

Effectiveness of Principal's Academic Supervision Model in Improving Teachers' Competency: A Systematic Literature Review

Erni Siti Lara¹, Dessy Wardiah¹, Suherman¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: ramadhanisyifa774@gmail.com

Article History: Received on 3 April 2025, Revised on 24 May 2025,
Published on 9 June 2025

Abstract: This study aims to analyze the effectiveness of academic supervision models implemented by school principals in improving teacher competence through a systematic literature review approach. The review compiles and examines various previous studies discussing the implementation of academic supervision and its impact on teacher professionalism and the quality of learning. Supervision that is conducted systematically and based on evaluation has been proven to enhance instructional quality, teacher well-being, and overall organizational performance in education. The findings of this study highlight the critical role of school leadership, particularly in developing contextual and sustainable supervision strategies. This research contributes to the development of adaptive and applicable academic supervision strategies that align with current educational dynamics.

Keywords: Academic Supervision, Educational Quality, Principal's Leadership, Systematic Literature Review, Teachers' Competence

A. Introduction

Education aims to ensure that the human resources of each country can carry out the learning process well. The managerial process is very important for every organization, especially for teacher organizations in every work unit or agency (Niswah, 2025). To achieve the goal of improving the quality of education in schools, all school members, including stakeholders, are responsible. Improving, maintaining and improving the quality of education in schools is something that must be done to solve education quality problems (Fortunately & Sriwahyuni, 2024). Teacher performance shows their ability to carry out their duties and responsibilities and demonstrate a professional attitude during learning (Indrawati et al., 2025). The quality of education is significantly influenced by the teacher's role as the frontline agent in the learning process. Teachers are expected not only to master subject matter but also to possess pedagogical, personal, social, and professional competencies. However, various field reports indicate

persistent challenges in enhancing teacher competence, including a lack of professional guidance and weak internal evaluation mechanisms in schools. These issues demand immediate attention to achieve national educational goals focused on quality, equity, and relevance.

Principals play a strategic role as instructional leaders and professional coaches for teachers. One of the key instruments they use is academic supervision. Rather than being a mere administrative task, academic supervision is a structured and systematic coaching process designed to support teachers' professional development. In practice, however, academic supervision is often implemented as a formality – unplanned and disconnected from teachers' actual needs. Many principals still lack a deep understanding of effective academic supervision strategies. International studies have indicated that intensive, data-based academic supervision can significantly improve classroom instruction. For example, concluded that collaborative supervision enhances teachers' professional reflection (Kuu-park et al., 2024). Principals' training in instructional supervision significantly impacts teacher job satisfaction. These findings underscore the urgency of developing a systematic and contextual academic supervision model, particularly in the Indonesian context. There remains a substantial research gap in evaluating the effectiveness of principals' academic supervision in Indonesia. Most existing studies are descriptive and rarely address the evaluative aspects of supervision models. Furthermore, few studies examine the interconnection between principal leadership, supervision strategies, and teacher competence improvement comprehensively. In the current era of quality-focused education, mapping supervision strategies that directly influence teacher capacity is critical. This study addresses that need by employing a Systematic Literature Review (SLR) approach to analyze existing academic supervision models, assess their effectiveness, and propose ideal strategies for principals. The study aims to provide theoretical and practical insights into education management and policy development, particularly for designing principal training programs, formulating academic supervision policies, and cultivating a culture of continuous professional development in schools.

B. Methods

This research utilized a Systematic Literature Review (SLR) approach guided by the PRISMA framework. Data were gathered from national and international journal articles that discuss principals' academic supervision. Articles were selected based on relevance to the topic, methodological soundness, and publication quality. The analysis focused on various supervision models and their impact on teacher competence enhancement. Documentation of the search process through Google Scholar is illustrated in the following section.

C. Result And Discussion

Table 1. Results Review, Effectiveness Model Supervision Academic Head School in Increase Competence Teacher

No	Title	Writer & Year	Objective Study	Method Study	Results Study	Conclusion
1	Analysis of Academic Supervision on Improving Teacher Performance	(Rimadani & Triwiyanto, 2024)	Analyze the influence of academic supervision on teacher performance.	Systematic Literature Review (SLR)	Supervision Which precisely improve the quality of learning.	Analysis of Academic Supervision on Improving Teacher Performance
2	Effectiveness of Implementation Managerial Supervision	(Agung D. et al., 2022)	Examining managerial supervision in improving organizational performance.	Systematic Literature Review (SLR)	Supervision effective despite the constraints of facilities and understanding.	Supervision effective despite the constraints of facilities and understanding.
3	Leadership Positive Principal	(Trihantoyo & Ilmansyah, 2022)	Examining the impact of positive leadership on teacher welfare.	Systematic Literature Review (SLR)	Appreciative leadership improves the quality of education.	Appreciative leadership improves the quality of education.
4	Competence Head of Managerial Schools in Improving the Quality of Public Elementary Schools	(Laela et al., 2023)	Examining the influence of managerial competence of the head school on the quality of elementary schools country in the District Cikande	Quantitative with a correlational approach, using questionnaire to 171 respondents, data analysis with regression linear multiple	Managerial competence of the head school has a significant influence on the quality of elementary schools. The principal school with competence managerial Which Good can improve the quality of education	Competence Principal management plays a very important role in improving quality school base. By Because that, strengthening the managerial skills of the head school required
5	The Influence of MGMP Activities on Improving Performance and Teacher Professionalism	(Nurul Arafah S. et al., 2024)	Examining the influence of MGMP to teacher performance and professionalism	Systematic Literature Review (SLR) with analysis of 10 national journal articles	9 out of 10 articles stated that MGMP increased performance and teacher professionalism, while 1 article mentioned the negative impacts	MGMP plays an important role in improvement performance and professionalism teachers, but improvements are needed in implementation to be more effective.

6	Policy Government in Improving the Quality of Islamic Religious Education Teachers (Noer & S.A.P, 2023)	Exploring policies government in improving the quality of Islamic Religious Education teachers	Systematic Literature Review (SLR) with policy analysis, training, and collaboration with educational institutions	Training programs and collaboration with universities effectively increase quality Teacher	Islamic education policy need strengthening teacher training and support for teachers in various regions
7	Professional Development Strategy (Cahyani et al., 2024)	Identifying strategies development of teacher and staff professionalism education For increase quality of education	Method qualitative (literature study, observation, interviews)	GTK professionalism has an important role in increase quality of education	Professional development Good GTK can improve quality education in a way significant
8	Implementation and Evaluation Strategy Control in Improving Student Learning Outcomes at Level School Base (Chairiyah et al., 2023)	Analyzing control strategies in improving learning outcomes student in elementary school level	Descriptive qualitative (literature review, evaluation of educational strategies)	Identify effective learning strategies, as well as evaluation strategic control in elementary school	Implementation strategy which is effective is very important to improve student learning outcomes.
9	Literature Review on the Implementation of Total Quality Management Principles in Vocational Education: Challenges And Opportunity (Waruwu, 2024)	Examining the application of Total Quality Management (TQM) principles in vocational education as well as challenges and opportunities	Literature Review (analysis of various studies) previously)	TQM can improve the efficiency and effectiveness of vocational education	The implementation of TQM in vocational education requires commitment and leadership the strong one
10	Literature Review: Differentiated Approach Learning Solutions in Diversity (Ade Sintia Wulandari, 2022)	Review scientific journals on differentiated learning approaches	Literature Reviews	Differentiated learning accommodates diversity student in learning And improve learning outcomes	This approach needs more developed and applied in learning
11	Method Research and Development (R&D): Draft, Types, Stages and Advantages (Waruwu, 2024)	Analyze draft, types and stages of development research (R&D)	Systematic Literature Reviews	R&D produce innovation education Which has tested effectively	Method R&D very useful in producing educational innovation

12	Effectiveness Implementation Supervision Academic Head School In Increase Teacher Performance at State Vocational School 4 Bandar Lampung	(Krisdiana, 2022)	Implementation of academic supervision, how to improve teacher performance, the effectiveness of the Principal's academic supervision in improving teacher performance teacher at State Vocational School 4 Bandar Lampung.	Descriptive	The implementation of the principal's academic supervision includes the preparation of a work program consisting of programs annual and semester programs, the principal supervises teachers starting from the teaching methods teaching to teacher activities.	Academic supervision implemented by the Principal of State Vocational School 4 Bandar Lampung has proven to be effective in improving teacher performance. The effectiveness of supervision is reflected in the existence of continuous coaching, evaluation, and follow-up on teacher performance, thus contributing to improving the quality of learning in schools.
13	The Effectiveness of Academic Supervision for Improving Teacher Competence	(KUSNITA, 2023)	The role of the principal in implementing academic supervision of teachers, the effectiveness of academic supervision, and the impact of academic supervision on improving the quality of learning processes and outcomes in schools.	Descriptive	The implementation of Academic Supervision by the principal is carried out in a structured, effective manner. Supervision Academic seen from increasing teacher's ability, and Impact Supervision to Quality Learning shown with existence improvement results Study student and atmosphere more learning active, creative, and pleasant.	supervision carried out effectively by the principal contributes positively to improving teacher competence and performance.

14	Principal's Academic Supervision in Improving Pedagogical Competence in the Independent Curriculum of Krista Elementary School Image of Temanggung Regency	(Ernawati et al., 2024)	M describes and analyzing the planning, implementation, evaluation and follow-up of the principal's academic supervision in improving pedagogical competence in the independent curriculum of Krista Citra Temanggung Elementary School.	Qualitative	planning is carried out cooperatively, creatively, comprehensively, flexibly and Continuous. Supervision follow- up academic in the form of providing motivation, coaching and solutions.	Supervision The principal's academic activities include planning, implementation, evaluation and follow-up. improving pedagogical competence in the independent curriculum of Krista Citra Temanggung Elementary School.
15	The Role Of Change Leadership, Principal Academic Supervision, And Self-Efficacy In Improving Teacher Pedagogical Competence	(Firmansyah et al., 2025)	The aim of this research is to examine the influence of change leadership, principal academic supervision, and self-efficacy partially and simultaneously on teachers' pedagogical competence in State Middle Schools in Cilegon City.	This study uses quantitative methods with ex post facto surveys.	The research results show that change leadership has a positive and significant effect on teachers' pedagogical competence (coefficient = 0.195; $p < 0.05$). In addition, the principal's academic supervision has a greater effect on teachers' pedagogical competence (coefficient = 0.353; $p < 0.05$).	These findings show that a visionary and adaptive school principals, combined with structured academic supervision, can improve teachers' pedagogical competence. The combination of the two, along with increasing teacher independence, has proven effective in creating a learning environment that supports and empowers teachers to improve the quality of their learning.

The analysis identified both strengths and weaknesses in the implementation of academic supervision by school principals. Positive Aspects: 1) Promotion of Teacher Professionalism: Structured supervision enhances teachers' professional accountability and performance in instructional tasks; 2) Supportive Leadership: Principals with strong managerial capabilities foster a positive and conducive work environment; 3) Data-Driven Supervision: Reflective and objective data-based supervision significantly boosts teacher effectiveness; 4) Institutional Impact: Academic supervision benefits not only individual teachers but also the school's overall learning environment and outcomes.

Areas for Improvement: 1) Limited Resources and Time: Technical challenges such as inadequate facilities and limited time allocations hinder supervision implementation; 2) Inconsistent Implementation Skills: Some principals lack a comprehensive understanding of effective, context-sensitive supervision methods; 3) Resistance from Teachers: Some teachers are reluctant to engage openly in coaching, reducing supervision effectiveness; 4) Insufficient Long-Term Evaluation: Few studies have tracked the long-term effects of supervision on teacher development. These findings suggest that academic supervision, when carefully designed and consistently applied, can serve as a critical tool for educational quality improvement. Tailoring supervision strategies to school-specific needs and conditions remains essential to maximize their impact.

D. Conclusions

Academic supervision conducted by school principals plays a vital role in enhancing teacher competence and overall education quality. Well-structured, data-informed strategies aligned with school needs can foster more effective learning environments. Principals equipped with strong leadership and managerial skills can inspire teachers and contribute significantly to their professional growth. The success of supervision also hinges on collaborative stakeholder involvement and supportive educational policies. Strengthening the principal's role through training, adequate facilities, and ongoing evaluation is essential for meaningful and sustainable educational reform.

E. Acknowledgement

We acknowledge all stakeholders especially from Universitas PGRI Palembang who helped us in this article.

References

Ade Sintia Wulandari. (2022). Literature Review: Differentiated Approach to Learning

- Solutions in Diversity. *Jurnal Pendidikan Mipa*, 12(3), 682–689.
<https://doi.org/10.37630/jpm.v12i3.620>
- Agung D., P., Heryana, N., Putri A., V., Putri W., T., Aurelia, A., Hayat, A., & Khumaidi, N. (2022). Efektivitas pelaksanaan supervisi manajerial dalam upaya meningkatkan kinerja organisasi pendidikan. *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies*, 1(1), 30–37.
<https://doi.org/10.69966/mjemias.v1i1.5>
- Cahyani, D. P. R., Nengrum, F. T., & Windasari, W. (2024). GTK Professionalism Development Strategy in Improving the Quality of Education at SMP Negeri 34 Surabaya. *Jurnal Teknologi Pendidikan*, 1(3), 11.
<https://doi.org/10.47134/jtp.v1i3.332>
- Chairiyah, S. S., Khayati, N., & Hanifah, E. (2023). Implementation and Evaluation of Strategic Control in Improving Student Learning Outcomes at Elementary School Level. *Jurnal Ilmu Manajemen Dan Pendidikan*, 3, 87–92.
<https://doi.org/10.30872/jimpian.v3ise.2923>
- Ernawati, E., Kusumaningsih, W., & Ginting, R. B. (2024). Principal's Academic Supervision in Improving Pedagogical Competence in the Independent Curriculum of Krista Citra Elementary School, Temanggung Regency. *Jurnal Inovasi Pembelajaran Di Sekolah*, 5(1), 252–261.
<https://doi.org/10.51874/jips.v5i1.215>
- Firmansyah, F., Muttaqin, A., Ginanjar, G., & Rahayu, M. (2025). *The Role of Change Leadership, Principal Academic Supervision, and Self-Efficacy in Improving Teachers' Pedagogical Competence*. 6(1), 50–61. <https://doi.org/10.30596/jppp.v6i1.23972>
- Fortunately, R., & Sriwahyuni, E. (2024). Educational Supervision as an Effort to Improve the Quality of Education in Schools. *Jurnal Manajemen Pendidikan*, 6, 48–59.
<http://ejournal.uinib.ac.id/jurnal/index.php/produ/article/download/9696/3917>
- Indrawati, D., Wiyono, B. B., & Romlah, S. (2025). *Transformational Leadership and Work Motivation in Improving Teacher Performance: A Systematic Literature Review*. 8(1).
- Krisdiana, E. (2022). The Effectiveness of the Principal's Academic Supervision Implementation in Improving Performance at SMK Negeri 4 Bandar Lampung. *Poace*, 2(1), 10–23.
- Kusnita, K. K. (2023). The Effectiveness of Academic Supervision for Improving Teacher Competence. *Edugama: Jurnal Kependidikan Dan Sosial Keagamaan*, 9(1), 19–25.
<https://doi.org/10.32923/edugama.v9i1.3144>
- Kuu-park, G., Kohtala, C., Juntunen, J. K., & Hyysalo, S. (2024). Energy Research & Social Science Materiality in community energy innovation: A systematic literature review of hands-on material engagement in energy transition. *Energy Research & Social Science*, 114(March), 103616.
<https://doi.org/10.1016/j.erss.2024.103616>

- Laela, S., Hanafi, S., & Sudadio, S. (2023). Principal Managerial Competence in Improving the Quality of Public Elementary Schools. *Jurnal Educatio FKIP UNMA*, 9(2), 599–606. <https://doi.org/10.31949/educatio.v9i2.4868>
- Niswah, A. C. (2025). *Effectiveness of Implementing Managerial Supervision as an Effort to Improve the Performance of Madrasah Aliyah Teacher Education Organizations*. 4(1), 1–14.
- Noer, S., & S.A.P, R. S. (2023). Government Policy in Improving the Quality of Islamic Religious Education Teachers; Systematic Analysis of Literature Review. *Tarbawi Ngabar: Jurnal of Education*, 4(2), 165–195. <https://doi.org/10.55380/tarbawi.v4i2.520>
- Nurul Arafah S., Suci Yuniati, Depriwana Rahmi, & Annisah Kurniati. (2024). The Influence of Subject Teachers' Deliberation Activities (MGMP) on Improving Teacher Performance and Professionalism: A Literature Review. *Populer: Jurnal Penelitian Mahasiswa*, 3(2), 119–127. <https://doi.org/10.58192/populer.v3i2.2136>
- Rimadani, R., & Triwiyanto, T. (2024). Analysis of Academic Supervision on Improving Teacher Performance. *Aqlamuna: Journal of Educational Studies*, 1(2), 299–312. <https://doi.org/10.58223/aqlamuna.v1i2.275>
- Trihantoyo, S., & Ilmansyah, D. (2022). Positive Leadership of the Principal in Realizing Teacher Well-Being. *Inspirasi Manajemen Pendidikan*, 10(2), 384–398. <https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/view/48624>
- Waruwu, M. (2024). Research and Development (R&D) Methods: Concepts, Types, Stages and Advantages. *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 1220–1230. <https://doi.org/10.29303/jipp.v9i2.2141>