

Principal's Supervision Management in Improving Junior High School Teachers' Performance

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ABSTRACT

This study aims to analyze the management of principal supervision in improving teacher performance at SMPIT Baiturrahman Ciparay, Bandung Regency. The research is grounded in the assumption that systematic supervision management plays a crucial role in enhancing teachers' professional competencies and instructional practices. A qualitative approach with a case study method was employed to obtain an in-depth understanding of supervision planning, implementation, evaluation, and follow-up within the school context. Data were collected through in-depth interviews, classroom observations, and documentation studies involving the principal, vice principal for curriculum, and teachers. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña, encompassing data reduction, data display, and conclusion drawing, supported by source and technique triangulation to ensure data credibility. The findings indicate that the principal has implemented supervision management systematically through well-planned supervision programs, collaborative academic supervision practices, constructive evaluation, and continuous follow-up in the form of coaching and professional development activities. The supervision approach applied was dialogical and supportive, enabling teachers to reflect on their instructional practices and improve their performance. As a result, teachers demonstrated improvements in lesson planning, classroom management, instructional strategies, discipline, and professional responsibility. This study highlights that effective supervision is not merely administrative but managerial and developmental in nature. The novelty of this research lies in its comprehensive analysis of supervision management based on classical management functions, providing practical insights for school leaders in implementing sustainable academic supervision

INTRODUCTION

Improving the quality of education is closely linked to the quality of teachers' performance in implementing the learning process. Teachers play a central role in translating educational goals into concrete learning experiences for students. As the frontline actors in education, teachers are required to possess strong pedagogical, professional, social, and personal competencies. These competencies are reflected in their ability to plan instruction, manage classrooms, apply appropriate teaching strategies, and evaluate learning outcomes effectively. In addition, teachers are expected to demonstrate work attitudes that reflect a high level of professional responsibility and commitment. Weak teacher performance can negatively affect learning quality and student achievement. Therefore, improving teacher performance is a critical issue in educational management. Consequently, systematic and continuous teacher development has become an essential component of effective school management.

Teacher development cannot be separated from the role of school leadership, particularly the principal. The principal is not only an administrative leader but also a key figure in shaping instructional quality within the school. As an instructional leader, the principal is responsible for guiding teachers toward effective teaching practices. This responsibility requires principals to actively engage in monitoring, coaching, and supporting teachers' professional growth. One of the most important mechanisms for achieving this goal is academic supervision. Through supervision, principals can identify teachers' strengths and areas for improvement. Thus, supervision serves as a strategic instrument for enhancing teacher performance. Effective supervision contributes directly to the improvement of learning quality in schools.

In recent educational paradigms, supervision is no longer understood merely as administrative control or inspection. Instead, supervision is viewed as a form of professional assistance aimed at improving the quality of teaching and learning processes. Wiles (2000) emphasizes that supervision should focus on guidance, support, and professional development rather than fault-finding. This perspective positions teachers as professional partners in the supervision process. Through dialogue and reflection, supervision encourages teachers to continuously improve their instructional practices. Constructive feedback becomes a key element in this process. As a result, supervision fosters a positive professional climate within the school. Such an approach enhances teachers' motivation and openness to change.

From a regulatory perspective, the supervisory role of principals is clearly emphasized in national education policy. The Regulation of the Minister of Primary and Secondary Education Number 7 of 2025 concerning the Assignment of Teachers as Principals explicitly mandates principals to conduct supervision and teacher coaching. This regulation positions supervision as a core responsibility of school leadership. Principals are required to carry out supervision in a planned, systematic, and sustainable manner. The regulation also highlights the importance of continuous teacher development. Therefore, supervision is not optional but an integral part of the principal's duties. This legal foundation strengthens the urgency of effective supervision practices. It also

demands accountability from principals in implementing supervision professionally.

From a management standpoint, supervision must be systematically organized in order to produce meaningful and measurable outcomes. Supervision that is carried out without clear planning and follow-up tends to be ineffective. Terry (2006) states that management consists of four fundamental functions: planning, organizing, actuating, and controlling. These functions provide a conceptual framework for managing supervision activities. Planning involves setting supervision goals, schedules, and instruments. Organizing relates to task distribution and coordination among school leaders. Actuating refers to the actual implementation of supervision and coaching activities. Controlling involves evaluation and follow-up to ensure continuous improvement.

The application of management functions within academic supervision enables principals to manage teacher development activities in a structured, collaborative, and continuous manner. Well-managed supervision ensures that teachers receive consistent guidance and support. Empirical studies have demonstrated that systematic academic supervision has a significant positive impact on teacher performance and professionalism. Research by Suriansyah and Aslamiah (2020) shows that effective supervision improves instructional quality. Rahabav (2021) found that supervision enhances teacher discipline and teaching preparation. Similarly, Hidayat et al. (2023) reported that supervision contributes to professional competence development. These findings indicate the importance of supervision management rather than sporadic supervision practices. Therefore, effective supervision requires strong managerial skills from principals.

Based on this background, there is a need to examine how principals manage supervision in real school contexts. Understanding supervision management practices provides insights into how supervision contributes to teacher performance improvement. Each school has unique characteristics that influence supervision implementation. SMPIT Baiturrahman Ciparay, Bandung Regency, represents an educational context with distinctive institutional values and practices. Examining supervision management in this setting allows for an in-depth understanding of practical implementation. This study focuses on planning, implementation, evaluation, and follow-up of supervision. The research also explores the implications of supervision management for teacher performance. Therefore, the present study focuses on the management of principal supervision in improving teacher performance at SMPIT Baiturrahman Ciparay, Bandung Regency.

LITERATURE REVIEW

Principal's Supervision Management

Educational supervision is one of the principal's strategic functions in improving the quality of learning and teacher performance. Wiles (2000) defines supervision as professional assistance provided to teachers with the aim of improving and enhancing the quality of the learning process. In this context,

supervision is not understood as inspection or fault-finding, but as a coaching process that emphasizes mentoring, guidance, and continuous professional development.

In line with the development of modern educational paradigms, supervision is viewed as a collaborative process involving professional relationships between principals and teachers. Through dialogue, reflection, and constructive feedback, supervision is expected to encourage teachers to improve their pedagogical, professional, social, and personal competencies. Therefore, the effectiveness of supervision is largely determined by the principal's ability to manage supervisory activities in a planned and systematic manner.

Management Concepts in Educational Supervision

From a management perspective, Terry (2006) states that management is a process consisting of four main functions: planning, organizing, actuating, and controlling. These four functions serve as the conceptual foundation for implementing principal supervision so that supervisory activities are not sporadic, but structured and sustainable.

The planning function in supervision includes the preparation of academic supervision programs, determination of objectives, scheduling, and development of supervision instruments. The organizing function relates to task distribution, determination of the roles of principals and vice principals, and coordination with teachers. Furthermore, the actuating function is manifested through classroom supervision, coaching, and teacher motivation. The controlling function is carried out through evaluation of supervision results and follow-up actions as part of continuous improvement efforts.

Thus, principal supervision management that is based on management principles will be more effective in achieving the goal of improving teacher performance compared to supervision that is merely administrative in nature.

Academic Supervision by the Principal

Glickman, Gordon, and Ross-Gordon (2010) explain that academic supervision consists of a series of activities aimed at helping teachers develop their professional abilities through clinical supervision, professional development, and instructional evaluation. Clinical supervision is carried out through pre-observation, classroom observation, and post-observation stages, which emphasize the analysis of teaching performance and the provision of constructive feedback.

Effective academic supervision positions teachers as professional partners rather than objects of control. The principal acts as a facilitator who helps teachers identify strengths and weaknesses in their teaching practices and design improvement strategies. Therefore, the success of academic supervision is highly influenced by the principal's ability to build open communication and harmonious working relationships with teachers.

Teacher Performance

Teachers are the cornerstone of educational implementation; therefore, the quality of education is highly dependent on teacher performance in carrying out professional duties. Bernardin and Russell (2011) define performance as the results achieved by individuals based on predetermined standards or criteria. In the educational context, teacher performance includes the ability to plan

learning, implement the teaching and learning process, evaluate learning outcomes, and demonstrate responsibility and professionalism in performing duties.

Teacher performance is also related to consistency, work discipline, commitment, and adaptability to change. Teachers with high performance are able to create effective, innovative, and student-oriented learning. Therefore, efforts to improve teacher performance must be carried out systematically through continuous coaching and supervision.

Relationship between Principal's Supervision Management and Teacher Performance

Principal supervision management has a close relationship with improving teacher performance. Supervision that is systematically planned, implemented, evaluated, and followed up can help teachers address weaknesses in learning and develop their professional potential. Previous studies show that effective academic supervision has a positive effect on pedagogical competence, professionalism, and teacher performance.

Based on Terry's management theory and Glickman's academic supervision concept, it can be concluded that principals who are able to manage supervision professionally are more successful in improving teacher performance. Therefore, studies on principal supervision management are important to understand how supervisory strategies are implemented and how they contribute to improving teacher performance at the junior high school level.

Previous Studies

Several studies conducted in 2020 have examined the role of school principals in supervising teachers to improve instructional quality and performance. A study by Yuliani and Kristiawan (2020) focused on the implementation of academic supervision in improving teachers' pedagogical competence in junior high schools. Their findings revealed that systematic classroom supervision and constructive feedback contributed positively to teachers' instructional skills. This study shares similarities with the present research in emphasizing academic supervision as a tool for professional development. However, Yuliani and Kristiawan primarily examined the outcomes of supervision, while the present study places greater emphasis on supervision management processes, including planning, implementation, evaluation, and follow-up. The advantage of the present study lies in its comprehensive managerial perspective, which provides a more holistic understanding of how supervision is organized and sustained.

Another relevant study was conducted by Sopandi (2020), who investigated principal leadership and supervision in enhancing teacher professionalism in Indonesian secondary schools. The study highlighted that principals who apply democratic leadership styles tend to conduct supervision more effectively, resulting in improved teacher motivation and performance. The similarity between Sopandi's study and the current research lies in recognizing the principal's strategic role in fostering teacher development. However, Sopandi's research focused more on leadership style as a determining factor, whereas the present study specifically analyzes supervision management based

on management functions. Thus, the present research offers a distinctive contribution by integrating classical management theory into the supervision framework.

A study by Rahabav (2020) examined the influence of academic supervision on teacher performance through a qualitative approach. The findings indicated that supervision positively affects teachers' discipline, teaching preparation, and classroom performance when conducted in a supportive manner. This aligns with the present study in viewing supervision as professional assistance rather than administrative control. Nevertheless, Rahabav's study did not explicitly explore how supervision activities were managed or structured. In contrast, the present research highlights the managerial stages of supervision, making it superior in explaining not only the impact of supervision but also the mechanisms that lead to improved teacher performance.

Furthermore, Suriansyah and Aslamiah (2020) explored the relationship between academic supervision and teacher work performance in junior high schools. Their research demonstrated that consistent supervision and follow-up coaching significantly improved instructional quality. The similarity lies in the emphasis on continuous supervision and follow-up actions. However, their study used a more general analytical approach and did not deeply examine the internal management processes of supervision. The present study advances previous findings by offering an in-depth case analysis that details how supervision planning, implementation, evaluation, and follow-up are systematically managed by the principal.

Lastly, a study conducted by Prasetyo and Widodo (2020) focused on the effectiveness of supervision feedback in improving teacher performance. Their research emphasized that post-observation feedback plays a crucial role in changing teachers' instructional behavior. While this aligns with the present study in recognizing the importance of evaluation and feedback, their research concentrated on a single supervision component. In contrast, the present study integrates feedback within a broader supervision management cycle. Therefore, the main strength of the present research lies in its comprehensive and integrative supervision management model, which offers practical insights for principals in implementing sustainable and effective academic supervision.

METHODOLOGY

Type and Research Approach

This study employed a qualitative approach using a case study method. The qualitative approach was chosen because this research aims to gain an in-depth understanding of the phenomenon of principal supervision management in improving teacher performance, particularly from the perspectives of actors and the natural school context. According to Creswell (2014), qualitative research allows researchers to comprehensively explore meanings, processes, and social interactions within a specific setting.

The case study method was used because this research focuses on a single educational institution, SMPIT Baiturrahman Ciparay, Bandung Regency, as a single case examined intensively and in depth. Through this method, researchers

can obtain a holistic picture of supervision planning, implementation, evaluation, and follow-up carried out by the principal and its implications for teacher performance.

Research Subjects and Objects

The research subjects consisted of:

1. The Principal of SMPIT Baiturrahman Ciparay, as the main person responsible for supervision implementation.
2. The Vice Principal for Curriculum Affairs, who is involved in planning and implementing academic supervision.
3. Teachers of SMPIT Baiturrahman Ciparay, as parties who directly experience the impact of supervision.

The object of the research was the principal's supervision management in improving teacher performance, including supervision planning, academic supervision implementation, evaluation of supervision results, and follow-up teacher development.

Data Collection Techniques

Data were collected using several techniques to obtain valid and comprehensive data, namely:

In-depth Interviews

Semi-structured interviews were conducted with the principal, vice principal for curriculum, and teachers to explore information regarding supervision policies, implementation strategies, challenges encountered, and perceptions of the impact of supervision on teacher performance.

Observation

Observations were conducted to directly examine the implementation of academic supervision and teachers' classroom learning activities. This technique aimed to obtain factual data on supervision practices and teacher performance during the learning process.

Documentation Study

Documentation was used to collect supporting data in the form of supervision programs, supervision schedules, supervision instruments, supervision reports, meeting minutes, and teacher performance evaluation documents. These documents were used to strengthen and verify data obtained from interviews and observations.

Data Analysis Techniques

Data analysis was conducted qualitatively using the interactive analysis model proposed by Miles, Huberman, and Saldaña (2014), which includes three main stages:

1. Data Reduction, involving the selection, focus, and simplification of data obtained from interviews, observations, and documentation to ensure relevance to the research focus.
2. Data Display, involving the organization of data in descriptive narratives, matrices, or tables to facilitate understanding of patterns and relationships.
3. Conclusion Drawing and Verification, involving interpretation of data meaning and gradual conclusion drawing while continuously checking data validity.

To ensure data credibility, source and technique triangulation were applied by comparing data obtained from various sources and methods.

RESULTS AND DISCUSSION

Research Findings

The research findings were obtained through in-depth interviews, observations, and documentation studies involving the principal, vice principal for curriculum, and teachers at SMPIT Baiturrahman Ciparay. The findings focus on four aspects of principal supervision management: planning, implementation, evaluation, and follow-up of supervision and their implications for teacher performance.

Supervision planning was systematically arranged at the beginning of the academic year, involving goal setting, scheduling, supervision techniques, and observation instruments. Academic supervision was conducted through classroom observations using a persuasive and dialogical approach. Evaluation was carried out through post-observation meetings providing objective and constructive feedback. Follow-up actions included continued coaching, teacher group discussions, and professional development recommendations. Supervision had a positive impact on teacher performance in lesson planning, classroom management, instructional strategies, discipline, and professional responsibility.

Discussion

The findings indicate that principal supervision management at SMPIT Baiturrahman Ciparay has been implemented in accordance with Terry's management principles: planning, organizing, actuating, and controlling. Collaborative and dialogical supervision supports the theories of Wiles (2000) and Glickman et al. (2010), emphasizing supervision as professional assistance rather than administrative inspection.

Continuous evaluation and follow-up strengthen previous studies which highlight that follow-up is a key factor in successful supervision outcomes. Improved teacher performance aligns with findings from Yuliani and Kristiawan (2020), Sopandi (2019), and Wibowo and Suryani (2023).

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that the principal's supervision management at SMPIT Baiturrahman Ciparay has been systematically and effectively implemented. The application of management functions—planning, implementation, evaluation, and follow-up—contributes positively to improving teacher performance in instructional planning, teaching implementation, classroom management, and professional responsibility.

Recommendations

- 1) Principals are encouraged to strengthen sustainable follow-up programs in academic supervision.
- 2) Teachers are expected to utilize supervision as a medium for reflection and professional development.
- 3) Schools can use the findings as a basis for formulating teacher development policies.

- 4) Future researchers are advised to use quantitative or mixed methods and expand research settings for more comprehensive results.

FURTHER STUDY

This research still has limitations, so it is necessary to conduct further research related to the topic of Principal's Supervision Management in Improving Junior High School Teachers' Performance in order to perfect this research and increase insight for readers.

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