THE IMPLEMENTATION OF ACADEMIC SUPERVISION AT SMA NEGERI 9 MAROS AND ITS INFLUENCE ON TEACHER PERFORMANCE

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ABSTRACT

This study aims to examine the influence of academic supervision on teacher performance at SMA Negeri 9 Maros. The research adopts an ex post facto design, utilizing a quantitative methodology combined with sociological and pedagogical approaches. A dual-paradigm design with two independent variables was employed. The study's population consists of 41 teachers, with a saturated sampling technique used for data collection. The research instruments include questionnaires and document analysis. The findings indicate that the implementation of academic supervision significantly affects teacher performance at SMA Negeri 9 Maros. Academic supervision activities conducted by the principal encompass planning, implementation, evaluation, and follow-up actions. Academic supervision is essential for improving and enhancing teachers' capabilities and classroom performance. If the principal's academic supervision is strengthened and improved, teacher performance will also increase; conversely, inadequate supervision may lead to a decline in performance. Academic supervision is a crucial process that must be carried out to improve teaching quality and enhance student learning outcomes. The study implies that academic supervision plays a vital role in shaping teacher performance, demonstrating that the effectiveness of teachers' work is closely linked to the proper implementation of academic supervision.

Keywords: Supervision academic; teacher performance

1. INTRODUCTION

The success of classroom learning is largely determined by teacher performance. Teacher performance refers to work achievement or professional effectiveness, which is an expression of an individual's ability based on knowledge, attitude, skills, and motivation in producing educational outcomes.[1] It encompasses teachers' ability and success in carrying out instructional

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[1]Salmawati, dkk, "Kontribusi Kompetensi Pedagogik, Kompetensi Profesional dan Motivasi Kerja terhadap Kinerja Guru Penjasorkes SMP di Kabupaten Pati", *Journal of Physical Education and Sports*, No. 2 (2017): h. 199.

tasks.[2] Additionally, teacher performance is reflected in their ability to plan, implement, and assess the learning process[3] while adhering to professional work ethics, discipline, and pedagogical standards. Teacher performance is influenced by several factors, including supervision conducted by educational supervisors and school principals. Priadi Surya stated that educational supervisors hold professional positions aimed at fostering professional development to support principals, teachers, and school institutions. Supervisors are responsible for academic, administrative, and managerial supervision of educational units. To effectively carry out their roles, supervisors must possess key competencies, including personality development, managerial supervision, academic supervision, educational evaluation, research and development, and social competencies.[4]

One of the essential competencies of a school principal, as outlined in Minister of National Education Regulation No. 28 of 2010, Article 1, Paragraph 5, is supervisory competency.[5] According to Minister of National Education Regulation No. 13 of 2007, principals must possess three key academic supervision competencies: (1) planning an academic supervision program to enhance teacher professionalism, (2) implementing academic supervision using appropriate supervision approaches and techniques, and (3) following up on academic supervision results to improve teacher professionalism.[6] The primary target of academic supervision is teachers and their instructional practices, which include essential aspects such as developing syllabi and lesson plans, selecting appropriate teaching strategies, methods, and techniques, integrating media and information technology into learning, and assessing both the learning process and student outcomes.

Based on initial observations conducted on Tuesday, November 1, 2022, at SMA Negeri 9 Maros, it was found that teacher performance was still not optimal. One of the indicators of this issue was the delayed preparation of learning materials. Learning materials serve as essential guidelines in the teaching and learning process and should be carefully structured according to the school's context and students' needs. Ideally, these learning materials, including lesson plans (RPP), annual programs, semester programs, syllabi, and minimum competency criteria (KKM), should be prepared at the beginning of each semester. However, the observations revealed that many teachers only started preparing and submitting these materials in the middle of the semester, just before the mid-semester exams (UTS). This delay indicates a lack of preparedness and organization, which can negatively impact the overall quality of instruction and student learning outcomes. Several studies have highlighted the importance of academic supervision in improving teacher performance. Research conducted by Margi Purbasari emphasized that the principal's academic supervision plays a crucial role in enhancing teachers' instructional effectiveness. Academic supervision is not merely a routine task but a fundamental component

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[2]Supardi, *Kinerja Guru* (Jakarta: Rajawali Press, 2014), h. 23

[3]Hamzah B Uno, *Teori Motivasi dan Pengukurannya: Analisis Di Bidang Pendidikan* (Jakarta: Bumi Aksara, 2014), h. 86.

[4]Priadi Surya, "Profesionalisasi pengawas Pendidikan dalam Konteks Otonomi Daerah", *Jurnal Administrasi Pendidikan* (Desember 2022): h. 177.

[5]Menteri Pendidikan Nasional, "Peraturan Menteri Pendidikan Nasional Nomor 28 Tahun 2010 tentang Penugasan Guru sebagai Kepala Sekolah/Madrasah", (Jakarta: Republik Indonesia, 2010), h. 3.

[6]Menteri Pendidikan Nasional, "Peraturan Menteri Pendidikan Nasional Nomor 13 Tahun 2007 tentang Standar Kepala Sekolah/Madrasah", (Jakarta: Republik Indonesia, 2007), h. 7.

in ensuring quality education.[7] The effectiveness of academic supervision should be a shared responsibility among principals, teachers, and other stakeholders in the education sector. When implemented properly, it serves as a valuable tool for guiding teachers in refining their instructional methods, addressing challenges, and ultimately improving student learning outcomes.

Additionally, research by Leniwati and Yasir Arafat reinforced the significance of academic supervision, stating that regular supervision by school principals is essential in fostering positive changes in teacher performance.[8] Supervision provides teachers with constructive feedback, guidance, and motivation to improve their professional competencies. It also ensures that teachers adhere to established teaching standards and best practices, thereby enhancing the overall quality of education in schools. Given the findings from previous research and the challenges observed at SMA Negeri 9 Maros, it is evident that academic supervision plays a critical role in shaping teacher performance. Therefore, this study aims to further investigate the influence of academic supervision on teacher performance at SMA Negeri 9 Maros. By exploring this relationship, the research seeks to provide insights into how effective supervision practices can contribute to improving teachers' preparedness, instructional effectiveness, and overall educational quality.

2. METHODS

The research design employed in this study was ex-post facto. Ex-post facto research is a type of research in which the independent variables had already been influenced or treated before the study began, meaning that the researcher did not manipulate the variables but rather examined their existing effects. This design was particularly useful for analyzing causal relationships when direct experimental manipulation was not feasible. In this study, the independent variable was the implementation of academic supervision, while the dependent variable was teacher performance. These variables were explicitly stated to establish a relational study, where the research aimed to determine whether and to what extent the independent variable influenced the dependent variable. The study was conducted at SMA Negeri 9 Maros, a secondary school where academic supervision played a crucial role in shaping teacher performance.

The study employed two primary approaches. First, the methodological approach followed a positivistic approach, which was commonly used in quantitative research to analyze empirical data through statistical techniques. The positivistic approach assumed that reality could be measured objectively, making it suitable for studying causal relationships. Second, the scientific approach incorporated sociological and pedagogical perspectives. The sociological approach was used to understand how academic supervision, as a social process, influenced teacher behavior and performance within an educational institution. Meanwhile, the pedagogical approach focused on evaluating how supervision practices impacted teaching methodologies,

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[7]Margi Purbasari, "Pengaruh Supervisi Akademik terhadap Kinerja Mengajar Guru di Sekolah ", *Journal of Elementary Education* 4, No. 1 (2015): h. 46.

[8]Leniwati dan Yasir Arafat, "Implementasi Supervisi Akademik Kepala Sekolah untuk Meningkatkan Kinerja Guru", *Jurnal Manajemen, Kepemimpinan dan Supervisi Pendidikan (JMKSP)* 2, No. 1 (2017): h. 113.

instructional effectiveness, and overall classroom performance. The population in this study consisted of all teachers teaching at SMA Negeri 9 Maros. Given the relatively small population size, the research employed a saturated sampling technique, meaning that all members of the population were included in the sample. Thus, the sample size consisted of 41 teachers, ensuring comprehensive data collection and analysis.

To obtain reliable and valid data, this study utilized two primary data collection methods: questionnaires and document analysis. The questionnaire served as the main instrument for gathering quantitative data on teachers' perceptions of academic supervision and its impact on their performance. The questions were structured to measure key indicators of supervision effectiveness and teacher performance. Additionally, relevant school documents, such as lesson plans (RPP), teacher evaluations, supervision reports, and performance assessments, were analyzed to provide further insights and to triangulate the data collected through the questionnaires. The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive analysis was used to summarize and present data in a meaningful way, including frequency distributions, percentages, means, and standard deviations to describe the research variables. Inferential analysis was applied through a simple regression analysis to determine the relationship between academic supervision and teacher performance. Simple regression analysis helped assess whether one variable (academic supervision) significantly influenced another variable (teacher performance). The regression equation used in this study followed the formula:

$$Y = a + bX$$

where:

- **Y** represented the dependent variable (teacher performance),
- **a** was the intercept,
- **b** was the regression coefficient, and
- **X** represented the independent variable (academic supervision).

The results of the regression analysis helped predict how variations in academic supervision influenced teacher performance, providing valuable insights into the effectiveness of supervision practices at SMA Negeri 9 Maros. By employing a systematic research design, appropriate sampling techniques, and rigorous data analysis methods, this study aimed to contribute to the understanding of how academic supervision could be optimized to enhance teacher performance. The findings of this research were expected to offer practical recommendations for school administrators and policymakers in improving supervision strategies to foster better teaching outcomes.

3. FINDINGS AND DISCUSSION

Implementation of Academic Supervision

The implementation of academic supervision conducted by the principal at SMA Negeri 9 Maros was based on Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007, which outlines three key stages: planning, implementation, and evaluation/follow-up. Each of these stages consists of several sub-indicators that guide the supervision process. The planning stage involved four key aspects. First, academic supervision was designed with a focus on improving overall school quality. Second, the participation of teachers in planning ensured collaborative efforts in enhancing instructional effectiveness. Third, evaluation instruments were developed to assess the impact of academic supervision. Lastly, techniques and methods were determined to ensure the appropriate implementation of supervision strategies. The implementation stage focused on monitoring and supporting teachers. This was carried out through classroom observations to assess teaching activities and class visits to evaluate the learning process. Additionally, teachers were guided in developing learning materials and supported in analyzing students' learning outcomes, ensuring continuous professional growth.

The evaluation and follow-up stage involved reviewing and enhancing the effectiveness of supervision. This stage included analyzing supervision results to identify strengths and areas for improvement, followed by implementing necessary actions based on the findings. Furthermore, coaching and mentoring were provided to teachers as part of their professional development. Lastly, preparations for the next supervision cycle were made to sustain continuous improvement. To assess the effectiveness of academic supervision, a questionnaire was developed and distributed to 41 teachers at SMA Negeri 9 Maros. The data obtained provided valuable insights into the impact of supervision on teacher performance. The findings indicated that the maximum score for academic supervision implementation was 120, while the minimum score was 81, with an average score of 109.88. To further analyze the extent of academic supervision implementation, a categorization analysis was conducted. The results are presented in Table 3.1, which categorizes academic supervision implementation levels at SMA Negeri 9 Maros. These findings highlight the crucial role of academic supervision in enhancing teacher performance and instructional quality. A well-structured supervision process that includes effective planning, proper execution, and thorough evaluation can significantly contribute to improving teaching practices and student learning outcomes.

Table 1. *Categorization of Academic Supervision Implementation at SMA Negeri 9 Maros*

Kriteria	Interval	Frekuensi	Persentase
Very Low	$X < 79$	6	15%
Low	$79 < X \leq 84$	2	5%
Currently	$84 < X \leq 88$	5	12%
Tall	$88 < X \leq 93$	4	10%
Very high	$X > 93$	24	59%
Total		41	100%

Data Source: Analysis of the Academic Supervision Implementation Questionnaire

The interpretation of the data presented in the table reveals the following findings regarding the implementation of academic supervision at SMA Negeri 9 Maros. Six respondents

(15%) rated the implementation of academic supervision as very low. This assessment was derived from two indicators: the observation of the learning process in the classroom and the planning of techniques or methods applied during supervision. It was observed that during academic supervision, the principal conducted classroom observations, which caused some teachers to feel nervous. Additionally, some teachers expressed dissatisfaction with the principal's planning of techniques or methods for academic supervision. Two respondents (5%) provided a low rating, which was based on the indicator of planning evaluation instruments for supervision. Field observations revealed that several teachers perceived the principal as less precise in preparing evaluation instruments for academic supervision. This suggests a need for improvement in the planning and preparation stages of the supervision process.

Five respondents (12%) rated the implementation as moderate. This rating was based on two indicators: the implementation of coaching to address areas for improvement identified through supervision and the preparation for subsequent academic supervision. It was found that the principal provided coaching to teachers who were deemed to require further development in academic supervision and offered suggestions based on the results of supervision to enhance their performance in the future. While this demonstrates some level of support, the moderate rating indicates room for further enhancement in these areas. Then, four respondents (12%) rated the implementation as high. This rating was based on the indicators of conducting classroom observations and analyzing the results of academic supervision. The findings indicated that the principal conducted classroom observations each semester in accordance with the established schedule. Following these observations, the principal analyzed the results of the academic supervision to evaluate teacher performance. This structured approach reflects a commitment to maintaining accountability and improving teaching practices.

Twenty-four respondents (59%) rated the implementation as very high. This rating was derived from three indicators: guiding teachers in preparing learning tools, guiding teachers in analyzing learning outcome evaluations, and following up on the results of academic supervision analysis. The principal was found to assist teachers in preparing learning tools, such as syllabi, annual programs (prota), semester programs (prosem), lesson plans (RPP), and other related materials. Additionally, the principal consistently guided teachers in analyzing student learning outcomes and administering evaluations. After conducting supervision, the principal also followed up on the results by discussing them with the respective teachers. This comprehensive support system highlights the principal's active role in fostering teacher development and improving educational outcomes.

In conclusion, based on the average score of 109.88, the implementation of academic supervision at SMA Negeri 9 Maros falls into the "very high" category. This indicates that, overall, the principal's efforts in academic supervision have been effective and well-received by the majority of respondents. Further details regarding the implementation of academic supervision at SMA Negeri 9 Maros can be observed in the accompanying figure below.

Categorization of Academic Supervision Implementation

30
25
20
15
24

The implementation of academic supervision conducted by the principal, based on the three key aspects, was assessed through the achievement index calculated from the responses to the questionnaire provided to the respondents. The results of the calculation of the implementation index for academic supervision by the principal for each indicator are presented in the following table.

Table 2. *Achievement Index of Academic Supervision Implementation Variables*

No	Aspect	Indicator	Item No.	Index	Average Aspect Index
1	Planning Stage	Supervision planning oriented towards improving school quality	1,2	92.68	90.65
		Involving teachers in supervision planning	3,4	89.75	
		Planning evaluation instruments in supervision	5,6	90.48	
		Planning techniques or methods to be applied in supervision	7,8	89.50	
2	Implementation Stage	Conducting class observations	9,10	92.19	91.94
		Observing the learning process during class visits	11,12	89.75	
		Guiding teachers in preparing learning tools	13,14	92.92	
		Guiding teachers in conducting learning outcome evaluation analysis	15,16	93.17	
3	Evaluation and Follow-up Stage	Conducting analysis of academic supervision results	17,18	92.67	92.06
		Following up on the results of academic supervision analysis	19,20	93.65	
		Carrying out coaching on improvements based on academic supervision results	21,22	90.72	

| | | Preparing for the next academic supervision (next semester) | 23,24 | 91.21 | |

Based on the table above, it can be observed that among the three aspects of academic supervision implementation at SMA Negeri 9 Maros, the aspect with the highest achievement index is the Evaluation and Follow-up Stage, with a score of 92.06. This is followed by the Implementation Stage, with an achievement index of 91.94, and finally, the Planning Stage, which has the lowest achievement index of 90.65. The Evaluation and Follow-up Stage, with an achievement index of 92.06, consists of several key activities conducted by the principal, including analyzing the results of academic supervision, following up on the findings of the supervision analysis, providing coaching to improve teaching practices based on the results of academic supervision, and preparing for the next cycle of academic supervision (for the following semester). The second aspect, the Implementation Stage, which has an achievement index of 91.94, involves the principal conducting class observations, monitoring the learning process during classroom visits, guiding teachers in the preparation of instructional materials, and assisting teachers in analyzing the evaluation of learning outcomes. The Planning Stage, which has the lowest achievement index of 90.65, includes activities such as planning supervision with a focus on improving school quality, involving teachers in the supervision planning process, developing evaluation instruments for supervision, and determining techniques or methods to be applied in the supervision process. Overall, the most frequently performed indicators by the principal include guiding teachers in the preparation of instructional materials, assisting teachers in analyzing learning outcome evaluations, and following up on the results of academic supervision analysis. However, one aspect that has not been optimally implemented is the planning of techniques or methods to be applied in academic supervision.

Teacher Performance Results

Teacher performance indicators are based on Law No. 14 of 2005, Article 20, which mandates that teachers, in fulfilling their professional responsibilities, must plan learning activities, conduct quality learning processes, and assess and evaluate learning outcomes. These responsibilities ensure that the teaching and learning process is conducted systematically, effectively, and efficiently. Therefore, to evaluate the performance of teachers at SMA Negeri 9 Maros, the study considered three key indicators: planning learning activities, implementing learning activities, and assessing and evaluating learning outcomes. The first key indicator is planning learning activities, which involves the preparation and structuring of the teaching process before classroom instruction begins. This stage consists of five sub-indicators, which include teachers: (1) preparing lesson plans, (2) formulating learning objectives, (3) selecting and developing relevant teaching materials, (4) designing learning activities, and (5) planning assessment strategies. A well-structured lesson plan is essential for ensuring that learning objectives are met and that instructional activities align with students' needs and curriculum requirements.

The second key indicator is implementing learning activities, which refers to the actual delivery of lessons in the classroom. This stage consists of five sub-indicators, which include teachers: (1) effectively opening the lesson to engage students, (2) delivering instructional material in a structured manner, (3) utilizing appropriate teaching methods and instructional media to facilitate understanding, (4) guiding students throughout the learning process to

enhance their comprehension, and (5) concluding the lesson by summarizing key points and reinforcing learning outcomes. The effectiveness of this stage significantly impacts student engagement, motivation, and academic performance. The third key indicator is assessing and evaluating learning outcomes, which is essential for measuring student progress and identifying areas for improvement. This stage consists of four sub-indicators, which include teachers: (1) conducting formative and summative evaluations during the learning process, (2) analyzing the results of learning evaluations to identify student strengths and weaknesses, (3) following up on evaluation results by providing necessary interventions or remediation, and (4) offering guidance and feedback based on student learning outcomes to support their academic growth. Effective assessment practices ensure that students receive the necessary support to achieve their learning goals. To measure teacher performance, data were collected using the teacher performance assessment document (PKG), obtained from the principal. This document provided comprehensive insights into how well teachers performed in planning, implementing, and evaluating their teaching activities. The results of this assessment were then analyzed to determine the overall performance of teachers at SMA Negeri 9 Maros.

The findings of this study indicate that teacher performance at SMA Negeri 9 Maros varied across individuals, with some teachers demonstrating exceptionally high performance while others exhibited areas that required further improvement. The maximum performance score recorded among the teachers was 97, while the minimum score was 73, reflecting a moderate range of performance levels within the school. The average performance score was calculated at 88.71, suggesting that, on average, teachers at SMA Negeri 9 Maros performed at a satisfactory to high level. Additionally, the standard deviation was 6.314, indicating a relatively moderate distribution of scores among the 41 participating teachers.

Further statistical analysis revealed that the variance value was 39.862, signifying the degree of variation in teacher performance scores. Additionally, the range of scores was 24, illustrating the gap between the highest and lowest performance scores recorded in the study. These findings highlight that while many teachers demonstrated strong performance in lesson planning, instructional delivery, and assessment practices, there were still variations in effectiveness across individuals. A more detailed categorization of teacher performance at SMA Negeri 9 Maros is presented in Table 4.7, which provides further insights into the distribution of teacher performance scores. The findings underscore the importance of continuous professional development programs and instructional support to enhance teacher effectiveness and improve overall educational quality within the institution.

Table 3. *Categorization of Teacher Performance at SMA Negeri 9 Maros*

| Kriteria	Interval	Frekuensi	Persentase
Very Low	X < 73	0	0%
Low	73 < X ≤ 79	6	15%
Currently	79 < X ≤ 85	4	10%
Tall	85 < X ≤ 91	17	41%
Very high	X > 91	14	34%
Total		41	41

Data Source: Analysis of the teacher performance results

The interpretation of the data presented in the table above indicates that none of the respondents fell into the low-performance category. However, six respondents (15%) were classified as low-performing, based on their difficulties with choosing and developing teaching materials and following up on evaluation results. Specifically, it was found that some teachers struggled to select and develop appropriate teaching materials. Additionally, while teachers conducted remedial sessions for students who scored below the Minimum Mastery Criterion (KKM), some did not provide enrichment activities for students who had already met the KKM standard. Furthermore, four respondents (10%) were categorized as moderate-performing, primarily due to challenges related to using learning methods and media and providing guidance on student learning outcomes. The analysis revealed that while several teachers integrated various learning methods and actively engaged students in using learning media, there were instances where teachers failed to communicate students' learning progress with parents or guardians. Although student progress records were maintained, discussions with parents regarding their children's academic development were sometimes overlooked.

A total of 17 respondents (41%) were classified as high performing, as indicated by their strong performance in planning, implementing, and evaluating learning activities. In terms of lesson planning, these teachers demonstrated competence in formulating learning objectives, designing learning activities, and planning assessments. With respect to instructional implementation, high-performing teachers excelled in guiding students through the learning process and effectively concluding lessons. In terms of assessment and evaluation, they consistently conducted evaluations throughout the learning process and analyzed student performance results. Field observations further confirmed that high-performing teachers meticulously planned their lessons by selecting strategies and methods appropriate to the subject matter. They effectively structured learning activities by incorporating introductory, core, and concluding components. Additionally, these teachers were able to determine appropriate assessment methods to be employed during instruction. In the classroom, they actively encouraged student participation, facilitated discussions, and provided assistance to students experiencing difficulties. At the conclusion of lessons, they reinforced key concepts and provided clear summaries of the material covered. In terms of student assessment and evaluation, these teachers not only monitored student performance throughout the learning process but also returned and reviewed students' completed assignments, ensuring that feedback was provided to enhance learning outcomes.

A total of 14 respondents (34%) were classified as very high-performing, based on their competence in compiling learning plans, initiating lessons, and delivering teaching materials. The findings indicate that these teachers effectively developed comprehensive instructional

materials, including annual programs (Prota), semester programs (Prosem), syllabi, lesson plans (RPP), and Minimum Mastery Criteria (KKM) standards. During classroom instruction, these teachers opened lessons systematically, beginning with greetings, leading students in prayer, taking attendance, and encouraging students to read the Qur'an for 15 minutes. This structured approach to lesson initiation fosters a positive and disciplined learning environment. Furthermore, the teachers at SMA Negeri 9 Maros demonstrated strong pedagogical competence, enabling them to deliver subject matter effectively and with broad academic insight. Their ability to present content in an engaging and structured manner contributed significantly to the overall effectiveness of instruction. Based on these findings, it can be concluded that the overall performance of teachers at SMA Negeri 9 Maros falls within the high-performance category. The distribution of teacher performance levels is further illustrated in the histogram below.
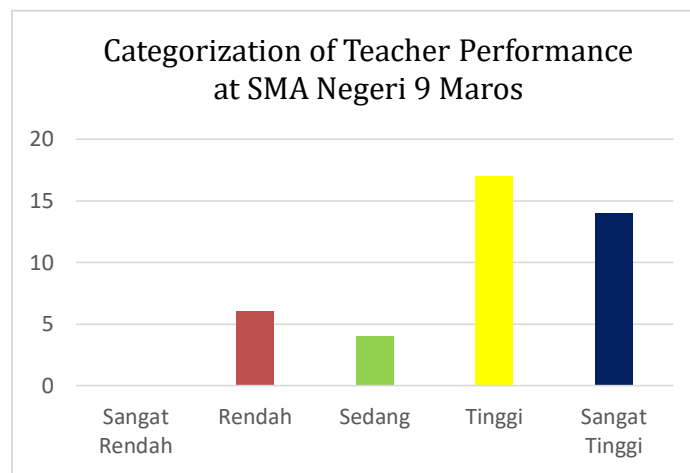
The performance achievement of teachers at SMA Negeri 9 Maros, based on each indicator within the three key aspects, is determined through the calculation of the achievement index derived from the responses to the questionnaire administered to the respondents. The results of this achievement index calculation provide a detailed overview of teacher performance across various indicators. The specific achievement index scores for each indicator can be observed in the following table.

Table 4. *Teacher Performance Variable Achievement Index*

No	Aspect	Indicator	Index	Average Aspect Index
1	Planning Learning Activities	Developing a learning plan	98.53	94.97
		Formulating learning objectives	94.63	
		Selecting and developing teaching materials	91.21	
		Formulating learning activities	95.85	
		Planning the assessment	94.63	
2	Carrying Out Learning Activities	Opening learning	98.29	95.70
		Delivering material	96.82	
		Using learning methods and media	91.70	

		Guiding students in learning	96.33	
		Closing the learning	95.36	
3	Assessing and Evaluating Learning Outcomes	Conducting evaluations during the learning process	94.87	93.22
		Analyzing learning evaluation results	94.63	
		Following up on evaluation results	91.46	
		Providing guidance on student learning outcomes	91.95	

Based on the table above, among the three aspects of teacher performance variables at SMA Negeri 9 Maros, the highest achievement index is observed in the aspect of implementing learning activities, with a score of 95.7, followed by the aspect of planning learning activities at 94.97, and finally, the aspect of assessing and evaluating learning outcomes at 93.22. The implementation of learning activities aspect, which has an achievement index of 95.7, includes teachers opening the lesson, delivering the material, utilizing learning methods and media, guiding students in the learning process, and concluding the lesson. The planning of learning activities aspect, with an achievement index of 94.97, involves teachers preparing learning plans, formulating learning objectives, selecting and developing teaching materials, structuring learning activities, and designing assessments. The assessing and evaluating learning outcomes aspect, which has the lowest achievement index of 93.22, includes teachers conducting evaluations during the learning process, analyzing learning evaluation results, following up on these results, and providing guidance on student learning outcomes. Thus, the indicators most frequently implemented by teachers include formulating learning objectives, structuring learning activities, planning assessments, guiding students in learning, and effectively concluding lessons. Conversely, the indicators that are less frequently implemented include selecting and developing teaching materials and following up on evaluation results.

The Influence of Supervision Implementation on Teacher Performance

The results of the normality test on the implementation of academic supervision and its effect on teacher performance at SMA Negeri 9 Maros indicate a Shapiro-Wilk significance value of 0.075 at a significance level of 0.05. Since the obtained significance value is greater than 0.05 (0.075 > 0.05), it can be concluded that the data regarding the implementation of academic supervision and teacher performance at SMA Negeri 9 Maros are normally distributed. Additionally, the results of the linearity test analysis from the Deviation from Linearity row show a significance value of 0.065, which is also greater than 0.05 (0.065 > 0.05). This indicates a linear relationship between the implementation of academic supervision and teacher performance at SMA Negeri 9 Maros.

Based on the research findings using SPSS version 29 for Windows, the regression coefficient was found to be 0.808, with a constant value of 43.802. Thus, the regression equation is: $Y^\wedge = 43.802 + 0.808 X1$. This equation suggests that for every one-unit increase in the implementation of academic supervision, teacher performance increases by 0.808. For instance, if X1 is 120, the estimated performance value would be: $Y^\wedge = 43.802 + 0.808(120) = 140.7$ This implies that if academic supervision by the principal is implemented optimally, teacher performance at SMA Negeri 9 Maros could reach 140.7. Furthermore, the results of the t-test

analysis indicate a significance level (α) of 5% (0.05), with degrees of freedom (df) calculated as n−k=41−3=38. The analysis yielded t count = 9.329, while the t table value was 1.685. Since t count> (9.329 > 1.685), it can be concluded that academic supervision has a significant impact on teacher performance at SMA Negeri 9 Maros.

From the ANOVA test, the results indicate a significant F-value of 87.026, whereas the F-table value at α = 0.05 is 3.24. Since F count (87.026)> F table(3.24), it can be concluded that the principal's implementation of academic supervision has a significant positive influence on teacher performance at SMA Negeri 9 Maros. Additionally, the coefficient of correlation (R) was found to be 0.831, and the coefficient of determination (R²) was 0.691, indicating that 69.1% of teacher performance is influenced by the implementation of academic supervision, while the remaining 30.9% is influenced by other factors. The study findings highlight the extent to which supervision activities impact teacher performance, while also suggesting that other factors contribute to teacher performance beyond supervision. These factors may include teacher rank, salary, education level, age, and other contextual variables. Academic supervision conducted by the principal is directly related to teacher performance, particularly concerning the planning, implementation, and follow-up of academic supervision within the learning process. Given that teaching and learning are the core components of the educational process, with teachers playing a central role, academic supervision is essential for improving teacher effectiveness. Therefore, enhancing the principal's academic supervision at SMA Negeri 9 Maros is expected to lead to improved teacher performance, and conversely, inadequate supervision may result in lower performance.

The Minister of National Education Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards outlines the supervisory competencies required of school principals. These competencies include (1) planning academic supervision programs to enhance teacher professionalism, (2) implementing academic supervision using appropriate approaches and techniques, and (3) following up on the results of academic supervision to further improve teacher professionalism. Educational supervision is a mandatory activity designed to enhance the learning process and improve student learning outcomes. It serves as a mechanism for enhancing the quality of education, particularly in academic aspects within the classroom while teachers conduct instruction. Supervision also plays a role in initiating educational changes, focusing on factors that contribute to improved learning quality, and guiding teachers in their professional growth. Effective supervision should be directed towards teachers with an emphasis on leadership and instructional guidance.

For supervision to be effective, it must adhere to the following principles. First, it should ensure a sense of security for the teachers being supervised. Second, it must be constructive and creative in its approach. Third, supervision should be based on actual circumstances and realities. Fourth, it should be implemented in a simple and structured manner. Fifth, supervision should establish a professional relationship rather than a personal one. Sixth, it must consider the competence, capabilities, conditions, and attitudes of the supervised teachers. Lastly, supervision should encourage teachers to develop independently rather than becoming dependent on the principal.[9] Properly implemented supervision has a significant impact on

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[9]Jerry H. Makawimbang, *Supervisi dan Peningkatan Mutu Pendidikan* (Bandung, Alfabeta., 2011): h. 76.

teacher performance, leading to enhanced teaching effectiveness. A study conducted by Leniwati and Yasir Arafat, titled "Implementation of Principal Academic Supervision to Improve Teacher Performance," found that academic supervision is implemented in three stages: planning, implementation, and evaluation/follow-up. During the planning stage, the principal issues an official decree (Surat Keputusan or SK) outlining the supervision schedule. The implementation stage consists of two types of supervision: regular supervision (outside the classroom) and clinical supervision (inside the classroom). The follow-up stage focuses on evaluating and improving teaching performance based on the supervision findings. Teachers generally respond positively to academic supervision, recognizing its importance in enhancing their professional competencies.[10]

The planning stage involves determining supervision objectives, scheduling, and implementation procedures. Key activities at this stage include setting clear objectives for supervision, developing a supervision schedule formalized in the principal's decree (SK), and informing teachers in advance so they can prepare accordingly. Additionally, this stage requires specifying methods and techniques to achieve supervision goals, identifying stakeholders involved, and ensuring necessary resources are available for effective implementation. During the implementation stage, two main supervision methods are applied. The first is regular supervision (outside the classroom), which involves informal activities such as discussions and interviews with teachers to address teaching challenges. This method is not scheduled but conducted as needed when the principal or teachers require guidance in resolving instructional issues. The second method is clinical supervision (inside the classroom), which follows a predetermined schedule outlined in the principal's decree (SK). This ensures that teachers are not taken by surprise when the principal conducts classroom supervision, allowing them to prepare adequately. By following these structured supervision stages, principals can effectively enhance teacher professionalism, ultimately leading to better instructional quality and improved student learning outcomes.

In clinical supervision, researchers found that the process was conducted directly in the classroom while teachers were teaching. Before entering the classroom, the principal conducted a pre-observation meeting to assess the teacher's preparation for the supervision. This included reviewing lesson plans and ensuring that the planned instructional materials aligned with the objectives of clinical supervision. During the observation phase, the principal carefully examined the teacher's instructional methods and evaluated the alignment between the teaching material and student needs. After completing the observations, the principal met with the teacher to discuss the findings and provide constructive feedback and solutions to address any identified challenges. The assessment process involved direct classroom observation and an evaluation of the teacher's performance based on predetermined supervision criteria.

The implementation of clinical supervision by the principal primarily involves direct observation and evaluation of teacher performance during instructional activities. Teachers who participated in interviews confirmed that after the classroom observations, they were called in for a post-observation meeting with the principal to discuss the results of the supervision. In this

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[10]Leniawati dan Yasir Arafat, "Implementasi Supervisi Akademik Kepala Sekolah untuk Meningkatkan Kinerja Guru", *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan (JMKSP)* 2, No. 1 (Januari-Juni 2017): h. 113.

meeting, the principal provided feedback and recommendations to address any instructional weaknesses identified during the supervision. The findings from these interviews align with Asmendri's framework, which outlines the key components of supervision: data collection, assessment, identification of weaknesses, improvement strategies, professional guidance, and teacher development.

Following the implementation of supervision, an evaluation phase is conducted to determine whether the supervision process aligns with its intended objectives. This evaluation assesses the extent to which the supervision process contributes to achieving organizational and educational goals. In professional practice, this stage is commonly referred to as follow-up supervision. If teachers continue to experience instructional difficulties despite receiving initial feedback, they are encouraged to participate in professional development activities such as teacher working groups (MGMP), workshops, training sessions, seminars, and other educational programs. These initiatives aim to enhance teachers' pedagogical knowledge and instructional skills. The evaluation phase is thus essential for ensuring continuous professional growth and improving teaching effectiveness.

The implementation of supervision by the principal is crucial for enhancing teacher performance and motivation. Effective supervision encourages teachers to improve their instructional practices and fosters a sense of professional accountability in fulfilling their role as educators. Consequently, academic supervision plays a vital role in ensuring the quality and effectiveness of classroom instruction. These findings are consistent with the research conducted by Herna Novianti, titled "Implementation of Principal Academic Supervision in Improving Teacher Performance." The study identifies three key stages of principal academic supervision: (1) supervision planning, (2) supervision implementation, and (3) evaluation of supervision outcomes. The study emphasizes that successful academic supervision is dependent on adhering to the planned framework, providing targeted coaching, evaluating instructional outcomes, and incorporating feedback into the supervision process. Through these structured supervision practices, principals can effectively enhance teacher performance and instructional quality.[11]

Academic supervision planning is an integral component of enhancing the knowledge, skills, and professional responsibilities of school principals in their roles as supervisors. The planning process begins with collaborative meetings involving senior teachers, during which a structured supervision program is developed. This plan is then communicated to all teachers during routine meetings to ensure a clear and structured academic supervision schedule. The implementation of academic supervision incorporates meeting techniques and classroom observations, where the principal, assisted by a team of supervisory assistants, observes classroom learning activities. The choice of supervision techniques depends on the principal's competencies and the specific objectives of the supervision process.

The implementation of academic supervision by the principal plays a crucial role in enhancing teacher performance and the quality of instruction. Effective supervision should recognize teachers' potential for professional growth, rather than merely identifying errors or

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[11]Herna Novianti, "Pelaksanaan Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kinerja Guru", *Jurnal Manajer Pendidikan* 9, No. 2 (Maret 2015): h. 357.

shortcomings. Thus, supervision should be structured as a systematic and continuous professional development process rather than a mechanism for fault-finding. To facilitate the implementation of academic supervision, principals primarily employ class visits and meetings as their supervision techniques. Although various other techniques could potentially enhance the quality of education, many principals have yet to master alternative approaches and thus continue to rely on traditional supervision methods. As a result, the current implementation of academic supervision often falls short of expectations. Principals and teachers frequently encounter challenges and constraints, which hinder the effectiveness of the supervision process. Nevertheless, regular and structured supervision activities should be conducted as a standard practice in schools to promote improvements in teaching and learning. If ideal supervision models are properly implemented, they have the potential to significantly enhance educational quality and teacher performance.

Following the implementation of academic supervision, the principal conducts an assessment of teachers' strengths and areas for improvement. This assessment is carried out through a systematic process to determine the level of success achieved. Despite ongoing supervision efforts, the current reality indicates that many supervision activities still do not meet expected standards due to various challenges faced by both principals and teachers. However, when effectively and consistently executed, academic supervision can serve as a positive intervention to enhance teaching effectiveness and improve learning outcomes. The results of academic supervision must be followed up to ensure tangible improvements in teacher performance. This follow-up phase includes reinforcement and recognition for teachers who meet established performance standards, as well as educational guidance for those requiring further improvement. Additionally, teachers are provided with opportunities for professional development, such as training programs, workshops, and further education. The concept of academic supervision feedback involves analyzing and utilizing the findings from the supervision process. According to the Academic Supervision Guidebook, feedback activities should be directed toward enhancing teachers' instructional competencies and fostering their professional development. Effective feedback mechanisms support principals in carrying out their supervisory responsibilities while fostering a collaborative and supportive educational environment. Through structured academic supervision and constructive feedback, principals can create a positive atmosphere for communication and professional growth, ultimately contributing to higher educational standards and improved teaching quality.

According to Karwati and Priansa, the principal is a crucial component of the educational system and plays a significant role in enhancing teacher performance.[12] Furthermore, Hadith and Nurhayati emphasize that the principal's supervision in schools is highly influential in improving teaching staff performance, which ultimately enhances the quality of the learning process and learning outcomes on a micro level. On a macro level, effective supervision contributes to the overall improvement of teaching, education quality, and the development of Indonesian human resources.[13] Karwati and Priansa further assert that the principal's leadership is one of the key organizational variables that influence teacher performance. Among the

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[12]Karwati dan Priansa, *Kinerja dan Profesionalisme Kepala Sekolah* (Bandung: Alfabeta, 2013), h. 38.
[13]Hadis dan Nuryahati, *Manajemen Mutu Pendidikan* (Bandung: Alfabeta, 2012), h. 36.

various factors determining teacher effectiveness in schools, the principal's ability to lead and provide supervision services plays a pivotal role. This perspective aligns with Supardi's view that academic supervision by the principal is an essential organizational factor that impacts teacher performance.[14] Additionally, theoretical frameworks suggest that the effectiveness of teacher performance can be assessed through educational supervision conducted by the principal using various supervision techniques. These activities are fundamentally designed to provide support and guidance for teachers, fostering an improved learning environment in schools.

Empirical evidence also supports this claim. A study conducted by Susilo and Slamet Sutoyo, titled The Influence of Principal Academic Supervision on Teacher Performance, demonstrates that academic supervision by the principal has a significant positive impact on teacher performance. Their findings indicate that well-implemented supervision directly contributes to improving teacher effectiveness, which in turn enhances the quality of education. Sustaining and further enhancing high teacher performance is critical for achieving better educational outcomes. To this end, principals must actively support teachers in developing their instructional skills and managing the learning process effectively to achieve educational objectives. Based on empirical findings and expert perspectives, it can be concluded that academic supervision, as implemented through principal-led supervision, plays a vital role in improving teacher performance. This, in turn, enhances the quality of the learning process and contributes to achieving the desired educational standards. The supervisory role of the principal is particularly valuable in ensuring that teachers continuously improve their performance, especially in response to curricular developments and advancements in education. The impact of academic supervision on teacher performance has been further validated by this study conducted at SMA Negeri 9 Maros. The findings reinforce previous research conclusions, confirming that teacher performance can be significantly improved through the implementation of effective academic supervision in schools. These results suggest that teachers can fulfill their responsibilities more effectively and maintain high performance standards when provided with academic supervision designed to address their challenges and professional development needs.

4. CONCLUSION

The study conducted at SMA Negeri 9 Maros highlights the significant influence of academic supervision on teacher performance, reinforcing the critical role that principals play in fostering professional growth and enhancing instructional quality. The findings demonstrate that effective academic supervision, when implemented systematically through planning, execution, and follow-up stages, positively impacts teachers' ability to plan, deliver, and evaluate learning activities. The regression analysis revealed a strong correlation between academic supervision and teacher performance, with 69.1% of teacher performance variance attributed to supervision practices. This underscores the importance of structured and consistent supervision in improving teaching effectiveness and, ultimately, student learning outcomes.

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[14]Supardi, *Kinerja Guru*, h. 13.

The research also identified areas for improvement in the supervision process, particularly in the planning stage, where the achievement index was relatively lower compared to the implementation and follow-up stages. Teachers expressed concerns about the precision of evaluation instruments and the planning of supervision techniques, indicating a need for more collaborative and well-structured approaches. Additionally, while the majority of teachers performed at high or very high levels, some struggled with selecting and developing teaching materials and following up on evaluation results. This suggests that targeted professional development and support are essential to address these gaps and ensure consistent performance across all teachers.

The study aligns with previous research, emphasizing that academic supervision is not merely a routine administrative task but a vital mechanism for continuous professional development. By providing constructive feedback, guidance, and opportunities for growth, principals can create a supportive environment that motivates teachers to refine their instructional practices. The findings also highlight the importance of adhering to supervision principles, such as fostering a sense of security, maintaining professionalism, and encouraging independent growth among teachers. In conclusion, the implementation of academic supervision at SMA Negeri 9 Maros has been largely effective, as evidenced by the high average scores in supervision implementation and teacher performance. However, there is room for further enhancement, particularly in refining supervision planning and addressing specific challenges faced by teachers. The study recommends that school principals adopt more innovative and collaborative supervision techniques, provide regular professional development opportunities, and ensure that supervision feedback is actionable and supportive. By doing so, schools can sustain high teacher performance, improve instructional quality, and achieve better educational outcomes for students. These findings contribute to the broader discourse on educational leadership and offer practical insights for policymakers and school administrators aiming to optimize supervision practices and foster a culture of continuous improvement in schools.

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