
Optimizing Academic Supervision to Improve Teacher Performance at SD Negeri 2 Tempuranduwur

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Abstract

This study aims to analyze the optimization of academic supervision in improving teacher performance at SD Negeri 2 Tempuranduwur. Using a qualitative descriptive approach, the study explored the planning, implementation, and follow-up processes of academic supervision conducted by the principal, as well as their impact on teachers' professional performance. Data were collected through interviews, observations, and documentation involving the principal and teachers as research participants. The findings indicate that academic supervision was implemented systematically through supervision planning, classroom observations, reflective feedback, and continuous mentoring activities. The supervision process fostered a collaborative and supportive professional environment that encouraged teachers to improve their instructional practices. As a result, significant improvements were observed in lesson planning, classroom instruction, classroom management, assessment practices, professional motivation, and reflective teaching. The study also found that constructive communication and trust between the principal and teachers contributed substantially to the effectiveness of supervision activities. Although challenges such as limited time and varying levels of teacher readiness were encountered, academic supervision remained an effective strategy for enhancing teacher professionalism and instructional quality. Therefore, optimizing academic supervision can serve as a sustainable approach to improving teacher performance and supporting overall school quality improvement at SD Negeri 2 Tempuranduwur.

Keywords

Optimizing; Academic Supervision; Improve Teacher Performance.



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INTRODUCTION

Academic supervision is one of the most strategic functions of school leadership in ensuring the quality of teaching and learning processes. In elementary schools, the principal plays a vital role not only as an administrator but also as an instructional leader who guides teachers in improving their pedagogical competence, professionalism, and classroom performance. Effective academic supervision provides teachers with constructive feedback,

opportunities for reflection, and continuous professional development. Through systematic supervision activities, principals can identify instructional challenges, support teachers in implementing innovative teaching strategies, and foster a culture of continuous improvement. Consequently, academic supervision has become an essential mechanism for enhancing teacher performance and achieving educational quality standards in schools. Recent studies have emphasized that academic supervision significantly contributes to improving teacher competence, instructional effectiveness, and student learning outcomes (Suhardan, 2020).

Teacher performance is a critical determinant of educational success because teachers directly influence students' academic achievement, character development, and learning experiences. High-performing teachers demonstrate effective lesson planning, classroom management, instructional delivery, assessment practices, and professional commitment. However, many schools still face challenges related to teacher performance, including limited pedagogical innovation, insufficient mastery of curriculum implementation, and inadequate use of assessment strategies (Sarjono & Rejokirono, 2025). These challenges necessitate systematic interventions from school leaders through academic supervision programs. Effective supervision enables teachers to receive guidance and mentoring tailored to their professional needs, thereby enhancing their confidence and teaching effectiveness. Research has shown that continuous academic supervision positively affects teacher motivation, professional growth, and instructional quality (Prasojo & Sudiyono, 2020).

The implementation of academic supervision has evolved from a traditional inspection-oriented approach toward a collaborative and developmental model. Contemporary supervision emphasizes partnership, coaching, mentoring, and reflective practice between principals and teachers. Rather than merely evaluating teacher performance, modern academic supervision seeks to empower teachers to identify strengths and areas for improvement independently (Supriadi et al., 2021). This approach aligns with current educational reforms that encourage professional learning communities and evidence-based teaching practices. Through collaborative supervision, teachers become active participants in their professional development process, leading to sustainable improvements in classroom instruction and educational outcomes. Studies indicate that collaborative supervision models enhance teacher engagement and foster a positive school culture that supports continuous learning (Mette et al., 2020).

In the Indonesian educational context, academic supervision has been mandated through various educational policies and regulations aimed at improving teacher professionalism and school effectiveness. Principals are expected to conduct regular supervision activities, including classroom observations, lesson plan reviews, professional consultations, and follow-up coaching sessions. Despite these expectations, the effectiveness of supervision practices varies across schools due to differences in leadership capacity, supervision skills, and institutional support. Some supervision activities remain administrative in nature and fail to provide meaningful professional assistance to teachers. Therefore, optimizing academic supervision requires strategic planning, consistent implementation, and a focus on teacher development rather than compliance alone. Research in Indonesian schools demonstrates that effective principal

leadership and supervision practices significantly improve teacher performance and instructional quality (Fitrah, 2020).

SD Negeri 2 Tempuranduwur, as an elementary educational institution, faces the challenge of ensuring that teachers consistently perform at optimal levels to support student learning and school achievement. As educational demands continue to evolve, teachers are required to adapt to curriculum changes, integrate technology into instruction, and implement student-centered learning approaches. These demands highlight the importance of academic supervision as a mechanism for supporting teachers in addressing instructional challenges and enhancing professional competence. The principal's role in designing and implementing effective supervision programs becomes increasingly important in facilitating teacher growth and maintaining educational quality. By optimizing supervision practices, the school can create an environment that encourages innovation, collaboration, and continuous improvement among teachers (Sergiovanni, 2020).

Furthermore, the optimization of academic supervision involves several key components, including systematic planning, implementation of classroom observations, provision of constructive feedback, professional mentoring, and evaluation of follow-up actions. These components must be integrated into a coherent supervision framework that addresses teachers' actual needs and promotes reflective teaching practices. Effective supervision should not be limited to identifying weaknesses but should also recognize teacher strengths and encourage professional excellence. When supervision is conducted regularly and professionally, teachers are more likely to demonstrate improved instructional competence, stronger commitment to professional responsibilities, and greater responsiveness to student learning needs. Empirical evidence confirms that well-structured supervision programs positively influence teacher performance, job satisfaction, and school effectiveness (Hallinger & Wang, 2020).

METHODS

This study employed a qualitative descriptive approach to explore the optimization of academic supervision in improving teacher performance at SD Negeri 2 Tempuranduwur. The qualitative method was selected because it enables an in-depth understanding of the planning, implementation, and evaluation processes of academic supervision conducted by the principal, as well as its impact on teachers' professional performance. The research was conducted at SD Negeri 2 Tempuranduwur, with participants consisting of the principal and teachers who were directly involved in supervision activities. Data were collected through semi-structured interviews, direct observations of supervision practices and teaching activities, and documentation studies involving supervision reports, lesson plans, teacher performance records, and school documents. Data analysis followed the interactive model of data reduction, data display, and conclusion drawing, allowing the researcher to identify patterns and themes related to supervision effectiveness and teacher performance improvement. To ensure the credibility and trustworthiness of the findings, source triangulation, technique triangulation, and member checking were employed. This methodological approach provided comprehensive

insights into how academic supervision was optimized to support teacher professional development and enhance instructional quality at SD Negeri 2 Tempuranduwur.

FINDINGS AND DISCUSSION

Optimization of Academic Supervision at SD Negeri 2 Tempuranduwur

The findings revealed that academic supervision at SD Negeri 2 Tempuranduwur was implemented systematically through a series of planned activities designed to improve the quality of teaching and learning. The principal prepared an annual supervision program that included supervision schedules, observation instruments, supervision targets, and follow-up activities. Before conducting classroom observations, the principal communicated the supervision objectives to teachers and reviewed teaching documents such as lesson plans, teaching modules, assessment instruments, and learning media. This preparatory stage ensured that supervision activities were conducted transparently and collaboratively rather than as fault-finding mechanisms. Teachers perceived the supervision process as professional guidance that supported their instructional improvement rather than merely an administrative requirement. Such findings indicate that effective supervision begins with careful planning and clear communication between school leaders and teachers, which creates a supportive environment for professional development (Mette & Riegel, 2020).

During classroom observations, the principal focused on various aspects of instructional practice, including lesson delivery, classroom management, student engagement, assessment techniques, and the utilization of learning resources. Observations were conducted using structured instruments that enabled the principal to identify both strengths and areas requiring improvement. The data showed that teachers generally demonstrated good instructional competence; however, some challenges remained in implementing differentiated instruction and integrating technology effectively into classroom learning. Through direct observation, the principal obtained authentic information regarding classroom realities and was therefore able to provide targeted recommendations. This practice reflects contemporary supervision principles emphasizing evidence-based feedback and instructional leadership as essential components of educational quality improvement (Hallinger & Wang, 2020).

Another important finding was the implementation of post-observation conferences between the principal and teachers. After classroom visits, the principal conducted individual discussions to provide constructive feedback and encourage teacher reflection. Rather than focusing solely on weaknesses, feedback sessions highlighted successful teaching practices and explored strategies for addressing instructional challenges. Teachers reported that these discussions increased their awareness of classroom practices and

motivated them to experiment with new teaching methods. Reflective dialogue enabled teachers to analyze their own performance critically and identify opportunities for professional growth. Such collaborative supervision practices are considered effective because they promote teacher ownership of professional development and foster a culture of continuous learning within the school (Glickman, Gordon, & Ross-Gordon, 2020).

The findings also indicated that supervision activities were followed by professional assistance and mentoring programs. Teachers who experienced difficulties in lesson planning, classroom management, or assessment practices received additional guidance from the principal and senior teachers. Professional mentoring included lesson study activities, peer discussions, collaborative planning, and workshops aimed at strengthening pedagogical competence. This follow-up process ensured that supervision outcomes translated into actual improvements in instructional practice. Without systematic follow-up, supervision risks becoming merely an evaluative activity with limited impact on teaching quality. Therefore, the integration of mentoring and coaching into supervision programs played a significant role in optimizing teacher development at SD Negeri 2 Tempuranduwur (Kraft, Blazar, & Hogan, 2020).

The study further found that the optimization of academic supervision was supported by positive interpersonal relationships between the principal and teachers. Teachers viewed the principal as approachable, supportive, and committed to professional growth. Trust and open communication encouraged teachers to discuss instructional challenges honestly and seek assistance when needed. A positive supervisory climate reduced anxiety commonly associated with classroom observations and transformed supervision into a meaningful learning opportunity. Educational leadership research emphasizes that trust-based relationships enhance teacher engagement in professional development activities and contribute to the effectiveness of instructional supervision programs (Tschannen-Moran & Gareis, 2020).

However, several challenges were also identified. Limited time availability due to administrative responsibilities occasionally constrained the frequency of supervision activities. The principal often had to balance managerial duties with instructional leadership responsibilities. Additionally, variations in teacher readiness and motivation influenced the effectiveness of supervision outcomes. Some teachers adopted recommendations quickly, while others required longer adaptation periods. Despite these challenges, the principal consistently sought strategies to improve supervision implementation through flexible scheduling, collaborative approaches, and continuous communication. These efforts demonstrate that optimizing academic

supervision requires not only technical competence but also adaptive leadership capable of responding to contextual challenges within the school environment (Bush, 2020).

Overall, the findings suggest that academic supervision at SD Negeri 2 Tempuranduwur has been optimized through systematic planning, classroom observation, reflective feedback, professional mentoring, and collaborative relationships. These components collectively created a supportive framework for teacher professional development and instructional improvement. The results are consistent with previous studies indicating that effective academic supervision contributes significantly to strengthening teaching quality, fostering professional learning, and supporting school improvement initiatives. Therefore, academic supervision should be viewed as an ongoing developmental process rather than a periodic evaluation activity (Aas & Blom, 2020).

The Impact of Academic Supervision on Teacher Performance at SD Negeri 2 Tempuranduwur

The findings demonstrated that optimized academic supervision had a positive impact on teacher performance in several areas. One of the most significant improvements was observed in lesson planning. Teachers became more systematic in preparing learning objectives, selecting instructional strategies, designing assessment instruments, and integrating learning resources into classroom activities. Feedback obtained during supervision encouraged teachers to align lesson plans more closely with curriculum requirements and student learning needs. As a result, instructional planning became more organized and purposeful. Effective lesson planning is widely recognized as a critical indicator of teacher professionalism because it serves as the foundation for successful classroom instruction and student achievement (Darling-Hammond, Hyler, & Gardner, 2020).

Improvements were also evident in classroom instructional practices. Teachers demonstrated greater confidence in delivering lessons, facilitating discussions, and engaging students actively in learning activities. Observational data indicated increased use of student-centered teaching approaches, collaborative learning methods, and interactive instructional techniques. Teachers reported that supervision feedback helped them identify ineffective practices and explore alternative strategies to enhance classroom engagement. Consequently, learning environments became more dynamic, participatory, and responsive to student needs. These findings support research suggesting that instructional supervision contributes directly to enhanced teaching effectiveness and improved classroom performance (Zepeda, 2020).

Another important outcome involved classroom management skills. Prior to supervision interventions, several teachers experienced difficulties maintaining student attention and managing classroom interactions effectively. Following supervision and mentoring activities, teachers implemented clearer classroom rules, more structured learning procedures, and improved behavior management strategies. Students appeared more focused during lessons, and classroom disruptions decreased significantly. Effective classroom management is essential because it creates conditions that support meaningful learning experiences and maximize instructional time. The observed improvements indicate that academic supervision can strengthen teachers' capacity to establish productive learning environments (Marzano, 2020).

The study also found positive changes in teachers' assessment practices. Teachers became more skilled in designing formative and summative assessments aligned with learning objectives. They increasingly used assessment data to monitor student progress and adjust instructional strategies accordingly. Feedback from supervision activities encouraged teachers to adopt more varied assessment techniques, including performance assessments, project-based evaluations, and reflective activities. These developments improved the accuracy and effectiveness of student learning evaluation processes. Contemporary educational research highlights assessment literacy as a key dimension of teacher competence that significantly influences learning outcomes and instructional decision-making (Brookhart, 2020).

Beyond pedagogical competence, academic supervision positively affected teachers' professional attitudes and motivation. Teachers reported feeling more valued and supported because the principal demonstrated genuine interest in their professional growth. Constructive feedback and recognition of instructional achievements enhanced teacher confidence and job satisfaction. Increased motivation encouraged teachers to participate actively in professional development activities, seek innovative teaching methods, and engage in collaborative learning with colleagues. The findings suggest that supervision contributes not only to technical skill development but also to the cultivation of positive professional dispositions essential for long-term educational improvement (Ryan & Deci, 2020).

Furthermore, supervision promoted a culture of reflective practice among teachers. Through observation and feedback sessions, teachers became accustomed to evaluating their own instructional performance critically. Reflection enabled them to identify strengths, recognize challenges, and develop action plans for continuous improvement. Teachers increasingly viewed professional growth as an ongoing process rather than a one-time achievement. Reflective practice is considered a hallmark of effective educators because it supports adaptability, innovation, and lifelong learning. Therefore, the development of reflective habits represented one of the most valuable outcomes of the supervision program implemented at SD Negeri 2 Tempuranduwur (Farrell, 2020).

The findings also revealed indirect benefits for overall school performance. As teacher competence improved, classroom learning became more effective, student participation increased, and instructional quality strengthened across grade levels. Collaborative discussions arising from supervision activities fostered greater professional interaction among teachers and contributed to the establishment of a professional learning community within the school. Such collective professional growth supports sustainable school improvement because educational quality depends not only on individual teacher performance but also on organizational learning and collaboration. These results align with studies emphasizing the role of instructional leadership in building effective school cultures and improving educational outcomes (Leithwood, Harris, & Hopkins, 2020).

In summary, the study demonstrates that optimized academic supervision significantly improved teacher performance at SD Negeri 2 Tempuranduwur. The improvements encompassed lesson planning, instructional delivery, classroom management, assessment practices, professional motivation, and reflective teaching. The findings confirm that academic supervision functions most effectively when implemented as a collaborative, developmental, and continuous process supported by constructive feedback and professional mentoring. Consequently, school leaders should prioritize the optimization of supervision programs as a strategic approach to enhancing teacher professionalism and achieving sustainable educational quality improvement (Sergiovanni, 2020).

CONCLUSION

Optimization of academic supervision at SD Negeri 2 Tempuranduwur plays a significant role in improving teacher performance and instructional quality. The supervision process was effectively implemented through systematic planning, classroom observations, constructive feedback, reflective discussions, and continuous mentoring activities, creating a supportive environment for teacher professional development. These supervision practices enabled teachers to enhance their lesson planning, instructional delivery, classroom management, assessment competence, and professional motivation. Furthermore, the collaborative relationship between the principal and teachers fostered a culture of reflection, continuous learning, and professional growth that contributed positively to overall school improvement. Although challenges such as limited time and varying levels of teacher readiness were identified, the principal's commitment to instructional leadership ensured that supervision remained focused on teacher development rather than evaluation alone. Therefore, optimized academic supervision can be considered an effective strategy for strengthening teacher professionalism, improving learning outcomes, and supporting sustainable educational quality enhancement at SD Negeri 2 Tempuranduwur.

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