

Exploring Supervisory Models for Enhancing Teacher Performance in Elementary Schools

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ABSTRACT

This study explored the supervisory models used by school principals to enhance teacher performance at elementary schools in Kecamatan Padang Tiji. The research identified two primary models—academic supervision and clinical supervision—highlighting their effectiveness in fostering teacher competencies, professionalism, and instructional quality. Academic supervision emphasized collaborative interaction, continuous reflection, and support, while clinical supervision focused on direct observation and precise feedback. Despite their effectiveness, these supervisory models faced challenges such as time constraints and teacher resistance. Recommendations include structured professional development, clear communication, dedicated supervision scheduling, systematic follow-up, and fostering collaborative environments. Future research should expand geographically, include diverse stakeholder perspectives, conduct longitudinal analyses, and compare practices across educational levels to further validate and refine supervisory models.

INTRODUCTION

Education serves as a fundamental pillar in the development of human resources. In Indonesia, school principals play a crucial role as educational leaders, particularly in primary schools, where they are responsible for creating an effective and efficient learning environment. One of the key responsibilities of school principals is to supervise teachers to ensure the quality of education and improve instructional practices (Hasan, 2022). The supervision process is essential in guiding teachers to enhance their professional competencies and performance, ultimately benefiting student learning outcomes (Mukaddamah, 2023).

Teacher performance in Indonesia, especially at the elementary school level, significantly affects the quality of education. The ability of teachers to deliver effective lessons depends not only on their individual competencies but also on the supervisory support provided by the school principal (Saman & Hasanah, 2024). Effective supervision can help teachers identify areas for improvement, receive constructive feedback, and implement innovative teaching strategies (Wulandari & Nurhaliza, 2023). The Ministry of Education and Culture of Indonesia, through *Permendikbud* No. 15 (2018), mandates that school principals must perform supervision as part of their core responsibilities. Supervision is intended to enhance teacher performance and professionalism, ensuring that the educational process aligns with national standards and goals (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003). The implementation of various supervision models—ranging from conventional to clinical, artistic, and participatory supervision—has demonstrated different levels of effectiveness in managing teacher performance (Syukron et al., 2023). The choice of the appropriate supervision model depends on the specific needs of the teachers, the school environment, and the challenges faced in education management (Zulkarnain, 2022).

Despite the importance of supervision, many schools face challenges in its implementation. These include time constraints, resistance from teachers, and the lack of systematic training for school principals on supervision techniques (Ni'mah & Mustofa, 2024). Furthermore, limited studies have explored the practical application of different supervision models in Indonesian elementary schools, particularly in rural areas such as Kecamatan Padang Tiji. Given the critical role of supervision in enhancing teacher performance, this study aims to explore the supervision models employed by school principals in managing teacher performance in three elementary schools in Kecamatan Padang Tiji. Specifically, it seeks to identify the supervision models used by school principals, analyze their effectiveness in improving teacher performance, and determine the challenges and limitations associated with implementing supervision in primary schools.

This study is expected to contribute both theoretically and practically to the field of educational management and supervision. Theoretically, it will add to the body of knowledge on educational supervision, particularly in the context of elementary schools in Indonesia. Practically, it will provide valuable insights for policymakers, educational administrators, and school principals on effective

supervision strategies to enhance teacher performance. The findings may also serve as a reference for future studies on school supervision and teacher professional development. By understanding the implementation and impact of different supervision models, this study aims to offer recommendations for improving school leadership practices and fostering a culture of continuous professional growth among teachers. Ultimately, these improvements can lead to better educational outcomes for students and a more effective learning environment in primary schools.

LITERATURE REVIEW

The Role of Supervision in Education

Supervision in education serves as a mechanism to ensure the continuous professional development of teachers and improve instructional quality (Hasan, 2022). Effective supervision provides feedback, guidance, and evaluation, helping teachers develop their pedagogical skills and enhancing student learning outcomes (Mukaddamah, 2023). Several studies have highlighted that supervision is essential in maintaining high teaching standards and fostering a collaborative learning environment (Wulandari & Nurhaliza, 2023).

Models of Supervision

Conventional Supervision focuses on administrative and evaluative tasks, often following a top-down approach. In this model, school principals primarily act as evaluators, assessing teachers' compliance with standardized teaching methods and institutional guidelines. While this approach ensures consistency in educational practices, it may limit teacher creativity and innovation in instructional delivery.

Scientific Supervision employs systematic data collection and analysis to enhance instructional strategies. This model relies on structured observations, feedback mechanisms, and performance assessments to identify areas where teachers can improve. By using evidence-based evaluation methods, scientific supervision provides objective insights into teaching effectiveness and supports continuous professional development.

Clinical Supervision involves structured observation and feedback cycles to support individualized teacher development (Zulkarnain, 2022). This model consists of pre-observation meetings, classroom observations, and post-observation discussions to help teachers reflect on their teaching practices. The goal is to provide personalized guidance, focusing on specific instructional techniques and classroom management skills that need improvement.

Artistic Supervision encourages creativity and innovation in teaching methodologies (Ni'mah & Mustofa, 2024). Unlike rigid, standardized supervision models, artistic supervision allows teachers to experiment with diverse pedagogical approaches. This model promotes a more dynamic and engaging learning environment, emphasizing flexibility, adaptation, and the integration of creative instructional strategies.

Participatory Supervision engages teachers in the decision-making process, fostering collaboration and shared responsibility (Saman & Hasanah, 2024). This model promotes a sense of ownership among educators by involving

them in setting goals, evaluating teaching practices, and formulating improvement strategies. By emphasizing mutual respect and professional dialogue, participatory supervision enhances teacher motivation and commitment to continuous growth.

Challenges in Implementing Supervision

Despite its benefits, the implementation of supervision faces several challenges. Studies indicate that time constraints, lack of resources, resistance from teachers, and inadequate training for school principals hinder effective supervision (Ni'mah & Mustofa, 2024). Additionally, variations in school environments and administrative structures impact the consistency and effectiveness of supervisory practices (Saman & Hasanah, 2024).

Impact of Supervision on Teacher Performance

Supervision has a direct influence on teacher performance, contributing to professional growth and improved instructional practices. Research has shown that teachers who receive regular, constructive supervision demonstrate higher levels of motivation, engagement, and effectiveness in the classroom (Mukaddamah, 2023). Furthermore, supervision encourages reflective teaching practices, leading to continuous self-improvement and enhanced student achievement (Wulandari & Nurhaliza, 2023).

METHODOLOGY

Research Design

This research employs a qualitative approach using descriptive methods. The qualitative descriptive method allows for an in-depth exploration of the supervision models used by school principals and their effectiveness in managing teacher performance. The qualitative approach was chosen because it provides a detailed and nuanced understanding of the participants' experiences, attitudes, and perceptions.

Research Setting and Participants

The study was conducted in three selected elementary schools located in Kecamatan Padang Tiji. Participants in this research consisted of school principals and teachers actively involved in the supervisory process. A purposive sampling technique was utilized to select participants who could provide the most relevant and comprehensive information regarding supervisory practices and their impact on teacher performance (Table 1).

Table 1. Research Participants

School	Principals	Teachers	Total
SD Negeri 1 Padang Tiji	1	5	6
SD Negeri 2 Padang Tiji	1	5	6
SD Negeri Pante Meuria	1	5	6
Total	3	15	18

Data Collection Techniques

The data for this research were gathered through three primary methods: interviews, observations, and document analysis. In-depth interviews were conducted with school principals and teachers to gather detailed insights regarding supervision practices and perceived outcomes. Observations were made during supervisory activities to directly examine interactions and practices in their natural setting. Document analysis included reviewing supervisory records, teacher performance reports, and other relevant documentation from the schools.

Table 2. Data Collection Techniques

Technique	Participants	Purpose
In-depth Interviews	Principals and Teachers	To gain insights on supervisory practices and perceived outcomes
Observations	Classroom activities	To examine interactions and supervisory practices
Document Analysis	Records, performance reports	To review supervisory and teacher performance documentation

Data Analysis

Data collected were analyzed using thematic analysis. Initially, data were organized and coded to identify patterns and themes related to the supervision models used, their perceived effectiveness, and challenges in implementation. Themes were developed and validated through continuous comparison and triangulation of data from multiple sources (interviews, observations, and documents) to ensure the reliability and validity of the findings. This systematic approach ensured a comprehensive understanding of supervisory practices and their impact on teacher performance.

RESEARCH RESULT

Supervisory Models Implemented by Principals

This research explored the supervisory models used by school principals in managing teacher performance in three public elementary schools (SD Negeri) in Kecamatan Padang Tiji: SD Negeri 1 Padang Tiji, SD Negeri 2 Padang Tiji, and SD Negeri Pante Meuria. The analysis identified two primary supervisory models: academic supervision and clinical supervision.

Academic Supervision

Academic supervision involved collaborative efforts between principals and teachers to enhance teaching quality through constructive guidance and feedback. The principals emphasized the importance of professional dialogue and reflection to support continuous improvement in instructional methods and teacher performance.

Clinical Supervision

Clinical supervision was characterized by direct classroom observations to assess and improve teachers' instructional practices. Principals provided teachers

with specific, data-driven feedback aimed at addressing identified gaps between actual teaching behavior and ideal instructional standards. Table 1 summarizes the distribution and frequency of supervisory model implementation across the three schools.

Table 3. Supervisory Model Implementation Across Schools

School	Academic Supervision (%)	Clinical Supervision (%)
SD Negeri 1 Padang Tiji	60	40
SD Negeri 2 Padang Tiji	55	45
SD Negeri Pante Meuria	65	35

Management of Teacher Performance

The research findings indicated effective management of teacher performance through structured supervisory processes. Principals utilized systematic approaches, including pre-observation meetings, observations, and post-observation feedback sessions. This approach fostered an environment conducive to professional growth and continuous improvement.

Figure 1 illustrates the supervisory cycle implemented by principals for effective teacher performance management.

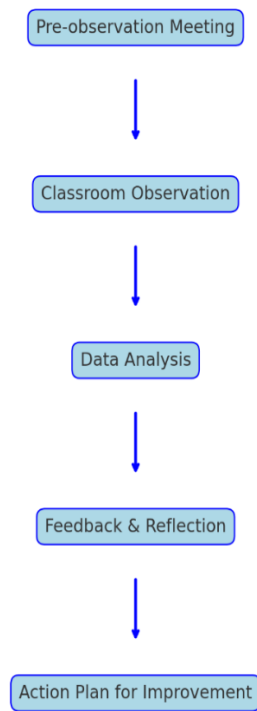


Figure 1. Supervisory Cycle for Teacher Performance Management

Despite the effectiveness of supervisory models, several challenges emerged. Principals reported significant constraints related to limited time available for thorough supervision and resistance from teachers unfamiliar or uncomfortable with direct observations. Table 2 outlines the key challenges faced by principals.

Table 4. Challenges in Implementing Supervisory Models

Challenges	Frequency (%)
Time constraints	80
Teacher resistance	70
Insufficient supervisory skills	50
Limited training opportunities	40

Impact of Supervision on Teacher Competency and Professionalism

The study revealed that both academic and clinical supervision significantly contributed to enhancing teacher competency and professionalism. Principals noted improved classroom management, instructional quality, and increased teacher motivation as direct outcomes of structured supervision. Figure 2 shows the reported areas of teacher improvement post-supervision.

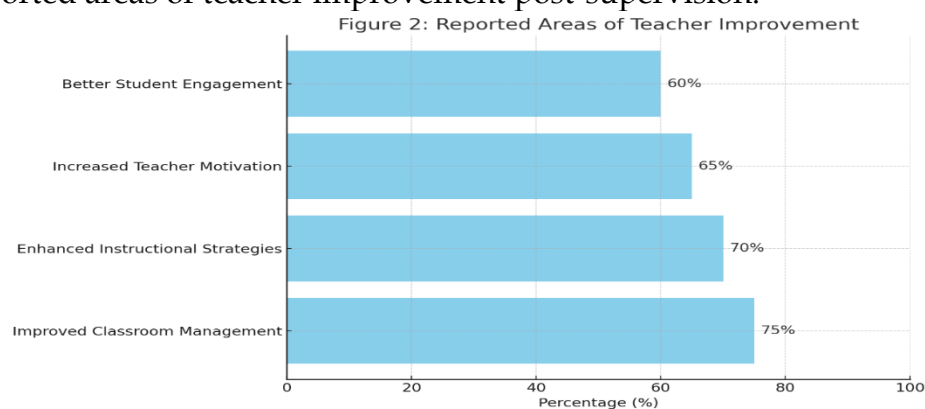


Figure 2. Reported Areas of Teacher Improvement

Recommendations for Improvement

The research underscored the need for targeted professional development for both principals and teachers, as well as improved collaboration across educational stakeholders to maximize the effectiveness of supervision practices. Enhanced training programs and increased resources were suggested to overcome existing barriers and support the sustainable implementation of effective supervisory models.

DISCUSSION

The results of this study highlighted two prominent models of supervision academic and clinical that were actively implemented by school principals in Kecamatan Padang Tiji. These models proved effective in enhancing teacher competencies, such as classroom management, instructional quality, and overall professional growth.

Effectiveness of Supervisory Models

The effectiveness of the academic supervision model was evident through increased collaboration between principals and teachers, fostering a professional environment characterized by ongoing dialogue, reflection, and mutual support. These findings are consistent with research by Mukaddamah (2023), who

emphasized the role of collaborative supervision in enhancing teacher performance and promoting continuous professional development.

Clinical supervision, marked by direct observations and specific feedback, significantly contributed to identifying and addressing the gaps in teaching practices. Such targeted feedback, as supported by Sunaedi & Rudji (2023), was crucial for facilitating reflective practices among teachers, subsequently improving their instructional strategies and classroom management capabilities.

Challenges and Practical Implications

Despite the demonstrated benefits, implementation faced notable challenges, including limited time, teacher resistance, and insufficient supervisory skills. The resistance from teachers, often stemming from discomfort with direct observation, highlights the need for principals to establish trust and clear communication regarding the objectives and benefits of supervision. These challenges align with findings by Silfatman et al. (2022), who suggest overcoming such resistance through continuous professional dialogue and inclusive decision-making processes.

Time constraints were a significant barrier, emphasizing the necessity for schools to allocate dedicated supervisory periods within their schedules. Studies by Mushlih & Novianti (2022) indicate that strategic scheduling and structured supervisory practices can mitigate this challenge effectively, enabling principals to perform thorough supervisory activities without compromising other responsibilities.

Recommendations for Future Practice

Addressing these challenges calls for targeted interventions, including specialized training programs for principals to enhance their supervisory skills and communication techniques. According to Muchlis (2022), effective supervisory practices depend heavily on the professional competency of school leaders, which can be significantly improved through regular professional development and training sessions.

Furthermore, creating a supportive environment through regular workshops, collaborative planning sessions, and systematic follow-ups would ensure sustainability in supervisory practices. This aligns with the recommendations from Saman & Hasanah (2024), who advocate for comprehensive, ongoing support structures to maintain high standards of educational practice.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study affirms the critical importance of strategic supervisory models in enhancing teacher performance within elementary schools. Both academic and clinical supervision models offer distinct yet complementary approaches to improving instructional quality and professional development. However, addressing identified challenges such as limited supervisory skills, time constraints, and teacher resistance is crucial. The implementation of targeted professional development, structured supervisory scheduling, and fostering a

collaborative school culture are recommended to optimize the efficacy of supervision. Ultimately, adopting these strategic supervisory practices can significantly contribute to achieving sustained educational excellence and improved student outcomes.

Recommendations

Based on the findings, several key recommendations are proposed to optimize supervisory practices in schools. First, it is crucial to conduct specialized and continuous training programs for both principals and teachers. These programs should focus on developing specific supervisory competencies, instructional strategies, and skills necessary for effective communication and feedback. Such training initiatives would ensure principals and teachers are adequately prepared for productive supervisory interactions.

Secondly, schools should allocate dedicated time slots within their daily or weekly schedules explicitly for supervision-related activities. Dedicated time ensures that supervision activities, such as classroom observations and feedback sessions, can be conducted thoroughly and consistently without disrupting other school responsibilities. This structured approach enables both supervisors and teachers to effectively prepare for and engage in meaningful supervision processes.

Thirdly, fostering clear and open communication between principals and teachers is essential for addressing resistance and building trust. Principals should clearly communicate the purpose, process, and expected outcomes of supervision activities. This transparency helps teachers understand the benefits and objectives of supervision, thus reducing resistance and fostering a cooperative environment conducive to professional growth.

Additionally, systematic follow-up mechanisms after supervisory activities are critical. Establishing regular follow-up sessions ensures ongoing monitoring of teachers' progress, reinforcing feedback given during initial observations. These follow-ups provide continued support, allowing teachers to implement improvements effectively and sustainably.

Finally, schools should promote collaborative practices and peer support networks among teachers and leaders. Encouraging regular collaborative workshoces and peer support networks among teachers and leaders. Encouraging regular collaborative workshops, group discussions, and peer observations facilitates the sharing of best practices and mutual learning. Such collaborative environments can significantly enhance instructional quality and teacher effectiveness, ultimately leading to better educational outcomes for students.

ADVANCED RESEARCH

Despite the valuable insights provided, this study has certain limitations. Firstly, the research was conducted in a limited geographical area (Kecamatan Padang Tiji), restricting the generalizability of the findings. Future research should consider including a broader range of schools and regions to better understand the applicability of supervisory models in diverse educational contexts.

Moreover, this study primarily focused on the perspectives of principals and did not extensively capture the viewpoints of teachers. Future research could involve comprehensive surveys or interviews with teachers to provide a more holistic understanding of the impacts of supervisory practices on teacher performance.

Additionally, longitudinal studies would be beneficial to evaluate the long-term effects of various supervisory models on teaching practices, teacher satisfaction, and student achievement outcomes. This approach could provide more robust data to inform educational policy and practice.

Finally, comparative studies examining the effectiveness of different supervisory models across educational levels (e.g., elementary versus secondary education) could offer deeper insights and further refine supervision practices tailored to specific educational contexts.

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