness and stakeholder satisfaction.
6	Hastuti & Ginting (2024)	Public Primary School	Cross-sectional	Pedagogical competence, instructional leadership, instructional quality	The combination of teachers' pedagogical competence and principals' instructional leadership has a significant influence on instructional quality.
7	TEGALSARI (2023)	Islamic Education	Qualitative descriptive	Educational management, supervision	Managerial and academic supervision in Islamic education contributes to improving institutional quality and educators' professionalism.
8	Mediatati et al. (2022)	Primary School	Cross-sectional	Principal supervision, instructional quality, learning outcomes	Principal supervision improves teachers' instructional quality and has a positive impact on students' learning outcomes.



9	Muslihat (2024)	Primary & Secondary Education	Descriptive	Supervisory managerial supervision, school quality	The role of school supervisors in managerial supervision effectively enhances school quality through strengthened governance and leadership.
10	Nasution et al. (2022)	Public Junior High School	Cross-sectional	Implementation of educational supervision	Structured educational supervision improves teachers' work discipline and the effectiveness of instructional processes in schools.
11	Nurzakiyah & Warta (2025)	Primary School	Longitudinal	Competency development management, teacher professionalism	Sustainable competency development management has been proven to significantly enhance teachers' professionalism.

Sources: Previous Research

### 3.1 Principals' Supervision Competence

The literature indicates that principals' supervision competence comprises five main components:

#### a. Supervision Planning

Principals are required to design academic supervision programs that are explicitly based on teachers' needs, identified through initial assessment stages such as needs surveys, classroom observations, and focus group discussions. These activities aim to diagnose both individual and collective gaps in pedagogical competence, ensuring that supervision programs are targeted and effective (Ariyani, 2024). The program typically includes scheduled clinical supervision sessions, coaching-based training tailored to teachers' competency levels (novice, proficient, or expert), and the integration of technology—such as digital platforms for monitoring follow-up actions—which has been shown to enhance relevance and teacher acceptance of professional development initiatives. This

needs-based approach not only optimizes school resources but also fosters teachers' commitment through a sense of ownership, ultimately contributing to continuous improvement in instructional quality (Rifma et al., 2022).

#### b. Supervision Implementation

Academic supervision is implemented through a range of structured and complementary techniques, including direct classroom observation to objectively assess instructional dynamics, post-observation reflective discussions to collaboratively identify strengths and areas for improvement, and clinical supervision involving cycles of planning, observation, analysis, and follow-up. Additional supervisory strategies include individual coaching, portfolio-based workshops, and peer-to-peer mentoring. Classroom observations are conducted using standardized rubrics covering pedagogical practices, classroom management, and technology integration, while reflective discussions are facilitated to promote teachers' self-reflection and generate concrete action plans. Clinical supervision has

proven particularly effective due to its formative and continuous nature, while supplementary approaches such as model lesson demonstrations and video-based classroom analysis further enrich teachers' instructional repertoires. Collectively, these practices enhance curriculum implementation quality and student learning outcomes (Syafitri et al., 2023).

### **c. Evaluation and Feedback**

The evaluation process in academic supervision aims to identify teachers' strengths—such as effective classroom management and innovative instructional methods—as well as weaknesses, including limited differentiation strategies or underutilization of technology. This is achieved through objective analysis of observation data triangulated with teacher portfolios. The evaluation process generates specific and actionable recommendations, such as Individual Development Plans (IDPs) that include targeted training, practice simulations, or peer-teaching collaboration to gradually address competency gaps. This formative approach emphasizes two-way feedback that encourages teacher self-reflection, thereby not only documenting performance but also facilitating sustained professional behavior change toward overall instructional quality improvement (Rahmadani, 2025; Sagala et al., 2024; Zohriah & Muín, 2024).

### **d. Professional Development**

Teacher professional development within academic supervision is conducted through a multifaceted approach involving individual mentoring for the transfer of practical knowledge from principals or senior teachers, one-on-one coaching focused on developing specific skills through reflective questioning and goal setting, collaborative lesson study in which teachers jointly plan, teach, observe, and reflect on a lesson in cyclical stages, and professional learning communities that facilitate regular sharing of best practices. Mentoring emphasizes long-term guidance for novice teachers, while coaching provides solution-oriented support for immediate challenges such as difficult classroom management. Lesson study and professional learning communities promote horizontal

collaboration among teachers, which has been shown to enhance pedagogical innovation and foster collective ownership of instructional quality (Karmah et al., 2024; Suryaningsih et al., 2025).

### **e. Supervision Reflection**

Principals continuously reflect on the effectiveness of supervision programs through end-of-cycle evaluations that involve quantitative data analysis—such as improvements in classroom observation scores—and qualitative data, including teacher feedback, to identify success indicators such as enhanced pedagogical competence and teacher retention. This reflective process is conducted through monthly or quarterly review meetings with the supervision team, where success is measured by the achievement of teachers' Individual Development Plan targets and their impact on student learning outcomes. The findings inform strategic adjustments to subsequent supervision cycles, such as strengthening coaching techniques in identified weak areas. This reflective approach is adaptive and evidence-based, ensuring that supervision programs remain responsive to school dynamics and contribute optimally to long-term instructional quality improvement (Karmah et al., 2024; Rahmadani, 2025; Sagala et al., 2024; Zohriah & Muín, 2024).

## **3.2 The Impact of Supervision on Instructional Quality**

Academic supervision has been empirically proven to improve several key dimensions of instructional quality, including:

### **a. Quality of Teachers' Instructional Planning**

The quality of teachers' instructional planning refers to the rigor and coherence of lesson designs prepared prior to classroom instruction, as reflected in the clarity of learning objectives, alignment of instructional content with curriculum standards, and relevance of learning activities to students' needs and characteristics. High-quality planning is also evident in the appropriate selection of instructional models, methods, and strategies that promote student engagement, collaboration, and critical thinking,

supported by comprehensive planning components such as clearly defined objectives, learning resources and media, step-by-step instructional scenarios, and authentic assessment plans aligned with intended outcomes. Furthermore, the integration of differentiated instruction, technology utilization, and inclusive approaches in lesson planning ensures that all learners receive instruction tailored to their abilities, interests, and learning styles. Consequently, the quality of instructional planning serves as a critical indicator of teacher professionalism, as well-developed planning documents lead to more structured, measurable, and meaningful learning experiences for students (Mediatati et al., 2022).

#### **b. Use of Innovative Teaching Methods**

The use of innovative teaching methods refers to the application of interactive, contextual, and student-centered approaches aimed at enhancing student engagement, conceptual understanding, and 21st-century skills such as critical thinking, creativity, collaboration, and communication. These methods include mind mapping, project-based learning, blended learning, digital technology-based instruction, interactive discussions, role-playing, and lesson study, all of which have been shown to improve learning motivation, academic achievement, literacy skills, and students' creative thinking across educational levels. Several studies also indicate that the implementation of innovative approaches—such as project-based e-modules, interactive media, and creative literacy activities—provides more meaningful and real-life-relevant learning experiences, while simultaneously supporting the implementation of the *Merdeka Curriculum* and the demands of Education 4.0 (Safran et al., 2024).

#### **c. Classroom Management**

Classroom management refers to teachers' ability to create and sustain a conducive, structured, and inclusive learning environment through effective classroom layout arrangements, clearly defined behavioral expectations, and interaction strategies that encourage active student participation. This process

encompasses pre-instructional stages such as establishing expectations and routines, instructional implementation through smooth transitions between activities and proactive management of disruptions, as well as post-instructional evaluation to refine subsequent approaches. Effective classroom management also integrates innovative elements such as dynamic group-based learning, the use of technology to monitor student participation, and differentiated strategies to accommodate diverse learner needs, thereby supporting the optimal achievement of learning objectives (Febrianti et al., 2024).

#### **d. Authentic Assessment**

Authentic assessment is a comprehensive evaluation process that measures students' abilities holistically in real-world contexts, encompassing cognitive, affective, and psychomotor domains through meaningful tasks such as projects, portfolios, direct observation, self-assessment, and peer assessment, rather than relying solely on conventional written tests. This approach aligns with the *Merdeka Curriculum* by emphasizing authentic competency achievement, whereby teachers develop clear assessment rubrics to observe students' learning processes throughout instructional activities, resulting in outcomes that more accurately reflect students' ability to apply knowledge in everyday life. Authentic assessment techniques include oral examinations, performance-based tasks, reflective journals, and collaborative projects integrated within instructional cycles, enabling teachers to identify students' strengths while providing formative feedback for continuous improvement (Achmad et al., 2022).

#### **e. Student Engagement in Learning**

Student engagement in learning refers to students' active behavioral, emotional, and cognitive participation in the learning process, encompassing self-initiative, collaborative interaction, and a sense of responsibility for their own academic achievement. Engagement levels can be enhanced through strategies such as student agency, project-based learning (PBL), gamification, and multisensory approaches that integrate visual, auditory, and kinesthetic elements to



accommodate diverse learning needs. Supporting factors include teachers' pedagogical skills, students' intrinsic motivation, collaborative learning environments, and interactive technologies such as flipped classrooms, which have been empirically shown to improve learning outcomes, reduce resistance, and foster long-term learning interest (Emmaculata et al., 2025).

Several studies further indicate that principals' supervision enhances teachers' motivation and professionalism (Adham et al., 2024), thereby directly contributing to improvements in overall instructional quality.

### **3.3 Supporting and Inhibiting Factors of Supervision**

#### **Supporting Factors**

#### **a. Principals' Instructional Leadership**

Principals' instructional leadership is a leadership approach that focuses on improving instructional quality through the direct management of teaching and learning processes, including teacher supervision, curriculum development, and continuous professional support. Principals adopting this leadership model act as key facilitators by articulating a clear instructional vision, coordinating professional learning communities, providing constructive post-observation feedback, and ensuring optimal resource allocation for pedagogical innovation such as technology integration and authentic assessment. Research indicates that instructional leadership significantly enhances teacher performance, pedagogical competence, and student learning outcomes through cycles of conceptual understanding, strategic implementation, and continuous evaluation. However, challenges such as administrative workload highlight the need to strengthen principals' coaching competencies (Husaini Usman, 2015).

#### **b. Collaborative School Culture**

A collaborative school culture refers to a working environment that emphasizes cooperation among teachers, students, parents, and staff through norms of mutual trust, knowledge sharing, and collective support in achieving shared educational goals. Its key characteristics include regular professional learning

communities (PLCs) for instructional reflection, open communication without rigid hierarchies, team-based initiatives such as lesson study, and parental engagement through collaborative forums. This culture has been shown to enhance pedagogical innovation, teacher motivation, and student learning outcomes by facilitating the exchange of best practices and collective problem-solving for instructional challenges (Nurzakiyah & Warta, 2025).

#### **c. Availability of Teacher Professional Development Programs**

The availability of teacher professional development programs includes structured initiatives such as Continuous Professional Development (CPD), Subject Teacher Working Groups (MGMP), scientific writing workshops, academic supervision, and *Guru Penggerak* programs that are regularly provided by schools to enhance teachers' pedagogical, professional, and personal competencies. These programs are designed based on teachers' needs identified through initial assessments and involve collaboration with education authorities, universities, and professional communities. They are delivered through formats such as in-house training, online seminars, peer mentoring, and recertification processes to ensure alignment with the *Merdeka Curriculum* and 21st-century educational demands. The sustained availability of such programs not only improves instructional quality and student learning outcomes but also addresses barriers such as time constraints through school budget allocation and strong principal support as the primary facilitator (Rosani, 2025).

#### **Inhibiting Factors**

#### **a. Administrative Workload Burdening School Principals**

Administrative workloads imposed on school principals include routine reporting to education authorities such as the National Education Data System (*Data Pokok Pendidikan/Dapodik*), end-of-academic-year reports, School Operational Assistance (BOS) financial management, school accreditation processes, and extensive documentation related to the *Merdeka*

*Curriculum*. These administrative responsibilities often consume approximately 60–70% of principals' working time, thereby reducing their focus on academic supervision and teacher development. This burden is exacerbated by limited administrative staff, frequent technical issues in information systems—such as server downtime or non-user-friendly interfaces—and repetitive demands from multiple, poorly integrated government programs. Effective solutions include the digitalization of administrative processes through integrated applications, delegation of tasks to vice principals or designated staff, and policy advocacy to reduce excessive reporting requirements, allowing principals to concentrate more fully on instructional leadership (Yovinda et al., 2024).

#### **b. Lack of Training in Academic Supervision**

Insufficient training in academic supervision among school principals constitutes a major barrier to improving instructional quality, as many principals rely primarily on practical experience without in-depth knowledge of classroom observation techniques, constructive feedback, or effective coaching approaches. Consequently, supervision practices tend to be inspection-oriented and administrative rather than developmental, which diminishes teacher motivation and hinders the development of pedagogical competencies such as innovative lesson planning and authentic assessment. Addressing this issue requires mandatory supervision training programs supported by mentoring from education authorities, practice-oriented workshops such as clinical supervision simulations, and the integration of supervision modules within Continuous Professional Development (CPD/PKB) programs to equip principals with adaptive supervisory management skills aligned with the *Merdeka Curriculum* (Rifma et al., 2022).

#### **c. Limited Time for Follow-Up Professional Development**

Limited time for follow-up teacher development represents a critical challenge in academic supervision, as post-observation recommendations are often not implemented due to principals' schedules

being dominated by coordination meetings, administrative reporting, and school extracurricular activities. As a result, constructive feedback from reflective discussions frequently remains at a superficial level without systematic monitoring, significantly constraining improvements in teachers' pedagogical competencies such as the application of innovative teaching methods or authentic assessment practices. To address this challenge, dedicated weekly follow-up scheduling is required, supported by simple digital platforms such as Google Forms or WhatsApp groups to track teachers' Individual Development Plan (IDP) progress, alongside task delegation to vice principals to ensure that supervision cycles remain continuous and impactful on instructional quality (Bumiaji & Batu, 2021).

#### **3.4 Implications for Improving Instructional Quality**

High-quality academic supervision fosters the development of a school-wide quality culture through a systematic approach emphasizing continuous improvement, in which principals actively monitor instructional processes, provide constructive feedback, and facilitate teachers' professional development. This approach establishes collective norms in which all members of the school community share responsibility for quality enhancement, ranging from innovative lesson planning to authentic assessment practices, thereby creating a conducive learning environment oriented toward the achievement of student competencies. As a result, student learning outcomes improve significantly, as teachers become more competent in implementing active learning strategies such as project-based learning and inclusive classroom management (Syahrani, Et al, 2024).

Humanistic and collaborative supervision models are considered more effective than authoritarian approaches because they position teachers as active partners in the improvement process rather than mere objects of control. Humanistic supervision emphasizes reflective dialogue, individual coaching, and

collaborative lesson study, which foster trust and intrinsic teacher motivation, making educators more receptive to pedagogical innovations such as technology integration and differentiated instruction. In contrast, authoritarian models tend to generate resistance and superficial compliance, thereby inhibiting creativity and student engagement in learning (Rifma et al., 2022).

The implementation of collaborative supervision models also strengthens principals' instructional leadership through regular professional learning communities (PLCs), in which teachers share best practices and collectively reflect on instructional challenges, embedding a sustainable culture of quality improvement. Research indicates that schools implementing high-quality supervision experience increases in teacher performance of approximately 25–30% and higher student learning outcomes, particularly in 21st-century skills such as critical thinking and collaboration. Thus, humanistic supervision not only enhances instructional effectiveness but also fosters an adaptive school ecosystem capable of responding to national curriculum reforms (Hastuti & Ginting, 2024). (

## CONCLUSION AND RECOMMENDATION

Principals' supervision competence has been proven to play a critical role in improving instructional quality through the ability to accurately identify teachers' needs, design relevant interventions, and continuously monitor progress. Well-planned supervision involves data-driven initial assessments—such as classroom observations and lesson plan (RPP) analysis—implemented professionally through a humanistic coaching approach that builds trust, and followed up through regular reflection sessions and Individual Development Plans (IDPs) to ensure that supervisory recommendations are effectively translated into daily teaching practices.

This approach enhances teacher performance by strengthening pedagogical skills, including the use of innovative teaching methods, inclusive classroom management, and authentic assessment practices, which

ultimately manifest in higher levels of student engagement and improved learning outcomes. Competent principals also foster a collaborative school culture through professional learning communities (PLCs), where teachers share best practices and collectively reflect on challenges, ensuring that instructional improvements are sustainable rather than temporary and become embedded within the school ecosystem.

Strengthening principals' capacity is therefore essential and can be achieved through intensive clinical supervision training, school policies that allocate dedicated time for follow-up professional development, and the cultivation of a reflective culture that prioritizes the regular evaluation of supervision programs. Through these efforts, instructional quality can be continuously enhanced, supporting the development of students' 21st-century competencies and positioning schools as adaptive learning organizations responsive to the evolving demands of national education systems.

Based on the findings of this study, it is recommended that education stakeholders strengthen principals' academic supervision competence through continuous and practice-oriented professional development, particularly in clinical supervision, instructional leadership, and humanistic coaching approaches. Reducing administrative workloads through integrated digital systems and task delegation is essential to enable principals to focus more effectively on instructional supervision. Schools should institutionalize structured and sustainable supervision cycles that include systematic planning, implementation, evaluation, follow-up, and reflection, supported by the allocation of dedicated time for professional development activities. In addition, the adoption of collaborative and data-driven supervision models—such as professional learning communities, lesson study, and technology-supported monitoring—should be promoted to foster a culture of continuous improvement. Aligning supervision practices with curriculum reform and 21st-century learning goals will further ensure sustainable improvements in instructional quality and student learning outcomes.

## REFERENCES

- A. Noven Yovinda, Mohamad Muspawi<sup>2</sup>, K. A. R. (2024). Peran Kepala Sekolah dalam Menumbuhkan Kepuasan Kerja Tenaga Administrasi Sekolah di SMP Xaverius 1 Jambi. *Indonesian Research Journal on Education*, 4(2021), 2992–2997.
- Achmad, G. H., Ratnasari, D., Amin, A., Yuliani, E., & Liandara, N. (2022). Penilaian Autentik pada Kurikulum Merdeka Belajar dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5685–5699.
- Adham, A., Yuliejantiningih, Y., & Haryati, T. (2024). The Influence of School Leadership and Academic Supervision on Teachers' Professional Competence. *IQRO: Journal of Islamic Education*, 7(2), 525–538.
- Alfarizi, M., Hanif, M., & Madyan, S. (2024). Kompetensi Manajerial Kepala Madrasah dalam Meningkatkan Mutu Pendidik Managerial Competence of Madrasah Principals in Improving the Quality of Teachers. *Intizar*, 30, 1–14.
- Arifin, J. (2022). Implementasi Manajemen Supervisi Akademik Kepala Sekolah dalam Meningkatkan Mutu Kompetensi Profesional Guru. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, 5(September).
- Ariyani, A. (2024). SUPERVISI AKADEMIK KEPALA SEKOLAH DALAM. *UNISAN JURNAL: JURNAL MANAJEMEN DAN PENDIDIKAN*, 03(02), 42–48.
- Bumiaji, K., & Batu, K. (2021). Efektifitas Sosialisasi Supervisi terhadap Peningkatan Profesionalitas Tenaga Pendidik dan Kualitas Akademik di SDN Pandanrejo 02 Kota Batu. *JAPI (Jurnal Akses Pengabdian Indonesia)*, 6, 211–218.
- Emmaculata, M., Wirastuti, E., Meteray, B., & Listyarini, S. (2025). Pengaruh Student Agency terhadap Keterlibatan Siswa dalam Pembelajaran Yang Dimediasi Motivasi Diri. *Pengaruh Student Agency Terhadap Keterlibatan Siswa Dalam Pembelajaran Yang Dimediasi Motivasi Diri*, 5(2), 1056–1063.
- Ernawati, E., Kusumaningsih, W., & Ginting, R. (2024). Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kompetensi Pedagogik pada Kurikulum Merdeka SD Krista Citra Kabupaten Temanggung. *Jurnal Inovasi Pembelajaran Di Sekolah*, 5(1), 252–261. <https://doi.org/10.51874/jips.v5i1.215>
- Febrianti, R., Hidayat, W. N., & Riaji, D. F. (2024). COMMUNITY OF INQUIRY DENGAN MODEL THINK PAIR SHARE DI ERA DIGITAL SEBAGAI STRATEGI PEMBELAJARAN INOVATIF BAGI KELAS XII SMKN 4 MALANG. *Jurnal Pembelajaran, Bimbingan, Dan Pendidikan*, 4(7), 2020–2025. <https://doi.org/10.17977/um065>.
- Hamdani, H., Komariah, A., & Kurniady, D. A. (2024). Optimizing Academic Supervision to Improve the Quality of Education Services. *Jurnal Pendidikan Indonesia*, 13(1), 173–179.
- Hastuti, H. N., & Ginting, R. B. (2024). Pengaruh Kompetensi Pedagogik Guru dan Kepemimpinan Instruksional Kepala Sekolah terhadap Kualitas Pembelajaran Sekolah Dasar Negeri di Kecamatan Kraggan Kabupaten Temanggung. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, 7, 13372–13381.
- Husaini Usman. (2015). MODEL KEPEMIMPINAN INSTRUKSIONAL KEPALA SEKOLAH Husaini. *Cakrawala Pendidikan*, 322–333.
- Indi, A. (2024). Sistem Manajemen Supervisi Akademik sebagai Kontrol Mutu Kompetensi Pedagogik Guru di Lembaga Pendidikan Madrasah. *Southeast Asian Journal of Islamic Education Management*, 5(1), 91–106.
- Khaudli, M. I., Sari, E. N., Manajemen, P., & Islam, P. (2022). PENGEMBANGAN PROFESI GURU OLEH KEPALA SEKOLAH MENENGAH ATAS ( SMA ) BLOKAGUNG TEGALSARI. *Jurnal Manajemen Pendidikan Islam Darussalam (JMPID)*, 4(1), 50–62.
- Mediatati, N., Heckie, D., & Jati, P. (2022). Supervisi Kepala Sekolah : Peningkatan Kualitas Pembelajaran Guru dan Hasil Belajar Peserta



- Didik. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(3), 422–431.
- Muslihat, H. (2024). Analisis Peran Pengawas Sekolah dalam Implementasi Supervisi Manajerial Terhadap Peningkatan Mutu Sekolah. *Qouba : Jurnal Pendidikan*, 1, 31–40.
- Mutoharoh, Hufad, A., & Rusdiyani, I. (2023). The Correlation between Innovative Leadership and Early Childhood Education Teacher Performance. *Journal of Educational and Social Research*, 13(3), 154–163. <https://doi.org/10.36941/jesr-2023-0065>
- Nasution, I., Anggara, A. B., Sagala, C., Hartina, D., Mtd, N. P., & Putra, T. J. (2022). Implementasi Supervisi Pendidikan Disekolah SMP Negeri 2 Binjai. *Indonesian Gender and Society Journal*, 3(1), 7–12.
- Nurzakiyah, L., & Warta, W. (2025). Manajemen Pembinaan Kompetensi untuk Meningkatkan Profesionalisme Guru Sekolah Dasar. *JMPIS : Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 6(6), 4675–4684.
- Pa, H. B., Afi, K. E. Y. M., Banamtuan, M. F., Agama, I., & Negeri, K. (2024). Supervisi Akademik Untuk Peningkatan Kinerja Guru Pendidikan Agama Kristen. *Jurnal Pendidikan Agama Kristen*, 9, 135–148.
- Pangestuti, N. A., & Mustofa, T. A. (2024). Implementasi Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kompetensi Guru di SMP Al-Islam Kartasura. *Didaktita : Jurnal Kepem*, 13(2), 1701–1710.
- Rahmadani, L. et al. (2025). Teknik observasi, evaluasi, dan umpan balik dalam supervisi pendidikan 1,2,3. *Madinasika*, 6(2), 118–125.
- Rifma, R., Rusdinal, R., Marsidin, S., & Meizatri, R. (2022). Pelatihan Supervisi Berbasis Kategori Guru Bagi Kepala Sekolah Dasar Kota Solok. *Abdi: Jurnal Pengabdian Dan Pemberdayaan Masyarakat Volume*, 4, 472–479.
- Rosani, M. (2025). Strategi Peningkatan Kompetensi Guru melalui Program Pengembangan Profesional Berkelanjutan di sekolah Dasar Negeri 07 Rantau Alai. *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora*.
- Safran, S., Balqis, A., Sitorus, P. A., & Wibowo, S. P. (2024). Pengembangan Perencanaan Pembelajaran Terhadap Kualitas Mengajar Guru. *GURUKU: Jurnal Pendidikan Dan Sosial Humaniora*, 1.
- Sagala, K. P., Messakh, J. J., & Harefa, K. (2024). Peningkatan Kualitas Pendidikan Melalui Sistem Penilaian Kinerja Guru yang Efektif. *Jurnal Pendidikan Agama Kristen*, 9, 108–120.
- Syahrani, Et al. . (2024). IMPLEMENTASI SUPERVISI KLINIS KEPALA SEKOLAH DALAM MENINGKATKAN KUALITAS PEMBELAJARAN GURU SD. *POACE: Jurnal Program Studi Adminitrasi Pendidikan*, 4(1), 39–47.
- Tursina, N. (2024). Integrasi Supervisi Akademik dalam Kepemimpinan Pendidikan untuk Meningkatkan Kinerja Gurudi Era Pembelajaran Abad-21. *Journal on Education*, 06(04), 18161–18175.
- Xaverius, F. (2024). Pengaruh Kompetensi Pedagogik Guru dan Supervisi Akademik Terhadap Mutu Pendidikan di SMA Xaverius Bandar Lampung. *Visionist*, 13.
- Zohriah, A., & Muin, A. (2024). Evaluasi Kinerja Tenaga Pendidik. *JiIP (Jurnal Ilmiah Ilmu Pendidikan)*, 7, 1463–1468.