

Quality Management of School Principal Academic Supervision in Improving Elementary School Teacher Performance

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Abstract:

This research is based on the urgent role of the principal as a learning leader who has a strategic responsibility in improving teacher professionalism through planned and continuous academic supervision. This study aims to analyze the quality management of academic supervision implemented by the principal in an effort to improve teacher performance at SDN Rancabango and SDN Rancaekek 06, Bandung Regency. In practice, academic supervision is often understood only as an assessment activity, so its function as a coaching and development tool has not been optimally utilized to encourage teacher performance improvement. The research used a qualitative approach with a case study design. Data were obtained through in-depth interviews, field observations, and document reviews involving the principal, teachers, and relevant stakeholders. Data analysis was conducted descriptively with an inductive approach that emphasized four main aspects of supervision management: planning, implementation, evaluation, and follow-up. The findings indicate that supervision planning has been designed through program development, goal formulation, and the use of relevant instruments. Supervision implementation includes learning observations, providing feedback, and professional development, although its implementation is not yet fully optimal. Evaluation is able to identify teacher strengths and weaknesses, but is not supported by systematic and continuous follow-up. Key obstacles include time constraints, inadequate supervisory competency of principals, and a lack of supporting facilities. Improvements are being made through capacity building of principals, refinement of supervision programs, and strengthening collaboration. Overall, academic supervision quality management plays a crucial role in improving teacher performance, but requires consistency and reinforcement in the follow-up phase to significantly impact learning quality.

Keywords: management; quality; academic supervision; performance; teachers.

INTRODUCTION

A principal is essentially a functional teacher entrusted with the additional responsibility of leading an educational unit where the learning process, specifically the interaction between educators and students, takes place. From an educational leadership perspective, a principal is not merely an administrator, but a central figure who determines the direction, policies, and dynamics of a school's

development. As emphasized by Kristiawan et al., the principal acts as the driving force of the educational organization and a strategic policy maker that significantly influences the achievement of school goals and educational objectives in general (Andriani et al., 2018). Therefore, a school's success is largely determined by the quality of the principal's leadership in managing all available resources. One of the main competencies that a principal must possess is supervisory competency as mandated in the Minister of National Education Regulation No. 28 of 2010. This competency positions the principal as a professional mentor for teachers through planned and systematic supervisory activities. Supardi defines supervision as a form of professional service that aims to assist, encourage, guide, and develop teachers to be able to improve their abilities and skills in carrying out learning tasks. Supervision is not intended as a supervisory activity that is fault-finding, but rather as a mentoring process to improve and develop the quality of learning in the classroom (Supardi, 2016).

In terms of its object, supervision is divided into three types: academic supervision, institutional supervision, and clinical supervision. Muslim explains that supervision is a series of efforts to provide professional assistance to teachers by supervisors, including principals, supervisors, and other supervisors, with the aim of improving the quality of the teaching and learning process and outcomes (Muslim, 2019). Therefore, the quality of learning carried out by teachers is inseparable from the effectiveness of supervision carried out by the principal. In the context of academic supervision, the scope of guidance includes four national education standards: content standards, process standards, assessment standards, and graduate competency standards. These four standards are the main scope that must be ensured to run optimally through quality supervision. The targets of academic supervision are influenced by various factors, including teacher competence, student characteristics, the curriculum used, the availability of learning facilities, and the social and physical conditions of the school environment. Teachers, as the main actors in the learning process, play a strategic role in determining the quality of education. Teachers are responsible not only for transferring knowledge but also for shaping the character, attitudes, and behavior of students so that they become individuals with morals, competence, and are useful to society and the nation. This is in line with Regulation of the Minister of Administrative and Bureaucratic Reform No. 16 of 2009 which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at the early childhood education, elementary education, and secondary education levels (Wiyono et al., 2025).

Because a teacher's position significantly determines the quality of education, teachers are required to perform optimally. Performance is defined as the level of success of an individual or group in carrying out tasks and responsibilities to achieve predetermined goals (Zubaidi et al., 2022). Meanwhile, Timple views performance as the result of a job function that includes clarity of tasks, clarity of expected outcomes, and clarity of completion time. In the educational context, teacher performance reflects the extent to which teachers are able to plan, implement, and evaluate learning effectively. To ensure that all learning programs run according to plan and achieve the expected results, principal supervision is required as a form of oversight and professional development. Supervision not only aims to improve teachers' technical competence in teaching but also helps teachers understand the school's role in achieving overall educational goals. Furthermore, supervision functions to help teachers understand the needs, characteristics, and potential of students as a basis for developing relevant and meaningful learning programs. To improve the quality of education, principals need to design various development programs, including programs to improve the quality of learning, professional collaboration, and ongoing development for educators and students (Samudra et al., 2025).

As an educational leader, the principal has strategic authority in formulating policies and making decisions to achieve school goals. Effective leadership will have a direct impact on improving teacher quality. Therefore, the principal needs to have adequate managerial skills, including in planning supervision, organizing its implementation, implementing coaching, and conducting evaluation and follow-up rationally and systematically to improve student learning outcomes. In a general sense, as stated in the Cambridge Dictionary, supervision can be interpreted as the activity of ensuring that a job is carried out correctly and safely through a process of monitoring and evaluation. Purwanto in repository.radenintan.ac.id as quoted by RMida Hayati explains that supervision is a form of oversight in the form of coaching activities designed to help teachers and other education personnel to work effectively. This understanding confirms that supervision has a coaching dimension, not just administrative control (Sholeh, 2017).

This study focuses on academic supervision conducted by the principal as supervisor due to its crucial role in improving teacher performance. Academic supervision is implemented directly through face-to-face interactions between the principal and teachers, starting from the pre-supervision stage and conducting classroom observations, to post-supervision and developing follow-up plans. During this process, various learning documents can be discussed openly, creating constructive two-way communication. However, the reality on the ground shows that supervision at SDN Rancabango and SDN Rancaekek 06 is not yet fully understood as a professional development process. Some teachers still view supervision as a stressful and error-oriented activity, ranging from reviewing learning administration to observing teaching implementation in the classroom. This perception results in teachers being underprepared and unenthusiastic when it comes to supervision, even though the primary goal of supervision is to improve their performance and professionalism (Yunus et al., 2022).

Furthermore, the results of the supervision that has been carried out have not been fully followed up with systematic feedback and follow-up. As a result, significant improvements in teacher performance, especially classroom teachers, have not been seen. This condition indicates a gap between the ideal concept of academic supervision and its implementation in schools. Therefore, a more structured management of academic supervision is needed, starting with observation as a basis for planning, followed by clear organization, communicative implementation, and ongoing monitoring and evaluation. Departing from these problems, this study examines the Principal's Academic Supervision Quality Management in Improving Teacher Performance at SDN Rancabango and SDN Rancaekek 06, Bandung Regency. The focus of the study is directed at how the principal designs, implements, and evaluates academic supervision systematically and how its implementation can improve teacher quality and make the two schools more advanced and superior in Rancaekek District. Thus, this study is expected to be able to provide a comprehensive picture of effective academic supervision management practices in supporting the improvement of learning quality (Azizi & Budianto, 2025).

The quality management of principals' academic supervision is an important area of study in educational administration, particularly in efforts to improve teacher performance in elementary schools. Conceptually, academic supervision is understood as a professional development process carried out by principals to help teachers improve the quality of learning through systematic planning, observation, feedback, and follow-up. Various studies have shown that academic supervision has a significant influence on improving teacher pedagogical competence, professionalism, and work motivation. This demonstrates that principals function not only as administrators but also as instructional leaders who play a direct role in improving the quality of learning (Febriani et al., 2026).

In the context of educational management, academic supervision is also viewed as part of the management function, encompassing planning, organizing, implementing, and evaluating. Research shows that the effectiveness of supervision is highly dependent on the quality of planning carried out by the principal, including goal setting, program development, and mapping teacher needs. Good planning allows supervision to be more focused and not merely administrative, but truly instrumental in improving the quality of learning. Furthermore, teacher involvement in the planning process also increases a sense of ownership of the supervision program (Ahmad et al., 2023). Various literature reviews indicate that effective academic supervision must be collaborative and based on constructive feedback. This approach positions teachers as professional partners, not merely objects of assessment. Collaborative supervision allows for reflective dialogue between the principal and teachers, allowing for ongoing learning improvements. Modern supervision models also emphasize the importance of open communication, professional support, and teacher capacity development through ongoing coaching (Ma'ruf & Sonia, 2025).

From a teacher performance perspective, academic supervision is closely linked to improving the quality of classroom learning. Teacher performance is measured not only by teaching ability but also by lesson planning, classroom management, media use, and evaluation of student learning outcomes. Academic supervision, when carried out in a planned and systematic manner, can help teachers address weaknesses in the learning process while strengthening their professional skills. Therefore, academic supervision is a key strategy for improving the quality of basic education (Irma et al., 2025). Furthermore, other research shows that principals play a strategic role in determining the success of academic supervision through effective leadership. Principals who are able to effectively carry out managerial and instructional leadership functions will create a school culture conducive to improving teacher performance. Routine and consistent academic supervision has been shown to improve work discipline, teaching

motivation, and teacher pedagogical skills. This demonstrates that principal leadership is a determining factor in the success of academic supervision (Saman & Hasanah, 2024).

In other literature reviews, academic supervision is also viewed as a mechanism for ongoing professional development. Supervision is not only carried out as an assessment activity, but also as a process of developing teacher competency through training, mentoring, and learning reflection. This approach emphasizes that supervision must produce real changes in learning practices, not simply administrative reports. Thus, academic supervision functions as a tool for continuous teacher professional development (Fadhli, 2016). In recent developments, academic supervision has also begun to adopt a digital approach. The use of technology in supervision allows for faster, more accurate, and more efficient monitoring and evaluation processes. Principals can utilize digital applications to observe learning, provide feedback, and systematically document supervision results. This digital transformation not only increases the effectiveness of supervision but also supports transparency and accountability in educational management (Afifah et al., 2025). Furthermore, literature review-based research shows that academic supervision has a positive impact on increasing teacher work motivation. Teachers who receive constructive supervision tend to be more motivated to improve teaching methods, develop innovations, and increase interaction with students. This motivation is a crucial factor in improving overall teacher performance. Therefore, academic supervision impacts not only the technical aspects of learning but also the psychological aspects of teachers (Meyriza, 2024).

In the context of basic education, academic supervision also plays a role in improving the overall quality of education. Principals and educational supervisors are responsible for ensuring that the learning process meets national education standards. Academic supervision serves as a control and coaching tool, ensuring that teachers are able to implement effective, innovative, and student-centered learning. Therefore, academic supervision plays a strategic role in improving the quality of basic education (Ahmad et al., 2023). Furthermore, a systematic literature review indicates that effective academic supervision must involve a data-driven approach based on continuous evaluation. The use of data in supervision allows principals to more objectively identify learning weaknesses and formulate appropriate improvement strategies. This approach also enables evidence-based decision-making to improve teacher performance (Hardiyanto et al., 2025).

In other studies, academic supervision is also understood as part of a broader teacher management policy. Effective teacher management through supervision can improve professionalism, work discipline, and the quality of learning. However, challenges remain, such as limited time for principals, lack of supervisory competence, and teacher resistance to the supervision process. These challenges indicate that the implementation of academic supervision requires strengthening the principal's managerial capacity (Purba et al., 2026). Furthermore, other research confirms that academic supervision is part of a strategy to continuously improve the quality of education. Supervision that is carried out in a planned, systematic manner, and oriented towards teacher professional development can create a more effective learning environment. In this context, principals are required to have strong managerial skills and good interpersonal communication skills for optimal supervision (Sembiring & Syarifudin, 2025). The literature shows that the quality management of principals' academic supervision plays a crucial role in improving elementary school teacher performance. Academic supervision functions not only as an evaluation tool but also as a means of professional development, competency development, and increasing teacher work motivation. The success of supervision is largely determined by the quality of planning, implementation, supervision, and follow-up carried out consistently and continuously.

METHOD

This research applies a case study approach to explore in-depth the academic supervision quality management practices implemented by the principals in an effort to improve teacher performance at SDN Rancabango and SDN Rancaekek 06, Bandung Regency. The case study approach was chosen because it allows researchers to comprehensively understand phenomena in a real-world context, taking into account the surrounding social, cultural, and organizational backgrounds. Through this design, the research focuses not only on the final results but also examines the processes, dynamics, and interactions between actors involved in the implementation of academic supervision. Suharyanto H. Soro explains that a case study is a scientific activity carried out consciously on single or multiple problems by utilizing various data collection

techniques such as observation, interviews, questionnaires, and documentation, so that the findings obtained can be described and explored in depth and comprehensively (Soro, 2023). Data collection was carried out using several complementary techniques. First, participatory observation was conducted by directly observing the implementation of academic supervision and the use of information systems in school operations.

Through these observations, researchers obtained a factual picture of supervisory practices, interactions between principals and teachers, and quality management mechanisms that occur in the field. Second, in-depth interviews were conducted with principals, vice principals, teachers, and administrative staff. These interviews aimed to explore the informants' perceptions, experiences, and views regarding the planning, implementation, evaluation, and follow-up of academic supervision. Third, a documentation study was conducted by reviewing various school archives, quality management reports, supervisory tools, and data-based application systems used to support learning administration and evaluation. In this study, researchers acted as the primary instrument, directly collecting, analyzing, and interpreting data. Data analysis was conducted using Miles and Huberman's interactive analysis model, which includes three main stages: data reduction, data presentation, and conclusion drawing or verification. Data reduction was carried out by selecting and focusing information relevant to the research objectives. Data presentation was systematically arranged in a descriptive narrative to facilitate understanding of patterns and relationships between findings. Furthermore, conclusions were drawn gradually through a continuous verification process. To increase validity, the researcher applied triangulation of sources and techniques (Creswell, 2016; Miles et al., 2014; Sugiyono, 2020). Data validity was guaranteed through Lincoln and Guba's four criteria: credibility through triangulation, member checking, and continuous observation; transferability through the presentation of detailed contextual descriptions; dependability through audits of the research process by colleagues and supervisors; and confirmability through complete documentation and researcher reflection. This research was conducted at SDN Rancabango and SDN Rancaekek 06, Bandung Regency, from February to April 2026, with the main subjects being the principal and teachers as academic supervisors (Sugiyono, 2019).

RESULTS AND DISCUSSION

After all the data and information has been collected from the field, the researcher continues to the analysis stage. The data obtained through in-depth interviews with principals and teachers as key informants were analyzed and described. This stage aimed to answer the research problem formulation regarding the principal's academic supervision quality management in improving teacher performance in elementary schools. Data analysis was conducted by systematically reviewing each finding emerging from interviews, observations, and previously collected documentation. The data were then classified based on the research focus, namely planning, implementation, evaluation, and follow-up of academic supervision. This process aimed to obtain a comprehensive picture of how principals manage academic supervision as part of efforts to improve teacher performance. In this stage, researchers also interpreted the meaning of the data obtained by linking it to the concepts of educational quality management and academic supervision. Each finding was not only described narratively but also analyzed to see its relationship to theory and actual conditions in the field (Fathonah & Ayuni, 2022). Thus, the results of the analysis are expected to provide a comprehensive understanding of the effectiveness of academic supervision management in improving teacher professionalism in elementary schools.

Quality Management Planning of the principal's academic supervision in improving teacher performance at SDN Rancabango and SDN Rancaekek 06

The planning stage is a crucial step in implementing education policy at the school level. Based on in-depth interviews with key informants (principals and teachers) at SDN Rancabango and SDN Rancaekek 06, several key findings related to the planning process were identified, as follows:

a. Developing an academic supervision program

Based on interviews and observations, it was found that identifying learning needs is the main foundation for developing effective learning plans at school. The principal of SDN Rancabango emphasized the importance of a comprehensive approach that emphasizes the unique characteristics, needs, and potential of each student. A systematically designed and consistently implemented academic supervision program has been shown to contribute to improving the quality of learning. Effective supervision can help teachers improve

teaching strategies, manage the classroom, and enhance the quality of learning interactions. Therefore, developing an academic supervision program is not merely an administrative obligation but should be viewed as a key strategy for improving the quality of education at school (Rahmi et al., 2023). Furthermore, the school routinely conducts identification through systematic observation and evaluation of learning outcomes to ensure the data obtained remains relevant to student development, stated the principal of SDN Rancabango.

“Good planning includes identifying teacher needs, analyzing learning problems, and developing targeted supervision objectives. Conceptually, academic supervision is part of educational management that focuses on improving the quality of classroom learning.”

At the classroom level, teachers break down these learning needs into more specific aspects. The primary focus of teachers in the identification process includes exploring students' diverse talents, interests, and learning tendencies. In addition to cognitive aspects, teachers also strive to understand personal characteristics by delving into students' social and family backgrounds. A concrete step taken by educators to obtain accurate data is a combination of participant observation techniques and diagnostic tests to measure the extent of initial abilities and potential that can be developed (Sahudra et al., 2023).

This situation creates unique challenges for teachers, particularly in determining and designing learning activities. Data shows that the process of identifying student learning needs has been carried out through a fairly systematic approach, namely through observation, diagnostic assessment, and understanding student characteristics. The results of the study indicate that developing an academic supervision program is the initial stage that is crucial for the success of supervision implementation in educational units. The findings of this study indicate that in practice, the development of supervision programs is often administrative in nature and not fully based on teachers' actual needs. This is evident in the suboptimal needs analysis conducted prior to program development (Needs, 2024).

b. Formulating the goals and objectives of academic supervision

The initial step in formulating the goals and objectives of academic supervision is to identify needs. Research results indicate that supervision needs can be identified through an analysis of teacher performance, student learning outcomes, and evaluation of past learning. Based on interviews with informants, the school emphasized that achievement standards are not rigid but must be adaptive to student characteristics (Senang et al., 2024). As stated by the principal of Rancabango Elementary School:

“The right targets will help in focusing the supervision activities so that they are more effective and efficient..”

Systematic steps in formulating academic supervision goals and objectives have direct implications for improving the quality of learning. Clear objectives and precise targets will facilitate supervision implementation and increase the effectiveness of teacher development (Rusdiana et al., 2025). This is emphasized by the following statement from the principal of SDN Rancaekek 06:

“The formulation of academic supervision goals and objectives must also take into account educational policies and the specific conditions of the school. This includes the school's vision and mission, student characteristics, and available resources.”

c. Academic supervision implementation schedule and strategy

Developing an academic supervision schedule is a crucial step in ensuring systematic and sustainable supervision. Research shows that the schedule is developed by considering the academic calendar, teacher workload, and the principal's availability as supervisor (Amiwati & Al-Fatih, 2025). The steps involved in developing an academic supervision schedule at SDN Rancabango and SDN Rancaekek 06 include:

1. Analysis of the educational calendar.
2. Identification of teachers to be supervised
3. Determination of implementation time
4. Structured scheduling
5. Socialization of supervision schedule

d. Academic supervision instruments

Academic supervision is a systematic effort by the principal to improve the quality of learning. One key factor in successful supervision is the availability of valid, reliable, and operational academic supervision instruments. Inappropriate instruments can result in non-objective supervision results and make follow-up difficult (Nisa, 2023).

To address these issues, a supervisory instrument is needed. The following are the supervisory instruments used:

- 1) Learning device review instrument
 - a) Suitability of RPP/Modules with the curriculum
 - b) Clarity of learning objectives
 - c) Learning strategies/methods
 - d) Media and learning resources
 - e) Assessment techniques
- 2) Learning observation instruments
 - a) Preliminary activities
 - b) Core activities (strategies, interactions, student engagement)
 - c) Closing activities
 - d) Classroom management
 - e) Media use
- 3) Teacher Interview/Reflection Instrument
 - a) Teacher's understanding of the material
 - b) Obstacles in learning
 - c) Improvement efforts made
- 4) Teacher Administration Assessment Instrument
 - a) Administrative completeness
 - b) Appropriateness of learning documents

Implementation of Quality Management of academic supervision of school principals in improving teacher performance at SDN Rancabango and SDN Rancaekek 06

The next stage is implementation (Do), which is the process Implementation of a previously designed supervision plan. The principal carries out the functions of supervision, coaching, and improving the quality of learning systematically, directed, and continuously by referring to the principles of quality management, namely oriented towards improving quality. Based on research conducted at SDN Rancabango and SDN Rancaekek 06, the implementation of academic supervision within the quality management framework includes the following stages:

a. Implementation of Class Observation

The principal conducts direct observations of the classroom learning process using pre-designed supervision instruments (Hanafiah, Sauri, Nurhayati Rahayu, & Arifudin, 2022). The observed aspects include:

- 1) Learning planning (RPP/teaching module)
- 2) Implementation of learning (methods, strategies, interactions)
- 3) Use of media and technology
- 4) Classroom management
- 5) Assessment of learning outcomes

b. Data and Fact Collection

Data is collected systematically through:

- 1) Observation notes
- 2) Recording of learning activities
- 3) Teaching device documents
- 4) Short interview with the teacher

This data forms the basis for teacher performance analysis.

c. Teacher Performance Analysis and Assessment

The principal analyzes the observation results to assess:

- 1) Compliance of learning implementation with standards
- 2) Strengths and weaknesses of teachers

- 3) Level of achievement of pedagogical and professional competencies
The assessment is carried out objectively and transparently.
- d. Providing Feedback
Feedback is provided constructively through:
- e. Follow Up
 - 1) Individual discussion (clinical supervision)
 - 2) Shared reflection
 - 3) Delivery of appreciation and suggestions for improvementFeedback should:
 - 1) Specific
 - 2) Data-driven
- f. Motivating teachers to develop
As part of quality management, follow-up is very important, including:
 - 1) Training or workshop
 - 2) Mentoring (coaching/mentoring)
 - 3) Lesson study or teacher learning community
 - 4) Re-supervision to see improvements

Quality Management of the principal's academic supervision in improving teacher performance at SDN Rancabango and SDN Rancaekek 06

Evaluation of academic supervision quality management is a systematic process to assess the effectiveness of the implementation of supervision by the principal in improving teacher performance, based on established quality standards. Based on research conducted at SDN Rancabango and SDN Rancaekek 06, the implementation of academic supervision within the quality management framework includes the following stages:

1. Determination of Evaluation Standards and Indicators
The initial stage is to determine the benchmarks for the success of academic supervision. Activities:
 - a. Establishing teacher performance standards (pedagogical, professional, social, personality)
 - b. Compiling indicators of supervision success (for example: improving the quality of lesson plans, learning methods, assessments)
 - c. Referring to national education standards and school policies
2. Data Collection (Monitoring)
This stage aims to obtain factual data related to the implementation of teacher supervision and performance. Data collection techniques:
 - a. Class observation
 - b. Teacher interview
 - c. Documentation study (lesson plans/teaching modules, teaching journals, assessments)
 - d. QuestionnaireData focus:
 - a. Compliance of supervision implementation with the plan
 - b. Teacher response to supervision
 - c. Changes in learning practices
3. Data Processing and Analysis
The collected data is analyzed to determine the level of quality achievement. Activities:
 - a. Grouping data based on indicators
 - b. Compare results with established standards
 - c. Identifying the strengths and weaknesses of supervision
 - d. Using qualitative/quantitative descriptive analysis

4. Judgment

This stage is the process of determining the level of success of academic supervision. Activities:

- a. Assessing the effectiveness of principal supervision
- b. Measuring teacher performance improvement (before–after supervision)
- c. Provides result categories (good, sufficient, less)

5. Preparation of Evaluation Report

Evaluation results are compiled systematically as a basis for accountability and improvement. Report contents:

- a. Evaluation objectives
- b. Methods and instruments
- c. Findings
- d. Analysis and interpretation
- e. Conclusion and recommendations

6. Follow-Up

This stage is crucial in quality management because it is oriented towards continuous improvement. Forms of follow-up:

- a. Advanced training for teachers
- b. Competency improvement training/workshop
- c. Supervision program revision
- d. Giving awards or strengthening motivation
- e. Feedback and Continuous Improvement

Evaluation doesn't stop at reporting, but rather serves as the basis for continuous quality improvement.

Activities:

- a. Reflection with the principal and teachers
- b. Improvement of supervision strategy
- c. Integration of evaluation results into subsequent planning.

Follow-up and Sustainability of Innovation

Academic supervision follow-up is a crucial part of improving teacher performance. Based on research findings, follow-up actions include:

- a. Providing feedback to teachers,
- b. Individual construction,
- c. As well as reflective discussions after supervision.

However, follow-up implementation has not been optimal. This is evident from:

- a. There is no ongoing development program,
- b. Follow-up which is still general in nature,
- c. and lack of monitoring of teacher development after supervision.

Several teachers stated that the feedback provided during academic supervision activities was not specific enough to serve as a guideline for improving classroom learning. The feedback tended to be general, making it difficult for teachers to translate it into practical steps that could improve teaching quality. Furthermore, follow-up mentoring was deemed insufficiently intensive and sustained, resulting in less than optimal teacher competency improvement. On the other hand, schools have attempted to involve teachers in Teacher Working Group (KKG) activities as a form of professional development. These KKG activities essentially have significant potential to strengthen pedagogical competence and share best practices among teachers. However, their implementation has not been fully integrated with the results of academic supervision conducted by the principal. As a result, there is a gap between supervision results and teacher development programs in the KKG. If supervision results could be processed into reflection and discussion material within the KKG, the impact on improving teacher performance would be more significant. Therefore, stronger synergy is needed between academic supervision

and KKG activities so that teacher professional development can be more focused, systematic, and sustainable (Ridwan, 2026).

Constraints on Quality Management of Principals' Academic Supervision in Improving Teacher Performance at SDN Rancabango and SDN Rancaek 06

Based on the research results, there are several obstacles faced in implementing academic supervision, namely:

- a. Time Limitations The principal has a high workload so that the time to carry out optimal supervision is limited.
- b. Principal Supervisory Competence The principal's ability to carry out supervision is not yet fully optimal, especially in providing constructive and coaching-based feedback.
- c. Limitations of Instruments and Facilities The supervision instruments used are still simple and do not cover all aspects of learning comprehensively.
- d. Teachers' Perceptions of Supervision Some teachers still consider supervision as an activity of finding fault, so they are less open in the supervision process.

Quality Management Solution for principals' academic supervision in improving teacher performance at SDN Rancabango and SDN Rancaek 06

To overcome these various obstacles, the principal and school made several efforts, including:

- a. More Effective Time Management Arrange a supervision schedule in a planned and distributed manner throughout the year.
- b. Improving Principal Competence by Attending training, workshops, or professional development activities related to academic supervision.
- c. Development of Supervision Instruments Developing supervision instruments that are more comprehensive and in accordance with learning needs.
- d. Humanistic and Collaborative Approach Changing the supervision paradigm into a coaching activity, not an assessment, so that teachers feel comfortable and open.
- e. Strengthening KKG Activities Integrating supervision results with the KKG program as a forum for continuous development for teachers.

In general, academic supervision quality management at SDN Rancabango and SDN Rancaek 06 has been implemented through key stages, including planning, implementation, evaluation, and follow-up. During the planning stage, the principal systematically developed a supervision program, although there were still limitations in adjusting the schedule and prioritizing activities. The implementation stage of supervision involved classroom observations, coaching, and discussions between the principal and teachers. However, the intensity of implementation was uneven and still depended on time availability. During the evaluation stage, the principal provided feedback on the teachers' learning process, but not all evaluation results were well documented, making long-term progress monitoring difficult. Meanwhile, during the follow-up stage, coaching and learning improvement activities had begun, but were not yet consistent and sustainable. The main obstacles in implementing academic supervision included limited time between the principal and teachers, differences in competency levels in understanding supervision, and the perception of some teachers who still viewed supervision as merely an assessment activity, rather than a coaching process. This condition resulted in less than optimal supervision effectiveness in improving the quality of learning. Therefore, it is necessary to strengthen understanding of academic supervision, improve the competence of supervisors, and manage time more effectively so that supervision can run more optimally and sustainably (Rifky et al., 2025). Therefore, strengthening all stages of supervision is necessary to truly contribute to the continuous improvement of teacher performance.

Quality management in academic supervision by the principals at SDN Rancabango and SDN Rancaek 06 shows that supervision activities are not merely administrative in nature, but constitute a management system that plays a crucial role in improving the quality of classroom learning. Academic supervision in both schools has essentially been implemented through four main management functions: planning, implementation, evaluation, and follow-up of supervision results. In the planning stage, the principals have developed a structured supervision program, although there are still differences in the level of planning detail between schools. In practice, supervision is carried out through classroom observation

and teacher mentoring, but the intensity and consistency are not uniform. The evaluation stage has been underway with feedback on teacher performance, but it has not been fully documented systematically. Meanwhile, in terms of follow-up, teacher development efforts have been carried out, but sustainability remains a major challenge. The effectiveness of academic supervision in both schools is still variable and not optimal in all dimensions. Especially in the aspect of teacher development sustainability, its implementation has not been consistent, so its impact on improving teacher performance is not optimal. Therefore, it is necessary to strengthen the supervision system that is more planned, sustainable, and oriented towards improving teacher professionalism as a whole (Letari et al., 2025).

During the planning stage, research findings indicate that principals have attempted to systematically develop academic supervision programs. Planning is carried out through identifying teacher and student needs, analyzing learning outcomes, and developing supervision objectives aimed at improving the quality of learning. Conceptually, this step aligns with modern educational management principles, which place planning as the primary foundation for achieving organizational goals. However, in practice, planning still tends to be administrative in nature and is not fully based on an in-depth needs analysis of the actual learning conditions in the classroom. This is evident in the tendency for supervision programs to be developed annually without always being accompanied by mapping specific learning issues for each teacher. Nevertheless, efforts to identify needs through observation and diagnostic assessment demonstrate principals' and teachers' awareness of the importance of understanding student characteristics. Teachers view students not only from an academic perspective but also from social, psychological, and family background perspectives. This indicates a paradigm shift from uniform learning to more adaptive learning. However, challenges arise when the identified data is not fully utilized optimally in developing a more targeted supervision program (Suratno et al., 2026).

During the formulation of supervision goals and objectives, the study found that principals had attempted to align supervision objectives with school needs and student characteristics. Supervision objectives were no longer viewed as merely formal targets, but rather aimed at significantly improving the quality of learning. Principals emphasized that supervision objectives must be flexible and contextual to achieve a more effective impact. However, despite the well-defined objectives, their implementation still faced challenges in terms of consistency in implementation. Furthermore, regarding the supervision schedule and strategy, both schools had developed schedules based on the academic calendar, teacher workloads, and the principal's availability. This demonstrated a systematic effort to ensure structured supervision. However, in practice, principals' time constraints remained a major obstacle, preventing comprehensive supervision from being implemented regularly for all teachers. This resulted in uneven supervision experiences for teachers (Hasan, 2022).

Regarding supervision instruments, the study showed that both schools used several instruments, such as learning device reviews, classroom observations, reflective interviews, and teacher administrative assessments. The existence of these instruments indicates that supervision has a fairly clear technical basis. However, the instruments used are still simple and not fully comprehensive in measuring all aspects of teacher competency in depth. This has implications for the limited accuracy of supervision results in describing teacher performance as a whole (Rusdiana et al., 2025).

During the academic supervision implementation phase, it was found that the principal had carried out the supervisory function through classroom observations, data collection, performance analysis, and feedback. This process demonstrated that supervision was running in accordance with the quality management cycle. Classroom observations were the primary instrument for assessing the learning process, including teaching methods, teacher-student interactions, and the use of learning media. The data obtained was then analyzed to identify teacher strengths and weaknesses. However, despite the ongoing supervision implementation, there were weaknesses in the feedback and follow-up aspects. The feedback provided to teachers was still not fully specific and based on in-depth data. In some cases, teachers did not receive clear directions regarding corrective steps to be taken after supervision. This resulted in supervision not fully impacting significant changes in classroom learning practices (Lastini et al., 2024).

During the evaluation phase, research showed that schools assessed supervision results through observation, interviews, and documentation. This evaluation aimed to assess the extent to which supervision had an impact on improving teacher performance. The evaluation results indicated improvements in several aspects of learning, such as the use of more varied teaching methods and improvements in the development of learning materials. However, the evaluation also revealed that these

improvements were not evenly distributed across all teachers. The follow-up phase was one of the weakest aspects of academic supervision implementation. Although there were coaching activities, reflective discussions, and teacher involvement in the Teacher Working Group (KKG), their implementation was not systematically integrated with the supervision results. Follow-up was still general and not based on individual teacher needs. As a result, the teacher professional development process was not optimal and sustainable (Fauzi et al., 2023).

Several major obstacles were identified in the implementation of academic supervision. The principal's limited time was a dominant factor hindering optimal supervision. Furthermore, the principal's supervisory competence in providing constructive guidance still needed to be improved. Incomplete supervision instruments also hampered in-depth evaluations. Equally important, teachers' perceptions of supervision, which were still viewed as a fault-finding activity, also affected their openness in the supervision process. To address these obstacles, the school implemented several solutions. Supervision time management was implemented through the development of a more structured schedule. The principal also sought to improve his or her competency through training and workshops. Furthermore, supervision instruments were developed to better align with learning needs. A humanistic approach was implemented to shift the supervision paradigm from a coaching process to an assessment process. Strengthening of the Teacher Working Group (KKG) activities was also implemented to integrate supervision results with teacher professional development. The study showed that the quality management of academic supervision at SDN Rancabango and SDN Rancaekek 06 was quite good, but not yet optimal. Supervision has been implemented in accordance with management functions, but still requires strengthening, particularly in terms of follow-up, consistency of implementation, and a shift in the supervision paradigm from evaluative to coaching. With this strengthening, academic supervision is expected to truly become a strategic instrument in improving teacher performance and the quality of learning in elementary schools (Hayati & Komariah, 2025).

CONCLUSION

Academic supervision quality management at SDN Rancabango and SDN Rancaekek 06, Bandung Regency, has been implemented in accordance with procedures, internal school regulations, and applicable external standards. In general, the implementation of academic supervision has contributed to improving teacher performance, although the level of effectiveness varies at each stage of supervision management. At the planning stage, academic supervision is prepared collaboratively by the principal, vice principal, and teacher representatives through formal meeting forums. The plan is prepared for one school year and outlined in the semester program as a reference for supervision implementation. This indicates that the planning has been carried out in a structured manner and serves as a basis for ensuring the effectiveness and efficiency of supervision implementation in the field. At the organizing stage, supervision management is carried out through a clear division of tasks, scheduling, determining authority, and reporting and evaluation mechanisms. The assignment of the supervisory team also takes into account educational background and suitability of teaching fields, so that the supervision process can be more targeted and support the achievement of predetermined goals. The implementation of academic supervision shows that activities focus more on classroom observation, coaching, monitoring, and teacher performance assessment. In general, teachers have prepared learning materials and participated in the supervision process, although some technical inconsistencies were still found, such as in classroom management, use of learning media, and the level of creativity in teaching. However, the assessment results indicate that teacher performance is in the good category based on the instruments used. In the evaluation and supervision stage, supervision is carried out through data collection from various sources, both through direct observation and formal and informal monitoring. The evaluation results are then discussed in supervisory team meetings to produce follow-up recommendations that are used as a basis for teacher development. However, several obstacles remain, such as inconsistent schedules, differences in the quality of learning materials, and variations in teacher abilities in integrating technology and learning innovation. Therefore, continuous strengthening through training, motivation, and improving teacher competencies is needed so that academic supervision can have a more optimal impact on the quality of learning in schools.

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