

# Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at State Elementary School 147 Palembang

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\*[Karlina Sari](#), [Tri Widayatsi](#), [Mulyadi](#)<sup>abc</sup> 

<sup>123</sup>Universitas PGRI Palembang, Indonesia

<sup>1</sup>Corresponding Author: [Karlinasari32@guru.sd.belajar.id](mailto:Karlinasari32@guru.sd.belajar.id)

## A B S T R A C T

This study aims to find out and describe the implementation of academic supervision in the professional dimension of teachers on teacher performance at SD Negeri 147 Palembang which includes aspects of planning, implementation, supervision, problems, and solutions implemented. This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation, then analyzed systematically. The results of the study show that the implementation of academic supervision carried out by the principal has gone well and in accordance with the expected goals through the stages of planning, implementation, and structured supervision. However, there are still several problems, such as the preparation of supervision schedules that are not optimal, the lack of pedagogic competence of teachers, difficulties in designing learning tools according to student needs, the limited ability of teachers to operate digital devices, and the lack of reflection activities at the end of learning. To overcome these problems, there is an increase in socialization and training for teachers, a strengthening of collaboration between schools and parents, and the development of more innovative and student-centered learning strategies and methods, so that teachers are expected to continue to develop as professional educators who are able to answer the challenges of 21st century education.

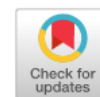
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## INTRODUCTION

Improving the quality of education is a mandate of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Sisdiknas) which emphasizes that education is a conscious and planned process to develop the potential of students to become human beings of faith, piety, noble character, capable, creative, and independent. In addition, Article 31 of the 1945 Constitution also affirms the right of every citizen to obtain education, while the government is responsible for educating the nation's life. Education has a strategic role in the development of human resources (HR) and the progress of the nation. The law and its implementing regulations (Government Regulation No. 4 of 2022 and Permendikbudristek No. 47 of 2023) emphasize the importance of a learning process that encourages students to develop spiritual, intellectual, and social potential.

In this context, educational institutions – especially schools – serve as the main forum to achieve these goals. School principals play a central role in managing, supervising, and leading educational activities in schools, including carrying out academic supervision as an effort to improve teacher professionalism and performance. According to Arikunto (in Indriani et al., 2022), supervision is a supervisory activity over the implementation of teachers' duties in the learning process, starting from planning to evaluation, while Suhardan (2010)

emphasized that academic supervision focuses on improving the quality of the teaching and learning process and educational outcomes. The government has also made various efforts to improve the quality of teachers, including through the teacher certification program since 2007 (Permendiknas No. 18 of 2007) to ensure the fulfillment of academic qualifications and competencies according to national standards.

Teacher performance as a reflection of educational success includes planning, implementation, and evaluation of learning (Law No. 14 of 2005; Permendiknas No. 41 of 2007), and greatly determines the effectiveness of learning (Sahlberg & Pasi, 2021; Fullan & Hargreaves, 2012). However, various studies show that the challenge of teacher professionalism in Indonesia is still quite large. Umbara and Suryadi (2019) identified problems in the form of imitation culture in learning, professionalism that tends to be administrative, and weak collaboration between teachers. Although a number of studies have discussed academic supervision and teacher performance, most of them still focus on administrative aspects or at a specific level of education without comprehensively examining the implementation of academic supervision on the professional dimension of teachers, especially at the elementary school level.

In addition, there has not been much research that systematically describes the stages of planning, implementation, supervision, and problems and solutions of academic supervision in the real context of schools. Facts on the ground show that the implementation of academic supervision in several elementary schools is still not optimal. Based on the results of initial observations at SD Negeri 147 Palembang, academic supervision has not been effective, especially in improving the professional dimension of teachers, which is caused by the limited time of the principal due to the high administrative burden.

Therefore, this study aims to analyze and describe in depth the implementation of academic supervision in the professional dimension of teachers on teacher performance at SD Negeri 147 Palembang, including aspects of planning, implementation, supervision, problems faced, and solutions carried out to improve the quality of learning. With this background, this research focuses on "Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang". This research is expected to contribute to the development of the quality of education through improving the professionalism of teachers and the effectiveness of academic supervision of school principals.

## METHOD

### Types and Approaches to Research

This research uses a qualitative approach with a descriptive design. The qualitative approach was chosen because this study aims to understand in depth the phenomenon of academic supervision in a natural setting in the elementary school environment. According to Creswell and Creswell (2023), qualitative research seeks to explore and understand the meaning given by individuals or groups to a social or humanitarian problem, by emphasizing the process, interpretation, and construction of reality. In this study, the researcher plays the role of the main instrument (human instrument) who is directly involved in data collection, interaction with informants, and interpretation of findings in the field. Thus, the researcher not only collects data, but also conducts reflection and analysis simultaneously during the research process.

The descriptive design is used to describe systematically, factually, and accurately the implementation of academic supervision carried out by the principal and its implications on the professional dimension and teacher performance. The focus of the research is not only on the final results (output) of supervision, but also on the process that includes planning, implementation, supervision, and the dynamics of interaction between school principals, teachers, and other related parties. This approach allows researchers to gain a comprehensive understanding of academic supervision practices in a contextual and in-depth manner.

The subject of the research is determined purposively, which is based on the consideration that the informant has knowledge, experience, and direct involvement in the

implementation of academic supervision. The research informants include the principal as the main executor of supervision, the deputy principal, and several teachers as the supervised party. The selection of informants was carried out by considering the representativeness of experience and variety of perspectives to enrich the research data.

The data collection technique was carried out through three main methods, namely in-depth interview, observation, and documentation. In-depth interviews are conducted in a semi-structured manner to give flexibility to informants in conveying their experiences, views, and perceptions related to the implementation of academic supervision. Observations are carried out directly on supervision activities and the learning process in the classroom to obtain a real picture of supervision practices and their impact on teacher performance. Meanwhile, documentation includes the collection and analysis of official documents such as supervision programs, supervision schedules, assessment instruments, supervision results reports, and teacher learning tools relevant to the research focus.

To ensure the validity of the data, this study uses source triangulation techniques and triangulation methods. Triangulation is carried out by comparing and confirming data obtained from interviews, observations, and documentation so that consistent and credible data is obtained. In addition, the researcher also conducts a member check on informants to ensure that the interpretation of the data is in accordance with the intended and experience conveyed. The collected data is analyzed interactively through the stages of data reduction, data presentation, and conclusion drawing in a sustainable manner until valid and in-depth findings are obtained regarding the implementation of academic supervision in improving teacher professionalism and performance.

## FINDINGS AND DISCUSSION

The results of the study show that the implementation of academic supervision at SD Negeri 147 Palembang contributes significantly to improving the professionalism of teachers. Academic supervision is carried out in a planned and sustainable manner through three main stages, namely planning, implementation, and supervision. Based on the analysis of the interview activities that the researcher has conducted with the three informants A1, A2, and B1 above, it can be concluded that the findings of planning for the implementation of academic supervision on the professional dimension of teachers on teacher performance at SDN 147 Palembang are supervision scheduling, supervision instruments, and learning tools.

During the implementation process, the principal as a supervisor supervises the learning process that takes place, analyzes the lesson plan made by the teacher including the suitability of learning objectives based on learning outcomes, methods, learning models and evaluation/reflection at the end of learning. At the supervision stage, the principal provides input and feedback as leaders and teachers show openness and listen carefully. The findings obtained at this stage are that there are teachers who do not reflect on learning or do not make conclusions from the material as a whole.

Based on the results of the data analysis in the research conducted at SD Negeri 147 Palembang above, in this section it will be discussed by comparing the results of the findings with the criteria in accordance with the focus of this research, so that it can come to a conclusion. After the presentation of interview results data from the five research sub-focuses as mentioned above, the findings on the Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang can be presented in the following table matrix:

Table 1. Hasil Findings

Yes	Sub Focus	Findings
1.	Planning Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang	Academic on the Dimension of Teacher Scheduling academic supervision. Preparation of Learning Objectives, selection of teaching methods and media in the Learning Implementation Plan (RPP).

Yes	Sub Focus	Findings
2	Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang	Teachers' proficiency in operating electronic devices (laptops and infocus) in learning. There are students who are less active in learning.
3	Supervision of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang	Teachers do not explore learning materials and do not carry out reflection activities.
4	Problems in the Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang	There are students who are not active in learning activities. Lack of understanding of teachers on pedagogical competence in designing lesson plans. Students are less active in learning activities, do not complete assignments, and tend to be silent. Lack of teachers' skills in using/operating electronic devices that support learning activities. The material provided by the teacher is not explored/extended from specific to general and reflection activities are not carried out at the end of learning.
5	SoLusi on the Obstacles in the Implementation of Academic Supervision in the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang	Compile academic supervision jadwal systematically with teachers so that a suitable schedule is found for the implementation of supervision. Participating in training and self-development in making teaching tools both through KKG, independent training, and seminars held by related agencies. Teachers give attention and a personal approach to students who are not active, giving verbal encouragement so that they feel valued for their goals so that students feel comfortable and motivated to be more actively involved in learning activities

### Planning Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang

At this planning stage, it includes the preparation of a supervision schedule that must be discussed in advance with the teachers to be supervised so that teachers can prepare themselves. In addition, school principals need to prepare academic supervision instruments to measure teacher performance at the stage of implementing academic supervision.

The importance of planning in carrying out academic supervision is in line with the research conducted by Miftahul Laili Hasanah (Hasanah & Kristiawan, 2019) stating that the Planning of the Academic Supervision Program of the Head of Madrasah Tsanawiyah Tabek, the results of the research descriptively are known to have a minimum score of 31.00, the maximum score is 57.00. The mean is 44.6667, the standard deviation is 7.94096. The frequency distribution of the Academic Supervision Program Planning of the Head of Madrasah Tsanawiyah Tabek is in the category of very good 28%, good 33%, fair 39%, less than 0% and very less than 0%. Thus, it is concluded that the Planning of the Academic Supervision Program of the Head of Madrasah Tsanawiyah Tabek is in the category of sufficient.

As also stated by several teachers at the planning stage, it is very necessary where teachers must prepare themselves, prepare teaching tools, formulate learning objectives in accordance with learning outcomes, choose interactive methods and media, master learning materials, prepare reflective activities at the end of learning so that students can be motivated in learning and learning goals can be achieved optimally. Careful academic supervision planning aims to ensure that the coaching and supervision process of learning activities runs effectively, directed, and continuously for the sake of improving the quality of education. In addition, it is crucial to plan academic supervision as a tool to control, nurture professionals, and guide educators. Without clear planning, the implementation of supervision tends to be undirected and has a significant impact on improving the quality of learning in schools.

**Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang**

The implementation of academic supervision at SD Negeri 147 Palembang in the 2024-2025 academic year will be carried out 1 time in accordance with government regulations in performance management in 2025. The teachers who will be supervised by supervisors are 16 teachers consisting of 12 classroom teachers from grades 1 to 6 each of which have 2 study groups, 2 teachers of Islamic Religious Education and 2 teachers of Physical Education, Sports and Health. In the implementation of academic supervision carried out by the principal as an observer to teachers at SD Negeri 147 Palembang, it runs according to a predetermined schedule. However, of course, this implementation has obtained several research findings, including pedagogically, some teachers still do not understand how to determine learning objectives, the selection of teaching methods and media in the Learning Implementation Plan (RPP).

This is in line with research conducted by Vina Febiani, et al (Musyadad et al., 2022) stating that there was an increase in teachers' work motivation in making learning tools at SDN Adiarsa Barat 2 Karawang Regency for the 2021-2022 school year after academic supervision was carried out from all aspects assessed with a total of 15 teachers. This shows an increase of 3492.77-points or 23.28%, meaning a significant increase, b) There is an increase in teachers' work motivation in making learning tools at SDN Adiarsa Barat 2 Karawang Regency for the 2021-2022 Academic Year after academic supervision from all aspects was assessed with a total of 15 teachers. This shows that there is an increase of 167.77-points or 11.22%, meaning a significant increase, and c) There is an increase in teachers' work motivation in making learning tools at SDN Adiarsa Barat 2 Karawang Regency for the 2021-2022 school year after academic supervision is carried out (Putri, et al).

Teachers' pedagogical understanding in terms of compiling teaching tools is very important because teachers are not only in charge of transferring knowledge but teachers direct, facilitate, and guide the student learning process in order to create effective, meaningful learning, in accordance with the interests, needs, and characteristics of students. Determining clear, effective, and relevant learning objectives is crucial in learning because learning objectives are the direction of the entire teaching and learning process, of course, teachers must ensure that learning objectives are in accordance with the level of students' cognitive development so that students are more focused on learning and student motivation can increase. In addition to the above findings, in the implementation of academic supervision on the professional dimension of teachers, there are still students who are not active in learning activities. Factors that cause this to occur during the learning process are lack of student motivation, students do not have internal or external motivation to excel, boredom and boredom with the way the teacher teaches, students lack confidence, fear of being wrong, anxious, and embarrassed if they speak in public or go to the front of the class to work on problems, students' learning styles are not in accordance with the methods and media applied by the teacher during the learning process, A less supportive learning environment, a rigid classroom atmosphere, not conducive, authoritarian, does not provide space for students to express, and the physical condition of students, fatigue, lack of sleep, or malnutrition, hearing disorders will make students tend to be inactive in learning.

**Supervision of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang**

At this stage of supervision, the principal assesses the teacher's performance in the learning activities that have been carried out. The findings in this stage obtained by the researcher are that teachers do not explore the learning material and do not carry out reflection activities. This is of course influenced by several factors both internally and externally of teachers, including teachers who are busy with administrative work (assessments, other documents), lack of time for preparation, low culture of reflection in schools, lack of forums such as learning communities in schools so that teachers rarely share good practices and give

feedback, lack of teacher training and professional development, only depending on one textbook/package book rigidly without enriching from other sources.

Based on the findings obtained by the researcher in the research subfocus which includes planning, implementation, and supervision of the implementation of academic supervision in the professional dimension of teachers on teacher performance at SD Negeri 147 Palembang, it can be concluded that the implementation of academic supervision still faces various problems and challenges. However, academic supervision that is implemented effectively can have a positive impact on improving teacher competence and performance.

### **Problems in the Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang**

The problems faced by teachers in the implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang are mainly related to the lack of pedagogic understanding in formulating learning objectives, choosing methods and media of dissemination that can be overcome with systematic and effective assessments. One way that I have been told is by holding regular meetings and training that are held both online and offline. This study aims to improve teachers' understanding of the concept of preparing teaching tools and equip them with the skills and knowledge needed to teach with a more efficient and contextual approach. In addition, the school also formed a teacher teaching community as a forum to share knowledge and good practices among fellow educators. In this community, teachers can discuss, give input, and share ideas related to the challenges they face in implementing the curriculum. With this activity, it is hoped that the existing vehicles can be effectively resolved, and teachers are more prepared and trained to design, implement, and evaluate the learning activities that take place, so that similar situations will not arise in the future.

### **SoIusi overcame the problem of the Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang**

To overcome the problem of the Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang, here are some *concrete* solutions that can be applied:

#### **Preparation of Supervision Schedule**

Developing a *jadwal* that allows the integration of academic supervision activities in the professional dimension of teachers to teacher performance can help create the readiness of principals and teachers. By designing a *jadwal* that *fleksibel*, Schools can allocate special time for activities that focus on academic supervision that are carried out periodically. This is in line with the study conducted by oleh (Sunaedi et al., 2023) shows that in the preparation of academic supervision planning that must be considered is the preparation of schedules, objectives, objectives, stages and instruments needed. The academic supervision schedule must be managed properly so that it is scheduled according to the educational calendar. Submitted by (Sudrajat, 2017) that pThe preparation of academic supervision schedules for school principals and teachers is influenced by several factors, including the following: (1) The implementation of academic supervision activities in a structured manner. (2) Improve the quality of learning. (3) Building a professional culture among teachers. (4) Support data-driven decision-making

#### **Teacher Education and Development**

Holding regular training and workshops for teachers to improve teachers' understanding of pedagogical competence, namely in making teaching tools, determining learning goals, choosing learning methods and media, and reflection activities at the end of learning. This is in line with research conducted by Avicni that the development of teacher professionalism includes increasing knowledge, skills, and attitudes that are relevant to challenges and opportunities in the digital era. Important aspects of this development include pedagogic competence, content knowledge, educational technology capabilities, social and emotional skills, and continuous learning. Strategies that can be applied to improve teacher

professionalism include training, community of practice, mentoring, technology use, and collaboration and partnership (Miramadhani et al., 2024).

By participating in *workshops*, teachers can learn about innovative teaching methods, such as teaching using *interactive media* on digital devices, project-based learning or time-based teaching, which can help them design teaching that is more engaging and rewarding for students. The researchers stated that the support of the school district, including the provision of sufficient resources and time, contributes significantly to the success of learning.

### **Approach to less active students**

Providing positive support to students, creating a classroom atmosphere that encourages students to be more active, then teachers must take an individual approach to passive students to find out what causes inactivity and provide better motivation to learn. In addition, teachers can also make observations at the beginning of learning through student diagnostic assessments so that teachers can find out the needs, interests and characteristics of students so that teachers can more easily choose learning methods and media that suit students' needs.

Increase parental participation through better communication. Hold meetings with parents to discuss the obstacles experienced by students when learning in class, as well as the role of parents in supporting their learning at home. Students' lack of motivation to learn can be influenced by factors *internal* and *External* the students themselves. This is in line with *Research* submitted by (Prasetya et al., 2019) i.e. *Treathment* (Actions) in fostering students' interest in learning can be obtained from internal and external influences. Influence *internal* Includes learning that students get from families, especially both parents provide lessons covering cognitive, affective and psychomotor capacities. Factors *External* It includes the learning that students get from the peer environment, the community environment and in the school environment. Increasing parental participation in children's education at SD Negeri 147 Palembang can be achieved through better communication and involving them actively in various school activities.

### **Implications on the Implementation of Academic Supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang**

*Effective Academic Supervision Planning by Principals can Help Improve Teacher Planning Performance*

With good planning and goals that have been set by the principal in the preparation of the supervision instrument, it provides positive feedback from the teachers of SD Negeri 147 Palembang. This is in line with research that has been conducted by (Zulfakar et al., 2020) stated that from the results of data collection through the documentation of the results of the assessment of the follow-up of teacher academic supervision that had been carried out by the principal, it was known that 40% of teachers in the very good category and 60% of teachers in the good category. Thus, it can be stated that the results of academic supervision can improve the performance of teachers at SD Negeri 16 Gelumbang.

*The Implementation of Effective Academic Supervision by School Principals can Help Improve Teacher Performance in the Implementation of Learning*

To measure the performance of the indicator teachers used according to Supardi in (Mukhtar & MD, 2020) Put forward indicators related to teacher performance variables including: 1) Work Quality, 2) Work Speed/Accuracy, 3) Initiative at Work, 4) Work Ability 5) Communication. The Principal of SD Negeri 147 Palembang in conducting effective academic supervision is carried out directly in the classroom on the learning activities carried out by teachers including pedagogic competency assessments, professional competence on teacher performance with indicators of 1) Work Quality, 2) Work Speed/Accuracy, 3) Initiative at Work, 4) Work Ability 5) Communication. Thus, the implementation of academic supervision on the Professional Dimension of Teachers on Teacher Performance at SD Negeri 147 Palembang which has been carried out by the Principal helps teachers in developing a better understanding of the implementation of learning so that the implementation of academic supervision has a significant role *Crucial* in improving teacher performance in the

implementation of learning. Where the learning process that is usually carried out is centered on the teacher (*Teacher Center Learning*) after academic supervision effectively creates student-centered learning (*Student Center Learning*).

*Effective Academic Supervision by Principals can Help Improve Teacher Performance in Learning Evaluation*

Professor Charlotte Danielson, an expert in teacher development, emphasises the importance of academic supervision that *collaborative*. According to him, effective school principals in supervision are those who are able to work with teachers in planning learning evaluations, analyzing evaluation data, and formulating joint improvement strategies. This creates a supportive climate and strengthens the relationship between principals and teachers (Sunaedi et al., 2023). The principal provides input, direction, and instructions on how to implement follow-up from evaluation and reflection at the end of learning. In addition, the principal also provided input on remedial programs and enrichment programs given to students as a form of learning follow-up. By getting the right guidance, teachers can improve their skills in designing and implementing learning evaluations so that the implementation of academic supervision in the professional dimension at SD Negeri 147 Palembang plays an important role in improving teacher performance in learning evaluation.

Based on the above description, the implementation of academic supervision in the professional dimension of teachers on teacher performance is seen from the research subfocus consisting of planning, implementation, and supervision is a strategic way to improve aspects of teacher professionalism which, if applied systematically and oriented towards coaching, has a direct impact on improving teacher performance in schools. Academic supervision can assist teachers in planning, implementing, and supervising learning more efficiently. Teachers who receive regular and constructive academic supervision are likely to show improvements in learning planning, the implementation of interactive learning, and the use of technology in learning. Academic supervision activities are also a vehicle for coaching that encourages teachers to continue to develop as professional educators who are able to answer the challenges of 21st century education.

The results of the study show that the implementation of academic supervision in the professional dimension of teachers at SD Negeri 147 Palembang, which includes planning, implementation, and supervision, is conceptually in line with the findings of recent research on instructional leadership. Supervision planning that begins with the preparation of schedules, preparation of instruments, and initial communication with teachers has proven to be an important foundation in improving teacher readiness and professionalism. These findings are in line with studies that confirm that systematic and needs-based supervision planning of teachers contributes significantly to improving the quality of learning and professional reflection (Hallinger et al., 2020). At the implementation stage, supervision carried out directly in the classroom provides constructive feedback on pedagogic aspects, especially in the formulation of learning objectives, method selection, and the use of relevant media. This supports the results of research that states that collaborative and reflective academic supervision can significantly improve teachers' pedagogic competence and work motivation (Liu & Hallinger, 2021). In addition, supervision and supervision follow-up through reflection, remedial programs, and enrichment demonstrate the importance of an evaluative culture in improving teacher performance, as it is affirmed that continuous supervision and professional dialogue-based supervision have a positive impact on teaching effectiveness and student learning outcomes (Nguyen et al., 2022). The problems found, such as low material exploration and lack of learning reflection, are also consistent with studies that state that administrative burden and lack of professional learning communities are obstacles to the professional development of teachers in primary schools (Hairon & Tan, 2020). Therefore, solutions in the form of continuous training, the formation of learning communities, strengthening collaboration with parents, and student-centered learning approaches are strategies supported by the international literature as effective practices in improving the professionalism of teachers in the 21st century (Darling-Hammond et al., 2020). Thus, the

results of this study strengthen the argument that academic supervision that is designed in a structured manner, implemented reflectively, and supervised on an ongoing basis is a key strategy in improving teacher performance and learning quality systemically.

## CONCLUSIONS

This study concludes that planning the implementation of academic supervision in the professional dimension at SD Negeri 147 Palembang which is carried out in a directed and sustainable manner has a significant impact on improving teacher performance. The implementation of scheduled supervision helps teachers in formulating learning objectives, choosing the right media and methods, and strengthening mastery of the material so that learning is more student-centered. Supervision by the principal also provides effective direction and follow-up to improve teacher performance. However, several problems were found such as the preparation of schedules and supervision instruments, lack of pedagogic understanding in the preparation of lesson plans, lack of teachers' digital skills, and low student activity. The solutions implemented include routine collaboration between principals and teachers, training in the preparation of teaching tools, digital competency development, and parental involvement to support student activity in the learning process.

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