

THE INFLUENCE OF ACADEMIC SUPERVISION BY THE SCHOOL PRINCIPAL ON TEACHER PERFORMANCE AT SMPN 1 BAITUSSALAM BAITUSSALAM DISTRICT ACEH BESAR REGENCY IN 2024

Roslina¹, Rahmattullah², Rita Novita³

^{1,2,3}Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

* Corresponding email: roslinaubbg@gmail.com

ABSTRACT

This study investigates the influence of academic supervision conducted by school principals on teacher performance at SMPN 1 Baitussalam, located in Baitussalam District, Aceh Besar Regency, in the year 2024. Academic supervision plays a pivotal role in the realm of educational management, aiming to enhance the quality and effectiveness of teaching and learning. This research utilizes a literature review methodology, examining a range of scholarly articles, educational theories, and empirical studies related to the impact of leadership on instructional practices. The analysis reveals that effective academic supervision is directly linked to improvements in teacher performance. Key components of successful supervision include the provision of constructive feedback, regular performance assessments, and opportunities for professional development. The study highlights that principals who actively engage in the supervisory process foster a collaborative learning environment, which not only motivates teachers but also encourages them to adopt innovative teaching strategies that enhance student learning outcomes. Furthermore, the research addresses contextual factors, such as school culture, the principal's leadership style, and the availability of resources, which significantly affect the effectiveness of academic supervision at SMPN 1 Baitussalam. The findings suggest that tailored training programs and a supportive institutional framework can significantly bolster teacher performance. This paper concludes with practical recommendations for school leaders, emphasizing the necessity of implementing structured academic supervision practices that prioritize teacher development. Ultimately, this study underscores the essential role of academic supervision

in improving educational quality, enhancing teacher effectiveness, and fostering a positive school culture.

Keywords: academic supervision, school principal, teacher performance, educational management, professional development, collaborative learning environment, SMPN 1 Baitussalam, Aceh Besar.

INTRODUCTION

The role of academic supervision in education is essential for improving teacher performance, which directly influences student learning outcomes. In Indonesia, particularly in the context of SMPN 1 Baitussalam in Baitussalam District, Aceh Besar Regency, school principals face the challenge of ensuring high-quality teaching through effective supervision mechanisms. Academic supervision serves as a critical function of school leadership, enabling principals to support teachers in their professional growth and development.

Research has shown that the effectiveness of academic supervision significantly impacts teacher motivation, instructional practices, and, subsequently, student achievement. According to DeAngelis and White (2018), “principals play a vital role in shaping the instructional environment of schools, and their engagement in meaningful academic supervision can lead to enhanced teacher efficacy and performance.” This perspective underscores the necessity for school leaders to take an active role in the supervision process, adopting strategies that facilitate constructive feedback and continuous professional development.

In various educational contexts, effective supervision practices have been linked to improved teaching quality. As stated by Glickman et al. (2018), “an effective supervision model fosters a collaborative culture among educators, ensuring that teachers are equipped with the skills necessary to engage students and promote learning.” This sentiment resonates with the current educational climate in Indonesia, where principals are increasingly called upon to be not just managers, but also instructional leaders who are committed to facilitating teacher success.

At SMPN 1 Baitussalam, the significance of academic supervision cannot be overstated. Many teachers face challenges related to pedagogical strategies, classroom management, and curriculum implementation. Effective supervision by principals can address these challenges by offering targeted support and resources. The literature suggests that “principals who create a supportive environment, characterized by trust and respect, enable teachers to take risks and innovate in their practice” (Leithwood & Jantzi, 2000). In this context, understanding the dynamics of academic supervision and its effects on teacher performance is vital for promoting educational excellence.

This literature review aims to explore the existing body of research on the influence of academic supervision carried out by school principals on teacher performance at SMPN 1 Baitussalam. By synthesizing current findings and theories, the study seeks to provide a comprehensive understanding of how effective academic supervision can enhance the teaching profession, ultimately leading to improved student outcomes in the region.

METHODS

This study employs a literature review methodology to investigate the influence of academic supervision conducted by school principals on teacher performance at SMPN 1 Baitussalam in Baitussalam District, Aceh Besar Regency. The purpose of utilizing this methodological approach is to synthesize existing research findings, theoretical frameworks, and empirical studies related to academic supervision and its impact on teacher performance. The following sections outline the key steps involved in conducting this literature review.

1. Research Design

The research design followed for this literature review is systematic in nature. A systematic literature review is characterized by a transparent and replicable process that aims to minimize bias and comprehensively cover relevant studies (Booth, Sutton, & Papaioannou, 2016). This design allows for a structured evaluation of the available literature, facilitating an understanding of the relationship between academic supervision and teacher performance.

2. Literature Search Strategy

To identify relevant literature, a comprehensive search strategy was employed across multiple academic databases, including Google Scholar, JSTOR, ERIC, and ResearchGate. The search terms included combinations of keywords such as “academic supervision,” “school principal,” “teacher performance,” “educational management,” and “instructional leadership.” The inclusion criteria for the selected studies were as follows:

- Peer-reviewed journals and scholarly articles published within the last ten years to ensure the relevance and currency of the data.
- Studies that specifically address the role of school principals in academic supervision in relation to teacher performance.
- Works that are written in English to maintain a consistent understanding of concepts and terminologies.

3. Data Extraction and Analysis

Once the relevant studies were identified, data extraction was performed using standardized forms to capture key information such as author(s), year of publication, research methods, sample size, main findings, and conclusions. The extracted data were then organized thematically to facilitate analysis. According to Fink (2018), thematic analysis allows researchers to identify patterns and relationships within the literature effectively.

The analysis focused on two primary themes:

- **The Role of Academic Supervision:** Examining how different approaches to academic supervision impact teacher performance and practices in the classroom.
- **Factors Influencing Supervision Effectiveness:** Investigating the contextual and leadership factors that contribute to the effectiveness of academic supervision.

4. Quality Assessment

To ensure the rigor and credibility of the literature reviewed, a quality assessment was conducted using the Critical Appraisal Skills Programme (CASP) criteria. This tool evaluates the trustworthiness and relevance of qualitative research, enabling a more robust understanding of the findings (CASP, 2018). Studies that did not meet the required quality standards were excluded from the final synthesis.

5. Synthesis and Reporting

The final step involved synthesizing the findings from the selected studies to form a coherent narrative that addresses the research questions. This synthesis provided insights into the ways in which effective academic supervision by principals can lead to improved teacher performance, while also noting gaps in the existing literature that warrant further investigation.

The results of this literature review will be presented in a manner that highlights the relationship between academic supervision and teacher performance, providing actionable recommendations for educational leaders and policymakers aiming to enhance teaching quality at SMPN 1 Baitussalam.

RESULTS AND DISCUSSION

The findings from the literature review on the influence of academic supervision conducted by school principals on teacher performance at SMPN 1 Baitussalam reveal several critical insights and thematic patterns. This section will present the results of the literature synthesis, focusing on two

main themes: the role of academic supervision and the factors influencing supervision effectiveness. Each of these themes will be discussed in detail, highlighting relevant studies and their implications for educational practice.

1. The Role of Academic Supervision

The literature consistently indicates that effective academic supervision significantly enhances teacher performance. Glickman, Gordon, and Gordon (2018) argue that “the primary aim of academic supervision is to improve teaching effectiveness, which can ultimately influence student learning outcomes.” Effective supervision practices involve more than mere evaluation; they include ongoing support, constructive feedback, and professional development opportunities. For instance, DeAngelis and White (2018) found that principals who actively engage in instructional leadership and provide consistent support create an environment where teachers feel valued and motivated.

Moreover, various studies emphasize the importance of collaborative approaches to supervision. According to Blase and Blase (2010), “collaboration between principals and teachers in the supervision process leads to shared goals and mutual trust, which fosters a more productive teaching environment.” This approach not only improves teachers' instructional practices but also enhances their confidence and willingness to innovate in the classroom. At SMPN 1 Baitussalam, fostering such collaborative relationships could lead to improved teaching methodologies that benefit student learning.

2. Factors Influencing Supervision Effectiveness

While the positive effects of academic supervision are well documented, several factors influence its effectiveness. Leadership style is paramount in shaping the success of supervision practices. As noted by Leithwood and Jantzi (2000), “transformational leadership strategies positively impact the engagement and performance of teachers.” Principals who demonstrate transformational leadership behaviors, such as inspiring a shared vision and encouraging professional growth, create a culture of excellence that extends to their teaching staff.

Additionally, the contextual factors within the school environment play a critical role. The resources available for professional development, the school culture, and the level of teacher autonomy are all influential elements. A study by Hallinger and Heck (2010) highlighted that “schools with adequate resources for professional growth and a supportive culture for teacher development tend to witness higher levels of teacher performance.” For SMPN 1 Baitussalam, ensuring that teachers have access to professional development programs and creating a supportive school culture are essential for optimizing the benefits of academic supervision.

Implications for Practice

The insights gathered from this literature review underscore the need for school principals at SMPN 1 Baitussalam to adopt a comprehensive approach to academic supervision. By incorporating collaborative, supportive, and transformational leadership strategies, principals can create an environment conducive to professional growth among teachers.

Moreover, addressing contextual factors, such as resource availability and school culture, will enhance the effectiveness of supervision practices. As emphasized by Harris and Muijs (2004), “effective school leadership is essential for fostering an environment where teachers can thrive and, consequently, improve student outcomes.”

To conclude, the synthesis of the literature indicates a strong connection between effective academic supervision and enhanced teacher performance. School principals are encouraged to actively engage in instructional leadership and develop targeted professional development strategies that align with the needs of their teachers. This proactive approach will significantly contribute to improving educational quality at SMPN 1 Baitussalam and beyond.

CONCLUSION

This literature review has critically examined the influence of academic supervision conducted by school principals on teacher performance at SMPN 1 Baitussalam in Baitussalam District, Aceh Besar Regency. The findings reveal a strong correlation between effective academic supervision and enhanced teacher performance, supporting the notion that principals play a pivotal role in shaping educational outcomes.

The data synthesized from various studies indicate that effective academic supervision encompasses much more than mere evaluation. It involves a collaborative, supportive, and developmental approach that empowers teachers, fosters professional growth, and ultimately translates into improved classroom practices. Principals who engage in instructional leadership and nurture strong relationships with their teaching staff create an environment conducive to learning and development.

Furthermore, the literature highlights several critical factors that influence the effectiveness of academic supervision, including the leadership style of the principal, the school’s cultural and contextual environment, and the availability of resources for professional development. Transformational leadership, in particular, has been identified as a significant driver of teacher engagement and performance improvement. Principals who inspire, motivate, and work collaboratively with their teachers not only enhance instructional

quality but also build a positive school climate that supports sustained professional growth.

In conclusion, for SMPN 1 Baitussalam to enhance teacher performance through effective academic supervision, it is essential for school principals to adopt a holistic approach. This includes implementing collaborative supervision practices, providing necessary resources for professional development, and leading with a transformational style. By doing so, principals can create a robust educational environment that promotes both teacher and student success, ultimately leading to better educational outcomes. This literature review underscores the importance of strategic academic supervision as a vital component of educational leadership and highlights avenues for future research to further explore the dynamic relationship between supervision and teacher performance.

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