



## Integrating Instructional Supervision and School Leadership to Enhance Teacher Performance

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### ABSTRACT

This study examines the implementation of principal supervision in improving teacher performance at MTs Mathla'ul Anwar Landbaw, Gisting, Tanggamus Regency, using an interdisciplinary perspective that integrates educational management, school leadership, and educational psychology. Employing a qualitative descriptive approach, data were collected through structured interviews with the principal and teachers, classroom observations, and document analysis. The findings indicate that principal supervision is conducted systematically through planning, implementation, and follow-up stages, and is applied using directive, non-directive, and collaborative approaches according to teachers' needs. The results show that principal supervision contributes to improvements in teacher performance across four competency dimensions: professional, pedagogical, social, and personal. The most prominent improvements are observed in professional and pedagogical competencies, particularly in subject mastery, lesson planning, instructional implementation, and reflective practices. From a theoretical standpoint, the findings reinforce the role of instructional supervision as a leadership mechanism that enhances teacher self-efficacy and professional development. Practically, the study highlights the importance of strengthening principals' supervisory capacity through communicative, reflective, and collaborative supervision practices to support continuous teacher development. Despite its contributions, this study is limited by its focus on a single madrasah and reliance on participants' perceptions. Future research is recommended to involve multiple educational institutions and employ mixed-methods approaches to enhance the generalizability of findings.

**Keywords:** *instructional supervision; principal leadership; qualitative research; teacher performance; teacher professional development*



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## **INTRODUCTION**

Teacher performance is a critical determinant of educational quality, as it directly influences instructional processes, academic achievement, and students' social and emotional development. From an interdisciplinary perspective, teacher performance cannot be understood solely as a pedagogical outcome; rather, it emerges from the interaction of managerial, psychological, and leadership factors within educational organizations. Consequently, efforts to enhance teacher performance require an integrated approach that brings together educational management, educational psychology, and school leadership.

A growing body of international research confirms the substantial contribution of teacher quality to student learning outcomes and the sustainability of education systems. Hanushek et al. (2020) demonstrate that teachers' cognitive and professional competencies are strongly associated with student achievement across countries. Similarly, Darling-Hammond et al. (2020) emphasize that effective teacher professional development depends not only on individual capacity building but also on continuous institutional support and leadership. These findings position teacher performance as a multidimensional construct shaped by organizational context and leadership practices.

In the Indonesian context, challenges related to teacher performance remain prominent. Results from the Programme for International Student Assessment (PISA) reveal that Indonesian students' achievement in reading, mathematics, and science lags behind that of many other countries (OECD, 2019). This condition has frequently been linked to persistent issues in teacher performance, including inadequate lesson planning, limited pedagogical competence, low work motivation, and suboptimal classroom management and assessment practices (Batubara & Ariani, 2021; Pahrudin et al., 2022; Ramdani et al., 2022).

From the perspectives of educational psychology and human resource management, low teacher performance is also associated with motivational factors, work discipline, administrative workload, and organizational support. Previous studies indicate that leadership communication, work environment, and supervisory support significantly shape teachers' work ethic, professional commitment, and job satisfaction (Luturkey & Yugopuspito, 2022; Suratno & Iskandar, 2020). These findings suggest that improving teacher performance cannot rely solely on individual training initiatives but requires systematic leadership interventions at the school level.

One strategic mechanism with considerable potential to enhance teacher performance is principal supervision. Within educational management, supervision is conceptualized as a structured process of guidance, monitoring, and evaluation aimed at improving instructional quality. From an interdisciplinary standpoint, supervision also functions as a psychological and social mechanism that influences teachers' self-efficacy, motivation, and professional engagement. Empirical evidence shows that supportive and constructive principal supervision contributes to improved teaching practices, higher job satisfaction, and better student learning outcomes (Kelly & Northrop, 2022; Liu et al., 2022).



Despite its potential, the implementation of supervision in schools is often constrained by various challenges. Several studies report that principals' limited supervisory competencies, excessive administrative burdens, and non-specific feedback reduce the effectiveness of supervision practices (Asmuni, 2021; Tan et al., 2022; Matlach & Potemski, 2022). These conditions highlight a gap between the ideal concept of instructional supervision and its practical application in schools.

Based on these considerations, this study aims to analyze the implementation of principal supervision in improving teacher performance at MTs Mathla'ul Anwar Landbaw, Gisting, Tanggamus Regency. Adopting an interdisciplinary framework, this research integrates perspectives from educational management, school leadership, and educational psychology to examine how principal supervision contributes to the development of teachers' professional, pedagogical, social, and personal competencies. The findings are expected to provide both theoretical and practical contributions to the development of more collaborative, humanistic, and sustainable supervision models in educational institutions.

## **METHODS**

### **Research Design and Approach**

This study employed a qualitative descriptive approach to explore and understand the implementation of principal supervision in improving teacher performance. A qualitative design was considered appropriate because it allows for an in-depth examination of processes, meanings, and interactions underlying supervisory practices within their natural educational context (Creswell, 2018).

### **Research Focus**

The study focused on the implementation of principal supervision and its contribution to teacher performance improvement. Specifically, the analysis examined supervisory procedures, supervisory approaches, and their relationship to four dimensions of teacher competence: professional, pedagogical, social, and personal competencies.

### **Research Site and Participants**

The research was conducted at MTs Mathla'ul Anwar Landbaw, Gisting District, Tanggamus Regency, Indonesia. Participants were selected purposively based on their direct involvement in the supervision process. The principal served as the key informant, while teachers acted as primary informants. This selection aimed to obtain rich and relevant data regarding supervisory practices and teachers' performance development.

### **Data Collection Techniques**

Data were collected using three complementary techniques to ensure methodological rigor and data triangulation.

1. Structured interviews, conducted face-to-face with the principal and teachers using a predefined interview guide. The interviews explored planning, implementation, and follow-up activities related to principal supervision.



2. Observations, carried out to examine classroom practices and the implementation of supervision in real instructional settings. Observations were conducted systematically by recording relevant behaviors, interactions, and learning activities aligned with the research focus.
3. Document analysis, involving the examination of supervision records, lesson plans, instructional documents, and other relevant institutional archives related to supervisory activities and teacher performance assessment.

The use of multiple data sources was intended to ensure data completeness and consistency.

### **Data Analysis**

Data analysis followed a qualitative analytical procedure consisting of data reduction, data display, and conclusion drawing. Interview transcripts, observation notes, and documents were first reduced by selecting information relevant to the research focus. The data were then organized and presented in descriptive narrative form to identify patterns and relationships across categories. Conclusions were drawn based on consistent and recurring themes emerging from the data (Miles, Huberman, & Saldaña, 2014).

### **Trustworthiness of the Data**

To ensure the trustworthiness of the findings, the study applied source and method triangulation by comparing data obtained from interviews, observations, and documentation. This strategy was employed to enhance the credibility of the findings and minimize potential researcher bias.

## **RESULTS AND DISCUSSION**

### **Results**

The results of this study are presented systematically in accordance with the research objectives, namely to describe the implementation of principal supervision and its relationship to teacher performance at MTs Mathla'ul Anwar Landbaw, Gisting, Tanggamus Regency. The findings focus on supervision procedures, supervisory approaches, and teacher performance across four competency dimensions.

### **Implementation Procedures of Principal Supervision**

The findings indicate that principal supervision was implemented through three main stages: planning, implementation, and follow-up. During the planning stage, the principal prepared a supervision schedule by considering teachers' needs and the readiness of instructional documents. This stage aimed to ensure that supervision activities were conducted in a structured and continuous manner.

The implementation stage involved classroom observations, discussions, and interviews. The principal employed supervision instruments to document instructional activities, teacher–student interactions, and the alignment between lesson plans and classroom practices. Teachers reported that the supervision process provided sufficient opportunities for communication, allowing them to convey instructional challenges and professional needs.



The follow-up stage focused on processing supervision results and compiling supervision reports. These reports served as the basis for providing feedback and planning subsequent professional development activities. Teachers perceived the supervision outcomes as useful references for improving instructional practices.

### **Supervisory Approaches**

The results show that the principal applied three supervisory approaches: directive, non-directive, and collaborative.

The directive approach was characterized by the provision of clear instructions and specific guidance based on classroom observations, particularly when discrepancies were identified between lesson plans and instructional implementation. Teachers indicated that such guidance was practical and easy to implement.

The non-directive approach emphasized teachers' active involvement in identifying instructional problems and proposing solutions. In this approach, the principal functioned primarily as a listener and facilitator. Teachers perceived this approach as supportive, as it encouraged reflection and professional autonomy.

The collaborative approach combined elements of both directive and non-directive supervision. Through joint discussions and consultations, the principal and teachers collaboratively formulated improvement plans. Teachers reported that this approach fostered openness, mutual trust, and a supportive working environment.

### **Teacher Performance Based on Competency Dimensions**

Teacher performance was assessed across four competency dimensions: professional, pedagogical, social, and personal competencies.

In terms of professional competence, teachers demonstrated strong mastery of subject matter, understanding of competency standards, creativity in developing instructional materials, reflective practices, and the use of instructional technology.

Regarding pedagogical competence, teachers showed adequate ability to plan, implement, and evaluate instruction. Classroom management and instructional strategies were generally aligned with students' characteristics, although some aspects required further improvement.

For social competence, teachers were able to establish positive relationships with students, colleagues, parents, and the community, contributing to a supportive and inclusive learning environment.

In terms of personal competence, teachers demonstrated integrity, ethical behavior, and emotional stability, positioning them as positive role models for students.

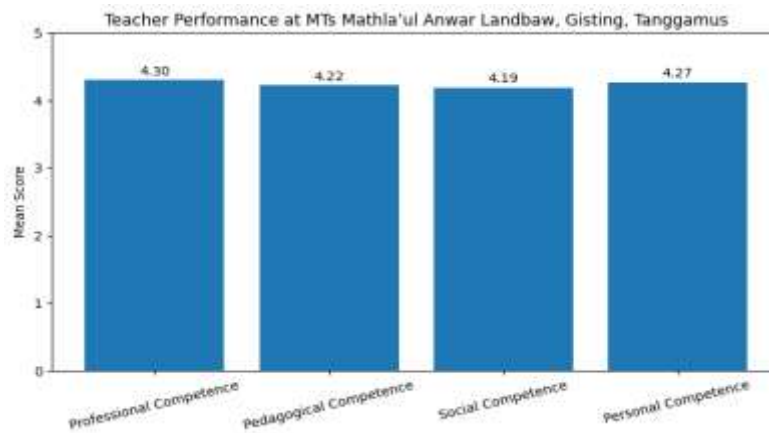


Figure 1. Teacher Performance at MTs Mathla'ul Anwar Landbaw, Gisting, Tanggamus

Figure 1 presents an overall overview of teacher performance at MTs Mathla'ul Anwar Landbaw Gisting across the four competency dimensions. The overall mean scores indicate that teacher performance falls within the good category, although variations across competencies suggest the need for targeted improvement, particularly in social competence.

### Discussion

The findings of this study indicate that principal supervision at MTs Mathla'ul Anwar Landbaw Gisting was implemented as a structured and continuous process encompassing planning, implementation, and follow-up stages, and was supported by directive, non-directive, and collaborative supervisory approaches. These results suggest that supervision functions not merely as an evaluative mechanism but as an ongoing professional development process.

The observed improvements in teachers' professional and pedagogical competencies indicate that effective supervision contributes to strengthening instructional practices, particularly in lesson planning, instructional delivery, and reflective teaching. From a theoretical perspective, these findings align with the concept of instructional leadership, which emphasizes the principal's role in guiding and supporting teaching and learning processes through focused supervision and feedback.

In addition, the use of non-directive and collaborative supervisory approaches reflects principles of educational psychology and adult learning theory, where teachers are positioned as active participants in their professional growth. Supportive supervision has been shown to enhance teachers' self-efficacy, motivation, and commitment, which are essential for sustained performance improvement.

The findings are consistent with previous international studies demonstrating that high-quality principal supervision positively influences teaching practices and teacher job satisfaction (Kelly & Northrop, 2022; Liu et al., 2022). Similarly, Asmuni (2021) reported that constructive supervision assists teachers in overcoming pedagogical challenges. However, unlike studies that highlight principals' limited supervisory capacity (Tan et al.,



2022), this study indicates that the principal was able to adapt supervisory approaches to teachers' needs, thereby enhancing the effectiveness of supervision.

From a practical standpoint, these results underscore the importance of strengthening principals' supervisory competencies, particularly in communication, feedback provision, and collaborative problem-solving. Schools are encouraged to institutionalize supervision as a regular, needs-based professional development strategy. Theoretically, this study contributes to the interdisciplinary literature by demonstrating that principal supervision represents an intersection of educational management, school leadership, and educational psychology in improving teacher performance.

Nevertheless, this study has several limitations. It was conducted in a single madrasah, which limits the generalizability of the findings. Moreover, the data relied primarily on participants' perceptions, which may introduce subjective bias. Future research is recommended to involve multiple educational institutions and to adopt mixed-methods designs in order to provide more comprehensive and generalizable insights.

## CONCLUSION

This study concludes that principal supervision at MTs Mathla'ul Anwar Landbaw, Gisting, is implemented as a planned and continuous process encompassing the stages of planning, implementation, and follow-up. Supervision is carried out through directive, non-directive, and collaborative approaches that are adapted to teachers' needs, positioning supervision not merely as an evaluative activity but as a structured mechanism for professional development.

The findings indicate that principal supervision contributes to improvements in teacher performance across four competency dimensions: professional, pedagogical, social, and personal. The most notable improvements are observed in professional and pedagogical competencies, particularly in subject mastery, instructional planning, teaching implementation, and reflective practices. These results underscore the strategic role of supervision as a form of instructional leadership that supports the enhancement of teaching quality.

In terms of scholarly contribution, this study strengthens the interdisciplinary literature by demonstrating that principal supervision represents an intersection of educational management, school leadership, and educational psychology in improving teacher performance. Practically, the findings highlight the importance of strengthening principals' supervisory capacities through communicative, reflective, and collaborative supervision practices, as well as utilizing supervision outcomes as a basis for continuous teacher professional development.

Nevertheless, this study is subject to certain limitations. The research was conducted in a single madrasah, which limits the generalizability of the findings, and the data relied primarily on the perceptions of principals and teachers. Future studies are therefore encouraged to involve a broader range of educational institutions and to employ more diverse methodological approaches in order to generate more comprehensive and generalizable evidence.



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