

THE IMPACT OF ACADEMIC SUPERVISION AND TEACHER COMPETENCE ON IMPROVING TEACHER PERFORMANCE

Rossa Ramadhona

Philippine Women's University, Philippine

Email: 2023T1200@pwu.edu.ph

Abstract

The purpose of this study is to investigate how teacher competency and academic monitoring affect raising teacher performance in the classroom. Academic supervision and teacher competence are two crucial factors that are believed to be able to influence the effectiveness of instruction as well as the general standard of education. Teacher performance is significantly impacted by academic supervision, where effective supervision is able to provide direction, guidance, and constructive feedback, all of which contribute to improving teacher teaching performance. In addition, teacher competence was also found to have a strong relationship with their performance. Teachers who have high competence tend to show better performance in terms of mastery of material, classroom management, and interaction with students. This study also revealed that the combination of good Enhancing teacher performance can be achieved through a synergistic effect between high teacher competence and academic monitoring. In other words, when these two factors are optimized, teacher performance can increase significantly, which will ultimately have a positive impact on the quality of learning in schools. The conclusion of this study emphasizes the importance of education managers to continue to strengthen academic supervision programs and teacher competence development. Investment in these two aspects will not only improve teacher performance but will also contribute to improving the overall quality of education.

Keywords: Impact, academic supervision, teacher competence, teacher performance

INTRODUCTION

In various schools, There are notable variations in teachers performance, which are often related to low competence and ineffective academic supervision. Some teachers may lack the ability to manage classes, apply appropriate learning methods, or assess student learning outcomes objectively. In addition, in some cases, Academic supervision has not always been done to the best of so it does not provide maximum contribution to the improvement and professional development of teachers.

According to research by Pambudi, BA, & Gunawan, I. (2020), teacher competence is the foundation of their professional performance. This competence includes pedagogical knowledge, expertise in delivering material, communication skills, and skills in understanding and addressing student needs. Teachers who have high competence are more likely to succeed in creating effective, innovative, and adaptive teaching and learning processes to various educational challenges. Therefore, improving teacher competence is one of the main focuses in efforts to improve the quality of education.

Academic supervision is one of the efforts made by the school, especially by the principal or supervisor, to ensure that learning activities run well and in accordance with established standards (Irawan et al., 2018). Effective supervision can help teachers identify their strengths and weaknesses, provide constructive feedback, and encourage ongoing professional development. Without adequate supervision, teachers may not be aware of deficiencies in their performance or may not receive the direction needed for improvement. Although the role of academic supervision and teacher competence is recognized as important, in practice there is often a gap between theory and implementation. Supervision is often carried out as a formality, and improving teacher competence is not always a priority (Maritasari et al., 2020). This raises questions about how much real impact academic supervision and teacher competence have on their performance in the field.

According to Wardani et al., (2021) academic supervision functions as a mechanism to improve teacher professionalism. Through effective supervision, principals can provide guidance and constructive feedback to teachers, which in turn can improve their competence. However, supervision is often not carried out optimally, with a focus more on assessment than development, so that the main purpose of supervision as teacher professional development is not achieved. On the other hand, teacher competence covers various aspects, including professional and pedagogical proficiency. High competency teachers typically manage courses more effectively and present materials more effectively, which benefits their performance. Studies conducted by Lorensius et al., (2022) indicate a noteworthy correlation between educators' professional proficiency and their performance, where more competent teachers are able to provide better quality learning.

Teacher competence includes the abilities and skills possessed by a teacher in carrying out educational tasks, such as pedagogical knowledge, skills in delivering material, and the ability to manage classes and understand student needs. This competence not only covers academic aspects, but also includes

social, emotional, and professional aspects. Competent teachers will be better able to create an effective and conducive learning environment, which will ultimately have a positive impact on their performance (Saleh, M., & Mutiani, 2021). In the current educational climate, research on It is critical to consider how improving teacher performance is impacted by academic monitoring and teacher competency. One of the most crucial factors in determining the quality of education provided in schools is teacher performance. Thus, comprehending the relationship between teacher competency and academic supervision interact to improve performance is crucial. According to Kartini et al., (2020) academic supervision functions as a tool to improve teacher professionalism. Through effective supervision, principals can provide constructive guidance and feedback to teachers, which in turn can improve their competence. However, in practice, supervision is often not implemented optimally. Many principals focus more on assessment than coaching, so that the main objective of supervision as teacher professional development is not achieved. On the other hand, teacher competence covers various aspects, including professional and pedagogical proficiency. High competency teachers are typically better at running their lessons and presenting the information, which benefits their performance.

Rahabav, P.'s (2016) research shows that there is a significant a connection between a teacher's performance and their professional competence, with more competent teachers able to deliver higher-quality instruction. This study aims to ascertain and investigate how teacher competency and academic monitoring affect teaching effectiveness. The purpose of this study is to evaluate the relationship between teacher competency and academic supervision and how much it influences teacher performance. By understanding the relationship between these two variables, it is hoped that deeper insights can be obtained into effective strategies for improving teacher performance, which will ultimately contribute to raising the standard of education as a whole (Nurhayati et al., 2022). By understanding this relationship, it is hoped that more effective strategies can be found to improve teacher performance in schools. This is very relevant considering the many challenges faced in the world of education, such as low teacher work motivation and lack of support from school management. Through this research, it is expected to provide recommendations for school principals and education managers to improve the implementation of academic supervision and teacher competency development, so as to create a better learning environment and improve overall educational outcomes.

RESEARCH METHOD

In this study, data were collected through descriptive methods from various reliable sources, including literature studies and recent publications. A descriptive technique is used to describe how teacher competency and academic monitoring affect the improvement of teacher performance. The initial step in this research process is gathering literature on the subject of interest method. Literature research was conducted using academic databases, scientific journals, and related publications that discuss the relationship between teacher competency and academic supervision on enhancing teacher performance. The selected literature must be relevant to the research objectives and of high quality. After the literature was collected, relevant data and information about academic supervision, teacher competence, the relationship between academic supervision and teacher competence on improving teacher performance related to the research topic, and the effect that academic supervision has on raising teacher effectiveness.

RESULT AND DISCUSSION

Academic Supervision

According to Ambarita et al., (2014) A set of exercises known as academic supervision are designed to help educators become more adept at overseeing the process of instructing and learning. This is done to achieve the educational goals that have been set. This supervision is not just supervision, but more about providing constructive support and guidance to teachers so that they can enhance the standard of instruction and the learning objectives of students. In order to raise the caliber of the educational process, academic supervision is the procedure through which the principal, supervisor, or other authorized party coaches, supervises, and guides teachers. Academic supervision's primary goals are to make sure that instructors' lesson plans adhere to the prescribed standards for education and to support them in developing their professional competence (Setyaningsih, S., & Suchyadi, 2021).

The academic supervision process usually begins with classroom observation, where the supervisor conducts interviews and discussions with teachers regarding the curriculum, teaching methods, and evaluation strategies that will be used. After that, the supervisor conducts direct observations of the learning process taking place in the classroom. The results of this observation are then used to provide feedback and design professional development programs for teachers. Through academic supervision, information about teachers' abilities in managing learning activities can be obtained. This allows

the design of follow-up programs for the improvement of the professionalism of the instructor. Thus, academic supervision serves as a tool for assessment as well as a way to raise the standard of instruction and learning outcomes for students.

Karnati, N. (2019) said that raising the caliber of the teaching and learning process and results is the primary goal of academic supervision. By monitoring, the principal or other school administrator can give instructors insightful feedback that will assist them in organizing and carrying out more efficient instruction. Consequently, academic monitoring serves as a tool to raise the standard of instruction generally and the professionalism of teachers. Some of the goals of academic supervision are as follows (Noor, I. H., & Sofyaningrum, 2020):

1. Improving Learning Quality

The goal of supervision is to support educators in enhancing the efficacy and efficiency of instruction in the classroom. It is believed that with adequate supervision, educators can use more effective teaching techniques, modify lesson plans to meet the needs of each student, and establish a supportive learning atmosphere.

2. Teacher Professional Development

Through supervision, teachers receive guidance and direction that can help them develop their professional competencies. This includes improvements in terms of pedagogical knowledge, teaching techniques, and the ability to assess and evaluate student learning outcomes.

3. Evaluation and Feedback

Academic supervision also aims to evaluate teacher performance and provide constructive feedback. This feedback is important to help teachers identify their strengths and weaknesses, and provide suggestions for improvement.

4. Improving Teacher Motivation and Performance

With good supervision, teachers feel more appreciated and supported in their work. This can increase work motivation and ultimately improve their performance in teaching

Academic supervision has several important functions in the context of education (Prasetyono et al., 2018):

Supervision Function: Supervision plays a role in monitoring and supervising the implementation of the learning process in the classroom. The supervisor or principal observes how teachers carry out teaching duties, comply with the curriculum, and manage the class.

Coaching Function: Supervision not only supervises, but also provides coaching to teachers. This includes providing guidance in terms of teaching methods, use of learning media, and evaluation techniques.

Assessment Function: Academic supervision also functions as a tool to objectively assess teacher performance. This assessment is important to identify areas that need improvement and to reward teachers who show good performance.

Development Function: Supervision functions to encourage continuous teacher self-development. This involves training, workshops, or other activities designed to improve teacher competence.

Academic supervision that is carried out well has a positive impact, such as teachers becoming more competent in managing classes and implementing effective learning methods, The process of instructing and learning within the classroom becomes more structured and of higher quality, which ultimately improves student learning outcomes, and teachers feel supported and appreciated, which can increase their enthusiasm and dedication in teaching (Sunaryo, 2020).

Teacher Competence

According to Esteve-Mon et al., (2020) teacher competence is a collection of abilities, values, attitudes, and information that an educator needs to carry out his duties and responsibilities effectively in the education process. This competence covers various aspects that are not only related to teaching skills, but also include interpersonal, professional, and managerial skills. Teacher competence refers to a collection of abilities, actions, and knowledge required to successfully perform the tasks of an educator. This competency is crucial to education since it has a direct impact on the caliber of instruction and the learning objectives of students. The effectiveness of education is significantly influenced by the competency of the teachers. Competent teachers are not only able to teach well, but can also guide and inspire students to achieve their best potential. Thus, improving teacher competence must be a priority in the development of education, in order to produce a quality next generation that is ready to face future challenges. Teacher competency is broken down into four key elements under Law Number 14 of 2005 governing Teachers and Lecturers: educational competence, personality competence, social competence, and professional competence.

A. Pedagogical Competence

Pedagogical competence includes the teacher's ability to plan, implement, and evaluate the learning process. This includes understanding student characteristics, mastery of teaching materials, and the use of appropriate learning methods and strategies. Teachers who have good pedagogical competence can create a conducive and interesting learning environment for students, thereby increasing their motivation and learning outcomes (Suratman et al., 2020).

1. Understanding Students

Teachers must understand the characteristics of students, both individually and in groups, and be able to recognize their needs, interests, and potential. This is important so that teachers can design learning strategies that are appropriate to students' abilities and needs.

2. Learning Planning and Implementation

Teachers must be able to design a Learning Implementation Plan that is in accordance with the curriculum, as well as carry out learning with effective and varied methods.

3. Mastery of Subject Matter

Teachers must master the material being taught and have the ability to convey the material clearly and easily understood by students.

4. Evaluation of Learning Outcomes

Teachers must be able to evaluate the process and results of student learning, either through tests, observations, or other assessment methods, and use the evaluation results to improve learning.

B. Personality Competence

Personality competence is related to the character and attitude of teachers. A teacher must be able to be a role model for students, demonstrate good behavior, and have high integrity. This competence also includes the ability to adapt to various situations and challenges faced in the education process. Teachers who have a good personality can build positive relationships with students, which is very important to create a harmonious learning atmosphere. Personality competence includes aspects related to the character and personal attitude of a teacher, such as (Blömeke et al., 2020):

1. Integrity

Teachers must have a mature, stable personality, and be a role model for students and the community.

2. Independence

Teachers must be able to work independently, take initiative, and make the right decisions in challenging situations.

3. Discipline and Responsibility

Teachers must demonstrate a disciplined and responsible attitude in carrying out their duties, both inside and outside the classroom.

C. Social Competence

Social competence includes the teacher's ability to interact and communicate well, both with students, parents, and colleagues. Teachers must be able to build good cooperation in the school and community environment. This ability is important to create a support network that can help students in their learning process. Social competence is related to the teacher's ability to interact and communicate with others, both in the school environment and the wider community. This aspect includes (Redjeki, 2021):

1. Communication Skills

Teachers must be able to communicate well, not only with students, but also with fellow teachers, parents of students, and the community.

2. Cooperation

Teachers must be able to work together in teams, both with colleagues, students, and other parties involved in the education process.

3. Respect for Diversity

Teachers must respect differences in background, culture, religion, and views of students, and be able to create an inclusive learning environment.

D. Professional Competence

Professional competency is linked to the ability to master instructional resources and the latest developments in science and technology. Teachers must continuously improve their knowledge and skills through professional education and training. By having high professional competence, teachers can provide relevant and quality learning to students. Social competence is related to the teacher's ability to interact and communicate with others, both within the school environment and the wider community. This aspect includes (Garzón Artacho, 2020):

1. Communication Skills

Teachers must be able to communicate well, not only with students, but also with fellow teachers, parents of students, and the community.

2. Cooperation

Teachers must be able to work together in a team, both with colleagues, students, and other parties involved in the education process.

3. Respect for Diversity

Teachers must respect differences in background, culture, religion, and student views, and be able to create an inclusive learning environment.

Academic Supervision's Effect on Enhancing Teacher Performance

Because academic supervision attempts to foster, lead, and oversee teachers' implementation of their professional activities It is important to raise teacher performance in order to enhance the caliber of learning. Academic supervision has a variety of effects on teachers' performance, many of which directly improve the quality of the teaching-learning process in schools (Alam et al., 2021).

1. Improving Professional Competence

Academic supervision helps teachers identify their weaknesses and strengths in carrying out their teaching duties. Through guidance provided by supervisors or principals, teachers can gain new knowledge, improve teaching methods, and improve their skills in managing classes.

2. Improvement in Learning Planning and Implementation

Academic supervision helps teachers design and implement better learning plans. Through evaluation and feedback, teachers can improve the Learning Implementation Plan and adjust it to curriculum standards and student needs.

3. Higher Motivation and Job Satisfaction

Academic supervision carried out with a supportive and constructive approach can increase teacher motivation and job satisfaction.

4. Improving Evaluation and Reflection Skills

Through academic supervision, teachers are invited to evaluate and reflect on their own performance. Ability to evaluate and reflect

5. Improving the Effectiveness of Classroom Management

Academic supervision also helps teachers improve their ability to manage the classroom. Through observation and guidance, teachers can learn more effective ways to manage interactions in the classroom, maintain discipline, and create a conducive learning environment.

6. Career Development and Professionalism

Academic supervision also serves as a means for teacher career development. Through effective supervision, teachers can develop their

competencies professionally, which can open up opportunities for further career development.

7. Improving the Overall Quality of Education

Overall, the impact of effective academic supervision is not only felt by teachers, but also by the entire education system in schools

Academic supervision has a significant impact on improving teacher performance. With the right guidance, teachers can improve their competencies, improve teaching methods, and create a better learning environment, all of which contribute to raising the standard of education as a whole.

The Impact of Teacher Competence on Improving Teacher Performance

Enhancing student performance is directly and significantly impacted by teacher competency in carrying out educational tasks. The competence possessed by a teacher includes the knowledge, skills, attitudes, and values needed to teach effectively and efficiently. The following is a description of how various aspects of teacher competence contribute to improving teacher performance (Murkatik, 2020).

Teacher competence in understanding subject matter, mastering teaching methods, and being able to adapt to student needs greatly determines the effectiveness of the learning process. The impact of this competence on teacher performance includes (Purwanto, 2022):

Mastery of Subject Matter: Competent teachers have a deep comprehension of the subject matter being taught, so they can convey information clearly and precisely to students. This helps students to more easily understand and master the material being taught.

Use of Appropriate Learning Methods: Competent teachers are able to choose and apply learning methods that are appropriate to student characteristics and subject matter. This allows learning to be more interesting and relevant to students, increasing their involvement in the learning process.

Adaptation and Innovation: Competent teachers are able to adapt to technological developments and changes in the curriculum, as well as innovate in teaching methods, which contributes to improving the quality of learning.

Competence in classroom To create a setting that is favorable for learning, management is essential. Teachers who are competent in managing the classroom are able to maintain discipline, manage student interactions, and create an atmosphere that supports learning. The impacts include (Mulang, 2021):

Improved Classroom Discipline: Competent teachers are able to set clear rules and enforce them consistently, thus creating an orderly and regular environment in the classroom.

Effective Interaction Management: Teachers with good social competence can manage interactions between students in a positive way, encourage cooperation, and reduce conflict in the classroom.

Safe and Comfortable Learning Environment: Competent teachers create a safe and comfortable classroom atmosphere, where students feel valued and supported in their learning process.

Competence in self-evaluation and reflection enables teachers to continuously improve their performance. Competent teachers are able to evaluate the process and learning outcomes of students, and reflect on their own performance for continuous improvement. The impacts include:

Appropriate Evaluation: Competent teachers in evaluation are able to use a variety of assessment methods to accurately measure student learning outcomes and provide constructive feedback.

Reflection and Self-Improvement: Competent teachers are able to reflect on their teaching and identify areas for improvement, thereby continuously improving the quality of their teaching.

Continuous Professional Development: Competent teachers are active in self-development, such as attending training, seminars, and workshops, which help them stay up-to-date with the latest developments in education.

High competence contributes to increased teacher motivation and job satisfaction. Teachers who feel confident in their abilities tend to be more motivated and satisfied with their work, which has a positive impact on their performance. The impacts include:

High Motivation: Competent teachers feel more confident and motivated to achieve educational goals and meet the expectations of students and parents.

Teaching Satisfaction: Competent teachers feel more satisfied with their work because they are able to overcome the challenges of teaching well and see positive results from their efforts.

Commitment to the Profession: Competent teachers demonstrate a high level of commitment to their profession, which is reflected in their dedication and efforts to continuously improve the quality of teaching.

Teacher competence is directly related to student learning outcomes. Competent teachers are able to create effective teaching strategies, which in turn improve student learning outcomes. The impacts include:

Better Academic Achievement: Students taught by competent teachers tend to show improvements in academic achievement, because the learning provided is more effective and focused.

Development of Non-Academic Skills: In addition to academic achievement, competent teachers are also able to develop social, emotional, and other life skills in students.

Formation of Student Character: Competent teachers also play a role in the formation of student character, through the examples they show and the values they teach in the classroom.

Overall, teacher competence is a key factor that determines teacher performance in the learning process. With high competence, teachers can improve teaching effectiveness, manage classes better, evaluate and develop themselves continuously, and provide better learning outcomes for students. All of this contributes to improving the overall quality of education and strengthening the school's reputation in the eyes of the community (Papay et al., 2020).

The Effect of Teacher Competence and Academic Supervision on Teacher Performance

According to Karim et al., (2021) Enhancing teacher performance is contingent upon the presence of academic supervision. Principals or supervisors can help teachers recognize their own strengths and flaws in the teaching process by providing them with constructive feedback through good supervision. Studies indicate that the frequency of academic supervision positively correlates with the possibility of raising the standard of teacher performance in the classroom. This is evident from the increase in better student achievement as a result of more effective teaching. Academic supervision also serves to build trust and support between teachers and school management. When teachers feel supported and receive proper guidance, they tend to be more motivated to improve their performance. Thus, academic supervision not only functions as an evaluation tool, but also as a means of developing teacher professionalism. Teacher performance is significantly influenced by teacher competence, which encompasses educational, personality, social, and professional competence. Highly competent educators are able to efficiently oversee classrooms, distribute instructional materials, and engage in constructive interactions with pupils. Studies indicate a robust correlation between educators' professional proficiency and their

performance, where more competent teachers tend to provide quality learning (Hoque et al., 2020).

Coimbra et al., (2020) stated that The connection between academic supervision and teacher competence is very close. Supervision that is carried out regularly and systematically can help improve teacher competence, especially in terms of mastery of teaching materials and methods. With increasing competence, teacher performance will also increase, creating a positive cycle in the education process. Research shows that effective academic supervision can contribute to improving teacher professional competence, which in turn has a positive impact on their performance. The relationship between academic supervision and teacher competence on teacher performance is mutually supportive. Good supervision can improve teacher competence, and competent teachers will show better performance in the learning process. Therefore, it is important for schools to implement an effective academic supervision system and support the development of teacher competence to achieve optimal educational outcomes.

CONCLUSION

Enhancing teacher performance is contingent upon the presence of academic supervision. Through effective supervision, principals or supervisors can provide constructive feedback to teachers, helping them identify strengths and weaknesses in the teaching process. Research shows that the more often academic supervision is carried out, the greater the likelihood of improving the quality of teacher performance in learning. This can be seen from the increase in better student achievement as a result of more effective teaching. Academic supervision also serves to build trust and support between teachers and school management. When teachers feel supported and receive proper guidance, they tend to be more motivated to improve their performance. Thus, academic supervision not only functions as an evaluation tool, but also as a means of developing teacher professionalism. Teacher performance is significantly influenced by teacher competence, which encompasses educational, personality, social, and professional competence. Highly competent educators are able to manage classes well, deliver teaching materials effectively, and interact with students in a positive way. Research shows that there is a strong relationship between teachers' professional competence and their performance, where more competent teachers tend to provide quality learning.

Relationship between academic supervision and teacher competence is very close. Supervision that is carried out regularly and systematically can help improve teacher competence, especially in terms of mastery of teaching materials and methods. With increasing competence, teacher performance will also increase, creating a positive cycle in the education process. Research shows that effective academic supervision can contribute to improving teacher professional competence, which in turn has a positive impact on their performance. The relationship between academic supervision and teacher competence on teacher performance is mutually supportive. Good supervision can improve teacher competence, and competent teachers will show better performance in the learning process. Therefore, it is important for schools to implement an effective academic supervision system and support the development of teacher competence to achieve optimal educational outcomes.

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