



Academic Supervision of School Principals and Teacher Performance: A Literature Review

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Abstract— The principal must be able to manage the performance of teachers in his school. In carrying out their responsibilities in managing performance, school principals contribute to improving overall teacher performance in an effort to get better results. The research will be conducted under the title of Academic Supervision of School Principals and Teacher Performance. The aim is to find out the extent of the influence of the principal's academic supervision on teacher performance. Education policy must be supported by education practitioners who are at the forefront, namely teachers through their interactions in education. The involvement of all components of education (teachers, principals, communities, and school committees) through good planning and realizing the educational programs that are launched is very necessary. Academic supervision conducted by the Principal has a positive and significant effect on changes in teacher performance. Teacher performance can be improved if the academic supervision of the principal in the form of leadership and supervision is improved.

Keywords : Academic Supervision, Principal, Teacher Performance

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A. INTRODUCTION

Understanding performance in the context of this research is the teacher's activities in the learning process, namely how a teacher plans, implements learning, and evaluates/evaluates learning outcomes (Rusman, 2010).

Teacher performance can be seen from the learning process, considering the learning process is the core of the education process. Teacher performance is an important requirement in achieving educational success (Suhendra, 2019). Teacher performance is a form of behavior of a teacher's activity in the learning process that is how a teacher plans learning, carries out learning activities, and assesses learning outcomes.

Nawawi provides an understanding of performance as a result of implementing a job. This understanding gives an understanding that performance is an act or behavior of someone who can directly or

indirectly be observed by others (Nawawi, 2003).

Mulyasa defines performance as work performance, work performance, work performance, work results, or performance (Mulyasa, 2005). From some of the notions of performance, it can be stated that performance leads to a process in the context of achieving an outcome. Performance is an achievement achieved by someone in carrying out their duties or work during a certain period by the standards and criteria set for the job.

The Principal is the head of education who has an important role in developing the educational institution he leads. The success of an educational institution depends on the leadership of the 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.

Conceptually, academic supervision is a series of activities helping teachers develop their ability to manage the learning process for the achievement of learning objectives (Glickman, 1981; 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 the teacher's performance evaluation in managing the learning process. Assessing the teacher's performance in managing the learning process is one of the activities that the process cannot be avoided (T. J. Sergiovanni, 1987). But after evaluating the teacher's performance, it does not mean completing the task or academic supervision activities but must continue with the design and implementation of the development of his abilities. Thus, through academic supervision, teachers will be increasingly able to facilitate learning for their students (T. J. Sergiovanni, 1987).

According to Alfonso, Firth, and Neville (1981) by reflecting these three objectives academic supervision will function to change the teaching behavior of teachers. In turn, changes in teacher behavior towards higher quality will lead to better student learning behavior (Alfonso, Firth, & Neville, 1981).

B. LITERATURE REVIEW

1. Teacher Performance

Teachers have an important role in the world of education, that's why teachers must have good performance. Performance is the result of work and progress that has been achieved by someone in their field of work. Performance is synonymous with work performance or in English is called performance. Performance is always a sign of the success of an organization and the people who are in the organization.

Expressed (Waang & Ahmad, 2019) that the performance system usually includes 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. So performance is about behavior or what employees do.

Performance is the key that must function effectively so that the organization as a whole can succeed. Armstrong explained that performance is the result of achieving several goals and the process of achieving those goals. The performance dimension in question is performance-oriented to the process and work results. Armstrong (2006: 7) states "Performance means both behavior and result. Emanate behavior from the performer and transform performance from abstraction to action. Not just the instruments of results, behaviors are also outcomes in their own right — the product of mental and physical effort applied to the task — and can be judged apart from the result" (Armstrong, 2006).

Performance in Colquitt's view is a set of values of employee behavior that requires contributions, both positive and negative, to the fulfillment of organizational goals (Colquitt, Lepine, Wesson, & Gellatly, 2011). Colquitt said "As the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment. This definition of job performance includes behaviors that are within the control of employees but places are boundary on which behaviors are (and are not) relevant to job performance". The performance dimension includes behaviors that are within employee control, but are limited to behaviors that are relevant to work performance. Colquitt's definition of performance focuses on performance behaviors (duties and responsibilities) which are the core of the job.

Discussed by (Robbins & Judge, 2013) that there are three main types of behavior that make up performance, namely: (a) Task performance. Performing the duties and responsibilities that contribute to the production of a good or service to administrative tasks. This includes most of the tasks in conventional job descriptions. (b) Citizenship. Actions that contribute to the psychological environment of the organization, such as helping others when not required, supporting organizational objectives, treating works with respect, making constructive suggestions, and saying positive things about the workplace. (c) Counterproductivity. Actions that actively

damage the organizational. These behaviors include stealing, damaging company property, behaving aggressively toward coworkers, and avoidable absence.

Meanwhile according to Anwar Prabu Mangunegara, (Mangkunegara, 2012) revealed that the term performance comes from the word job performance or actual performance (work performance or actual achievement achieved by someone). This means that performance is the work of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to him.

2. Principal Leadership

Leadership according to Heifetz is a social activity (Aravena, 2019). The principal is the person who has the highest authority in the school, because the principal is responsible for all school activities and plays an important role in improving the quality of education and supporting the academic success of students, especially students who are marginalized because of race, ethnicity, language, ability, socioeconomic status, gender, and religion (Brooks & Brooks, 2019), (Truong, Hallinger, & Sanga, 2017), (Eisenschmidt, Kuusisto, Poom-Valickis, & Tirri, 2019). School leadership has a significant effect on all elements in the school, which positively influences the quality of teaching and learning. The function of leadership is to build organizational conditions that foster high quality in teaching and produce improvements in learning outcomes (Leithwood, Harris, & Hopkins, 2019).

Principal's leadership is crucial for the success of school organizations because leaders create positive changes in education by encouraging staff to take initiatives in changing towards progress (Quin, Deris, Bischoff, & Johnson, 2015). Students' potential can be influenced by the leadership of the principal in various ways, through both instructional and non-instructional tasks. The level and way of leadership of the principal could influences student learning outcomes, but still depends on all elements in the school, such as school principals,

teachers, students and the community (Urlick, 2016).

The role of the principal is very important in transforming the educational process, performance, and student learning outcomes, because the quality of school leaders is related to the academic success of students; therefore, school must invest in training to upgrade the principal's leadership (Jones et al., 2015) (Tingle, Corrales, & Peters, 2019). In short, the principal plays a key role in this domain by shaping the school environment, motivating and supporting learning in school (Lijuan, Hallinger, & Ko, 2016). Three types of principal leaders' profiles were identified: "principals who think about people", "principals who think administratively:" and "principals who think moderately" (Dou, Devos, & Valcke, 2017).

3. Academic Supervision

Alfonso, Firth, and Neville emphasize that Instructional supervision is herein defined as: behavior officially designed by the organization that directly affects teacher behavior in such a way to facilitate pupil learning and achieve the goals of organization (Alfonso et al., 1981).

According to Alfonso, Firth, dan Neville, there are three main concepts (key) in terms of 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 the teacher must be used as a basis for consideration in developing and implementing an academic supervision program (T. J. Sergiovanni, 1999). Second, the supervisor's behavior in helping teachers develop their abilities must be designed in full, so that the start and end times of the development program are clear. The design is manifested in the form of academic supervision programs that lead to specific objectives. Third, the ultimate goal of academic supervision is so that teachers are increasingly able to facilitate learning for their students (Glickman, 1981).

The purpose of academic supervision is to help teachers develop their abilities to achieve the learning goals that are planned

for their students (Glickman, 1981). Through academic supervision it is expected that the academic quality carried out by teachers will increase (Neagley & Evans, 1980). Ability development in this context should not be interpreted narrowly, emphasizing solely on increasing teacher knowledge and teaching skills, but also on increasing commitment (willingness) or motivation (motivation) of teachers, because by increasing the ability and motivation of teacher work, the quality of learning will improve.

Meanwhile according to Sergiovanni (1987) there are three objectives of academic supervision; First, helping teachers develop their professional abilities in understanding academic, classroom life, developing teaching skills and using their abilities through certain techniques. Second, to monitor teaching and learning activities in schools. This monitoring activity can be done through the principal's visit to classes while the teacher is teaching, private conversations with the teacher, his colleagues, or with some of his students. Third, to encourage teachers to apply their abilities in carrying out their teaching assignments, encourage teachers to develop their own abilities, and encourage teachers so that they have genuine attention (commitment) to their tasks and responsibilities.

Academic supervision must be able to make teachers develop their competencies. There are four competencies that must be developed through academic supervision, namely personality, pedagogical, professional, and social competencies. The first and second aspects of the substance represent the values, beliefs, and theories held by the teacher about the nature of knowledge, how students learn, the creation of teacher and student relationships, and other factors. The third aspect of the substance represents how broad the teacher's knowledge about the material or subject matter in the field of study he teaches. The fourth aspect of the substance represents the extent of teacher mastery of academic techniques, management, class organizing, and other skills which are effective academic elements (Neagley & Evans, 1980).

Supervision in education, according to some researchers (Maroko, 2010; Mohanty, 2005; Panigrahi, 2012; Thakral, 2015) still carries the same old meaning and general concept as in (Douglass & Bent, 1953) definition which means "to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement". The concept can be applied to either academic and administrative functions (Mohanty 2005) of school heads, school administrators, educational administrators, or those who manage education at various levels or sectors. In a school setting, there are consisting differences between the academic and administrative functions of supervision. Whereas the academic aims of supervision include tasks such as: monitoring of instruction, guiding teachers to improve the teaching and learning process, assessment of students' learning outcomes, evaluating goals of programs, and many others, the administrative goals of supervision aimed at proper management of the school facilities and resources (Thakral, 2015).

Researchers (Glickman, 1985; T. Sergiovanni; Wiles & Bondi, 2004; Zepeda, 2016) have redefined supervision as that dimension or phase of educational administration which is concerned in improving effectiveness. Supervision in education is regarded as a service to teachers and learners both as individuals and groups. It is regarded as a means of offering specialized help in improving instruction. Thus, since the main aims of supervision of instruction are to provide best practices in the teaching-learning process, to control and improve quality of learning by increasing academic achievement of learners, it is important to note that feedback from instructional supervision practices is used to help teachers obtain and apply modern teaching methods, innovations and technology in and out of their classrooms.

Moreover, feedback from instructional supervision practices would also help teachers improve their work performances and enhance their professional growth and career development (Mburu, 2017; Tshabalala, 2013). The evolution of supervision of instruction from the

American “inspection and control model to humanistic and collegial model” (Moswela, 2010) has brought about the changing concept of supervision. According to Thakral (2015), this changing history of supervision is characterized by seven models: Inspection, social efficiency, democratic, scientific, leadership, and clinical supervision which constitute the “history of instructional supervision” or the “history of school supervision”.

Whatever the model involved, it is important that supervision of instruction accomplished instructional tasks that were set-up to be accomplished and also help provide concrete/tangible feedback to teachers on how to incorporate those instructional tasks in their teaching-learning methods for quality education. Therefore, instructional supervisors must be familiar with aspects of effective teaching and learning in school systems and the procedures for improvement (Acheson, 1987; Frazer, 2001; Gerumi, 2003; Archibong, 2012). The supervisor should also be able to detect the absence of such effective teaching and learning behaviors in schools for improvement of student learning outcomes and quality assurance in education. Thus, the role of instructional supervision in academic achievement and student success cannot be overlooked (Musungu & Nasongo, 2008).

However, educational administrators (including head teachers at the level of primary education) as supervisors are also charged with pedagogic, administrative, social, financial, and functions of schools (Acheson & Gall, 1980). Not only do (instructional) supervisors correct, direct, and assist teachers in the teaching and learning process in schools in order to improve student learning and success rates, they are also expected to promote teachers’ professional growth and career enhancement through supervisory duties (Tshabalala, 2013). As it is found in the literature, the rationale for instructional supervision is to ensure quality in education and to promote teachers’ professional growth which in returns yields higher academic achievements and increase success rates of learners with

competencies and skills (Blase & Blase, 1999; Mohammed, 2014; T. Sergiovanni).

The ultimate aim of educational supervision is to improve on instruction in order to provide quality and better education (Nolan Jr & Hoover, 2011). In supervision, the supervisor need to seek the buy-in, cooperation, and collaboration of those being supervised. Such cooperation is aimed at assisting supervisors in becoming successful in performing their supervisory tasks. Supervision involve the practice of monitoring work performances of teachers and providing feedback by using benefiting and suitable strategies that enable correction of weaknesses in classroom practices in order to encourage professional growth and better the flow of quality educational activities and services.

School supervision is therefore a necessary process which entails a combination of activities concerning the teaching and learning process of a school for the improvement of teaching-learning quality in a school system (Habimana, 2008; Yeop Yunus, Yunus, & Ishak). Wiles and Bondi (2002) mentioned that supervision as a process is facilitated by leadership through which teachers get help in counseling, planning, and talking with each other about how to improve the teaching-learning situation in school. It entails leadership, communication, curriculum development, capital development and a dynamic cooperative enterprise between instructional supervisors and teachers. Therefore for many educators, the purpose of supervision in education is to improve teaching-learning activities in schools known as “supervision of instruction” (Mohanty, 2008; Thakral, 2015).

Though other necessary and important goals of supervision maybe to help teachers improve in their work performances and also for providing vital ethical, career enhancement, and professional leadership (Southworth, 2002; Nolan & Hoover, 2004; Zepeda, 2007), the primary goal of supervision of instruction is to instigate best practices in the teaching learning process in order to increase the learning outcomes of students through high academic achievements and high

success rates. Therefore, the importance and significance of supervision in education and in teachers' work performances and professional growth cannot be overlooked as indicated in the literature (Blasé & Blasé, 1998; Sullivan & Glanz, 2000; Sergiovanni & Starratt, 2002; Glatthorn, 2007; Tshabalala, 2013).

The principles of supervision indicates very clearly that schools cannot function effectively as learning organizations when teachers are unable to realize their key role and full potentials in the teaching-learning process and also effective teaching-learning may not occur if adequate and regular supervision is lacking. Thus, supervision helps in assessing the school not only in the dimension of improving instruction but also in identifying some of the school's most urgent needs for quality control and assurance in classroom practices (Mgbodille, 1996; Sergiovanni & Starratt, 2002; Wambui, 2015). Apart from quality assurance in classroom practices, effective supervision also provides a guide for teacher's career and professional development. By assessing teachers' work performances through supervision, teachers' become aware of their weaknesses and strengths and seek ways of self-improvement based on tangible criteria and constructive feedback mechanism provided by supervision practices.

Supervision practices need to provide immediate feedback and tangible ways on how to assist a teacher perform better in the teaching-learning process and support his/her professional development. At such, effective supervision therefore helps teachers to improve in their work performances, develop the ability and confidence they need in classroom practices, ensure professional growth and teacher quality (Lyonga, 2018).

C. METHOD

This research can be categorized as a literature review research. The purpose of the literature review is to obtain a theoretical foundation that can support in solving research problems. The review process begins with a search engine, google scholar, to search for articles with the key words: "Academic Supervision of School Principals and Teacher Performance". The article criteria that can be included in this study are as follows:

- a. Qualitative research.
- b. Research not only from Indonesia.
- c. This research was written in Indonesian and English.

The steps in the Literature Review study are:

Step 1: Problem Formulation

- Choose topics that suit your problems and interests
- The problem must be written completely and accurately

Step 2: Find Literature

- Find literature that is relevant to research
- Make an overview of research topics
- Research resources are very helpful if supported by researchers' initial knowledge of the topic.
- These sources provide an overview / summary of previous research.

Step 3: Evaluate Data

- Study the contributions that have been found by previous research on the topics discussed
- Find the right data source as needed to support research
- Data can be in the form of quantitative data, qualitative data or mixed methods

Step 4: Analysis and Interpretation

Discuss and find and summarize the literature.

Table 1. Academic Supervision of School Principals and Teacher Performance in Indonesia

Author and Year of Publication	Title	Method	Sample	Results
Leniwati and Arafat 2017	Implementation of Principal Academic Supervision to Improve Teacher Performance	qualitative	1 Principal and 3 teachers	The results showed that the implementation of the academic supervision was done on three steps were planning, implementation and evaluation. The teachers gave positive responses to the implementation of academic supervision.
Ratnasari, Roemintoyo et al. 2018	Implementation of Principal Academic Supervision Techniques Against Educators in Primary Schools To Face the Digital Era	qualitative	Principal and teacher	The results of this study are principals using academic supervision techniques in class visits, where principals directly observe learning activities in class. Then the principal uses a private meeting technique when giving guidance to educators. Principal competence is needed in carrying out the supervision techniques of teaching staff because supervision techniques are very diverse and can be implemented according to the circumstances in each school.
Samsu, Hardyanto et al. 2017	Effectiveness of the Online Academic Supervision Model in Vocational High School Teachers	quantitative dan qualitative	9 teacher	The results showed that supervisor academic supervision has not been able to be used as the basis for teacher development because it can not be implemented optimally by school supervisors. The supervisory academic supervisory model is practical and effective as a school supervisor's tool in supervising learning.
Riyanto 2015	Management of School Principals in Implementing Academic Supervision at the State High School 5 Lubuklinggau	qualitative	Principal and teacher	The conclusions of this study are (1) Planning academic supervision has been carried out according to procedure. (2) The implementation of academic supervision covering methods, media, and class processing has done good coaching. (3) Evaluation of academic supervision covering techniques and procedures has been carried out with good guidance. (4) Follow-up academic supervision includes planning, implementation, and assessment, good guidance has been done by the school principal.
Lazwardi 2016	The Role of the Principal in Improving Teacher Professionalism	qualitative	Principal and teacher	Principals who are able to carry out their functions as educators, managers, administrators, supervisors, leaders, innovators and motivators well can be said principals have good leadership abilities.
Ekawaty and Ibrahim 2018	Implementation of Managerial Supervision by the School Superintendent in Improving the Quality of Education in Sdn	qualitative	Principal and teacher	The results of the study showed that (1) the managerial supervision program includes the guidance activities of teachers and principals, monitoring the implementation of SNP, assessment of teacher performance and principal, as well as mentoring and training of teachers and principal; (2) The success of the managerial supervision process lied in the school supervisors who were able to coordinate

Author and Year of Publication	Title	Method	Sample	Results
	3 Peusangan Pilot Bireuen District			and establish cooperative relationships with every well-managed school manager so as to have an impact on improving the quality of education in schools; and (3) the obstacles faced by school supervisors were that they had limited knowledge of the competence of managerial supervision, the school management staff did not meet the required standard requirement both in quantity and skill quality, and supervision schedule which often clashing with official meetings, training and other official activities.
Andani, Yulianto et al. 2017	A Clinical Supervision Model Based on Information and Communication Technology to Improve Productive Teacher Performance in Smkn 1 Kota Bima	Research & Development	Principal and teacher	The conclusions of this study are: (1) the current clinical supervision model is still ineffective; (2) the clinical supervision model currently needed is ICT-based; (3) the model developed is effective in improving teacher performance. This model suggestion is not only tested on a limited scale and not only productive teachers but can be tested on a large scale on a group of other subject teachers
Ningsih, Herawan et al. 2016	Principal's Managerial Performance, School Climate and Elementary School Quality	quantitative	219 teacher	The results showed that managerial performance principals, school climate, and quality of school is located at the very high category. Managerial performance principals impact on the quality of schools in low category. School climate impact on the quality of schools in the middle category.
2017 Aghniya	School Principal Performance and Teacher Teaching Performance in Improving the Quality of Public Elementary Schools	quantitative	211 teacher	The results of data processing and analysis showed that the general picture of the quality of primary schools in Singkep sub-district was in the high category. While the performance of school principals in the category is very high, and the teaching performance of teachers in the category is very high. Partially, both have a significant influence on school quality. Likewise when viewed together, the performance of the principal and the teaching performance of the teacher gives a significant influence on the quality of the school.
Damayanti 2017	Principal's Managerial Ability, School Climate and Elementary School Quality	quantitative	30 Principal and 378 teacher	Result of research show that the principal's managerial ability positively and significantly influential toward the school quality and the school climate positively and significantly influential toward the school quality, and together with the principal's managerial ability and the school climate, positively and significantly influential toward the school

Author and Year of Publication	Title	Method	Sample	Results
Marhawati 2020	Implementation of Academic Supervision of Elementary School Principals: Qualitative Study	qualitative	Principal and teacher	<p>quality. The principal's managerial ability and the school climate become an important factor that needs to be developed in the efforts to achieve the school quality, especially in the aspect of controlling, healthy school climate, and output</p> <p>The results showed that the implementation of primary school principal's academic supervision included: (1) the efforts of principals to achieve achievements, namely: guiding and encouraging teachers and students in academic and non-academic activities, and providing supporting facilities and infrastructure in achieving academic and non-academic achievements; (2) the principal's academic supervision program, namely: group supervision and individual supervision; (3) the strategy of implementing school principal academic supervision namely: implementing group supervision through Teacher Working Group (KKG) activities and individual supervision through scheduled supervision activities in odd / even semester and clinical supervision (teacher's own request as needed); and (4) supporting factors in the implementation of school principals' academic supervision, namely: there is high concern from the headmaster in conducting supervision, there is high motivation from teachers in conducting supervision, and there is adequate infrastructure and support in the implementation of supervision.</p>
Wening and Santosa 2020	The Principal's Leadership Strategy in Facing the Digital Era 4.0	qualitative	Principal and teacher	<p>The principal's strategy is to improve the quality of human resources in the field of ICT in terms of facilities and infrastructure, openness with developments to deal with things that will happen in the digital 4.0 era, reactions that will be carried out quickly about changes in the 4.0 era, oriented on the process and results, Mastering the 4C formula, namely: critical thinking, creativity, communication, collaboration.</p>
Irhamni 2015	The Role of School Principals in Academic Supervision to Improve the Quality of Teacher Performance in	qualitative	Principal and teacher	<p>Results of the study found that: one of the efforts to improve the professional quality of teacher performance is through clinical supervision and academic supervision. Implementation of clinical supervision and academic supervision needs to be done systematically by the principal and school superintendent. This supervision aims to provide guidance to teachers in order to</p>

Author and Year of Publication	Title	Method	Sample	Results
	Junior High School 1 Banjarmasin			carry out their duties effectively and efficiently. There are a number of techniques of supervision conducted by the principal, including; engineering class visits, regular meetings with teachers and employees, and techniques related private meetings with teachers.
Darmawati, Munjin et al. 2017	The Effect of School Principals' Supervision on Teacher Performance in Negeri 1 Parung Middle School, Parung District, Bogor Regency	quantitative	47 teacher	The research conclusion showed that the influence of principal supervising toward teacher performance by 19.5% and the remaining 80.5% was determined other factors, such as the assessment of teachers by students, delivery of teaching material according to the students opinion, incentives, teacher certification.
Auliya, Thomas et al. 2012	The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance	quantitative	32 Responden	Based on the results of research and discussion, the conclusion that can be drawn from this study is that there is a positive influence on the supervision of school principals and teacher work motivation on the performance of Economics and Accounting teachers in state high schools in Pemalang Regency, both partially and simultaneously.
Susilo and Sutoyo 2019	Effects of Academic Supervision on the Principal's Teacher Performance		Principal and teacher	From the results of the research that has been carried out there is a positive and significant influence of the principal's academic supervision on the performance of teachers in Rayon 4 Elementary School in Rimau Island District. From the results above, it can be concluded that the academic supervision of the principal has a significant effect on teacher performance showing a positive effect if the academic supervision of the principal is carried out. Supervision will make a real contribution to improving teacher performance.
Ali Rifaldi 2014	The Effect of Principal Supervision and Teacher Work Motivation on Teacher Job Satisfaction in SMK Adb Invest in Surabaya City	quantitative	95 teacher	As the results of Muhammad Ali Rifaldi's research, showed that the supervision activities of principals to teachers had a positive and significant effect on teacher job satisfaction (Rifaldi, 2014). This means that if supervision is carried out by the principal, it can increase teacher job satisfaction and vice versa.
Handayani, Prasetyo et al 2018	The Effect of Supervision of School Principals and Work Environment on	quantitative	30 teacher	Among the principals' academic supervision and work environment there is no significant effect on teacher performance through teacher professionalism because these two variables do not have a dominant influence

Author and Year of Publication	Title	Method	Sample	Results
Putra and Hariyati 2020	Teacher Professionalism and Performance of Junior High School 1 Gondang Bojonegoro Teachers	quantitative	84 teacher	The result showed that overall there is a significant influence between the variables of academic supervision on increasing teacher performance in SMP Negeri 3 and SMP Negeri 4 Surabaya with a significance value of 0,000 <0.05 and the influence of academic supervision variables on increasing teacher performance in SMP Negeri 3 and SMP Negeri 4 Surabaya based on the calculation coefficient of determination that is equal to 0.480 or 48%.
Jared 2011				The study findings indicate that there is a significant moderate relationship between supervisory practices of head teachers and work performance of teachers in secondary schools. The underlying implication of this correlation is that teacher supervision has a significant positive influence on teacher performance, and supervision must be of great concern among secondary school head teachers, and it should be regarded as part and partial of their job description. In conclusion, general and instructional supervision influence teacher performance in secondary schools to some extent.
Lyonga 2018	Supervision and teachers' work performances in primary schools in Konye Sub-Division in Cameroon	qualitative		Conclusion is drawn from the findings of this study that head teachers' instructional supervision practices impacts teachers' performances positively in Konye Sub-Division through classroom visits and checking of records during instructional supervision by head teachers. It would be realized that if these practices are carried out regularly by head teachers, teachers' work performances will be enhanced and the teaching-learning process will be ameliorated and yield high pupils' success rates in Konye Sub-Division
Hasanah and Kristiawan 2019	Academic Supervision and How Teacher Performance	qualitative		The results showed that there was a significant relationship between the principal's academic supervision of teacher performance. If the

Author and Year of Publication	Title	Method	Sample	Results
Rahabav 2016	The Effectiveness of Academic Supervision for Teachers	quantitative		academic supervision of the principal increases, teacher performance will also increase From the results of this study it was found that academic supervision conducted by the principal was not yet effective for several reasons. First, from the supervisor; 1) time constraints (many administrative tasks must be completed); 2) has not been programmed in a participatory manner; 3) the supervisor's lack of understanding of the concepts, theories and practices of supervision; 4) the lack of understanding of scientific superiors about substances related to the field of study taught by each teacher. Second, from the teacher; 1) commitment to low quality; 2) motivation of many teachers who work solely to pursue prosperity.
Imron, Arifin et al 2016	Integrated participative team based instructional supervision management at middle schools in Blitar, East Java, Indonesia: A multisite study	qualitative		The researcher ensured the credibility, dependability, conformability, and transferability by doing triangulation, independent auditor and readers, reflective review, and detail indepth report. Results of this research showed that the three schools employed various supervisors including head of the education department, the education department official supervisors, principals, and senior teachers employing the integrated participative team based supervisory planning, organizing, implementation, and evaluation by which principals took the main responsibility of instructional supervision. The integrated participative team based supervision management turned out to make the instructional supervision worked better, to provide satisfactory teachers' in service professional development, to make teachers performed better, to gain satisfactory results of students performance, and to gain stakeholder trusts.

D. RESULTS AND DISCUSSION

This section discusses the main findings of the articles that have been reviewed. Analysis shows that most articles focus on the effect of academic supervision on teacher performance. Research on the relationship between academic supervision and teacher performance in Asia (Indonesia) has been carried out by many researchers. The results of the study indicate that there is

a positive and significant relationship between academic supervision and teacher performance.

In the journal (Susilo & Sutoyo, 2019) shows there is a positive and significant influence on the supervision of the principal of the teacher's performance, the effect of the supervision of the principal on job satisfaction of teachers shows a positive effect if the supervision of the principal is carried out. Regarding the results, teachers

are said to be successful if they are able to change the behavior of most students towards better mastery of basic competencies.

Research (Sulistyaningsih, 2018), (Renata, Wardiah, & Kristiawan, 2018) found that the influence of the principal's academic supervision on teacher performance. According to them the factors that can influence teacher performance can originate from within the teacher namely individual factors and psychology factors, external factors namely situational factors and factors influenced also by job characteristics.

As the results of Muhammad Ali Rifaldi's research, showed that the supervision activities of principals to teachers had a positive and significant effect on teacher job satisfaction (Ali Rifaldi, 2014). This means that if supervision is carried out by the principal, it can increase teacher job satisfaction and vice versa. In other words supervision has a complex role in building education into professionals with a mission to improve the learning experience / quality of learning for students even though changes in school occur because of the supervision process carried out (Ali Rifaldi, 2014).

Then, this theory also states that the success rate of teacher performance, can be known through educational supervision activities carried out by the principal by using various supervision techniques. Supervision activities carried out by principals are basically giving assistance or assistance in developing better learning situations in madrasas (Supardi, 2013).

According to a research journal (Aslan, 2012) academic supervision has a positive and significant effect on teacher job satisfaction, and has an impact on achieving student competency. The amount of direct influence of academic supervision on teacher job satisfaction is 13.3%, the effect on achieving student competence is 35.9% and teacher job satisfaction has an effect on 26.4% on achieving student competency.

Principals who are able to carry out their functions as educators, managers, administrators, supervisors, leaders, innovators and motivators well can be said principals have good leadership abilities (Lazwardi, 2016). Principal's managerial

ability has a significant positive effect on school quality, school climate has a significantly positive effect on school quality, and together the principal's managerial ability and school climate has a significantly positive effect on school quality. Principal's managerial ability and school climate are important factors that must be built in the effort to achieve school quality, especially in controlling aspects, aspects of school health climate, and output aspects (Damayanti, 2017).

Implementation of supervision by the principal is very necessary, because it can change teacher performance for the better and can motivate teachers in order to carry out their duties to educate the nation's children and improve the quality of work of a teacher (Leniwati & Arafat, 2017). Principals can use classroom supervision academic supervision techniques, where principals directly observe learning activities in class. Then the principal uses a private meeting technique when giving guidance to educators. Principal competence is needed in carrying out the supervision techniques of teaching staff because supervision techniques are very diverse and can be implemented according to the conditions in each school (Ratnasari, Roemintoyo, & Winarno, 2018).

The results of the study Ekawaty and Ibrahim showed that (1) the managerial supervision program includes the guidance activities of teachers and principals, monitoring the implementation of SNP, assessment of teacher performance and principal, as well as mentoring and training of teachers and principal; (2) The success of the managerial supervision process lied in the school supervisors who were able to coordinate and establish cooperative relationships with every well-managed school manager so as to have an impact on improving the quality of education in schools; and (3) the obstacles faced by school supervisors were that they had limited knowledge of the competence of managerial supervision, the school management staff did not meet the required standard requirement both in quantity and skill quality, and supervision schedule which often clashing with official meetings, training and other official activities (Ekawaty & Ibrahim, 2018).

The principal's performance and the teacher's teaching performance have a significant influence on school quality. Recommendations suggested from Aghniya's research are: (1) school principals and (2) teachers are expected to always have optimal performance in order to achieve better quality primary schools from day to day (Aghniya, 2017). In addition, principals need to improve the ability of human relationships, build more open and intensive communication with school personnel, create a climate of togetherness and mutual ownership, provide encouragement to enhance positive attitudes in schools, conduct upgrading activities, outbound, family gatherings to create a friendly atmosphere and friendly, forming a network of quality education with parents; and be more open towards parents (Ningsih, Herawan, & Sutarsih, 2016),

Implementation of the principal's academic supervision includes: (1) the principal's efforts to achieve achievements, namely: guiding and encouraging teachers and students in academic and non-academic activities, and providing supporting facilities and infrastructure in achieving academic and non-academic achievements; (2) the principal's academic supervision program, namely: group supervision and individual supervision; (3) the strategy of implementing the principal's academic supervision, namely: implementing group supervision through teacher working group activities and individual supervision through scheduled supervision activities on even odd semester and clinical supervision (the teacher's own request as needed); and (4) supporting factors in the implementation of school principals' academic supervision, namely: there is high concern from the headmaster in conducting supervision, there is a high motivation of teachers in conducting supervision, and there is adequate infrastructure and support in the implementation of supervision (Marhawati, 2020)

Principals as supervisors are expected to carry out their duties by supervising the learning process of teachers in the classroom in order to improve the professional abilities of teachers. Principals can divide their time well in conducting planned coaching activities so that they can accommodate all

the needs that exist, as well as evaluating and coaching teachers (Irhamni, 2015). Supervision will make a real contribution to improving teacher performance (Susilo & Sutoyo, 2019). If the academic supervision of the principal increases, teacher performance will also increase (Hasanah & Kristiawan, 2019)

The result Putra and Hariyati showed that overall there is a significant influence between the variables of academic supervision on increasing teacher performance in SMP Negeri 3 and SMP Negeri 4 Surabaya with a significance value of $0,000 < 0,05$ and the influence of academic supervision variables on increasing teacher performance in SMP Negeri 3 and SMP Negeri 4 Surabaya based on the calculations coefficient of determination that is equal to 0,480 or 48% (Putra & Hariyati, 2020).

The study findings Jared indicate that there is a significant moderate relationship between supervisory practices of head teachers and work performance of teachers in secondary schools. The underlying implication of this correlation is that teacher supervision has a significant positive influence on teacher performance, and supervision must be of great concern among secondary school head teachers, and it should be regarded as part and partial of their job description. In conclusion, general and instructional supervision influence teacher performance in secondary schools to some extent (Jared, 2011).

The conclusion drawn from Lyonga's findings from his research is that the principals' instructional supervision practice has a positive impact on teacher performance in the Konye Sub-Division through class visits and checking notes during instructional supervision by the school principal. It will be realized that if this practice is carried out regularly by the principal, teacher performance will improve and the teaching-learning process will be improved and result in high levels of student success in the Konye Sub-Division (Lyonga, 2018).

But from Rahabav's research it was found that academic supervision conducted by the principal was not yet effective for several reasons. First, from the supervisor; 1) time constraints (many administrative

tasks must be completed); 2) has not been programmed in a participatory manner; 3) the supervisor's lack of understanding of the concepts, theories and practices of supervision; 4) the lack of understanding of scientific superiors about substances related to the field of study taught by each teacher. Second, from the teacher; 1) commitment to low quality; 2) motivation of many teachers who work solely to pursue prosperity (Rahabav, 2016).

The results Samsu and Hardyanto showed that supervisor academic supervision has not been able to be used as the basis for teacher development because it can not be implemented optimally by school supervisors. The supervisory academic supervisory model is practical and effective as a school supervisor's tool in supervising learning (Samsu, Hardyanto, & Sudana, 2017).

E. CONCLUSION

In general it can be concluded that there is a positive and significant relationship between the principal's academic supervision of teacher performance. Like other studies, this review also has limitations. First, the articles were reviewed only in Indonesian and English so that other studies were not reviewed because of the author's limitations. Second, the scope of the article being reviewed is still limited, in this paper the scope is only limited to research conducted in Asian countries (Indonesia), while the variation of Asian countries reviewed is still lacking. A final limitation is that there is no single measure that can compare across studies.

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