

The Effect of Principal Supervision on Teacher Performance: Literature Review

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Abstract

Teachers play an important role in learning. As a professional teacher, supervision is needed to improve the implementation of the teaching process. The purpose of this literature review is to examine and analyze the impact of academic supervision on improving teacher performance. The method in this study was carried out by reviewing related articles about academic supervision and teacher performance. The research sample was focused on the Google Scholar search engine with academic guidance and teacher performance as the main research constraints and then identified. The results of the article review show that most of the role of academic supervision is very influential in improving teacher performance. Therefore, effective academic supervision requires the will of the principal to plan, implement and evaluate supervision.

Purpose: The purpose of this literature review is to examine and analyze the impact of academic supervision on improving teacher performance.

Methodology: The review process begins with a search engine, Google Scholar, to find articles with keywords. "The Effect of Academic Supervision in Improving Teacher Performance".

Results: The results of the analysis show that most of the articles focus on the impact of supervision on improving teacher performance.

Limitations: The limitation of this study is that it only discusses the supervision of the principal on teacher performance.

Contribution: This research is useful for the scope of educational organizations, especially as an evaluation material for teachers and school principals

Keywords: *Supervision, Teacher Performance.*

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1. Introduction

At the end of 2019 in Wuhan, China's high-tech business hub experienced a truly unique coronavirus epidemic that has killed several thousand Chinese people within fifty days of its spread and thousands of other citizens have suffered. This novel virus was nominated as the novel coronavirus COVID-19 by Chinese scientists (Shereen, Khan, Kazmi, Bashir, & Siddique, 2020). Indonesia was also hit by the Covid-19 pandemic and affected all sectors in society, including the education sector. The education sector must be able to deal with this pandemic in order to carry out learning activities. To stop the spread of Covid-19, learning activities in schools are carried out online. This online learning activity is expected to affect teacher performance in teaching (Kuning, 2021).

During this pandemic, many schools implemented online learning activities. According to the circular of the Minister of Education and Culture, followed by circulars from the governor and head of the Education Office, learning activities were carried out online (Sartipa, 2021). The existence of online learning activities will certainly have an impact on teacher performance. According to Supardi (2013), "teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible

for students under his guidance by increasing student learning achievement". Furthermore, Wahyudi (2012), explained that "teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities assigned to him including compiling learning programs, implementing learning, evaluation implementation, and evaluation analysis". Based on several expert quotes regarding teacher performance, it can be concluded that so far teacher performance is the result of the work and ability of a teacher in carrying out his work as an educator, in which teacher performance is more emphasized on the quality and quantity of work that has been completed by the teacher in the learning process according to his responsibilities as an educator (Sulaimah, Riyanto, & Aminin, 2021).

During this pandemic, there are many things that affect teacher performance in carrying out online learning activities as well as offline or face-to-face learning that are currently being implemented in the new era of living side by side with the Covid-19 pandemic. One of the things that can affect teacher performance is the leadership of the school principal. Wahjosumidjo (2010), explains that, "the principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson." Furthermore, according to Mulyasa (2017), "dividing the duties and roles of the principal there are seven main sections, namely as an educator (educator), as a manager, as an administrator, as a supervisor, as a leader (leader), as an innovator, and as a motivator." The role of the principal is not only as a leader but also as a functional force that manages the sustainability of the organization in schools. According to Bahri (2014), that supervision is an effort to help teachers develop their abilities to achieve learning goals. Academic supervision is not to assess teacher performance, but to help teachers develop their professionalism.

The school principal is the head of education in the school scope who has an important role in developing the educational institution he leads. The success of an educational institution depends on the leadership of the school principal (Rosyadi & Pardjono, 2015). The principal as a manager has the task of controlling or supervising what in the world of education is called academic supervision. The role of school principals in managing online learning activities in schools is very important so that they can continue to carry out their leadership properly during the pandemic and continue after this pandemic. Principals are required to be able to manage emergency situations so that the learning process can be carried out properly (Fitrianingrum, Aminin, & Riyanto, 2022). The principal is responsible for the school environment and the comfort and order of the school community. Conceptually academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning objectives (Waang & Ahmad, 2019). Thus, the essence of academic supervision is to help teachers develop their professional abilities. In addition, academic supervision cannot be separated from evaluating teacher performance in managing the learning process. Assessing teacher performance in managing the learning process is an activity whose process cannot be avoided. However, after evaluating the teacher's performance, it does not mean completing assignments or academic supervision activities but must continue with the design and implementation of developing their abilities. Thus, through academic supervision, teachers will be increasingly able to facilitate learning for their students (Yudiyawaties, Anwar, Yuliansyah, & Jarkawi, 2022).

Schools as educational institutions are required to look for ways how online learning activities can be carried out properly without reducing the quality of education conducted face-to-face. The success or failure of these online learning activities is influenced by the ability of the school principal to manage each component of the school. The ability of the principal is of course related to knowledge and understanding of management and leadership, as well as the tasks assigned to him. This shows that the success or failure of a school in achieving its goals and realizing its vision and mission lies in the management and leadership of the principal. So it is necessary to examine whether the principal's supervision affects teacher performance.

2. Literature Review dan Pengembangan Hipotesis

2.1 Academic Supervision

Academic supervision, namely activities to develop the ability and potential of teachers in managing the learning process to achieve the goals that have been set. According to Abreu, Cardoso, and Rocha (2019), Supervision is a way of professionally developing teachers to develop democratic leadership and solve problems in the learning process effectively. Effective learning supervision is carried out to achieve this goal, namely effective learning in the context of improving the quality of education from efforts to increase the cognitive value of student achievement. Academic supervision must turn teachers into competent ones, namely teachers are increasingly mastering their competencies, such as personal, pedagogic, professional, and social competencies. Through academic supervision, school principals assist teachers in managing the learning process to develop their professionalism, in this case the teacher's performance in preparing learning tools. Therefore academic supervision must pay attention to the development of all teacher competencies (Sartana, 2020).

According to Alfonso, Firth, and Neville (1981), there are three main (key) concepts in academic supervision. First, academic supervision must directly influence and develop teacher behavior in managing the learning process. The level of ability, needs, interests, and professional maturity as well as other personal characteristics of teachers must be used as a basis for consideration in developing and implementing an academic supervision program. Second, the supervisor's behavior in helping teachers develop their abilities must be designed as a whole, so that the start and end times of the development program are clear. The design is realized in the form of an academic supervision program that leads to certain goals. Third, the purpose of academic supervision is to help teachers develop their abilities to achieve planned learning objectives.

2.2 Teacher Performance

Performance is synonymous with work performance or in English it is called performance. Performance is always a sign of the success of an organization and the people in the organization. Performance is the key that must function effectively for the organization as a whole to be successful. Performance is simply the result of achieving measurable goals. Good performance results are the result of proper behavior, especially wisdom in behavior, and effective behavior in accordance with the skills and competencies needed by Pratami, Harapan, and Arafat (2018), It was stated Waang and Ahmad (2019), that performance systems usually include behavior (what employees do) and results (results from employee behavior). The performance dimension does not include the results of the behavior, but the behavior itself.

Performance is the key that must function effectively for the organization as a whole to be successful. Armstrong explained that performance is the result of achieving several goals and the process of achieving these goals. The performance dimension in question is process-oriented performance and work results. Armstrong (2006), states "Performance means both behavior and results. It elicits behavior from actors and transforms performance from abstraction into action. Not just an instrument of results, behaviors are also results in their own right—the products of mental and physical effort applied to tasks and can be assessed separately from the results" (Armstrong, 2006). Performance in Colquitt's view is a set of employee behavioral values that require contributions, both positive and negative, for the fulfillment of organizational goals (Colquitt, Lepine, Wesson, & Gellatly, 2011). Colquitt says "As a value is a set of employee behaviors that contribute, either positively or negatively, to the achievement of organizational goals. This definition of job performance includes behavior that is within the employee's control but place is the boundary where that behavior is (and is not) relevant with job performance". The performance dimension includes behavior that is within the employee's control, but is limited to behavior that is relevant to work performance. Colquitt's definition of performance focuses on the performance behaviors (tasks and responsibilities) that are at the heart of the job. either positively or negatively, for the achievement of organizational goals. This definition of job performance includes behavior that is within the employee's control but place is the boundary where that behavior is (and is). not) relevant to work performance". The performance dimension includes behaviors that are within the employee's control, but is limited to behaviors that

are relevant to job performance. Colquitt's definition of performance focuses on performance behaviors (tasks and responsibilities) that are at the heart of the job. either positively or negatively, for the achievement of organizational goals. This definition of job performance includes behavior that is within the employee's control but place is the boundary where that behavior is (and is). not) relevant to work performance". The performance dimension includes behaviors that are within the employee's control, but is limited to behaviors that are relevant to job performance. Colquitt's definition of performance focuses on performance behaviors (tasks and responsibilities) that are at the heart of the job. but limited to behaviors relevant to work performance. Colquitt's definition of performance focuses on the performance behaviors (tasks and responsibilities) that are at the heart of the job. but limited to behaviors relevant to work performance. Colquitt's definition of performance focuses on the performance behaviors (tasks and responsibilities) that are at the heart of the job.

Teacher performance is the result of the teacher's work in carrying out their duties based on abilities, skills, experience, abilities, in accordance with the competencies and work criteria. The most common goal of class observation is teacher performance (Moradi, Sepehrifar, & Khadiv, 2014). Students are the main assessors of teacher performance (Ardiana, 2017). Teacher performance can be seen through several indicators 1) ability to prepare lesson plans; 2) the ability to carry out learning; 3) the ability to perform interpersonal relationships; 4) the ability to assess learning outcomes; 5) the ability to carry out enrichment programs

3. Method

This literature review focuses on the influence of principal supervision on teacher performance. The review process begins using Google Scholar, with keywords. "The Influence of Principal Supervision on Teacher Performance". Criteria for articles that can be included in this study such as referring to keywords and the range of research years between 2016-2022.

Table 1. Supervision of school principals in improving teacher performance

Author & Year	Title	Method	Sample	Results
Hardono (2017)	Principal Leadership, Academic Supervision, and Work Motivation in Improving Teacher Performance	Correlational	123 teachers	There is the influence of the principal's leadership and academic supervision on work motivation both partially and simultaneously. The results of the path analysis test show that there is an influence of the principal's leadership and academic supervision on performance with work motivation as a mediating variable.
Christian (2019)	Academic Supervision and How Teachers Perform	Quantitative	18 teachers	Academic supervision has a significant effect on teacher performance at Madsah Tsanawiyah Tabek.
Ramadan (2017)	The Influence of the Implementation of Academic Supervision of School Supervisors and Principal Supervision on	Quantitative	138 teachers	The performance of State Vocational School teachers in Majene Regency is well implemented and the trend is in the high category.

	the Performance of State Vocational School Teachers in Majene Regency			
Amanda, Salam, and Saggaf (2017)	The Influence of Principal Supervision on Teacher Performance at SMK Negeri 1 Bungoro, Pangkep Regency	Quantitative	55 teachers	The results of the descriptive analysis show that the supervision of the principal at SMK Negeri 1 Bungoro, Pangkep Regency, is in the good category
Aprida, Fitria, and Nurkhalis (2020)	The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance	Quantitative	134 teachers	Principal supervision has a positive and significant influence on teacher performance in schools. Teacher work motivation has a positive and significant influence on performance. S
(Russamsi, Hadian, & Nurlaeli, 2020)	The Influence of Principal Leadership and Teacher Professional Improvement on Teacher Performance During the Covid-19 Pandemic	Quantitative	42 teachers	The influence of the principal's leadership and teacher professional development is very dominant on teacher performance during the co-19 pandemic.
Ginting (2020)	Supervision Function of the Principal on Teacher Performance	Quantitative	The study of the review of books, literature, records, and reports that have to do with the problem being solved	Efforts that can be made to improve teacher performance through the supervision of the principal are that the principal can consider other alternatives such as providing coaching, training, or upgrading outside of the teaching routine. In addition, the school principal plans, organizes, implements and evaluates carefully and involves other parties such as supervisors, vice principals in curriculum matters, and teachers who have high competence.
Pujianto, Arafat, and	The Influence of the	Quantitative	Air Salek 11 State	The academic supervision of individual school principals

Setiawan (2020)	Principal's Academic Supervision and the Work Environment on the Performance of Air Salek Public Elementary School Teachers		Elementary School, Air Salek 15 State Elementary School, Air Salek 18 State Elementary School, and Air Salek 22 State Elementary School.	influences the performance of State Elementary School teachers throughout Line 8, Air salek District, Banyuasin Regency
Fitria and Fitriani (2020)	The Influence of Principal Supervision and the Role of School Committees on Teacher Performance (Raberi, Fitria, & Fitriani)	Quantitative	129 teachers	Principal supervision has a significant effect on teacher performance at SD Negeri Sanga Desa, meaning that the better the principal carries out his role as a leader, the better the teacher's performance will be.
Mardalena, Arafat, and Fitria (2020)	The Influence of Academic Supervision and Teacher Professional Competence on Teacher Performance in Public High Schools in Tanjung Raja District	Quantitative	126 teachers	There is a significant influence of academic supervision on the performance of State High School teachers in Tanjung Raja District.

4. Results and Discussion

Based on the results of the literature review obtained, the analysis shows that most of the articles focus on the impact of supervision on improving teacher performance. It can be seen from the review articles that most of the supervision has a major influence on improving teacher performance. Many factors impede the effectiveness of the principal's supervision, namely: the supervisor: 1) must complete a lot of administrative work; 2) not planning and implementing participatory academic supervision; 3) concept, theory and practice of supervision by supervisor Lack of understanding; 4) Lack of understanding of the essence of scientific principles related to the field of research taught by every teacher. 2. Teachers: 1) Low commitment to quality; 2) Teacher motivation to specialize in the pursuit of welfare. Based on this, to facilitate academic supervision, what is needed is a school principal's plan, a willingness to carry out and evaluate participatory academic supervision Rahab (2016).

5. Conclusion

Based on the analysis of papers and research above. It can be concluded that academic supervision is clearly an important aspect in improving teacher performance. Principal managerial effectiveness has a positive direct effect on teacher performance.

Limitation and Advanced Studies

The weakness in this study is that this study only discusses the supervision of the principal on one aspect, namely teacher performance. So that further research or studies are needed on other aspects as reference material and input for schools and teachers to support their professionalism in the learning and teaching process at school.

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