

## **Principal's Supervision Strategy to Improve Teachers' Performance Based on Professional Competence**

**Cucun Hasanah<sup>1</sup>, Sururi<sup>1</sup>**

<sup>1</sup>Universitas Pendidikan Indonesia, West Java, Indonesia

Corresponding author e-mail: [chuhasanah86@upi.edu](mailto:chuhasanah86@upi.edu)

Article History: Received on 20 December 2024, Revised on 17 February 2025,  
Published on 4 March 2025

**Abstract:** This study aims to examine the supervision strategies implemented by the principal in improving teacher performance based on professional competence at SD N Sukasenang 2, Garut. The approach used is descriptive qualitative with a case study method. Data were obtained through in-depth interviews, participatory observation, and analysis of school documents. This study identified the stages of supervision that include planning, implementation, and evaluation, which are carried out systematically and continuously. The results of the study indicate that the principal utilizes a clinical supervision approach, professional training, and personal coaching to improve pedagogical competence and teacher professional abilities. This strategy is considered effective in improving teacher performance, especially in terms of lesson planning, implementing innovative methods, and assessing learning outcomes. However, several obstacles were detected, such as the principal's limited time, variability in teacher competency levels, and lack of facility support. To overcome these challenges, the principal developed a collaborative approach by involving senior teachers and forming a teacher working group. This study recommends increasing the intensity of supervision, providing adequate resources, and strengthening the culture of reflection in learning to support continuous teacher professional development. These findings are expected to be a reference in developing supervision strategies in other elementary schools.

**Keywords:** Improvement Strategy, Principal's Supervision, Professional Competence, Teachers' Performance

### **A. Introduction**

Educational supervision is a strategic element in school management designed to ensure that the educational process occurs effectively and efficiently. Supervision not only functions as a control but also as a form of support to help teachers improve the quality of teaching. This suggests that principals must engage in a comprehensive supervisory approach that encompasses both academic oversight and the cultivation of a supportive environment for teachers. The importance of addressing teachers' professional development needs through relevant solutions is further underscored by the findings of Greitāns et al., who advocate for aligning professional development

initiatives with identified needs to enhance teaching effectiveness (Greitāns et al., 2021). Educational supervision can catalyze positive changes in the quality of learning, which contributes directly to improving student achievement.

Teachers' professional competence is one of the main areas of concern in educational supervision. This competence includes mastery of teaching materials, pedagogical skills, and the use of educational technology. These three aspects complement each other to create meaningful learning experiences for students. The principal, through his/her supervisory role, must ensure that each teacher is able to meet these competency standards. Mastery of teaching materials allows teachers to deliver content correctly, while pedagogical skills help them manage the class and understand student needs. Educational technology, on the other hand, provides opportunities to develop more innovative and interesting learning methods. Teachers equipped with robust pedagogical skills can create a supportive learning environment that encourages student participation and motivation (Khomenko et al., 2021).

To support the development of teachers' professional competence, a well-designed supervision strategy is essential. This strategy includes various approaches, such as clinical supervision, academic supervision, and collaborative supervision. Clinical supervision focuses on direct observation in the classroom and providing constructive feedback to teachers. Academic supervision emphasizes the development of teachers' substantial competence in their fields, while collaborative supervision encourages collaboration between principals and teachers to design and evaluate the learning process. With the right strategy, supervision can help teachers understand their strengths and weaknesses, and provide specific recommendations for improvement.

The implementation of supervision in educational settings, while beneficial, is fraught with challenges that principals must navigate. One significant challenge is the time constraints imposed by administrative burdens. U-Sayee and Adomako highlight that the heavy and complex workloads of educational supervisors detract from their ability to provide meaningful instructional supervision and support for teachers, leading to a situation where time is not allocated effectively for these critical tasks (U-Sayee & Adomako, 2021). Similarly, Chaula notes that the lack of stable feedback mechanisms in clinical supervision can exacerbate the time pressures faced by school heads, further complicating their supervisory roles (Chaula, 2023). This administrative overload often results in a diminished focus on instructional quality, as principals are compelled to prioritize administrative tasks over direct engagement with teaching practices (Terra et al., 2019) (*Practices and Challenges of Instructional Supervision in Government Secodary Schools of Wolaita Zone*, 2019). High workloads can reduce the principal's time to conduct in-depth supervision. In addition, some teachers may feel that supervision is a form of oppressive control, rather than constructive assistance. To overcome these obstacles, principals need to have good time management skills, build positive relationships with teachers, and seek support from the education office to provide adequate resources.

Effective supervision has a direct impact on improving the quality of learning in schools. With structured and in-depth supervision, principals can ensure that teachers continue to develop in their professional competence. This not only improves the quality of teaching but also builds a more inclusive and innovative learning environment for students. In addition, good supervision encourages teachers to adopt best practices in teaching and creates a culture of reflection in schools. In the long run, this will strengthen public trust in schools and contribute to improving the overall quality of education. SDN Sukasenang 2 in Garut Regency is one of the educational institutions that continues to strive to improve the quality of learning by strengthening teacher performance. Being in a dynamic and competitive environment, SDN Sukasenang 2 Garut faces various challenges in the education process, including the diversity of student backgrounds and limited resources. In this situation, the role of the principal as a leader and supervisor becomes very crucial. This aligns with findings that effective school leadership fosters an environment where teachers feel valued and supported, thereby increasing their motivation to improve their professional skills (Xin, 2021). Furthermore, the principal's performance, alongside teacher teaching performance, has a positive correlation with student motivation, suggesting that a supportive leadership approach can create a thriving educational atmosphere. By using a strategic supervision approach, the principal is expected to be able to create a conducive work climate, motivate teachers to continue learning, and direct them towards continuous improvement in professional competence.

In an effort to achieve these goals, various supervision strategies can be applied, such as clinical supervision, academic supervision, and collaborative supervision (Arikunto, 2010). Clinical supervision emphasizes direct interaction between the principal and teachers through classroom observation and feedback discussions. Academic supervision focuses on developing teachers' substantial competencies in the fields they teach. Meanwhile, collaborative supervision involves collaboration between the principal, teachers, and other parties in planning, implementing, and evaluating educational programs. The implementation of these strategies requires a deep understanding of the individual needs of teachers, the strengths of the team, and the specific challenges faced by the school.

In the context of supervision, the principal does not only act as a supervisor, but also as a mentor and facilitator (Depdiknas, 2008). This role requires the ability to identify the weaknesses and strengths of teachers, and provide appropriate support to help them develop. In addition, the principal must also be able to create an environment that supports innovation and continuous learning. This is important to ensure that teachers are not only technically skilled, but also highly motivated and committed to providing the best for students.

This study focuses on the analysis of supervision strategies implemented by the principal at SDN Sukasenang in improving teacher performance based on professional competence. Using a qualitative approach, this study will explore various

aspects related to the implementation of supervision, including methods, challenges, and impacts. This study is expected to contribute to the development of educational supervision theory and practice, especially at the elementary school level.

Furthermore, this study will also examine how principals utilize data and information from supervision results to design teacher professional development programs. This includes an analysis of the effectiveness of training, workshops, and other development activities that have been implemented. In addition, this study will highlight the role of principals in building a school culture that supports collaboration and innovation, which are important prerequisites for developing teacher competence.

On the other hand, the development of teacher professional competence does not only depend on the principal's supervision, but also on the support of the school community as a whole. In this case, collaboration between principals, teachers, parents, and other stakeholders is an important factor that must be considered. Therefore, this study will also examine how principals can build effective partnerships with various parties to support improving teacher performance.

Furthermore, this study will consider contextual factors that influence the effectiveness of supervision at SDN Sukasenang 2 Garut, such as education policies, local culture, and characteristics of the surrounding community. By understanding this context, it is expected that the principal can design a supervision strategy that is more relevant and in accordance with the needs of the school. This study will also provide practical recommendations for principals and other stakeholders to optimize the role of supervision in supporting teacher professional development. Thus, this study is expected to provide a significant contribution in increasing understanding of the principal's supervision strategy to improve teacher performance based on professional competence. The findings of this study are expected to be a reference for principals in various regions to develop an effective, innovative, and sustainable supervision approach. In addition, this study is also expected to provide new insights for researchers, education practitioners, and policy makers in an effort to improve the quality of education in Indonesia.

## **B. Methods**

This study uses a qualitative approach with a case study design to analyze the principal's supervision strategy in improving teacher performance based on professional competence at SDN Sukasenang 2, Garut. This approach was chosen because it allows researchers to explore the phenomenon of supervision in depth in a specific context. The subjects of this study involved the principal as the main supervisor, teachers as objects of supervision, and other related parties such as administrative staff and parents of students. Informants were selected purposively,

namely based on their direct involvement in the implementation of supervision at school.

Data were collected through in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted to explore the views and experiences of the principal and teachers regarding the implementation of supervision. Participatory observation was conducted during the supervision process to understand the dynamics of interactions between the principal and teachers. Document analysis included a review of the supervision plan, supervision report results, and other related documents. Data were analyzed using a thematic analysis approach. The analysis process includes three main stages, namely data reduction, data presentation, and drawing conclusions. Data reduction is carried out by identifying the main themes of the data collected. Data presentation is carried out in the form of a systematic narrative to describe the research findings. Drawing conclusions is done by combining findings from various data sources to answer questions.

To ensure data validity, this study uses data source triangulation, method triangulation, and theory triangulation. Data source triangulation is done by comparing information from various informants. Method triangulation is done by combining interviews, observations, and document analysis. Theory triangulation is done by referring to educational supervision theory to interpret the findings. This method is designed to produce a comprehensive and in-depth picture of the principal's supervision strategy in improving teacher performance based on professional competence at SDN Sukasenang 2 Garut.

### **C. Results and Discussion**

This study focuses on the analysis of supervision strategies implemented by the principal in improving teacher performance based on professional competence at SDN Sukasenang 2, Garut. The supervision strategies used include various approaches, ranging from individual to group supervision, by providing structured guidance through classroom observation, discussion, and training. The principal also utilizes teacher performance data as a basis for designing relevant and specific supervision strategies. The main focus of this strategy is to ensure that teachers are able to meet professional competence standards, such as mastery of material, pedagogical skills, and ability in learning evaluation. From the results of the study, it can be seen that a systematic and sustainable supervision approach can have a positive impact on improving the quality of learning in schools.

However, the implementation of supervision is not free from various obstacles. One of the main obstacles faced is the principal's limited time to carry out supervision optimally, considering the administrative responsibilities that must also be completed. In addition, resistance from some teachers to changes in supervision

methods is a challenge in itself. This is exacerbated by limited resources, such as training facilities and the availability of supporting materials. However, the principal attempted to overcome these obstacles by building effective communication, actively involving teachers in supervision planning, and collaborating with related parties, including education supervisors. These steps show that the principal has a strategic role in managing the dynamics and challenges of supervision.

The effectiveness of the principal's supervision strategy is also reflected in the improvement of teachers' professional competence and the achievement of better performance targets. Through targeted supervision, teachers showed progress in their ability to manage classes, prepare lesson plans, and conduct evaluations in accordance with the curriculum. The impact of this supervision was not only felt by teachers, but also by students, who experienced improved learning outcomes. The relationship between the principal's supervision strategy and the achievement of teachers' professional competence targets was very significant, indicating that a planned and consistent approach can be the main key to improving the quality of education at SDN Sukasenang 2, Garut. This conclusion is an important basis for the development of more innovative and adaptive supervision strategies in the future.

### **Supervision Strategies Applied by Principals in Improving Teachers' Performance Based on Professional Competence at SDN 2 Sukasenang Garut**

Principal supervision plays a crucial role in improving teacher performance, especially in relation to professional competence. In SDN 2 Sukasenang Garut, the implementation of effective supervision strategies by the principal can contribute significantly to improving the quality of learning. Planned and systematic supervision allows teachers to identify weaknesses and strengths in the teaching process, so that continuous improvements can be made. The role of academic supervision extends beyond mere oversight; it actively contributes to the pedagogical competence of teachers. Wang asserts that integrating national education policies into teaching supervision can lead to innovative educational practices that align with contemporary educational needs (Wang, 2023). This integration fosters an environment where teachers can continuously refine their teaching methods through regular assessments and feedback, ultimately enhancing their instructional effectiveness (Lorensius et al., 2022).

One of the supervision strategies that can be applied is academic supervision. This supervision focuses on aspects of learning, including planning, implementation, and evaluation. Through academic supervision, the principal can provide constructive feedback to teachers regarding teaching methods, media use, and classroom management.

In addition to academic supervision, clinical supervision can also be applied. This supervision involves direct observation of the learning process in the classroom,

followed by discussions between supervisors and teachers to analyze and improve teaching practices. This approach allows teachers to get specific feedback on their performance, so they can make targeted improvements. importance of supervision in stimulating, coordinating, and guiding teachers to be able to carry out their duties and functions professionally.

Effective implementation of supervision requires careful planning. The principal needs to prepare a supervision program that includes a clear schedule, methods, and evaluation criteria. This program must be socialized to all teachers so that they understand the goals and benefits of supervision. Thus, supervision is not considered as mere control, but as a joint effort to improve the quality of education. the role of principal supervision in improving teacher performance has been running well when supported by proper planning.

Obstacles in implementing supervision often arise, such as limited time for the principal, resistance from teachers, or lack of resources. To overcome this, effective communication is needed between the principal and teachers, as well as training for the principal in implementing effective supervision. Training for principals in effective supervision practices is equally essential. Balcı and Özkan highlight that principal often recognize their deficiencies in supervision and feedback, suggesting a pressing need for in-service training to enhance their competencies in these areas (Balcı & ÖZKAN, 2023).

Improving teacher professional competence through supervision also has an impact on their work motivation. Teachers who feel supported and guided will have higher motivation in carrying out their duties. This in turn will improve overall teacher performance. Moreover, the motivational strategies employed by school leaders are pivotal in influencing teachers' commitment and performance. Onafowo et al. assert that principals who engage in monitoring teachers' activities and maintain open communication channels can significantly enhance teachers' commitment, which in turn positively affects student outcomes (Onafowo et al., 2023). This is echoed by Lamaro and Akello, who found that head teachers' motivational strategies are interconnected with teacher performance, underscoring the importance of a supportive leadership approach (Lamaro & Akello, 2023).

To ensure the sustainability of improving teacher performance, evaluation of the supervision program needs to be carried out periodically. This evaluation aims to assess the effectiveness of supervision and identify areas that still need improvement. Thus, the supervision program can continue to be adjusted to the needs and real conditions in the field.

Collaboration between principals and teachers is very important in the supervision process. Principals must be able to create a conducive environment for teachers to develop and learn. On the other hand, teachers must be open to input and ready to

make improvements. cooperation, the goal of improving teacher professional competence can be achieved. that the principal must facilitate teachers with activities that support competency improvement. Overall, the supervision strategy implemented by the principal at SD Negeri 2 Sukasenang Garut in improving teacher performance based on professional competency involves careful planning, effective supervision, continuous evaluation, and collaboration between the principal and teachers. With this comprehensive approach, it is hoped that the quality of education at the school can continue to improve.

### **Challenges Faced by Principals in Implementing Supervision to Improve Teacher Performance at SD N Sukasenang 2 Garut**

The implementation of supervision by the principal is a vital component in efforts to improve teacher performance, especially at SD Negeri 2 Sukasenang Garut. However, in practice, principals often face various obstacles that hinder the effectiveness of supervision. One of the main obstacles is time constraints. Piling administrative tasks often take up the principal's time, so that the time available to carry out supervision is limited. The role of school principals encompasses a wide range of responsibilities, including administrative tasks and supervision of teaching staff. However, the increasing burden of administrative duties often limits the time available for effective supervision, which is critical for enhancing educational quality. Research indicates that principals spend a significant portion of their time on administrative responsibilities, which detracts from their capacity to engage in instructional leadership and supervision activities (Goldring et al., 2019, Ray et al., 2021). For instance, Mahone's study highlights that principal in schools with an administrative team may allocate less time to direct instructional leadership, suggesting a correlation between administrative support and the time available for supervision (Mahone, 2019).

In addition, the lack of understanding and skills of the principal in supervision techniques is also a significant obstacle. Without adequate knowledge, the supervision carried out may be ineffective and not have a positive impact on teacher performance. Principals need to have good supervision competencies to be able to guide teachers effectively. Lack of training and professional development for principals can worsen this situation.

Resistance from teachers to supervision is also a common obstacle. Some teachers may feel supervised or assessed, causing feelings of discomfort or even rejection of the supervision process. The supervision process in educational settings can evoke a range of emotional responses from teachers, including feelings of discomfort and rejection. This phenomenon is particularly relevant in contexts where teachers perceive supervision as evaluative rather than supportive. Research indicates that teachers' perceptions of supervision significantly influence their attitudes and performance. For instance, Hoque et al. highlight that teachers' attitudes towards



supervision can greatly impact their professional development and job satisfaction, suggesting that negative perceptions may lead to resistance against supervisory practices (Hoque et al., 2020). Similarly, Deniz and Erdener found that teachers often view instructional supervision behaviors of school administrators as inadequate, which can foster feelings of discomfort and disengagement from the supervisory process (Deniz & Erdener, 2020).

Limited resources, such as lack of supporting facilities and minimal budget for supervision programs, are also obstacles to the implementation of effective supervision. Without adequate resource support, principals will have difficulty planning and implementing supervision optimally. The effective planning and implementation of supervision in schools are critically dependent on adequate resource support. Principals face significant challenges in fulfilling their supervisory roles when resources are insufficient. Research indicates that the allocation of resources is often mismanaged, leading to inefficiencies that hinder effective supervision. For instance, DeAngelis and Barnard highlight that experienced school leaders are better equipped to make rational budget decisions, yet current resource allocations often favor maintenance and administrative roles over direct educational support, which can exacerbate the challenges faced by principals in their supervisory capacities (DeAngelis & Barnard, 2020).

Lack of training and professional development for principals is also an inhibiting factor in the implementation of supervision. Without adequate training, principals may not have the skills and knowledge needed to carry out supervision effectively.

In addition, lack of support from related parties, such as the education office or school committee, can hinder the implementation of supervision. Without this support, principals may face difficulties in implementing effective supervision programs.

To overcome these obstacles, a comprehensive strategy is needed. First, reducing the administrative burden of the principal through delegation of tasks or digitization of administrative processes can provide more time for supervision. Second, providing training and professional development for principals will improve their competence in carrying out supervision. Third, building effective communication and positive relationships with teachers will reduce resistance to supervision. Fourth, adequate resource allocation and support from related parties will ensure that supervision runs smoothly.

By identifying and overcoming these obstacles, the principal at SD Negeri 2 Sukasenang Garut can carry out more effective supervision, which will ultimately improve teacher performance and the quality of education at the school. A systematic approach and support from various parties are needed to achieve this goal.

## **The effectiveness of the principal's supervision strategy in improving the professional competence of teachers at SD N 2 Sukasenang Garut**

Principal supervision plays a crucial role in improving teacher professional competence, especially at SD Negeri Sukasenang 2 Garut. Through effective supervision strategies, principals can help teachers identify strengths and areas that need improvement in the learning process. This is in line with the view that academic supervision aims to help teachers develop their abilities in managing the learning process effectively.

One effective supervision strategy is a collaborative approach, where the principal and teachers work together in planning, implementing, and evaluating the learning process. This approach allows teachers to feel more appreciated and motivated to improve their competence. Research shows that supervision carried out with a collaborative approach can significantly improve teacher professionalism.

In addition, the use of various supervision techniques, such as classroom observations, individual discussions, and workshops, can provide constructive feedback for teachers. The implementation of various supervision techniques, including classroom observations, individual discussions, and workshops, is essential for providing constructive feedback to teachers, thereby enhancing their professional development. Research indicates that effective supervision practices can significantly influence teacher performance and student outcomes. For instance, Zheng et al. highlight the role of distributed leadership and professional learning communities (PLCs) in fostering individual teacher development, emphasizing that principals and teacher leaders can enhance teachers' social relations and collaborative learning through structured support and guidance (Zheng et al., 2023). This collaborative environment is crucial for teachers to reflect on their practices and receive meaningful feedback.

However, the effectiveness of supervision is highly dependent on the principal's competence in carrying out his supervisory role. Principals need to have a deep understanding of the principles of supervision and be able to apply them according to the school context. The book "Academic Supervision: Professional Teachers, Successful Principals" emphasizes the importance of principals having adequate supervisory competencies to guide teachers effectively.

Good supervision implementation also requires careful planning. Principals need to prepare a clear supervision program, including objectives, methods, and implementation schedules. Thus, supervision can run systematically and have a positive impact on teacher professional competence. The "Teacher Performance Supervision and Assessment" module from the Ministry of Education and Culture (2019) suggests that good supervision planning will facilitate its implementation and increase its effectiveness.

In addition to planning, supervision must also be carried out objectively and transparently. Principals need to provide constructive feedback based on accurate data. This will help teachers understand areas that need improvement and encourage them to continue learning and developing.

Follow-up after supervision is also an important component in improving teacher professional competence. Principals need to facilitate training or workshops that are relevant to teacher needs, based on findings from supervision. Research indicates that the effectiveness of teacher training significantly increases when it is accompanied by ongoing supervision and support. For instance, Kishida et al. highlight that a lack of on-site training and continuous supervision can hinder teachers' understanding of intervention rationales, which in turn affects the retention of preventive gains in educational settings (Kishida et al., 2022). Similarly, Derakhshanpour et al. found that workshops designed to enhance teachers' knowledge and attitudes towards specific issues, such as Attention-Deficit/Hyperactivity Disorder, resulted in significant improvements in teachers' awareness and attitudes, demonstrating the effectiveness of targeted professional development (Derakhshanpour et al., 2021). This aligns with findings from Nguyen and Newton, who noted that professional learning workshops positively impacted teachers' pedagogical practices by allowing them to identify their own needs and share knowledge with peers (Nguyen & Newton, 2020).

However, there are several obstacles in the implementation of supervision, such as resistance from teachers or limited time for principals. To overcome this, effective communication between principals and teachers, as well as good time management, is needed. The book "Academic Supervision: Professional Teachers, Successful Principals" suggests that principals need to build harmonious relationships with teachers to minimize resistance to supervision.

Overall, effective principal supervision strategies have a significant impact on improving teacher professional competence at SD Negeri Sukasenang 2 Garut. With structured, objective supervision, and supported by appropriate follow-up, teachers can develop their competence optimally. This will ultimately have a positive impact on the quality of learning and student achievement. Therefore, it is important for principals to continue to improve their competence in supervising and creating a supportive environment for teacher professional development.

### **The Impact of Principal Supervision on Improving Teachers' Performance at SD N Sukasenang 2 Garut**

Supervision carried out by the principal plays a crucial role in improving teacher performance, especially at SD Negeri Sukasenang 2 Garut. Through effective supervision, the principal can provide guidance and constructive feedback to teachers, so that they can identify strengths and areas that need to be improved in the learning process.

Similarly, Alonge et al. noted that regular supervision not only improves teachers' performance but also positively affects student academic outcomes, thereby underscoring the importance of continuous monitoring and support in the educational process (Alonge et al., 2021). In this study, it was found that structured and continuous supervision can improve teacher professionalism in carrying out their duties. This finding is relevant to the conditions at SD Negeri Sukasenang 2 Garut, where consistent supervision can encourage teachers to continue to improve the quality of their teaching.

In addition, principal supervision also plays a role in increasing teacher work motivation. With supportive supervision, teachers feel appreciated and supported in their professional development. Principal supervision is a critical factor in enhancing teacher work motivation, as evidenced by various studies that highlight the relationship between leadership styles and teacher motivation. Effective principal leadership behaviors, particularly those that are transformational or instructional, have been shown to significantly influence teachers' motivation levels and job satisfaction. For instance, Han et al. found that public leadership behaviors of school principals positively affect teacher motivation and job satisfaction within the Turkish educational context (Han et al., 2021). This aligns with findings from Özdoğru, who reported a significant positive relationship between teachers' motivation and their managers' leadership behaviors, emphasizing the role of instructional leadership in increasing motivation (Özdoğru, 2022).

However, the effectiveness of supervision is highly dependent on the principal's competence in carrying out his/her supervisory role. The principal needs to have a deep understanding of supervision techniques and be able to apply them according to the teacher's needs. Furthermore, the principal's competence in supervision is closely linked to the school's overall culture and the professional development opportunities provided to teachers. Research highlights that a positive school culture, characterized by collaboration and mutual respect, can enhance teachers' performance and job satisfaction (Azainil et al., 2020,Trần et al., 2020). Effective supervision practices, therefore, not only focus on evaluating teacher performance but also on fostering an environment where teachers feel empowered to innovate and improve their teaching practices (Hoque et al., 2020). Good supervision implementation also requires careful planning. The principal needs to prepare a clear supervision program, including the implementation schedule, methods used, and assessment criteria. Thus, supervision can run systematically and have a positive impact on teacher performance. This is further supported by the work of Khun-Inkeeree et al., which highlights that regular supervision fosters a sense of trust and commitment among teachers, thereby enhancing their self-efficacy and overall performance (Khun-Inkeeree et al., 2020).

In addition to planning, supervision must also be carried out objectively and transparently. The principal needs to provide constructive feedback based on accurate

data. In addition to the content and delivery of feedback, the context in which it is provided plays a significant role in its effectiveness. For example, anonymous feedback can sometimes lead to unhelpful or hurtful comments, which may hinder the feedback process (Griffiths et al., 2021). Establishing agreed-upon guidelines for providing constructive feedback can mitigate these risks and foster a more productive dialogue between educators and students (Griffiths et al., 2021). Furthermore, the timing of feedback is crucial; timely feedback allows students to make necessary adjustments while the learning experience is still fresh, thereby enhancing its impact (Martinez et al., 2023).

Follow-up after supervision is also an important component in improving teacher performance. The principal needs to facilitate training or workshops that are relevant to the teacher's needs, based on the findings from supervision. Moreover, the integration of 21st-century skills into teacher training is increasingly recognized as vital for preparing educators to meet contemporary educational challenges. Tuah et al. argue that competency-based training is essential for vocational teachers to effectively impart 21st-century skills to students (Tuah et al., 2021). This sentiment is echoed by Kim et al., who assert that ongoing professional development that includes reflective practices is necessary for teachers to cultivate critical thinking and other essential skills in their students (Kim et al., 2019). Such training not only enhances teachers' pedagogical approaches but also equips them with the necessary tools to engage students in meaningful learning experiences. emphasized the importance of ongoing professional development programs for teachers as a follow-up to supervision.

However, there are several obstacles in implementing supervision, such as resistance from teachers or limited time for the principal. Effective communication between school principals and teachers, alongside proficient time management, is crucial for enhancing educational outcomes. Research indicates that principals who maintain open channels of communication significantly improve teachers' job performance and commitment. For instance, Onafowo et al. highlight those effective administrative strategies, including regular staff meetings and clear communication, are essential for fostering teachers' engagement and motivation in their roles (Onafowo et al., 2023). Similarly, Eze et al. emphasize that open communication is vital for encouraging effective job performance among teachers, as it facilitates the flow of information regarding regulations and policies (Eze et al., 2023). Furthermore, the study by Okoye supports this notion, asserting that aggressive communication strategies can negatively impact educational administration and teacher performance, thus underscoring the need for constructive communication practices (Okoye & Ogwurumba, 2023) suggests that the principal needs to build a harmonious relationship with the teacher to minimize resistance to supervision.

Overall, the principal's supervision has a significant impact on improving teacher performance at SD Negeri Sukasenang 2 Garut. With structured, objective

supervision, and supported by appropriate follow-up, teachers can develop their competence optimally. This will ultimately have a positive impact on the quality of learning and student achievement. Therefore, it is important for principals to continue to improve their competence in supervising and creating a supportive environment for teacher professional development.

### **The Relationship between Principal Supervision Strategy and Achievement of Teachers' Professional Competence Targets at SD N Sukasenang 2 Garut**

Principal supervision plays an important role in improving teacher professional competence, especially at SD Negeri Sukasenang 2 Garut. An effective supervision strategy can help teachers achieve the set professional competence targets. The relationship between supervision and teacher performance is also echoed by Hoque et al., who note that while some teachers may have mixed feelings about supervision, it is generally recognized as a component of professional development that can lead to improved teaching outcomes (Hoque et al., 2020). This shows that the role of the principal as an academic supervisor is very important in achieving teacher competence.

One of the supervision strategies that can be applied is clinical supervision, which involves direct observation of the learning process in the classroom. Through clinical supervision, principals can provide constructive feedback to teachers regarding the teaching methods used. who assert that clinical supervision improves teachers' classroom behavior and instructional quality through direct feedback? Furthermore, the literature suggests that clinical supervision fosters a collaborative environment where supervisors and teachers can engage in meaningful dialogue about teaching practices, thereby enhancing the learning experience for students (Chaula et al., 2022). Thus, teachers can make the necessary improvements to achieve the expected professional competence.

In addition, principals can implement academic supervision that focuses on improving the quality of learning. Firstly, academic supervision is designed to assist teachers in planning, delivering, and evaluating their lessons effectively. According to Patraliza, the principal's role includes assessing teaching outcomes and providing constructive feedback based on classroom observations, which helps identify areas for improvement in instructional practices (Patraliza, 2023) With effective academic supervision, teachers can better understand and apply innovative learning strategies that are in accordance with student needs.

This emphasizes the importance of training and development for principals in carrying out effective supervision. With good supervision competence, principals can provide appropriate guidance to teachers in achieving professional competence targets.

However, the effectiveness of principal supervision depends not only on the strategies implemented, but also on the principal's interpersonal skills. The principal's ability to build good relationships with teachers will affect the teacher's acceptance and response to the supervision carried out. With good communication, teachers will be more open to input and suggestions given, thus facilitating the achievement of professional competence. Effective communication among teachers is pivotal in fostering an environment conducive to professional development and competence.

When teachers engage in open dialogues, they are more likely to embrace feedback and suggestions, which in turn enhances their professional growth. Research indicates that collaboration and collegiality significantly contribute to teachers' personal and professional development. For instance, Bayram and Bıkmaz highlight the importance of collaborative practices in professional development, emphasizing a shift from isolated teaching to collective learning experiences (Bayram & Bıkmaz, 2021). This sentiment is echoed by Ekinçi and Acar, who note that internal motivation drives teachers to seek professional development, ultimately aiming to improve student performance (Ekinçi & Acar, 2019).

In addition, the principal needs to understand that each teacher has different needs and characteristics. Therefore, the supervision strategy implemented must be flexible and adjusted to the conditions of each teacher. This personal approach will help teachers feel appreciated and motivated to improve their competence.

However, there are several obstacles that can hinder the effectiveness of principal supervision, such as time constraints and high administrative burdens. To overcome this, the principal needs to have good time management skills and effective task delegation. Delegation is equally important, as it empowers staff members and fosters a collaborative environment. Studies show that when principals delegate responsibilities effectively, it not only alleviates their workload but also enhances teachers' commitment and job performance; (Eze et al., 2023; Onafowo et al., 2023). For instance, principals who involve teachers in decision-making and delegate administrative duties create a sense of ownership among staff, which can lead to improved educational outcomes (Onafowo et al., 2023). Moreover, effective delegation allows principals to focus on their primary role as instructional leaders, thereby optimizing their time for activities that directly impact student learning (Ayeni, 2020, Goldring et al., 2019). Thus, the principal can focus on implementing quality supervision. The book *Educational Supervision: Strategies for Improving the Quality of Education in Schools* by Nurhattati.

In addition, support from other parties, such as school supervisors and school committees, is also important in supporting the effectiveness of principal supervision. Collaboration between various parties will create a conducive environment for teachers to develop and achieve the expected professional competencies. The role of collaborative professional learning is further supported by Huber et al., who assert

that such learning environments provide opportunities for teachers to work together on challenging tasks, thereby developing the necessary competencies to support all learners (Huber et al., 2021). This collaborative framework is echoed by Zulu and Bertram, who emphasize that teacher collaboration serves as an effective forum for accessing professional development opportunities and fostering new ideas (Zulu & Bertram, 2019). The continuous exchange of feedback and innovative practices among teachers is crucial for their growth and the improvement of teaching methodologies. Overall, there is a significant relationship between the principal's supervision strategy and the achievement of teacher professional competency targets at SD Negeri Sukasenang 2 Garut. By implementing the right supervision strategy, the principal can help teachers improve their competencies, which will ultimately have a positive impact on the quality of learning in schools. Therefore, it is important for principals to continue to develop their competencies in supervision and create a supportive environment for teacher professional development.

#### **D. Conclusions**

Principal supervision at SDN Sukasenang 2 Garut plays a strategic role in supporting the improvement of teachers' professional competence. Through systematically designed supervision, the principal is able to provide direction that helps teachers identify strengths and weaknesses in the learning process. By implementing strategies such as clinical and academic supervision, the principal can ensure that teachers receive the support needed to achieve their professional competence targets. This approach has proven effective in improving the quality of learning in the elementary school.

The effectiveness of supervision lies in the strategies used by the principal. Clinical supervision, which emphasizes direct observation in the classroom, and academic supervision, which focuses on developing teachers' substantial competence, are the main approaches. In addition, a collaborative approach involving senior teachers and teacher working groups also helps create a supportive working atmosphere. With this combination of strategies, teachers not only feel supported but also motivated to continue to develop.

Although the supervision strategy has many benefits, there are a number of challenges that need to be overcome. Barriers such as the principal's limited time, teacher resistance, and lack of resources are the main issues. Principals need to have good time management skills and strong interpersonal relationships with teachers to overcome these obstacles. Support from the education office and other related parties is also needed to ensure that supervision is carried out optimally.

Routine evaluation of supervision results is an important step to ensure the sustainability of teacher performance improvements. Evaluation results can be used to design training or workshops that are relevant to teacher needs. Thus, supervision



is not only an administrative activity but also a strategic effort to develop teacher competence sustainably. The principal has a role as a facilitator in this process, by ensuring that evaluation recommendations are implemented properly.

The implementation of effective supervision at SDN Sukasenang 2 Garut not only has an impact on improving teacher professional competence but also the quality of student learning. The principal as an educational leader plays a crucial role in creating an environment that supports innovation and continuous learning. With a comprehensive approach, supervision can be a significant transformation tool in improving the quality of education at the elementary school level.

### **E. Acknowledgement**

Our deepest gratitude to the principal and teachers of SD Negeri Sukasenang 2 Garut who have been given for research on the Principal's Supervision Strategy to Improve Teacher Performance Based on Professional Competence, so that it can be a reference in developing supervision strategies in other elementary schools.

### **References**

- Alonge, B. D., Olusesan, O. J., & Oloruntoba, B. (2021). Teachers' Regular Supervision and Student Academic Performance in Public Secondary Schools in Ekiti State, Nigeria. *International Research in Education*, 9(2), 54. <https://doi.org/10.5296/ire.v9i2.19082>
- Ayeni, A. J. (2020). Principals' Instructional Time Management and Students' Academic Performance in Secondary Schools in Ondo North Senatorial District of Ondo State, Nigeria. *Journal of Education and Learning (Edulearn)*, 14(1), 123-133. <https://doi.org/10.11591/edulearn.v14i1.14743>
- Azainil, A., Sabara, I., Rahayu, S. M., Ramadiani, R., & Mulawarman, W. G. (2020). *The Influence of Principal's Supervision Competence and School Culture on Teachers Performance of Public High School in Kutai Kartanegara Regency*. <https://doi.org/10.4108/eai.14-3-2019.2291964>
- Balçı, S., & ÖZKAN, H. (2023). Development, Implementation, and Evaluation of an Effective Feedback Program for School Principals to Improve in-Class Teaching. *Shanlax International Journal of Education*, 11(S1-July), 242-258. <https://doi.org/10.34293/education.v11is1-july.6283>
- Bayram, İ., & Bıkmaz, F. (2021). Implications of Lesson Study for Tertiary-Level EFL Teachers' Professional Development: A Case Study From Turkey. *Sage Open*, 11(2). <https://doi.org/10.1177/21582440211023771>

- Chaula, L. (2023). School Heads' Clinical Supervision Practices and Emerging Teacher Emotions in Tanzania Secondary Schools. *Heliyon*, 9(1), e13021. <https://doi.org/10.1016/j.heliyon.2023.e13021>
- Chaula, L., Lawrent, G., & Iramba, I. F. W. (2022). School Heads' Post Observation Practices in Tanzania: Feedback Implications for Teachers. *International Journal of Educational Administration Management and Leadership*, 41-54. <https://doi.org/10.51629/ijeamal.v3i2.91>
- DeAngelis, C. A., & Barnard, C. (2020). Effects of Charter School Competition on District School Budgeting Decisions: Experimental Evidence From Texas. *Social Science Quarterly*, 102(1), 523-546. <https://doi.org/10.1111/ssqu.12877>
- Deniz, Ü., & Erdener, M. A. (2020). Add to My Favorite Articles List Levels of School Administrators Exhibiting Instructional Supervision Behaviors According to Perceptions of Teachers. *Research in Educational Administration & Leadership*, 5(4). <https://doi.org/10.30828/real/2020.4.3>
- Derakhshanpour, F., Azarakhsh, M., Vakili, M. A., & Ahmadabadi, S. (2021). Effectiveness of Educating Program on Knowledge, Attitude, and Performance of Primary School Teachers Toward Attention-Deficit/Hyperactivity Disorder. *Iranian Journal of Psychiatry and Behavioral Sciences*, 15(3). <https://doi.org/10.5812/ijpbs.100532>
- Ekinci, E., & Acar, F. E. (2019). Primary School Teachers' Opinions on Professional Development (Professional Development Model Proposal). *Journal of Education and Training Studies*, 7(4), 111. <https://doi.org/10.11114/jets.v7i4.4039>
- Eze, C. E., Eze, V. H. U., Ezenwaji, I. O., & Nwabueze, A. I. (2023). Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Public Secondary Schools in Obollo-Afor Education Zone of Enugu State, Nigeria. 8(1), 76-87. <https://doi.org/10.59298/idosr/2023/12.1.3895>
- Goldring, E., Grissom, J. A., Neumerski, C. M., Blissett, R., Murphy, J., & Porter, A. C. (2019). Increasing Principals' Time on Instructional Leadership: Exploring the SAM® Process. *Journal of Educational Administration*, 58(1), 19-37. <https://doi.org/10.1108/jea-07-2018-0131>
- Greitāns, K., Eriņa, D., & Namsone, D. (2021). Linking Teacher Professional Development Needs With Appropriate Solutions: Insights From an Initiative in Latvia. *Society Integration Education Proceedings of the International Scientific Conference*, 4, 113-123. <https://doi.org/10.17770/sie2021vol4.6388>
- Griffiths, J., Schultz, K., Han, H., & Dalgarno, N. (2021). Feedback on Feedback: A Two-Way Street Between Residents and Preceptors. *Canadian Medical Education Journal*. <https://doi.org/10.36834/cmej.69913>

- Han, B., Tösten, R., & Elçiçek, Z. (2021). Public Leadership Behaviors of School Principals: Does It Affect Teacher Motivation and Job Satisfaction in Turkish Culture? *International Journal of Public Leadership*, 18(3), 209–228. <https://doi.org/10.1108/ijpl-03-2021-0026>
- Hoque, K. E., Kenayathulla, H. B., Subramaniam, M. V. D. O., & Islam, R. (2020). Relationships Between Supervision and Teachers' Performance and Attitude in Secondary Schools in Malaysia. *Sage Open*, 10(2). <https://doi.org/10.1177/2158244020925501>
- Huber, S., Lupschina, R., Schwarz, M., & Krey, K. (2021). Peer-Coaching and Inclusive Collaborative Learning Using ICT. *Pedagógusképzés*, 20(1.), 99–109. <https://doi.org/10.37205/tel-hun.2021.1.05>
- Khomenko, L., Rastruba, T., Пархоменко, О., Shumska, L., Kostenko, L., & Павленко, О. (2021). Peculiarities of Forming Students' Motivation to Music-Teaching Activity in Higher Education Institutions (HEI). *Brain Broad Research in Artificial Intelligence and Neuroscience*, 12(3), 319–342. <https://doi.org/10.18662/brain/12.3/234>
- Khun-Inkeeree, H., Mahmood, M.-H.-H., Haji-Mohd-Noor, S.-S., Kasa, M. D., Yaakob, M. F. M., Fauzee, M. S. O., & Sofian, F. N. R. M. (2020). Increasing Teachers' Self-Efficacy Through Regular Teaching and Learning Supervision. *Universal Journal of Educational Research*, 8(7), 3002–3013. <https://doi.org/10.13189/ujer.2020.080729>
- Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-Century Teaching Skills: The Key to Effective 21st-Century Learners. *Research in Comparative and International Education*, 14(1), 99–117. <https://doi.org/10.1177/1745499919829214>
- Kishida, K., Hida, N., & Ishikawa, S. (2022). Evaluating the Effectiveness of a Transdiagnostic Universal Prevention Program for Both Internalizing and Externalizing Problems in Children: Two Feasibility Studies. *Child and Adolescent Psychiatry and Mental Health*, 16(1). <https://doi.org/10.1186/s13034-022-00445-2>
- Lamaro, G., & Akello, J. (2023). Relationship Between Head Teacher's Motivation Strategies and Teacher's Performance in Secondary Schools in Serere District. *East African Journal of Education Studies*, 6(3), 472–488. <https://doi.org/10.37284/eajes.6.3.1641>
- Lorensius, L., Anggal, N., & Lugan, S. (2022). Academic Supervision in the Improvement of Teachers' Professional Competencies: Effective Practices on the Emergence. *EduLine Journal of Education and Learning Innovation*, 2(2), 99–107. <https://doi.org/10.35877/454ri.eduline805>
- Mahone, A. (2019). *Within-Principal Variation: Exploring the Relationships Between Time Use and School Context*. <https://doi.org/10.3102/1442924>

- Martinez, M. C., Serra, R., Sundaramoorthy, P., Booi, T., Vertegaal, C., Bounik, Z., Hastenberg, K. A. P. Van, & Bentum, M. (2023). Content-Focused Formative Feedback Combining Achievement, Qualitative and Learning Analytics Data. *Education Sciences*, 13(10), 1014. <https://doi.org/10.3390/educsci13101014>
- Nguyen, L. T., & Newton, J. (2020). Enhancing EFL Teachers' Pronunciation Pedagogy Through Professional Learning: A Vietnamese Case Study. *Relc Journal*, 52(1), 77-93. <https://doi.org/10.1177/0033688220952476>
- Okoye, F. O., & Ogwurumba, C. A. (2023). Principals' Administrative Strategies and Teachers Job Performance in Public Secondary Schools in Anambra State, Nigeria. *Asian Journal of Education and Social Studies*, 45(2), 1-11. <https://doi.org/10.9734/ajess/2023/v45i2977>
- Onafowo, M. A., Egwunyenga, E. J., & Oweikpodor, V. G. (2023). Administrative Strategies to Enhance Teachers' Commitment in Delta State Public and Private Secondary Schools in Nigeria. *European Journal of Alternative Education Studies*, 8(1). <https://doi.org/10.46827/ejae.v8i1.4693>
- Özdoğan, M. (2022). Organizational Factors Affecting Teacher Motivation: A Meta Analysis Study. *Trakya Eğitim Dergisi*, 12(3), 1737-1749. <https://doi.org/10.24315/tred.1090296>
- Patraliza, H. (2023). *Improving the Quality of Learning Through Supervision by the School's Principal*. 2(2), 151-159. <https://doi.org/10.59175/pijed.v2i2.79>
- Ray, S., Muhammad, G., & Adnan, M. (2021). The Administrative Role of Principals: Insights and Implication in Secondary Schools Mardan District. *Journal of Social Sciences Review*, 1(1), 46-56. <https://doi.org/10.54183/jssr.2021.1.1.46>
- Terra, T., Berhanu, E., & Sodo, W. (2019). *Practices and Challenges of Instructional Supervision in Government Secodary Schools of Wolaita Zone*. <https://doi.org/10.7176/jep/10-13-05>
- Trần, N. H., Nguyen, C. D., Nguyen, G.-V., Ho, T.-N., Bui, Q.-T. T., & Hoang, N.-H. (2020). Workplace Conditions Created by Principals for Their Teachers' Professional Development in Vietnam. *International Journal of Leadership in Education*, 25(2), 238-257. <https://doi.org/10.1080/13603124.2019.1708472>
- Tuah, Y. A. E., Sudira, P., Mutohari, F., & Kusuma, W. M. (2021). The Competency of Pedagogic and Professional of Vocational Teachers in Implementing 21st Century Skill-Based Learning. *Jurnal Pendidikan Dan Pengajaran*, 54(2), 244. <https://doi.org/10.23887/jpp.v54i2.35336>
- U-Sayee, C. R., & Adomako, E. B. (2021). Supervisory Practices and Challenges Faced by Senior High School Principals in Greater Monrovia, Liberia: Implications for

Quality Education. *Heliyon*, 7(4), e06895.  
<https://doi.org/10.1016/j.heliyon.2021.e06895>

Wang, Y. (2023). Badminton Improves Executive Function in Adults Living with Mild Intellectual Disability. *International Journal of Environmental Research and Public Health*, 20(4). <https://doi.org/10.3390/ijerph20043673>

Xin, F. (2021). Application of Cloud Computing Virtual Technology in Badminton Teaching in Distance Education. In *Advances in Intelligent Systems and Computing* (Vol. 1303, pp. 1658-1665). [https://doi.org/10.1007/978-981-33-4572-0\\_244](https://doi.org/10.1007/978-981-33-4572-0_244)

Zheng, X., Jiang, C., & Liu, C. (2023). Uncovering the Complex Relationships Among Distributed Leadership, Departmental Teacher Leadership, and Professional Learning Community in Chinese Schools. *Future in Educational Research*, 1(2), 182-197. <https://doi.org/10.1002/fer3.15>

Zulu, F.-Q. B., & Bertram, C. (2019). Collaboration and Teacher Knowledge in a Teacher Learning Community: A Case of Mathematics Teachers in KwaZulu-Natal Province. *South African Journal of Higher Education*, 33(5). <https://doi.org/10.20853/33-5-3595>