

The Role of Principal's Academic Supervision in Encouraging the Development of Teachers' Creativity and Innovation: An Integrated Literature Review

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Abstract: The purpose of this article is to investigate the strategic role of academic supervision played by principals in encouraging teacher creativity and innovation. This study used a Systematic Literature Review (SLR) of fifteen scientific articles from 2021 to 2025. The results showed that planned, professional, and needs-based academic supervision can improve teacher motivation and professionalism, as well as their ability to create innovative and creative learning. Supervision approaches such as coaching, transformational, collaborative, and clinical have proven effective in helping teachers create learning methods that are in accordance with the times. However, limitations of time, facilities, and teacher readiness hinder the implementation of supervision. Therefore, policies and ongoing training that support principals to improve their capacity as educational controllers are needed. It is hoped that this study will provide theoretical and practical knowledge on how to create a school culture that supports innovation and learning quality. Findings inform policy design for principal training programs.

Keywords: Learning Innovation, Principal's Academic Supervision, Teachers' Creativity

A. Introduction

Competitive and high-quality human resources depend on education. Quality education is increasingly needed in the era of globalization and the industrial revolution 4.0, especially to produce students who are innovative, creative, and ready to follow the changing times. Because education is the key to progress and quality, an advanced nation is a quality nation (Handayani et al., 2022). One of the most strategic elements in the education process is the teacher. The role of the teacher as the center of

the learning process in this situation is very important. Therefore, all educational institutions need teachers who are experienced in teaching who can optimize the learning process (Badriyah, 2022).

Teachers must not only understand the subject matter, but they must also be able to create an interesting and relevant learning atmosphere that encourages students to think critically and creatively. Therefore, educational institutions must strive to innovate education through professional management. This is done to ensure that the institution produces graduates (the future generation) who are intellectually, skillfully, and spiritually reliable and ready to enter society (Amon & Harliansyah, 2022). In addition, the rapid growth of technology and science has caused the world to become smaller and resulted in an interdependent global society (Ruhita et al., 2023). This rapid technological advancement has caused teachers to have to relearn and develop their creativity and innovation that can support learning that produces quality students. Being able to face increasingly tight global competition is the quality of human resources needed by Indonesia for the future (Amon & Harliansyah, 2022). However, teachers' efforts to be innovative and creative require a good working environment, and the role of the principal as an educational leader is very important. Principals can only carry out their duties and responsibilities well if they can manage all the resources and components that will make teacher performance good too (Huriaty et al., 2022). The principal is the key to the success of a school or institution because their leadership greatly influences the success of achieving the school's goals and its quality (Sutikno et al., 2022).

Carrying out academic supervision is one of the strategic responsibilities of the principal. Academic supervision is a series of professional development activities aimed at helping teachers improve the learning process and outcomes. Principals with effective supervision can be reflective partners for teachers in evaluating teaching practices, trying new approaches, and encouraging innovative ideas for the learning process. Regular supervision can help teachers recognize the latest changes in the world of education (Ali, 2023). Then, the question is how much teachers understand and are willing to be supervised. Meanwhile, managers must determine whether their supervision practices have used the right procedures, steps, and approaches (Yahya et al., 2024). The principal and school supervisor carry out supervisory activities to provide guidance to teachers (Zulqaidah et al., 2023). The principal must prepare an academic supervision program as a guideline or outline for the implementation of academic supervision. This competency consists of three components: preparing the program, implementing, evaluating, and following up on the results during the implementation (Herlilawati, 2021). In reality, academic supervision is more than just administrative control; more than that, it is a means to educate employees who emphasize cooperation, discussion, and participatory attitudes. A professional and

inspiring principal can help build a school culture that supports innovation. Therefore, it is very important to gain a deep understanding of the strategic role of the principal in implementing academic supervision, especially in terms of enhancing teacher creativity and innovation.

This study collects relevant literature on the role of principals' academic supervision in fostering teachers' creativity and innovation. It is expected that this study will provide theoretical insights and practical implications for principals, education policy makers, and teachers in creating better academic supervision practices that have a positive impact on the quality of education.

B. Methods

The method used in this study is systematic literature review or abbreviated as SLR. The SLR research method searches, selects, assesses, and synthesizes relevant literature from various sources (Noer & S.A.P, 2023). In addition, using Google Scholar to search for relevant book and journal titles, the data obtained was compiled, analyzed, and summarized to reach conclusions about the literature study (Nasution et al., 2023). The articles collected in this study were from 2021-2025. The Google Scholar search documentation in this study is as shown in the image below:

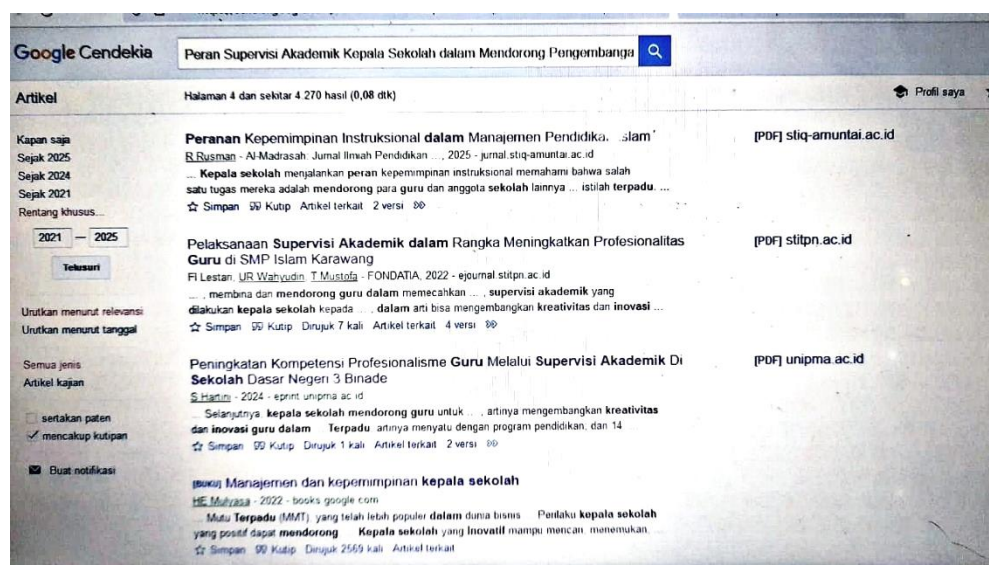


Figure 1. Searching Google Scholar

Based on the figure above, the search conducted on Google Scholar by entering the keywords academic supervision, innovation, and teacher creativity, resulted in 150 articles that were close to the title of the writing. Of the 150 articles, only 27 articles could be used.

C. Result and Discussion

Table 1. Reviewed Articles

No	Title	Author	Aim	Methods	Result	Conclusion
1.	Educational Supervision in Improving the Quality of Education	(Almaajid et al., 2023)	This study aims to study how educational supervision can help improve the quality of education. The main focus is how effective supervision can improve the quality of the learning process and encourage teacher professional development to achieve academic goals.	Literature study through reviewing various journals, books, and research reports.	This theory suggests that effective educational supervision helps teachers' professional growth and improves the quality of learning. Supervision also helps create a better learning environment, improves the quality of teaching, and encourages teachers to continue developing their abilities and skills. However, the lack of adequate human resources, time, and funds are issues that hinder the implementation of supervision.	Educational supervision plays a very important role in improving the quality of education. With supervision carried out systematically and planned, the quality of the learning process can be significantly improved. The principal, as a supervisor, must understand the principles of supervision to provide constructive guidance that can optimize teacher performance and improve student learning achievement to support the achievement of national education.
2.	Implementation of Collaborative Supervision Approach to Improve the Professional Competence of Science Teachers at SMP Negeri 4 Pontianak	(GUNAWAN, 2023)	This study aims to determine the professional competence of teachers at SMP Negeri 4 Pontianak.	The research method used in this study is school action research.	The results of the study in cycle I on planning competency were 92%, then in cycle II it was 97% which means there was an increase of 5%. In cycle I implementation competency it was 79%, while in cycle II it was 93% which means there was an increase of 14%. In assessment competency in cycle I it was 71% and in cycle II it was 97% which means there was an increase of 26%. Thus, there	Collaborative supervision planning to improve the professional competence of science teachers is planned as many as 2 observations in 2 cycles, namely the first cycle in October and the second cycle in November, by observing 6 science teachers. The assessment is carried out by filling out the assessment instrument based on collaborative supervision.

					was an increase in the average percentage of science teacher professional competency through collaborative supervision of 15%.	
3.	Analysis of the Role of Educational Supervision in Improving Teacher Professionalism	(Tamim Mulloh & Muslim, 2022)	The study aims to understand how educational supervision can improve teacher professionalism and efforts that can be made to improve educator skills to improve the quality of education.	This study uses qualitative methodology and literature study. Data were analyzed descriptively by looking at references and research findings on educational supervision. Then, the data were processed to describe the conditions that affect supervision on teacher professionalism.	The results of the study show that educational supervision plays a major role in improving teacher professionalism. As a supervisor, the principal has many important responsibilities, such as coordinator, consultant, group leader, and evaluator. The development of teacher abilities is greatly influenced by this role. The planning, implementation, and evaluation process of supervision helps teachers improve their abilities, master the material better, and adapt to technology-based learning. The study also showed that things like time, proper planning, and support from the principal often affect the success of supervision.	Educational supervision has a significant impact on improving teacher professionalism. If supervision is carried out in a planned and sustainable manner, the principal can encourage improvements in the quality of learning and teacher professionalism. Therefore, the principal must function well as a consultant, leader, and evaluator to help teachers achieve higher competencies, which will ultimately result in increased teacher professionalism.
4.	Educational Quality Development Supervision: A Review of Glickman's Development	(Sonia, 2022)	This study aims to gain a better understanding of the role of developmental supervision.	This paper uses a literature approach.	The results of the study show that managers have various approaches to complete their tasks, which are appropriately tailored to the characteristics of teachers. Thus, managers can decide when to start using	Developmental supervision is based on three broad ideas. The first is that teachers operate at different levels of professional development, depending on their background and experience. The second is that

	Supervision Concept				manager orientation with teachers individually.	teachers have different abilities and effectiveness, so there needs to be different approaches to supervising them. The third is that supervision should have a long-term goal aimed at improving the ability of each teacher and the school to reach higher levels.
5.	The Role of Professional Teachers in Improving Educational Competency Standards	(Wijaya, 2023)	The purpose of this study is to increase teachers' understanding of their role as professional educators.	The research methodology is a descriptive qualitative approach. The results of data analysis were obtained through analysis of journal and e-book literature.	Skills such as digital literacy, collaboration, communication, problem solving, critical thinking, and creativity are created by professional teachers. They help students prepare for the challenges of a changing world. Strengthening character and ethics teaches empathy, integrity, leadership, collaboration, and community engagement.	Professional teachers have pedagogical values, social skills, and noble Pancasila traits. They are also highly motivated to follow the development of technology and future learning planning systems.
6.	The Role of the Principal in Improving the Quality of Education at the Cahaya Hati Sawangan Integrated Islamic Elementary School	(Prasetyo, 2023)	The purpose of this study is to determine how the principal plays a role in improving the quality of students at MI IT Cahaya Hati Sawangan.	This research is a qualitative descriptive study that uses observation and interviews with the head of the research location.	The results show that the principal has done many things to improve the quality of education at MI IT Cahaya Hati Sawangan. The efforts made cover many important aspects in the management and implementation of the school, including teachers, students, facilities and infrastructure, and other school supporters.	This study found that the role of the principal is very important in improving the quality of education because they are educators, leaders, administrators, supervisors, innovators, motivators, and leaders.
7.	The Role of	(Cahayati &	To investigate the	This research uses a	The results of the study indicate	Educational supervision is a

	Educational Supervision in Improving Teacher Professionalism	Rizqa, 2024)	role of educational supervision in improving teacher competence. This article explains how important supervision is to help teachers maintain high teaching quality, build imperfect skills, and shape teachers as good role models for their students. The purpose of supervision is to encourage innovation in schools, select appropriate learning resources, and implement a regular assessment system.	literature study method to collect and analyze various sources related to the research topic. These sources include books, articles, journals, and other documents.	that educational supervision plays an important role in supporting teacher professional development by providing guidance, constructive feedback, and opportunities to improve their competence. Supervision is carried out through classroom observation, training, and periodic evaluation, which aims to improve teacher skills and improve the quality of learning. However, there are several challenges that arise. These include the difficulty of teachers to change traditional learning patterns, the lack of multimedia facilities, and the lack of teacher desire to improve their abilities.	very important tool for improving teacher professionalism. By providing constructive guidance and supporting innovation, supervision can help teachers reach their full potential in teaching. However, despite some obstacles, effective implementation of supervision can improve the overall quality of education by providing appropriate support for teacher skill development and learning improvement.
8.	Transformational Supervision Model to Encourage Educational Innovation at Al Ikhlas Integrated Islamic Elementary School (SDIT) Cirebon Regency	(Mahmudah, Yuyun Widara, 2024)	This study shows a transformational supervision model that is useful for encouraging educational innovation at Al Ikhlas Integrated Islamic Elementary School, Cirebon Regency and achieving real success.	This research uses a qualitative approach and uses case studies as a methodology.	The results of the study indicate that the Transformational Supervision Model is an effective way to encourage educational innovation in elementary schools. By involving key school leaders to support and inspire teachers, this model creates a supportive and motivating environment for innovation.	This model improves the quality of education, prepares students for the future, and meets the demands of global society.

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| 9. | The Role of the Principal in Developing the Independent Learning Curriculum | (Ramadina, 2021) | To explain how principals are responsible for developing a free learning curriculum in schools. One of the main objectives is to gain an understanding of how principals manage, implement, and drive a student-centered curriculum in a more flexible and adaptive educational environment. | This research uses qualitative methodology and literature study. | The results of the study show that the principal plays two roles: leading and overseeing changes in the school. He is responsible for directing and supporting the implementation of the Independent Learning Curriculum, which is centered on students. This curriculum gives educational units the autonomy to create a curriculum that suits the needs, potential, and characteristics of each student. This curriculum also gives the principal a strategic role in curriculum development, including planning, implementing, and evaluating learning. The principal is also responsible for organizing collaboration between teachers and external parties. | Principals have an important role in developing the Independent Learning Curriculum by driving student-centered learning. As supervisors and leaders of change, principals must support teachers to develop creativity in learning, create a reflective environment, and provide opportunities for students to develop professionally. |
| 10. | The Role of Principal Academic Supervision in Optimizing the Implementation of the Independent Curriculum in Schools | (Wahidah & Hakim, 2024) | To determine the role of the principal's academic supervision in supporting the implementation of the Merdeka Curriculum at SMA Darul Ulum 2 Unggulan BPPT Jombang. This study also seeks to find out | To collect data, this study uses a qualitative approach with a descriptive design. Field observations, in-depth interviews, and analysis of related documents are used. | The study showed that the principal was actively involved in four components of academic supervision: pre-observation, socialization, mentoring, and monitoring. The principal ensured that the supervision program was clearly planned, involved senior teachers as a supervisory team, and provided constructive criticism | The principal at SMA Darul Ulum 2 Unggulan BPPT Jombang uses academic supervision to optimize the implementation of the Merdeka Curriculum. It is proven that strategies such as routine mentoring, progress monitoring, and teacher training improve the quality of learning. This is despite |

			what supports and hinders academic supervision in this regard.		to improve the quality of learning. The Merdeka Curriculum at SMA Darul Ulum 2 has been implemented well. It includes curriculum development activities that integrate local culture in various subjects. Time constraints, variations in teacher competencies, and the age of teachers who have passed retirement age are problems.	constraints such as time constraints and variations in teacher competencies. Constructive feedback, senior teacher involvement, and a well-planned supervision program are key supporting components.
11.	Implementation of Academic Supervision in Order to Improve Teacher Professionalism at Karawang Islamic Middle School	(Lestari et al., 2022)	The purpose of supervision is to ensure that tasks are carried out in accordance with established provisions, procedures and orders.	This research is a qualitative research that uses a descriptive approach.	The results of the study show that academic supervision has been implemented well at Karawang Islamic Middle School, but some teachers are reluctant to do it.	To improve teacher professionalism, supervision is very important because supervisors can find out how to improve the quality of education.
12.	Inspirational Teacher Development: Coaching-Oriented Academic Supervision Training in the Leading Teacher Education	(A. Gani et al., 2024)	The purpose of PKM is to provide coaching-oriented academic supervision training to leading teachers in East Lombok. Thus, it is expected that leading teachers can improve their ability to lead and manage the	Starting with interactive discussions, workshop sessions, case studies, and practical simulations, the training is delivered face-to-face with coaching philosophy as the	The training results showed that the driving teachers understood and had better skills in implementing academic supervision through the coaching method. Participants were able to identify strengths and areas of development in the learning process and provide constructive and growth-	So, to conclude, training-oriented academic supervision training in the PGP program in East Lombok is an important step to improve the capabilities of leading teachers and, in turn, improve the quality of education in the area.

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| 13. | Program in East Lombok
Implementation of Clinical Supervision Activities of the Tirta Model in the Independent Curriculum Era | (Al Choir, 2023) | learning process effectively.
The purpose of the TIRTA model clinical examination conducted by school supervisors is to study how teachers implement a free curriculum in education. | basis.
This study uses qualitative and descriptive methodology. | focused feedback.
The results of the study showed that learning objectives, problem identification, action plans, responsibilities, and real actions were discussed through the clinical revision assistance of the TIRTA model. | TIRTA model clinical supervision activities are carried out in three stages: evaluation of learning documents, observation of learning activities, and feedback on evaluation of learning activities. Research shows that TIRTA model clinical supervision can improve teachers' learning abilities in the free curriculum era. Starting from oneself, concept exploration, collaboration space, contextual demonstration, concept elaboration, relationships between materials, and real actions.
Educational supervision plays a very important role in improving the quality of learning in the digital era. To achieve this, educational supervision must focus on developing a curriculum that is in accordance with digital technology, improving teachers' ability to use technology, and evaluating how technology helps students. With the right strategy, educational |
| 14. | The Role of Educational Supervision in Improving the Quality of Learning in the Digital Era | (Jacqueline & Mulyanti, 2024) | To investigate the function of educational supervision in improving the quality of learning in the era of computers and the internet. This article emphasizes the importance of supervision that is in accordance with technological | This study uses a literature review. | The results of this study indicate that educational supervision plays an important role in improving the quality of learning in the digital era. Some of the main findings of this article are as follows: 1. The Importance of Supervision: Educational supervision aims to help teachers improve the quality of learning by ensuring that the technology used in learning supports the | |

			advances to improve the efficiency and productivity of learning in elementary schools.		achievement of learning objectives. 2. Challenges: There are several challenges faced by teachers when they implement educational supervision. 3. How to Implement Supervision: In the study	supervision can address current problems and maximize the benefits of technology for students.
15.	Efforts to Optimize Learning Quality by Adapting Academic Supervision Strategies in the Midst of the Covid-19 Pandemic	(Azhar et al., 2021)	This study aims to identify the supervision activities carried out by students, how they master vocational high school competencies, and how they strategically organize the supervision process. The purpose of this study is to determine how the quality of learning in facing the challenges of change can be optimized.	Supervision activities at SMKIT Khoiru Ummah during the Covid-19 pandemic were the subject of this qualitative descriptive research.	The results of the study show that supervision activities and adaptation strategies are very important, especially during the COVID-19 pandemic. It is important for principals to receive coaching as a supervision activity to support each other in improving teacher performance and skills to improve the quality of learning.	Supervision is carried out regularly, and there are ways to adapt supervision to learning media and assess learning outcomes to improve the quality of learning.

To understand the main theme, namely the role of academic supervision in encouraging teacher creativity and innovation, there are many advantages and disadvantages of the 15 articles that have been reviewed.

The advantages of the article are as follows:

1. **Topic Consistency:** Many articles discuss the role of academic supervision and principal leadership in enhancing teacher professionalism and innovation.
2. **Contextual Variety:** This article covers a variety of educational levels (primary, middle, and high school) and geographic settings, providing a broad overview of academic supervision practices.
3. **Multiple Methods:** Data and results are supported by literature studies, case studies, and school actions.
4. **Supervision Models:** Several articles discuss creative supervision models such as coaching, collaborative, and transformational that help teachers develop.

The shortcomings of the article are as follows:

1. **Minimal Quantitative Measurement:** Most articles do not provide quantitative data or robust evaluation metrics to demonstrate supervision effectiveness.
2. **Not All Articles Emphasize Creativity and Innovation:** Some articles discuss supervision in the context of improving the overall quality of learning, but do not emphasize the innovation and creativity aspects specifically.
3. **Time and Funding Constraints:** Many articles mention supervision problems such as limited time, inadequate facilities, or teachers' desire to work, but do not provide implementable solutions.
4. **Lack of Research on Long-Term Impacts:** Most articles discuss short-term changes, but do not discuss the lasting impact of academic supervision on teacher innovation.

More than 80% of the 15 articles examined agreed that principals should encourage teacher creativity through academic supervision. It is evident that teachers' encouragement and outcomes to develop more inventive learning methods can be improved through supervision models such as coaching, clinical, and collaborative.

D. Conclusions

Based on the literature review of fifteen evaluated articles, it can be concluded that the principal's academic supervision plays an important role in encouraging teacher creativity and innovation. Planned, professional, and needs-based supervision can improve teacher motivation, professionalism, and their ability to create relevant and adaptive learning for the digital era. It is proven that coaching-oriented, transformational, and collaborative academic supervision can create a work environment that supports creativity and new learning methods. As school managers,

they not only assess students, but also help, encourage, and encourage teachers. However, supervision still faces many problems, such as limited time, resources, and teacher readiness to receive guidance. Therefore, it is important for principals to continuously improve their ability to supervise well and also to create a school culture that is open to new ideas. This study recommends ongoing training for principals in the field of academic supervision, as well as strengthening policies that support teacher professional development through a contemporary supervision approach that focuses on teacher development and is needs-based. Principals can be the main catalyst in creating quality, innovative, and relevant education to the demands of the times. Ministries should mandate biannual supervisory training for principals.

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