The Role of Principal Learning Supervision on Teacher Performance

Tati Sulistiana¹*; Bambang Budi Wiyono²; Ali Imron³

1,2,3Education Management, Universitas Negeri Malang, Indonesia
*1*Corresponding Email: tati.sulistiana.2401328@students.um.ac.id, Phone Number: 0822 xxxx xxxx*

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Abstract: Academic supervision is one of the important strategies in supporting the improvement of professional, reflective, and competitive teacher performance. However, supervision is often perceived as administrative control rather than professional development, resulting in resistance and lack of impact on learning quality. This study aims to systematically examine the effect of principal supervision on teacher performance and the factors that support and hinder its effectiveness. Using the Systematic Literature Review (SLR) method, the authors analyzed 36 scientific documents selected through a PRISMA-based selection process from 400 initial sources. The literature was thematically analyzed to identify patterns of relationships between supervision strategies, principals' roles, and teacher performance outcomes. The results show that reflective, dialogic, and participatory supervision improves teachers' pedagogical, professional, social, and personality competencies. The findings also indicate that principals' main supporting factors are competence, collaborative culture, and policy support. In contrast, administrative burden, teacher resistance, and lack of training were significant barriers. This study emphasizes the importance of strengthening the principal's role as a professional coach and the need for a more contextualized and humanistic supervision policy reform. Academic supervision designed with an empowerment approach can be the foundation for building a sustainable and quality-oriented school culture**.**

Abstrak: Supervisi akademik merupakan salah satu strategi penting dalam mendukung peningkatan kinerja guru yang profesional, reflektif, dan berdaya saing. Namun, dalam praktiknya, supervisi kerap dipersepsi sebagai kontrol administratif ketimbang pembinaan profesional, sehingga memunculkan resistensi dan kurangnya dampak terhadap kualitas pembelajaran. Penelitian ini bertujuan untuk mengkaji secara sistematis pengaruh supervisi kepala sekolah terhadap kinerja guru, serta faktor-faktor yang mendukung dan menghambat efektivitasnya. Dengan menggunakan metode Systematic Literature Review (SLR), penulis menganalisis 36 dokumen ilmiah yang dipilih melalui proses seleksi berbasis PRISMA dari total 400 sumber awal. Literatur dianalisis secara tematik untuk mengidentifikasi pola hubungan antara strategi supervisi, peran kepala sekolah, dan capaian kinerja guru. Hasil kajian menunjukkan bahwa supervisi yang dilakukan secara reflektif, dialogis, dan partisipatif berkontribusi positif terhadap peningkatan kompetensi pedagogik, profesional, sosial, dan kepribadian guru. Temuan juga mengindikasikan bahwa kompetensi kepala sekolah, budaya kolaboratif, dan dukungan kebijakan merupakan faktor pendukung utama. Sebaliknya, beban administratif, resistensi guru, dan minimnya pelatihan menjadi penghambat signifikan. Kajian ini menegaskan pentingnya penguatan peran kepala sekolah sebagai pembina profesional, serta perlunya reformasi kebijakan supervisi yang lebih kontekstual dan humanis. Supervisi akademik yang dirancang dengan pendekatan pemberdayaan dapat menjadi fondasi dalam membangun budaya sekolah yang berkelanjutan dan berorientasi pada mutu pendidikan.

A. Introduction

Education is the path to civilization. There is great hope that it will produce a smart, resilient, and characterized generation. The success of education cannot be separated from the figure of the teacher who is present in classrooms, providing knowledge and examples and guiding students in their learning journey. Behind the significant role of a teacher, there is an important role of the principal as a learning leader who is in charge of ensuring that the education process runs in the right direction and the quality continues to improve. One of the efforts principals can make in supporting teachers is through learning supervision activities.

Supervision is not just an activity of monitoring or assessing but a coaching process based on collaboration, dialogue, and empowerment. The term "supervision" comes from the Latin words *super,* which means "above," and *videre,* which means "to see," which is broadly interpreted as an effort to see from a broader perspective and help those at the forefront of education (teachers) to develop and grow better (Sulistyorini et al., 2021). Supervision carried out professionally and humanely can be a positive energy for teachers to improve the quality of teaching and education.

In practice, learning supervision by school principals includes various activities such as classroom observations, reflective discussions, and technical guidance. The aim is to provide constructive feedback that can encourage teachers to develop teaching strategies, approaches, and creativity. Herein lies the importance of the principal's role not only as an administrative manager but also as an instructional leader who understands the real conditions of the classroom and the needs of teachers (Glickman et al., 2010).

On the other hand, teacher performance cannot be interpreted only as the fulfillment of administrative tasks or teaching hours. Teacher performance reflects moral and professional responsibility in guiding students to achieve their best potential. Masrum (2021) mentions that high-performing teachers are those who can plan learning well, teach effectively, and evaluate fairly and reflectively. Many factors, including the work climate, school leadership, and guidance and support through supervision, undoubtedly influence this performance.

However, the reality in the field shows that many teachers still view supervision as a burden. Supervision is perceived as a form of control that assesses mistakes, not as a space for shared learning. This attitude often arises due to inappropriate supervision approaches - too rigid, less dialogic, or not favoring teacher professional development (Sulistyorini et al., 2021). If done with a humanist and participatory approach, supervision can be a source of inspiration and new enthusiasm for teachers to innovate.

Meaningful learning supervision will directly impact teachers' competencies in four main aspects: pedagogic, professional, personality, and social competencies (Permenpan-RB No. 16 of 2009). Principals are expected to be able to design adaptive supervision programs that not only focus on teacher shortcomings but also strengthen existing potential. Growth-oriented supervision improves teacher performance and strengthens the learning culture in schools.

To achieve this, principals must demonstrate supportive leadership, be open to change, and be directly involved in learning. A transformative leadership style is essential in mobilizing teacher enthusiasm, encouraging reflection, and creating a safe space for learning and development (Glickman et al., 2010). When teachers feel heard and supported, they will be more open to change and willing to take steps to improve independently.

In this era of educational transformation, the need for professional and highly competitive teachers is growing. A strong support system is needed, and school principals' supervision of learning is an important part of that system. Good supervision is not only about results but also about process, about the humanity behind the teaching profession, and about working together to build a better school.

This article examines in depth, using the *Systematic Literature Review* (SLR) approach, how school principals' learning supervision improves teacher performance. By combining various research results, theories, and good practices from various sources, this paper is expected to provide new insights into structurally effective supervision that touches the personal and professional sides of teachers as educators.

B. Method

This study employs a Systematic Literature Review (SLR) as the research method to identify, select, analyze, and synthesize relevant scientific literature related to principal learning supervision and its influence on teacher performance. The research was conducted from January to March 2025, focusing on junior secondary education contexts in Indonesia and comparable international settings.

A total of 36 eligible documents, consisting of journal articles (national and international), academic books, and proceedings published from 2019 to 2024, were analyzed. These documents were obtained through systematic searches in Google Scholar, DOAJ, ResearchGate, and accredited national journal portals.

Data collection was conducted using a documentary technique, utilizing electronic databases and academic search engines. Keywords such as "*principal supervision*," "*teacher performance*," and *"instructional leadership"* were used. The inclusion and exclusion process was guided by the PRISMA protocol (Preferred Reporting Items for Systematic Reviews and Meta-analyses) to ensure transparency and replicability.

The selection instrument consisted of an inclusion checklist based on the following:
1) Relevance to the research topic,
2) Year of publication (≥2019),
3) Peer-reviewed or academically credible sources and
4) Availability of full text.

The collected data were analyzed using a thematic synthesis approach, which involved:
1) Coding recurring themes and categories from the literature,
2) Comparative analysis of methodologies and findings,

3) Narrative synthesis to draw overarching conclusions about the influence of principal supervision on teacher performance.

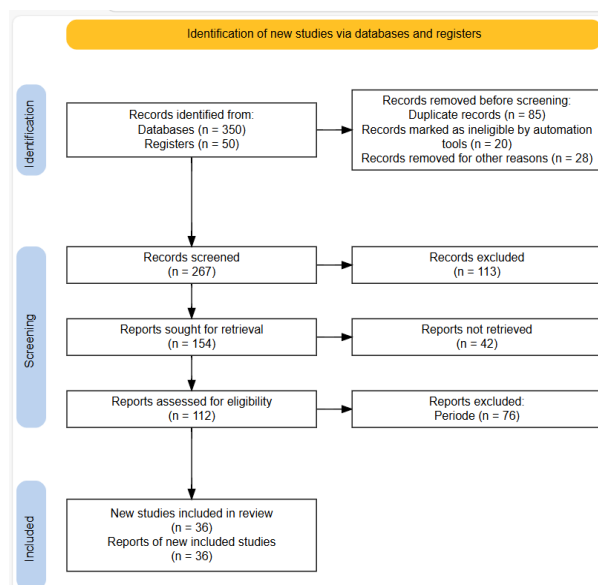Below is the visual representation of the research process, designed horizontally to conserve space:

Figure 1. PRISMA Flowchart

From the final 36 documents included, a strong correlation was consistently found between principal learning supervision and the improvement of teacher performance, particularly in classroom management, innovative teaching strategies, and student learning outcomes. The findings reinforce that reflective, dialogical, and data-informed supervision practices contribute significantly to professional growth. Therefore, supervision should not be treated as a mere administrative task but as a core mechanism for school human resource development.

The transparency of this research process, highlighted through the use of PRISMA flow and thematic synthesis, strengthens the study's academic validity and policy relevance, contributing insights for future practices in educational leadership.

C. Result and Discussion

Result
Data Analysis

The selected literature was analyzed using a thematic synthesis approach to explore how principal learning supervision contributes to enhancing teacher performance. From the 36 documents reviewed, several key themes emerged consistently. First, adequate supervision by school principals plays a pivotal role in improving teachers' pedagogical competence, particularly in planning, implementing, and evaluating learning processes. Supervision through mentoring, classroom observations, and follow-up feedback enables

teachers to reflect on their teaching practices and make evidence-based improvements. Secondly, principal supervision emphasizing collaboration, professional dialogue, and continuous learning fosters a favorable school climate that motivates teachers to innovate and engage more deeply with their instructional responsibilities.

Furthermore, the analysis revealed that data-driven supervision, where principals use classroom performance data and student outcomes as the basis for providing feedback, has a more significant impact on teachers' instructional quality than purely administrative or compliance-oriented supervision. In addition, transformational leadership traits in principals, such as setting clear visions, providing support, and encouraging teacher autonomy, were strongly associated with enhanced teacher commitment and job satisfaction. Overall, the findings highlight that when implemented with a focus on professional growth, reflective practice, and instructional leadership, principal learning supervision serves as a strategic instrument to boost teacher performance, ultimately contributing to better student learning outcomes.

Critical Appraisal

A critical appraisal of the 36 selected studies reveals variations in the research's depth, methodology, and contextual relevance on principal learning supervision and teacher performance. At the same time, most studies utilized qualitative and mixed-method approaches; only a limited number employed longitudinal or experimental designs that could more robustly establish causal relationships. Some articles offered rich, context-specific insights, particularly from Indonesian and Southeast Asian educational settings, yet others presented findings in overly generalized terms without sufficient empirical grounding. The rigor of the studies also varied, with differences in sample size, data collection instruments, and clarity in methodological descriptions. Moreover, although many sources emphasized the importance of reflective and transformative supervision, few critically examined structural barriers such as limited supervisory training, workload imbalance, or systemic resistance to change within schools. Regarding theoretical grounding, several studies lacked a solid conceptual framework, making it difficult to assess the coherence between their research questions, data interpretation, and conclusions. Despite these limitations, the body of literature provides a strong foundation for understanding how principal supervision can influence teacher performance when conducted systematically, collaboratively, and with a focus on instructional improvement.

Literature Review Results

Some studies such as Najilah et al (2023), Zohriah et al (2022), and Yoseptry et al (2024) show that academic supervision carried out in a structured and dialogical manner makes a real contribution to improving teacher performance in planning, implementing, and evaluating learning. The humanist approach to supervision, as described by Warman et al (2024), has also been shown to encourage teachers' psychological and professional growth. However, other studies, such as Isbianti & Andriani (2021) and Shaifudin (2020),

reveal that supervision practices in the field are still not optimal, tend to be administrative, and do not touch on aspects of teacher development. Suripah et al (2021) even highlighted the gap between ideal policies and school implementation caused by school principals' limited training and time. This suggests that the effectiveness of supervision is highly dependent on the context in which it is implemented, including the quality of the principal, school culture, and institutional support.

On the other hand, current academic supervision practices have great potential for teacher professional development, especially if they are reflective, collaborative, and data-based. Glickman (2002) emphasizes the importance of professional dialogue in building empowering supervision. Unfortunately, many limitations are faced, such as the administrative burden of school principals that hampers time for academic coaching (Rahman et al., 2022) and the uneven competence of school principals in supervision to the challenges of today's digital education. Handayani (2024) even criticized the lack of technological approaches in supervision, even though digital approaches are very relevant in the platform and data-based education era.

Therefore, strengthening the role of school principals as learning leaders is very important to improve the quality of academic supervision. Principals should act as administrative managers and professional coaches who can understand teachers' needs and guide them contextually and sustainably. This is reinforced by Razak et al (2023) and Yuniarti et al (2023), who emphasize the importance of partnership relationships built on trust, open communication, and shared reflection. To realize transformative supervision, some things that need to be strengthened include increasing the capacity of school principals in supervision knowledge, reflective communication skills, practice-based training, structuring workload, and creating a supportive and participatory school culture.

Table 1. Data Analysis Matrix Used for Literature Review

Author, Title, Journal	Method Design	Results
Najilah, L. Q., Suherman, S., & Atikah, C. (2023). Pengaruh Supervisi Kepala Sekolah Terhadap Kinerja Guru. *JTPPm (Jurnal Teknologi Pendidikan dan Pembelajaran): Edutech and Intructional Research Journal*, 10(2), 157-165.	Quantitative	Structured principal supervision improves teaching quality and teachers' professional responsibility.
Zohriah, A., Suryana, A., & Pandidin, I. R. (2022). Pengaruh Sepervisi Akademik Kepala Sekolah terhadap Peningkatan Kinerja Guru. Jurnal Ilmu Manajemen dan Pendidikan, 2(1), 15-22.	Quantitative	Consistent academic supervision enhances teachers' professional awareness and work motivation.
Ayubi, U. Y., Syahmuntaqy, M. T., & Prayoga, A. (2020). Implementasi Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kinerja pendidik. *Manazhim*, 2(2), 118-130.	Qualitative	Supervision improves pedagogical competence and professionalism and encourages reflective evaluation.
Yoseptry, R., Suhandi, A., Widiawati, L., Dalina, L., Wikarso, M. I., Widyastuti, R., & Wandani, W. (2024).	Qualitative	A humanist approach enhances teachers' work

Author, Title, Journal	Method Design	Results
Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kinerja Guru di SMPN 2 Margahayu Kabupaten Bandung. *Edusaintek: Jurnal Pendidikan, Sains dan Teknologi*, 11(4), 1644-1663.		enthusiasm, confidence, and professional engagement.
Warman, W., Hermansyah, H., Kusmiati, T., Nurlelawati, N., & Junainah, J. (2024). Supervisi Akademik Kepala Sekolah yang Humanis dalam Meningkatkan Kinerja Guru. *Jurnal Manajemen Pendidikan Dasar, Menengah dan Tinggi [JMP-DMT]*, 5(2), 228-237.	Qualitative	Supervision encourages lesson planning that aligns with the curriculum.
Juniardi, J. (2020). Optimalisasi Supervisi Akademik dalam Meningkatkan Kinerja Guru SMP Negeri 3 Simpang Jernih Kabupaten Aceh Timur. *Jurnal Serambi Akademica*, 8(8), 1511-1518.	Qualitative	Supervision improves the quality of teaching tools and lesson planning.
Rohani, R. (2023). Penerapan Supervisi Kepala Sekolah Terhadap Kinerja Guru Smp Negeri 5 Rejang Lebong Dalam Meningkatkan Kualitas Pembelajaran di Kelas. *Jurnal Pendidikan Guru,* 4(3), 100-117.	Quantitative	ICT-based supervision enhances teachers' digital skills and interactive learning models.
Sodikun, Suwarno, Mustofa, Su'ad, & Hariyadi, A. (2023). Supervisi Akademik Berbasis TIK untuk Meningkatkan Kinerja Guru dalam Melaksanakan Pembelajaran. *Equity In Education Journal,* 5(1), 65–72	Qualitative	Structural supervision strengthens teachers' methodological competence and educational interaction.
Rahayu, S., Yanuarsari, R., Latifah, E. D., Lisnawati, L., Kurniati, I., Tirtajaya, A., & Yoseptry, R. (2022). Manajemen Supervisi Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Edukatif: Jurnal Ilmu Pendidikan,* 4(6), 8191–8200	Qualitative	Supervision helps teachers view evaluation as reflective and improves their assessment skills.
Puspitasari, M. (2022). Supervisi Akademik dalam Meningkatkan Kompetensi Pedagogik Guru SMP Negeri 3 Pante Bidari Aceh Timur. *Academia: Jurnal Inovasi Riset Akademik, 2*(3), 149–159	Literature Review	Reflection-based feedback increases teachers' job satisfaction.
Sunaryo, Y. S. (2020). Academic Supervision of School Principals and Teacher Performance: A Literature Review. *International Journal Pedagogy of Social Studies*, 5(2), 17-34.	Quantitative	Dialogic supervision increases teachers' positive perceptions of their work.
Suripah, Sukirman, & Surachmi W, S. (2021). The Correlations Between Academic Supervision Using Zoom Meeting Technology with Teacher Job Satisfaction. *Journal of Physics: Conference Series, 1823*(1), 012076.	Quantitative	Collaborative and reflective supervision improves job satisfaction and teacher motivation.
Somantri, M. (2023). Pengaruh Supervisi Akademik Kepala Sekolah dan Teamwork terhadap Tingkat Kepuasan Kerja Guru di SMP Sekecamatan Sindang Kelingi. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 17(1), 7-14.	Qualitative	Collaborative supervision encourages teachers' openness to criticism and learning improvement.
Herlina, B., Sumarni, S., Muspidayani, M., Mulyana, M., Sartina, S., Rahman, L., Sugandi, A., Lestari, R. A., Suriyadi, R., Saman, A. A., Reski, B. M., & Arqam, S.	Quantitative	Regular and appreciative supervision improves discipline, creativity, and

Author, Title, Journal	Method Design	Results
(2023). Pengaruh Supervisi Akademik Kepala Sekolah dan Kompensasi terhadap Kinerja Guru di SMPN 2 Pammana. *ANTHOR: Education and Learning Journal, 2*(5), 684–690.		student learning outcomes.
Razak, F. I., Umar, A., & Arifudin, Y. F. (2023). Strategi Peningkatan Kualitas Guru Melalui Supervisi Akademik Efektif di Lembaga Pendidikan. *Jurnal Ilmiah Wahana Pendidikan, 9*(21), 336–347	Qualitative	Supervision relevant to teachers' professional needs improves commitment and teaching quality.
Shaifudin, A. (2020). Supervisi Pendidikan. *El Wahdah*, 1(2), 37-54.	Qualitative	Supervision barriers include teachers' defensive attitudes caused by past authoritarian supervision experiences.
Isbianti, P., & Andriani, D. E. (2021). Pelaksanaan Supervisi Akademik oleh Kepala Sekolah Menengah Pertama Negeri di Klaten Jawa Tengah. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen dan Kepemimpinan Pendidikan*, 3(1), 75-85.	Theoretical	Principals' administrative burdens reduce supervision effectiveness.
Handayani, L. (2024). Critical Review of Technology-Based Education Supervision Models: Implications for Improving the Quality of Learning in the Digital Age. *JPP (Jurnal Pendidikan dan Pembelajaran), 31*(1), 31-39.	Qualitative	Supervision is hindered by principals' limited time and teachers' defensiveness rooted in past authoritarian supervision experiences.

Discussion

Improving teacher performance is the main objective of academic supervision by school principals. Professional, humane, and well-planned supervision has been proven to significantly encourage professional growth among teachers. Several empirical studies confirm that supervision that is not merely administrative but also dialogic and reflective can serve as an effective solution to address teacher performance stagnation, improve the quality of learning, and foster a culture of continuous learning within the school environment (Najilah et al., 2023; Zohriah et al., 2022).

The solution offered through the modern academic supervision approach emphasizes strengthening the role of the principal as a coach, not merely a supervisor. In this regard, the humanistic supervision approach becomes an important strategy for creating a supportive and collaborative work environment (Warman et al., 2024). Through coaching and open professional dialogue, teachers do not feel monitored negatively but are accompanied by reflection and improvement of their teaching practices. Glickman (2002) emphasizes that relationships built through professional dialogue and reflective feedback can enhance teachers' self-confidence and intrinsic motivation to develop.

Effective supervision practices do not stop at monitoring the teaching and learning process but address three main aspects of teacher performance: planning, implementation,

and evaluation of learning. In the planning aspect, supervision helps teachers design lesson plans aligned with the curriculum, set learning objectives, and choose appropriate methods (Juniardi, 2020; Rohani, 2023). The implementation of learning is also strengthened through ICT-based supervision, which helps teachers integrate technology to create adaptive and responsive learning tailored to students' needs (Sodikun et al., 2023). Meanwhile, in the evaluation aspect, teachers are guided to view assessment as a continuous reflective process, not merely an administrative requirement (Puspitasari, 2022). This encourages teachers to be more careful in designing assessment instruments and using learning outcome data for improvement.

In the context of teacher professional development, supervision complemented by constructive and reflection-based feedback has been proven to increase teacher job satisfaction (Sunaryo, 2020; Suripah et al., 2021). Teachers feel valued when feedback is provided in a supportive and non-intimidating environment, opening up space for more optimal self-development. Collaboration through shared reflection within learning communities also fosters a supportive ecosystem oriented toward continuous improvement in learning quality (Somantri, 2023).

The success of academic supervision is also reflected in case studies from various schools. Yoseptry et al (2024) found that the collaborative supervision approach at SMPN 2 Margahayu encouraged active teacher involvement in analyzing learning obstacles and developing joint improvement measures. Teachers are not only objects of evaluation but also active subjects in the quality improvement process. Herlina et al (2023) added that strengthening supervision by recognizing teachers' achievements can enhance motivation and creativity in developing innovative learning strategies.

However, some challenges must be addressed to maximize the effectiveness of supervision. The high administrative burden on school principals (Shaifudin, 2020; Rahman et al., 2022), teacher resistance due to authoritarian supervision experiences (Isbianti & Andriani, 2021), and the limitations of contextual supervision training (Handayani, 2024) are the main obstacles that need to be addressed. Therefore, managerial strategies and educational policies that support the effective implementation of supervision are needed.

Managerially, increasing the capacity of school principals through continuous training focused on instructional leadership and professional communication skills is a priority. In addition, a redistribution of tasks is needed so that school principals have sufficient time to carry out their role as academic mentors (Mainuddin et al., 2021). Regarding policy, regulations prioritizing meaningful supervision rather than mere formalities are essential. Supervision guidelines based on best practices, time allocation, and budgetary support are concrete forms of the education system's commitment to strengthening the quality of learning (Sulistyorini et al., 2021).

Furthermore, it is important to build a collaborative school culture that is open to dialogue and shared reflection and to make supervision part of the collective learning process. In such an ecosystem, teachers and principals can grow together as a community of

learners who empower one another. Supervision is no longer a burden but rather a space for professional growth and comprehensive improvement in the quality of education.

D. Conclusion

Based on the results and discussion, principals' academic supervision has a vital role in improving teacher performance holistically, both in planning, implementing, and evaluating learning. Supervision that is carried out systematically, participatively, and humanistically has proven to encourage teachers to grow professionally, reflectively, and innovatively in carrying out the role of educators. Principals who carry out their supervisory function not only as administrative supervisors but also as coaches and learning facilitators will create a more collaborative and transformative school climate.

Various studies have shown that the principal's competence strongly influences supervision effectiveness, education policy support, and a school culture that supports cooperation. However, challenges still need to be overcome, such as principals' administrative burden, some teachers' resistance, and the lack of supervision training based on real needs in the field. Supervision practices that are only formal or evaluative are not enough to significantly improve teacher quality.

Academic supervision will maximally contribute to teacher performance if it is carried out with a nurturing, dialogical approach based on strengthening professionalism. Supervision must be an integral part of efforts to create quality, equitable, and sustainable education.

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