


The Influence of Academic Supervision on Teacher Teaching Quality: A Literature Review

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A B S T R A C T

This research aims to examine the extent of the impact of Academic Supervision on the improvement of learning quality. This research summarizes and analyzes previous studies to provide a comprehensive overview of the impact of academic supervision on the quality of learning. The method used in this research is a qualitative research method in the form of data analysis. (library research). The data collection technique was carried out by systematically reviewing scientific literature, including journals, articles, books, and other sources. Where this research explains how Academic Supervision implemented in schools can improve the quality of classroom learning. This research examines 10 articles on the influence of academic supervision on the improvement of learning quality. The findings were processed through data collection, and then analyzed and described descriptively. And the results of this research indicate that efforts to improve the quality of learning through academic supervision can be successful if: (1) there is a paradigm shift from the principal and teachers regarding supervision, which initially viewed supervision as inspection, to supervision as a service to teachers aimed at improving learning. (2) there is good planning in the supervision process, including pre-supervision activities, during observation, as well as reflection and follow-up post-supervision, and leading to continuous improvement.

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INTRODUCTION

One of the educational problems faced by the Indonesian nation is the low quality of education at every level and unit of education, especially in primary and secondary education. Basically, improving the quality of education is a development target in the field of national education and is an integral part of efforts to improve the overall quality of Indonesian human beings. Principals have the authority to improve the quality and quality of teacher learning through their duties as supervisors. Supervision activities are said to be good if in conducting supervision they are able to foster the attitudes and awareness of teachers as educators and learners, especially in the classroom. Supervision activities make teachers grow and realize their roles and duties to try to improve the quality of learning in the classroom.

Etymologically, supervision comes from the English word "to supervise". In addition, there are also several other sources stating that supervision comes from two words, namely "super" and "vision". Where super means more and vision is the ability to see. In the world

of education, the principal is described as an “expert” and “superior”, while the teacher is described as someone who needs the principal.

According to Kimball Wiles (1967), the concept of modern supervision is formulated as follows: “Supervision is assistance in the development of a better teaching learning situation”, namely the assistance provided by the supervisor in developing learning situations and inviting to a better one. According to Kimbal Wiles, that in the world of educational supervision, there are several activities carried out by supervisors in helping teachers make improvements to the teaching and learning process which include planning as the establishment of teaching policies and programs. Administrative tasks involve decision-making and coordination through conferences and consultations carried out in an effort to improve the quality of teaching.

Directly participating in curriculum development, in the form of formulating objectives, creating teaching guidelines for teachers and selecting the content of learning experiences. Conducting teaching demonstrations for teachers and conducting research. Improving the teaching situation. The human factor of skill is very important to create a better teaching and learning atmosphere. Ross L views supervision as a service to teachers aimed at producing improvements. Meanwhile, Purwanto (1987) sees it as coaching to help teachers and school employees do their jobs effectively (in Mainuddin, M.Pd.I et al, 2021: 9-10).

Educational supervision is an activity that aims to provide guidance, coaching and evaluation of teachers' performance in learning development efforts, including all supporting elements. Thus, the essence of educational supervision involves various activities that help educators improve their teaching skills at school. This includes aspects such as facilities, curriculum, teaching systems and assessment. As a principal acting as a supervisor, it is necessary to play a supervisory role by applying predetermined means or techniques according to the applicable standards. One example is paying attention to teachers' teaching styles and ensuring that each educator has mastered the competencies as a teacher. By doing this, learning objectives and classroom control can be maximally achieved in accordance with the initial objectives that have been set.

Quality is something that is considered one of the important parts, because quality basically shows the superiority of a product when compared to other products. Quality improvement is the effort of every institution producing goods and services to achieve quality and relevant results. Efforts to improve the quality of education is an issue that will continue to be a conversation in the management or management of education.

The success of the school in producing quality graduates in education to achieve its goals is dominantly determined by the strength of the principal's leadership, so that the school is famous for the quality of the quality of its graduates, the school must have a strong and responsible principal. Strong leadership is leadership that is tenacious, tough, and patient. While responsible leadership is leadership that dares to take responsibility for everything under its leadership without complaining about any failures (Hidayat and Martina 2022)

The role of principal academic supervision and teacher professionalism in schools is very large, because supervision carried out by principals continuously and continuously can improve the quality of learning which in turn can improve the quality of education in Indonesia. Academic supervision is the basis or foundation of professional supervision activities, which is a study of the system of providing assistance carried out by school principals to improve teachers' professional abilities (Nursidah, Yunus, and Elpisah 2021).

METHOD

The research conducted by researchers is a literature study, according to Nazir (1998: 112) in (Purnawanto 2022), literature study is a way for researchers to determine the theme or topic of their research in which researchers conduct a theoretical study related to the research topic. Researchers will search for and collect information that can be obtained from books, magazines, journals and research results (thesis and dissertation) and others.

The process of selecting sources used in this approach is carried out carefully and systematically by paying attention to several factors: 1) relevance to the topic and research objectives. 2) credibility and authority of the source where the source comes from indexed journals and academic books. 3) clarity and accuracy of information where the information in the source is clear, logical, and supported by evidence. 4) recency of sources, where in this research the latest sources are prioritized, 5) diversity of perspectives to obtain diverse views. 6) availability of full access for more in-depth analysis.

The process of collecting data for this literature study, the researcher carried out 3 processes, namely: 1) Editing is checking the data again that has been obtained by researchers. 2) Organizing is organizing the data obtained with the necessary framework; 3) Finding is a further analysis of the editing and organizing process.

FINDINGS AND DISCUSSION

One of the goals of Merdeka Belajar is to make a big leap to improve the Quality of Education in order to produce excellent students in facing a complex future. This quality improvement management includes preparing quality improvement planning, organizing, implementing quality improvement management, and monitoring and evaluating the quality improvement of graduates. This is based on looking objectively, sharply and realistically at external and internal conditions, so as to anticipate environmental changes that will occur. The management of improving the quality of graduates is planned so that the output produced is able to compete to continue the education level. Improving the quality of graduates is certainly inseparable from the quality of learning carried out in the classroom by teachers. And of course the quality of learning cannot be separated from how the principal can continuously improve the competence of his teachers, and always make improvements through continuous supervision.

The research results obtained in several articles on academic supervision are as follows: Principal Academic Supervision, Teacher Professionalism and Education Quality, Erni Agustina Suwartini (2017) with quantitative descriptive methods, concluded that the results showed that there was a positive and significant effect of principal academic supervision on education quality by 30.9%. This means that the better the principal's academic supervision, the better the quality of education.

The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance, Yopi Aprida et al (2020), with a quantitative approach concluded that with good principal supervision carried out by the principal, it will be able to improve teacher performance for the better, and the work motivation of teachers in carrying out their duties will be much better. So with this that principal supervision and teacher work motivation have an effect on teacher performance in work, where the results of this study also show that principal supervision and teacher work motivation have an effect of 58.5% on teacher performance.

Principal Supervision in Improving Pedagogical Competence during the Covid 19 Pandemic, Mohamad Mustari (2022), with descriptive correlational quantitative method,



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concluded that Principal Supervision has an effect in improving the pedagogical competence of educators during the Covid 19 pandemic at Dahlia Darmaji Kindergarten, Lombok Regency. This is based on the findings that 1) Principal academic supervision has a positive influence on teacher pedagogical competence, which is in a fairly good position. This is reflected in the indicators of teacher pedagogical competence, namely an increase in the teacher's ability to prepare lesson plans, understand and strengthen mastery of learning materials, classroom management and time utilization, and communicate with students well. 2) The principal's academic supervision also affects the quality of education services at Dahlia Darmaji Kindergarten, Lombok Regency. Supervision.

The influence of Principal Leadership Supervision and Service Quality on Teacher Work Achievement, Rosdiana et al (2022), with quantitative descriptive methods, concluded that Principal Leadership Supervision partially and simultaneously had a positive effect on Teacher Work Achievement at SDN Sengir Baros Serang-Banten. Testing also shows that Service Quality has a significant effect on Teacher Work Achievement at SDN Sengir Baros Serang-Banten. The results of the path analysis test show that the Principal Leadership Supervision Factor and Service Quality together have a very strong and significant effect on Teacher Work Performance at SDN Sengir Baros Serang.

The Effect of Principal Supervision and Work Motivation on the Performance of Elementary School Teachers, Fitriyanti et al (2022), with a correlational quantitative approach, concluded that Principal supervision has an effect on Teacher Performance as evidenced by the results of the analysis test which obtained a tcount value of 2.246 greater than $t_{table} 1.976$ and sig. of 0.026 less than 0.05 means that Principal Supervision has a significant effect on Teacher Performance and the magnitude of the effect is 0.0597 or 5.97%.

The Effect of Principal Academic Supervision and Work Environment on Teacher Performance at Air Salek State Elementary School, Pujianto (2020), with quantitative methods with correlational research types, concluded that the results showed that: (1) the principal's academic supervision has a positive and significant effect on the performance of teachers at Jalur 8 Air Salek Banyuasin State Elementary School; (2) the work environment has a positive and significant effect on the performance of teachers at Jalur 8 Air Salek Banyuasin State Elementary School, and (3) the principal's academic supervision and work environment together have a positive and significant effect on the performance of teachers at Jalur 8 Air Salek Banyuasin State Elementary School.

The Effect of the Implementation of Academic Supervision of School Supervisors and Principal Supervision on the Performance of State Vocational School Teachers in Majene Regency, Ahmad Ramadhan (2017), with quantitative methods concluded The results of inferential analysis using linear regression show that: (1) the competence of academic supervision of school supervisors has a significant effect on teacher performance, (2) principal supervision has a significant effect on teacher performance, (3) the competence of academic supervision of school supervisors and principal supervision together has a significant effect on teacher performance.

Implementation of Academic Supervision in Improving the Quality of Learning at SMKN 4 Tanah Grogot, Adiyono et al (2023), with qualitative methods with library sources and with interview techniques, concluded that the implementation of supervisors at SMKN 4 Tanah Grogot has been done as well as possible. Supervision is well programmed, as well as its implementation. The purpose of implementing supervision is to improve the quality of learning for teachers and improve or improve the methods that teachers use when teaching, the point is that there is a change for the better in the future for the supervised teacher.

The role of educational supervision in improving the quality of education, Suparliadi (2024) with qualitative with case study method, concluded that the results of the study

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showed that educational supervision has functions in the form of, a) as a coordinator he can coordinate teaching and learning programs, the duties of staff members of various different activities among teachers; b) as a consultant he can provide assistance, together consult the problems experienced by teachers both individually and in groups. In accordance with the use of supervision techniques; c) as a group leader he can lead a staff of teachers in developing the potential of the group, when developing curriculum, subject matter and professional needs of teachers together; d) as an evaluator he can help teachers in assessing learning outcomes and processes, can assess the curriculum that is being developed. Judging from its definition and function, supervision is very instrumental in improving the quality of education.

The Effect of Principal Supervision on Teacher Performance at SMP Negeri 1 Parung, Parung District, Bogor Regency, Darmawati et al (2017), with associative quantitative methods, concluded that the analysis of the effect of principal supervision on teacher performance at SMPN 1 Parung obtained a correlation of 19.5%, this means that the variance that occurs in the 19.5% performance variable is determined by the variance that occurs in the supervision variable. This understanding often means that the effect of supervision on performance = 19.5% and the remaining 80.5% is determined by other factors. Based on the literature study that the researcher conducted, the researcher drew the conclusion that here has been a paradigm shift regarding supervision where the traditional concept of supervision considers supervision as an inspection. The word inspection itself means checking things that have been carried out by teachers and not providing guidance or direction. Thus, it causes teachers to feel afraid and not free in carrying out their duties and also feel threatened and afraid to meet with supervisors. This is due to a misunderstanding of traditional supervision. The modern concept of supervision formulates supervision as a service to teachers aimed at producing improvements. Supervision helps teachers and school employees do their jobs effectively, which means that supervision in relation to education is in the form of guidance given to teachers. Based on the results of the study, it has proven that there is a significant effect of the principal's academic supervision on the quality of teacher teaching, meaning that the better the academic supervision process carried out by the principal, the better the quality of teacher teaching, so that it is expected to improve the quality of the quality of graduates.

CONCLUSIONS

A literature review of 10 recent journal articles reveals that academic supervision has a significant positive impact on learning quality outcomes by improving teacher performance, developing pedagogical competence, increasing teacher confidence, and providing better solutions to learning problems. Effective academic supervision requires a paradigm shift where supervision is viewed not as inspection but as a service to support teachers in enhancing learning. Additionally, the success of academic supervision depends on the principal's ability to plan supervision programs, implement strategies effectively, and follow up on supervision activities. When these dimensions are executed well, teacher teaching quality improves, driving continuous learning improvement and enhancing graduate outcomes.

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