

## The Role of School Principal Supervision in Improving the Performance of Certified Teachers

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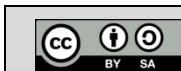
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### Abstract

This study explores the role of school principals in the supervision process to enhance certified teacher performance at MIN 1 and MIN 5 Pidie Jaya. Data were collected through observation, interviews, and document analysis. The findings reveal that effective supervision involves three key components: (1) **Planning:** Principals collaborate with teachers to establish structured schedules, clear goals, and suitable techniques for accurate performance assessments, fostering a supportive environment that boosts teacher performance. (2) **Implementation:** Supervision is carried out through the use of assessment instruments, class observations, and evaluation of teaching materials and learning outcomes, complemented by regular guidance and motivation. (3) **Evaluation:** Principals provide structured feedback and follow-up actions, such as improvement plans and additional training, to facilitate teachers' professional development. The study concludes that the successful implementation of planning, execution, and evaluation in the supervision process at MIN 1 and MIN 5 Pidie Jaya significantly enhances teacher performance and contributes to improving the overall quality of education.

**Keywords:** Role of Principal Supervision, Improvement of Teacher Performance , Certified Teachers



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### INTRODUCTION

The principal plays a central and multifaceted role in the educational environment, as both an educational leader and a manager. A principal is tasked with overseeing various aspects of school management, one of the most crucial being the performance of certified teachers. This responsibility involves not only ensuring the smooth functioning of the school but also promoting the continuous development of teachers to meet educational standards and improve overall teaching quality. Effective academic supervision, which includes systematic planning, implementation, and evaluation, is fundamental to achieving this goal (Hartono et al., 2022). According to Feter F. Oliva, supervision has a critical role in

helping teachers develop, by providing guidance on teaching methods, curriculum interpretation, and overall instructional improvement (Oliva, 2000). Supervisors, particularly principals, should therefore take an active role in providing the necessary support to foster teachers' professional growth and improve educational outcomes.

The importance of academic supervision cannot be overstated. Teachers are at the heart of the educational process, and their professional development directly influences the learning outcomes of students. Studies by Sulaeman et al. (2023) and Putri et al. (2022) demonstrate the significant role of principals in supervising teacher performance. Through structured supervision, principals not only ensure adherence to pedagogical standards but also foster an environment that encourages professional growth and motivation. In turn, these efforts contribute to improved teacher competence and, by extension, the quality of education provided to students.

The Pidie Jaya Regency, home to MIN 1 and MIN 5, is a notable example of schools where the supervision process is actively implemented. These two schools represent a significant case study as they engage in regular academic supervision, aiming to enhance teacher performance and ensure continuous improvement in the quality of education. Noor et al. (2020) emphasize that effective academic supervision is a key factor in the professional development of teachers. The regular interaction between school leaders and teachers ensures that performance standards are clearly communicated and met, and that teachers receive valuable feedback to improve their practice. Despite the regular implementation of supervision activities, certain teachers at MIN 1 and MIN 5 still exhibit areas of underperformance, such as incomplete teaching administration. This indicates a gap between the supervision activities carried out and the ultimate goal of enhancing teacher performance.

Research on the effectiveness of academic supervision in improving teacher performance has been conducted in various educational contexts. For instance, Saleh & Mutiani (2021) and Walef et al. (2023) have found that systematic and periodic supervision positively impacts teacher performance, with particular emphasis on the role of principals in leading these efforts. However, the context in Pidie Jaya, particularly in Cluster II, remains underexplored. Here, the schools face unique challenges related to religious education and certified teacher performance that may differ from more general studies on teacher supervision.

This research aims to investigate the influence of principal supervision on teacher performance at MIN 1 and MIN 5 in Pidie Jaya, focusing on the three key stages of supervision: planning, implementation, and evaluation. A thorough exploration of how these stages are carried out and how they influence teacher performance will contribute to a deeper understanding of effective school leadership in religious educational settings. As identified by Hou (2023), the process

of planning, executing, and evaluating academic supervision requires a detailed, personalized approach that adapts to the specific needs of the school and its teachers. This study intends to fill a gap in the existing literature by offering insights into the practical application of these supervisory stages in madrasah settings.

By examining the ways principals at MIN 1 and MIN 5 design and implement academic supervision, this research will provide valuable insights into the link between supervision and teacher performance. It will also highlight the role of the principal as a key driver of educational quality, particularly in the context of certified teacher performance in religious schools. The findings of this study will inform future educational leadership practices and provide actionable recommendations for enhancing academic supervision in madrasah settings. Ultimately, this research aims to contribute to the broader discourse on the role of principals in fostering a productive, supportive, and professional learning environment for teachers, leading to improved outcomes for students and the broader educational community.

Furthermore, by aligning the supervisory process with the religious and academic needs of the school, this study will also explore the integration of character-building and spiritual development as a complement to academic performance, an area that remains underexplored in current supervisory models. The study will bridge this gap and provide a comprehensive framework for understanding the complex relationship between principal supervision, teacher performance, and the overall educational experience in madrasah settings.

## **METHOD**

This study adopts a qualitative research approach to investigate the role of school supervision in improving the performance of certified teachers at MIN Ibtidaiyah Negeri in Cluster II of Pidie Jaya district. The aim of this research is to explore the issues related to academic supervision and its impact on teacher performance, as qualitative research is well-suited for understanding complex social phenomena. By focusing on the experiences, behaviors, and perceptions of individuals, this approach allows for an in-depth exploration of how supervision affects teacher performance. In qualitative research, the researcher plays an active role in all stages of the research process, serving as the primary instrument for data collection (Ahmadi, 2014; Salim & Syahrums, 2015; Moleong, 2014; Tobing, 2016).

The participants of the study include school principals, teachers, and other relevant staff members at MIN 1 and MIN 5 Pidie Jaya, selected through purposeful sampling. These participants were chosen due to their direct involvement in the supervision process and its effect on teacher performance. The study employs three main data collection methods: interviews, observation, and document analysis. Semi-structured interviews will be conducted with principals and certified teachers, focusing on their experiences with academic supervision and its perceived impact on their performance. Classroom observations will also be carried out to understand

how teachers apply feedback and supervision in their teaching practices. Additionally, document analysis of school management, supervision reports, and performance assessments will provide contextual support to the findings from the interviews and observations.

The data analysis process will follow a systematic approach as outlined by Nadirah et al. (2022), involving four key steps: data collection, data reduction, data presentation, and conclusion drawing. Initially, all relevant data will be gathered, including interview transcripts, field notes from observations, and relevant documents. The data will then be reduced by removing irrelevant or unnecessary information, focusing on key themes. In the data presentation stage, findings will be organized and visually represented, allowing for clarity in presenting the relationships between key themes. Finally, conclusions will be drawn from the analyzed data, focusing on how the supervision process impacts teacher performance and identifying areas for improvement in the supervision system.

By employing this qualitative approach, the study aims to provide valuable insights into the role of academic supervision in enhancing teacher performance, specifically in the context of certified teachers at MIN Ibtidaiyah Negeri in Pidie Jaya. This research will contribute to a better understanding of how school leaders can support and guide their teachers to improve their performance and, ultimately, the quality of education in the district.

## RESULTS AND DISCUSSION

### The Role of School Principal Supervision in Supervisory Planning to Improve the Performance of Certified Teachers

The supervision process carried out by school principals plays a crucial role in enhancing the performance of certified teachers. This process is informed by established guidelines provided by the Ministry of Education and Culture, as outlined in the "Supervision and Teacher Performance Assessment" document (Rozi et al., 2022). In the case of MIN 1 and MIN 5 Pidie Jaya, the planning phase of the supervision process adheres to these guidelines, ensuring that all necessary steps are taken to effectively support teacher performance and development.

**Table 1.** Supervision Planning Indicators at MIN 1 and MIN 5 Pidie Jaya

Indicator	MIN 1 Pidie Jaya	MIN 5 Pidie Jaya
Supervisory Objectives	Focus on pedagogical improvement, aligning with school vision and professional development.	Emphasis on enhancing teacher competencies and refining teaching practices.
Supervision Schedule	Monthly sessions, ensuring regular, consistent monitoring without interrupting learning activities.	Systematic scheduling with clear timelines for teacher evaluation and feedback.
Supervisory Approaches & Techniques	A mix of formative feedback and summative assessments, utilizing classroom observations, teacher self-assessments, and peer reviews.	Emphasis on supportive feedback through a combination of observations, peer reviews, and administrative support.

Supervisory Instruments	Observation rubrics, performance checklists, and assessment forms to evaluate teaching effectiveness.	Structured rubrics, detailed feedback forms, and observational sheets for data collection.
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As demonstrated in Table 1, the principals of both MIN 1 and MIN 5 have structured their supervisory planning according to the key indicators defined by the Ministry. This structured approach includes clear objectives tied to professional growth, a consistent supervision schedule, tailored supervisory techniques, and carefully chosen instruments designed to assess and improve teaching practices. These efforts are designed to ensure that teachers receive the necessary support to enhance their pedagogical competence and contribute positively to the school's academic environment.

### **The Role of School Principal Supervision in the Implementation of Supervision to Improve Certified Teacher Performance**

The implementation phase of the supervision process is where the planning is translated into actionable steps that directly impact teacher performance. At MIN 1 and MIN 5 Pidie Jaya, the principals ensure that supervision is carried out in accordance with the Ministry's guidelines, with a focus on four main indicators: filling out supervision instruments, reviewing learning administration, conducting classroom observations, and evaluating student assessments (Prihatin et al., 2021). These steps are designed to provide teachers with specific feedback on their performance and guide them towards improvement.

1. **Filling Out Supervision Instruments:** Completing supervision instruments is a critical first step, as these instruments guide the evaluation of teacher performance and ensure that the supervision process is comprehensive and standardized.
2. **Reviewing Learning Administration:** Principals systematically review the learning administration documents, including lesson plans, ensuring that they align with the curriculum and the needs of students.
3. **Classroom Observations:** Classroom observations are conducted to assess teachers' delivery of lessons and identify areas for improvement. These observations provide immediate, actionable feedback to help teachers enhance their teaching methods.
4. **Student Assessment Supervision:** The accuracy and objectivity of student assessments are reviewed to ensure they meet established educational standards, which helps in ensuring that teachers' evaluations align with the desired learning outcomes.

The structured implementation of these supervision activities at both schools has contributed to improving the professionalism of teachers. The regularity of these practices fosters an environment of continuous development, motivating teachers to refine their teaching methods and improve their performance. The schools' adherence to these structured processes highlights the critical role that supervision plays in teacher development and overall school improvement.

### **The Role of School Principal Supervision in Evaluation to Improve Certified Teacher Performance**

Evaluation is a critical aspect of the supervision process, as it helps measure the effectiveness of the supervision and provides teachers with the feedback they need to improve their performance. At MIN 1 and MIN 5 Pidie Jaya, the evaluation process includes a series of well-defined stages: analyzing academic supervision results, providing constructive feedback, conducting follow-up actions, and preparing reports. These stages are aligned with the guidelines set by the Ministry of Education and Culture and are designed to ensure that supervision is an ongoing process that promotes teacher growth.

**Table 2.** Supervision Evaluation Process at MIN 1 and MIN 5 Pidie Jaya

<b>Evaluation Process</b>	<b>MIN 1 Pidie Jaya</b>	<b>MIN 5 Pidie Jaya</b>
Evaluation of Learning Assessment	Comprehensive analysis of learning outcomes, followed by direct feedback to teachers.	In-depth analysis, highlighting strengths and areas for improvement in teaching methods.
Feedback & Follow-up	Structured feedback, including clear recommendations for professional growth.	Constructive feedback, with clear guidance for professional development and improvement.
Follow-up Actions	Collaboration with teachers to create development plans; additional training is provided.	Regular follow-up meetings with teachers to ensure progress and identify areas for further development.
Supervision Reporting	Monthly reports summarizing teacher performance and recommendations for improvement.	Regularly updated reports documenting performance, progress, and development needs.

Table 2 outlines the stages of the supervision evaluation process at both MIN 1 and MIN 5 Pidie Jaya. Both schools follow a systematic process that begins with an evaluation of teaching and learning, followed by structured feedback and the creation of development plans. These evaluations are not only used to enhance individual teacher performance but also to ensure that overall educational standards are continuously improved. By documenting the evaluation results and providing ongoing feedback, both schools ensure that teachers are supported in their professional growth, contributing to higher teaching standards.

The role of school principal supervision in enhancing certified teacher performance is essential to the overall quality of education. The principals at MIN 1 and MIN 5 Pidie Jaya have successfully implemented a structured and systematic

approach to supervision that includes thorough planning, regular implementation, and comprehensive evaluation. These efforts have led to improved teacher performance, as evidenced by the positive impact of structured feedback, regular follow-up actions, and continuous professional development. The role of principals in the supervision process has proven to be crucial in fostering a culture of continuous improvement, motivating teachers to improve their skills and enhance the quality of teaching. By adhering to a clear framework for supervision, both schools have successfully created an environment where teachers can thrive professionally, benefiting both students and the wider educational community.

## **Discussion**

The results of this study provide significant insights into the role of school principal supervision in enhancing certified teacher performance at MIN 1 and MIN 5 Pidie Jaya. The study's findings align with and extend existing literature by highlighting the crucial role of a structured, systematic, and continuous supervision process, comprising planning, implementation, and evaluation, in improving teaching quality. The process of principal supervision discussed in this study resonates with the theoretical frameworks in the educational leadership literature, which underscore the importance of leadership in fostering professional development and improving teacher performance (Saleh & Mutiani, 2021; Sulaeman et al., 2023; Noor et al., 2020).

### **Supervisory Planning and Goal Setting:**

One of the key components of effective principal supervision, as revealed in this study, is the planning phase, which includes setting clear objectives, determining supervision schedules, selecting appropriate approaches, and choosing relevant tools for assessment. This structured approach echoes the findings of Hou (2023) and Sulaeman et al. (2023), who highlighted that effective academic supervision begins with carefully formulated goals that are aligned with the school's vision and mission. The goals established by the principals of MIN 1 and MIN 5 Pidie Jaya focused not only on enhancing pedagogical competence but also on fostering a supportive teaching environment that empowers teachers. This dual focus is critical in improving teacher performance, as it targets both the development of teachers' skills and their overall professional satisfaction, which, as suggested by Noor et al. (2020), are fundamental to effective teaching.

In this study, the supervisory goals were explicitly designed to address both teacher performance and quality improvement within the school. By aligning supervisory objectives with the institutional mission, the principals ensured that teachers were clear about the purpose of supervision and how it would benefit their professional growth. This approach aligns with the framework presented by

Sulaeman et al. (2023), which stresses the significance of clear, well-defined supervisory objectives in improving teaching performance.

### **Implementation of Supervision:**

The second phase of supervision in this study, focusing on the actual implementation, highlights the use of various supervisory techniques, such as filling out supervision instruments, reviewing lesson plans, conducting classroom observations, and assessing student evaluations. This phase reflects the findings from Elpisah & Elpisah (2021) and Putri et al. (2022), who stress the importance of principal involvement in classroom activities and the need for a comprehensive, multifaceted approach to supervision.

For instance, classroom observations conducted at MIN 1 and MIN 5 Pidie Jaya allowed principals to directly assess teaching methods, classroom management, and student engagement, which provided valuable data for enhancing teacher practices. As noted by Krowin & Merentek (2019), direct observation during supervision not only enables principals to monitor teacher performance but also allows for immediate, actionable feedback. By observing teachers in action, the principals were able to identify specific areas where improvements could be made, providing real-time feedback that was both constructive and relevant. These practices align with research by Noor et al. (2020), which found that principals' active involvement in the classroom positively impacts teachers' professional development.

Moreover, reviewing learning administration materials (lesson plans, teaching resources) helps to ensure that the teaching practices align with curriculum standards and educational objectives. This practice resonates with previous research by Azainil et al. (2020), which emphasizes the role of supervision in reviewing teaching plans to ensure they meet curriculum standards. By assessing lesson plans, the principals ensured that teachers' teaching methods were consistent with the goals of the curriculum and relevant to the needs of students.

### **Supervision Evaluation and Follow-Up:**

The evaluation phase of supervision in this study plays a critical role in enhancing teacher performance. Evaluation involved analyzing academic supervision results, providing structured feedback, and following up with development plans to address areas of improvement. The systematic and structured feedback provided by the principals of MIN 1 and MIN 5 Pidie Jaya aligns with the findings of Walef et al. (2023), who emphasize the importance of constructive feedback in improving teacher performance. Effective feedback not only helps teachers understand their strengths and areas for improvement but also guides them towards professional growth.

The findings in this study contribute to the existing body of knowledge by underscoring the importance of timely and tailored feedback. The principals in both

schools provided individualized feedback to each teacher based on their performance, which was then used to develop targeted improvement plans. This feedback mechanism mirrors the processes outlined by Saleh & Mutiani (2021) and Putri et al. (2022), where feedback and follow-up actions are seen as key drivers of teacher development.

Furthermore, the follow-up actions, which included encouraging additional training and workshops, helped ensure that teachers received the necessary resources and support to improve their practices. This approach is consistent with Krowin & Merentek (2019), who argue that follow-up support is essential for sustaining improvements in teaching practices and ensuring that teachers can implement changes effectively.

The findings from this study share several similarities with existing literature on the role of school principal supervision in teacher performance. For instance, the structured approach to supervision, which includes setting goals, conducting observations, and providing feedback, mirrors the practices outlined by Hou (2023), Sulaeman et al. (2023), and Noor et al. (2020). All these studies highlight the positive impact of a systematic supervision process on improving teacher performance.

However, this study adds depth to the existing literature by providing a more detailed description of the specific steps involved in supervision, including the formulation of improvement plans based on feedback, the use of diverse assessment tools, and the active role of principals in classroom observations. This nuanced approach to supervision helps clarify how different components of the supervision process contribute to teacher performance improvement.

While previous research has emphasized the importance of supervision in general, this study makes a significant contribution by identifying and discussing the specific mechanisms of effective supervision, particularly in the context of certified teachers at the Madrasah Ibtidaiyah level in Pidie Jaya. The findings also suggest that a well-rounded supervisory approach that includes planning, implementation, and evaluation can foster continuous teacher development, ultimately improving the quality of education provided to students.

This study contributes to the growing body of research on school leadership and teacher performance by emphasizing the importance of a comprehensive and systematic approach to academic supervision. The findings suggest that principal involvement in teacher development, through structured planning, implementation, and evaluation, is crucial for enhancing teacher performance. By focusing on these stages, this research provides a practical framework for principals to follow when conducting supervision, which could be beneficial for other educational contexts.

Furthermore, the study highlights the role of individualized feedback and professional development opportunities in fostering teacher growth, contributing to the larger discourse on professional development practices in education. The findings suggest that future research could explore the long-term effects of such a

comprehensive supervision approach on teacher performance, student achievement, and school improvement.

The role of school principal supervision in improving certified teacher performance is crucial, and this study highlights the systematic approach required for successful supervision. The planning, implementation, and evaluation stages of supervision, when executed effectively, significantly contribute to teacher development and the overall quality of education. By providing structured feedback and support, school principals can enhance teacher performance, ensuring that teachers are empowered to reach their full potential. The results from MIN 1 and MIN 5 Pidie Jaya provide a model for effective school leadership that can be applied in other educational contexts, particularly in Madrasah Ibtidaiyah settings. Future research should explore how these practices can be scaled and sustained over time to achieve long-term improvements in teaching quality and student outcomes.

## **CONCLUSION**

This study has explored the significant role of school principal supervision in enhancing the performance of certified teachers at Gugus II Madrasah Ibtidaiyah Negeri Pidie Jaya. Through a systematic and structured process of planning, implementation, and evaluation, principals have demonstrated the effectiveness of their supervisory practices in improving both individual teacher performance and the overall quality of education. The findings from this research align with the established supervisory framework outlined in the *Supervision and Teacher Performance Assessment* manual (MPPKS-PKG 2019), which emphasizes the importance of collaborative goal-setting, regular and targeted observation, and structured feedback.

The research highlights that successful supervision is not only about observing teachers but also involves active collaboration with teachers to identify goals, select appropriate supervisory techniques, and apply effective evaluation methods. It also underscores the importance of principal involvement in providing continuous feedback and follow-up support, which directly contributes to enhancing teachers' competencies and professional growth. This process helps teachers refine their pedagogical skills, aligns their teaching practices with curriculum goals, and fosters an environment conducive to professional development.

Furthermore, the study contributes to the broader field of educational leadership by demonstrating that effective school supervision can lead to measurable improvements in teacher performance and educational quality. The role of the principal, acting as both a mentor and evaluator, is central to creating an environment where teachers feel supported and motivated to improve their teaching practices. In particular, the structured approach used at MIN 1 and MIN 5 Pidie Jaya provides a valuable model for other schools aiming to enhance teacher performance through effective leadership and supervision.

This research also offers practical implications for other educational settings, suggesting that a well-structured supervision system can be replicated in different educational contexts, especially in Islamic education institutions. The findings point to the necessity of ensuring that principals are well-equipped to carry out effective supervision, which may include regular training in leadership and supervision techniques. Moreover, future research could explore the long-term impact of such structured supervision on student outcomes, teacher retention, and overall school improvement.

The study emphasizes the importance of a comprehensive, systematic approach to academic supervision. By ensuring that the supervision process is conducted thoughtfully and effectively, principals can significantly contribute to improving teacher performance, which ultimately elevates the quality of education within schools. This research provides critical insights into how school leadership, when effectively implemented, can serve as a catalyst for educational improvement at both the teacher and institutional levels.

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