

## Principal Academic Supervision in Improving Teacher Performance at SD Negeri 004 Mundam, Dumai City

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### Article Info

#### Keywords:

Academic Supervision; problems of teacher duties and responsibilities; performance assessment report;

### ABSTRACT

This study examines the principal's academic supervision in improving teacher performance at SD Negeri 004 Mundam, Dumai City. The research focuses on supervision planning, implementation approaches, and the impact of supervision on teacher performance. A qualitative case study was used with data from interviews, observation, and documentation involving teachers, the principal, and the school supervisor. The data were analyzed through condensation, reduction, presentation, and conclusion drawing. The findings show that supervision was planned through a clinical supervision schedule, checks on teaching documents, and annual teacher performance reports. Implementation used directive, non-directive, and collaborative approaches according to teacher typology. Follow-up was provided through rewards for good performance and guidance for teachers needing improvement. Academic supervision helped teachers identify weaknesses, improve teaching methods, strengthen discipline, and increase motivation to enhance learning quality.

### Informasi Artikel

#### Kata Kunci:

Supervisi Akademik; problematika tupoksi guru; rapor penilaian kinerja

### ABSTRACT

Penelitian ini mengkaji supervisi akademik kepala sekolah dalam meningkatkan kinerja guru di SD Negeri 004 Mundam, Kota Dumai. Fokus penelitian meliputi perencanaan, pendekatan pelaksanaan, dan dampak supervisi terhadap kinerja guru. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan guru, kepala sekolah, dan pengawas sekolah, lalu dianalisis melalui kondensasi, reduksi, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa supervisi direncanakan melalui jadwal supervisi klinis, pemeriksaan perangkat pembelajaran, dan rapor tahunan guru. Pelaksanaan dilakukan melalui pendekatan direktif, non-direktif, dan kolaboratif sesuai tipologi guru. Tindak lanjut berupa penghargaan dan pembinaan membantu guru menemukan kelemahan, memperbaiki metode mengajar, meningkatkan kedisiplinan, serta memperkuat motivasi kerja untuk meningkatkan kualitas pembelajaran

### Article History

Received : 15/03/2026

Revised : 25/05/2026

Accepted : 21/07/2026

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## 1. Introduction

Education in the 4.0 era requires education practitioners to move more progressively, while teachers remain responsible for creating a pleasant educational atmosphere, improving the quality of national education, becoming role models for students, and maintaining the reputation of their educational institutions [1]. However, problems in formal education continue to emerge because teacher performance has not been optimal. These problems include teacher indiscipline in school attendance and a lack of enthusiasm in carrying out duties and responsibilities, which affects school services for students [2], [3]

Teacher performance is commonly assessed, yet it still faces various problems. Low teacher performance can be influenced by weak instructional guidance, limited coaching, and insufficient follow-up from school leaders [2], [4], [5]. The supervision process carried out by the principal is therefore important because teacher performance tends to improve when the principal provides continuous and systematic supervision [2] [6]

Several previous studies have identified facts related to suboptimal teacher performance, namely: (1) some teachers rarely prepare lesson plans because there is no control from the principal; (2) teachers often assign tasks to students because they are absent during teaching hours, resulting in incomplete learning outcomes; (3) teachers experience difficulties in the learning process because coaching opportunities are not used optimally; and (4) teacher work discipline remains low, as seen from attendance records and frequent lateness [6]. The description of low teacher performance is also supported by field realities showing that some senior teachers regard teaching merely as a routine, causing them to use monotonous methods. This condition makes the classroom atmosphere dry and students bored, so the graduates produced in such a school climate are of lower quality [7].

Supervision is not only about monitoring but also about providing guidance, evaluation, and constructive feedback so that individuals can develop better in their work [8]. Supervision is essential for improving teaching and learning because it helps teachers achieve educational goals through coaching, guidance, and evaluation conducted by a supervisor [2].

Academic supervision by the principal should function as professional assistance to improve teachers' instructional quality [2], [3]. However, field realities often show different dynamics: 1. Supervision as an administrative burden: supervision is often trapped in document fulfillment for accreditation purposes, so the essence of clinical guidance is neglected. 2. An inspection climate: many teachers still view supervision as a forum for judgment or fault-finding, which creates psychological distance between supervisors and teachers. 3. Lack of continuity: without

concrete follow-up, supervision results remain only on paper and do not produce real improvements in the classroom [4], [7].

An effective principal supervision process results in improved teacher performance. This finding is in line with Kodariah's research, which found a positive and significant influence of principals' academic supervision on teacher performance of 23.8%. Teacher achievement motivation had a positive and significant influence on teacher performance of 46.5%, and principals' academic supervision together with teacher achievement motivation had a positive and significant influence on teacher performance of 54.2% [6].

Problems occur in daily routines. Teachers may suddenly be absent from school for various reasons, such as illness, outside activities, family matters, or maternity leave. Such conditions make it difficult for the principal to create a conducive school environment for students. The role of the principal through supervision is therefore needed to motivate teachers to improve themselves through planned coaching and professional guidance [3], [7].

The annual report card document proves that performance assessment or performance evaluation has been properly implemented. The evaluation results show whether teachers are above the standard, at the standard, or below the required standard. These data become the principal's main basis for determining follow-up actions. Appreciation from the school is given to teachers who receive the best ratings based on the report card, while sanctions or warnings may be applied to teachers who receive poor ratings [3], [9]. This description shows that the principal, as an academic supervisor, at least carries out the stages of the supervisory function.

The principal of SD Negeri 004 Mundam, as a supervisor, is expected to apply the functions described above. Based on field observations and school data, the principal optimizes structural functions by developing supervisory competence through performance assessment, which produces an annual report card [9], [10]. This understanding encouraged the researcher to explore more deeply whether the principal, through the performance assessment system, has been able to carry out supervisory competence in improving teacher performance. Therefore, this study is highly relevant and important.

## 2. Research Method

### 2.1. Type of Research

This study used a qualitative approach with a case study design because the collected data were related to the implementation of academic supervision by the principal of SD Negeri 004 Mundam. The data consisted of statements from the principal, teachers, and school supervisor, which were verified through interviews, observation, documentation, and Google

Forms. The data were analyzed qualitatively using expanded descriptive text. This is in line with qualitative research principles that emphasize meaning, context, events, social situations, behavior, and natural settings holistically and contextually [11], [12], [13].

## 2.2. Sample and Population/Research Subjects

The research subjects were drawn from primary and secondary data. Primary data were obtained from teachers and the principal of SD Negeri 004 Mundam through field interviews [10], [14]. To complete the data, the researcher used secondary data in the form of school documentation, such as ledgers, graphs, teacher performance reports, activity photos, and school information accessible through the official school website [5].

## 2.3. Time and Place of Research

This research was conducted in March-April 2026 at SD Negeri 004 Mundam, Dumai City, Medang Kampai District. The study aimed to identify the concept, field implementation, and impact of the principal's academic supervision on teacher performance at the school.

## 2.4. Research Instruments

The research instruments included interview guidelines, observation guidelines, and documentation. The interview guidelines contained structured questions for the principal as the main participant, along with development questions for teachers, administrative staff, parents, and the school supervisor. The observation guidelines were used to record the principal's activities in improving teacher performance through supervision, such as leading meetings, observing teachers or education personnel, and holding meetings with parents, the school committee, or parent associations. Documentation included the principal's journal, supervision instruments, teacher report cards, report books, and relevant activity photos. These instruments support triangulation and strengthen the credibility of qualitative findings [11], [12], [15].

## 2.5. Data Analysis Procedures and Techniques

In qualitative analysis, words are constructed from interviews and observations of the data needed to be described and explained. Questions may be formulated by the researcher to examine relationships among identified data, behavioral relationships, or individual characteristics such as age or gender [13], [15].

This research was carried out through several stages: data condensation, data reduction, data verification, and data validity assurance. Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming raw data that emerge from field notes. Data reduction was conducted continuously throughout the research process until the completion of the research report. Thus, data condensation serves as a form of analysis that sharpens, classifies, directs, guides,

removes unnecessary information, and organizes data so that final conclusions can be verified [15]. During the study, data reduction was carried out by preparing research outlines, coding, writing memos, and developing concept maps, while verification was conducted by rechecking the compiled data after condensation and reduction [13].

## 3. Results and Discussion

### 3.1. Academic Supervision Planning to Improve Teacher Performance

#### The principal prepares the supervision schedule and informs all teachers

The findings show that, in supervision planning, teachers became aware of the supervision program through the principal's directions at the beginning of the semester [10]. The periodic submission of teaching documents at the beginning of learning was recorded in a system called the annual teacher report card or performance report. These teaching documents also served as a basis for implementing academic supervision. The principal also prepared the supervision instruments needed to obtain objective results and to support future follow-up actions [3], [7].

*"Before supervision, there was a team meeting with the principal. In the meeting, the principal explained that supervision would be conducted that week and announced the schedule."*

The principal ensured that every teacher was ready to be supervised by establishing work standards, such as requiring the submission of teaching documents to the curriculum team at the beginning of the semester. The principal began supervision planning by determining the supervision instrument containing the aspects to be supervised. These aspects included the opening, core, and closing activities of teaching, which are important components of instructional supervision [2], [3], [4].

*"Supervision has been scheduled to be carried out routinely. The teachers' documents that have been submitted to the curriculum team will be cross-checked by the team and the principal, and then supervision will be conducted by the principal." This was the statement of the principal and curriculum team regarding the supervision schedule.*

The principal conducted supervision based on the teachers' submitted teaching documents, namely lesson plans. The fulfillment of teaching documents was arranged periodically: annually, such as the annual program and minimum mastery criteria; every six months, such as the syllabus, semester program, and academic calendar; every three months, such as midterm assessment questions; and monthly before entering a learning chapter, such as lesson plans, daily test questions, daily test analysis, and teacher follow-up actions [3], [7].

#### The principal determines the aspects to be supervised in classroom learning: opening, core, and closing activities

The results of the principal's observations, recorded in the

supervision instrument, helped teachers identify their weaknesses and difficulties. The principal, as a supervisor, was responsible for helping teachers find solutions through feedback, coaching, and professional dialogue [2], [16], [17]. The final aspect assessed was the closing activity, which included enrichment programs and feedback on students' learning outcomes during the meeting.

The role of principal supervision in this series of activities was to observe and identify teachers' difficulties when facing classroom learning conditions.

"Previously, I submitted the teaching documents that had been prepared, namely the lesson plan, and it had been approved and signed by the principal."

The core learning activities assessed by the principal required teachers to present exploration, elaboration, and confirmation activities. Students' efforts to seek information and find solutions to problems were reflected in exploration activities. Students' ability to produce work in various ways was reflected in collaboration activities. These practices are aligned with learning principles that emphasize active participation, meaningful experience, and visible improvement in learning outcomes [18] [19]

Deep learning needs to uphold three main principles: mindfulness, meaningfulness, and joyfulness. It is a learning model that motivates students to learn willingly toward learning objectives, without physical or psychological pressure, so that a positive, interactive, and enjoyable learning atmosphere emerges [18] [19]

### **Fulfillment of teaching documents as the basis for supervision planning**

This can be seen from the academic supervision planning carried out by the principal: 1. The principal prepared the supervision schedule and informed all teachers. 2. The principal determined the aspects to be supervised in classroom learning, namely opening, core, and closing activities. 3. Teachers fulfilled teaching documents as part of supervision planning. These planning activities reflect the supervisory function of principals in guiding and improving instructional practice

This planning served as a system that became the standard for assessing teacher performance. The implication was that teachers who were late in submitting documents or did not submit them at all would be recorded in the annual teacher report card. The accumulated score in the annual report card would become the basis for the principal to follow up and consider the position and duties of the teacher concerned in the next academic year. Such data-based follow-up is consistent with learning-centered leadership and performance improvement principles

### *3.2. Implementation of Principal Supervision*

The findings show that the principal's supervision approaches and implementation methods were carried out in two ways. First, the principal used an approach adjusted to teacher

typology in implementing supervision. Second, the principal needed to motivate teachers to apply contextual learning approaches. The use of different supervisory approaches is consistent with developmental supervision, which requires leaders to adjust guidance to teachers' needs and readiness

### **The principal uses an approach adjusted to teacher typology in implementing supervision**

This can be seen from the academic supervision approaches and methods, namely directive supervision (preparing supervision instruments and teams, preparing the supervision schedule, socializing it to all teachers, and carrying out supervision according to the schedule and follow-up), non-directive supervision (holding discussions with teachers who experience classroom difficulties; the more problems found in class, the more often the principal and teachers meet to find solutions), and collaborative supervision (appointing teachers as class representatives and appointing one teacher as coordinator at each grade level, then holding discussions so each coordinator can inventory learning problems experienced). These approaches are supported by supervision, cognitive coaching, and instructional coaching concepts

### **The principal needs to motivate teachers to apply contextual learning approaches**

The research findings show that the principal identified a teacher problem related to preparing HOTS questions. The step taken by the principal was to strengthen academic and learning instruments. This finding is relevant to current learning demands that require teachers to design meaningful, challenging, and student-centered learning activities

Principal supervision provided an overview of teachers' weaknesses in using contextual learning approaches. Based on this situation, the principal understood the steps and follow-up actions needed to improve the condition. This reflects learning-centered leadership because the principal used supervision results as a basis for improving teaching practice

The planning and implementation of supervision by the principal required an accountability report in the form of academic supervision results. This was contained in the academic supervision instrument, which consisted of opening, core, and closing activities. Such documentation supports the continuity of supervision, evaluation, and follow-up in educational management

### *3.3. The Impact of Academic Supervision on Improving Teacher Performance*

The findings show that principal supervision had several impacts on teacher performance.

First, the principal's supervision pattern encouraged teachers to maximize their preparation before supervision. Second, academic supervision increased teacher work motivation. Third, academic supervision improved teachers' competence in finding solutions to learning problems. Fourth, academic supervision

strengthened teachers' commitment to discipline. Supervision by the principal had positive influences and consequences for progress. Routine control and monitoring produced quick responses to identified problems and obstacles, consistent with studies on academic supervision, learning-centered leadership, and teacher performance improvement. This was reflected in the statement given by the Grade II assistant teacher:

The summary of findings in the results section is presented in Table 1 so that the relationship among supervision aspects, implementation forms, and impacts on teacher performance can be seen more systematically.

**Table 1** Summary of findings on the implementation of principal academic supervision

Aspect	Summary of Findings and Impact
Planning	Supervision schedules, document checks, and instruments made teachers better prepared.
Implementation	Directive, non-directive, and collaborative approaches provided guidance according to teachers' needs.
Follow-up	Rewards and coaching increased teachers' motivation and discipline.
Learning	Improved methods, HOTS questions, and contextual learning strengthened teacher competence.

These findings strengthen the view that academic supervision does not only function as administrative control but also as a professional coaching process. Supervision practices accompanied by reflective conversations, data-based feedback, learning-centered leadership, visible learning principles, instructional coaching, and systematic coding of qualitative evidence can help teachers improve the quality of learning continuously.

"The principal emphasized preparation and anticipation of unexpected matters quite assertively." The principal's attitude, as shown in the quotation above, required teachers to improve. A work climate that prioritizes teacher preparation in facing possible problems is a positive and appropriate decision as a form of academic supervision and instructional coaching

Second, academic supervision was able to increase teacher work motivation. The motivation that emerged after supervision is consistent with the meaning of motivation itself, namely physical and psychological factors that can initiate a process and encourage behavioral change to achieve goals. Motivation can be strengthened when leadership focuses on learning, provides constructive feedback, and supports teacher.

"Supervision by the principal had a positive impact on their performance. Principal supervision was agreed to encourage self-motivation to continuously improve oneself, teaching methods, and appropriate teaching techniques or methods."

Third, academic supervision improved teachers' competence in finding solutions to learning problems. A supervisor should arouse and maintain teachers' work enthusiasm so that they can achieve better work performance. Teachers are encouraged to practice new ideas considered useful for improving the learning process, cooperate with teachers individually or in groups to realize desired changes, stimulate the emergence of new ideas, and provide encouragement that enables renewal efforts to be

implemented as well as possible.

"The principal was recognized by teachers and the curriculum team as a cooperative and competent academic consultant. Problems that occurred during supervision or difficulties experienced by teachers could be solved with guidance from the principal."

#### 4. Conclusion

Based on the results and discussion, it can be concluded that the academic supervision carried out by the principal of SD Negeri 004 Mundam had a complex impact on improving teacher performance. Structured academic supervision, beginning with supervision planning by the principal and followed by supervision implementation at school, affected the improvement of teacher performance. This conclusion is supported by supervisory theory and previous findings that connect academic supervision with teacher performance improvement.

The principal carried out supervision planning through three steps. First, the principal prepared the supervision schedule and informed all teachers. Second, the principal determined the aspects to be supervised in classroom learning, namely opening, core, and closing activities. Third, the principal required teachers to fulfill teaching documents as part of supervision planning. These steps are consistent with educational supervision and management principles.

The principal's supervision approach and implementation methods were carried out through three steps. First, the principal used an approach adjusted to teacher typology in implementing supervision. Second, the principal needed to motivate teachers to apply contextual learning approaches. Third, the principal used follow-up actions through coaching and guidance. These findings are in line with developmental supervision, cognitive coaching, and instructional coaching perspectives.

Principal supervision had several impacts on teacher performance. First, the principal's supervision pattern encouraged teachers to maximize preparation before supervision. Second, academic supervision increased teacher work motivation. Third, academic supervision improved teachers' competence in finding solutions to learning problems. Fourth, academic supervision strengthened teachers' commitment to discipline. These impacts are consistent with learning-centered leadership and visible learning perspectives, which emphasize feedback, teacher improvement, and better learning quality

#### Acknowledgments

The authors express their gratitude to the principal, teachers, education personnel, and school supervisor of SD Negeri 004 Mundam for their support in providing data, documents, and observation opportunities. The authors also thank the Education Management Study Program, Universitas Negeri Yogyakarta, for its academic support in preparing this article.

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