

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

THE SCHOOL PRINCIPAL'S ABILITY IN CONDUCTING INSTRUCTIONAL SUPERVISION AT UPTD SD NEGERI 7 SAMALANGA, BIREUEN REGENCY

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Abstract

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Educational supervision is an academic activity in the form of training and development carried out by people who have higher knowledge, aimed at improving teacher interaction in the teaching and learning process. This study aims to determine: 1) the ability of the principal in compiling a supervision program, 2) implementation and 3) evaluation in supervision, 4) obstacles faced by the principal in implementing supervision of teachers. This study uses a descriptive method with a qualitative approach. Data collection techniques used are observation, interviews, and documentation studies. The subjects of the study were the principal, vice principal for curriculum and teachers. The results of the study indicate that: 1) The principal is able to compile a supervision program based on KTSP by referring to BSNP. 2) The implementation of supervision begins with preparing supervision instruments and socializing its activities. The principal in implementing educational supervision involves the vice principal and senior teachers as supervisors. 3) The evaluation carried out in the implementation of supervision is by measuring and comparing supervision instruments such as syllabus and RPP design, learning methods and assessments. 4) The obstacles that occur are that the supervisor's specialization is not the same as the teacher being supervised, so that the results of the supervision implementation are not achieved as expected, and the implementation of supervision has not fully run according to the program that has been prepared, both in terms of the number of visits and the schedule that has been determined.

Keywords: Principal's Ability, Teaching Supervision.

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INTRODUCTION

The implementation of supervision aims to improve teachers' competencies so that they gain a deeper understanding of the subjects they teach. Through supervision, teachers can develop expertise in their respective fields, which ultimately leads to more effective and enjoyable teaching for students. However, there are several challenges in its implementation: limited supervision from the Education Office inspectors, the school principal's insufficient time to supervise sociology teachers, and a lack of support from senior or peer teachers during the supervision process.

Instructional supervision itself is a process of coaching and monitoring teachers to enhance the quality of classroom learning. This can be conducted individually or in groups, employing various techniques such as classroom observations, guidance, and reflective discussions. The main goal of supervision is to develop teachers' competence and professionalism, resulting in overall improved teaching quality.

A recurring problem in carrying out supervision and evaluating the capabilities of principals is the mismatch between scheduled and actual supervision times. This is due to conflicts with other agendas and the principal's limited knowledge and skills.

Based on initial observations, the principal admitted that the supervision implemented has not been fully competent in fostering effective teaching with teachers. The principal still hesitates to provide objective and fair assessments. Additionally, not all teachers receive optimal supervision that aligns with established standards. The principal's inadequate competence in evaluating teacher performance means the supervision process does not reach its full potential, despite the fact that evaluations are still carried out during their tenure.

On October 10, 2024, the principal observed both teachers who met the standards and those who did not. However, the evaluations obtained were of limited accuracy due to improper use of teaching media during instruction. Both teachers and the principal faced difficulties in conducting objective assessments. Even teachers whose lessons did not meet the standards still received high scores. A similar issue was observed among senior teachers supervising colleagues—their abilities in giving accurate evaluations were also lacking. This raises the question: why are the average scores given to teachers still categorized as “good” or “very good”?

A principal's ability to lead is reflected in their skill at evaluating teacher performance, supported by good character, understanding of educational staff, a clear school vision and mission, decision-making abilities, and effective communication skills.

According to the Ministry of National Education Regulation No. 13 of 2007 concerning the Competency Standards for School/Madrasah Principals, every principal must fulfill five competency aspects: (1) personal, (2) managerial, (3) supervisory, (4) entrepreneurial, and (5) social. The supervisory indicators for principals include: (1) conducting research, (2) performing evaluations, (3) implementing improvements, and (4) carrying out development initiatives. Thus, a principal must possess these five competencies.

These indicators reflect the support provided to teachers to develop competence and improve the quality of classroom learning. Such activities can be carried out through various techniques, both individually and in groups. The principal's supervision indicators include: (1) conducting research, (2) performing evaluation, (3) implementing improvements, and (4) organizing supervisory development. Educational supervision is fundamentally a process of evaluating, assessing, and guiding teachers to consistently improve their performance. Its ultimate goal is to create more meaningful learning and promote optimal student achievement.

A deeper analysis is needed to identify the root causes and find appropriate solutions regarding principals' ability to carry out instructional supervision. However, there

is still limited research specifically examining the factors behind suboptimal classroom instruction. Aspects such as the role of the school environment, teaching methods, parental involvement in supporting teaching, and teacher performance assessment of students have not been widely studied. Additionally, few studies explore students' perspectives on the importance of character and social values taught in school and how they apply them outside the classroom. On the other hand, some teachers do not yet meet professional competency standards, which results in suboptimal teaching and supervision. This lack of teacher capability can hinder student learning effectiveness. Therefore, supervision should be directed to help teachers better optimize the use of instructional media in the classroom.

There are misconceptions among teachers that supervision is merely about finding faults. In reality, the challenges include: 1. Insufficient preparation by the teacher being supervised, 2. High subjectivity from supervising teachers, 3. Frequent turnover of principals, 4. Limited facilities and infrastructure, 5. Lack of teacher discipline, 6. Teachers' inadequate knowledge of effective classroom management

One major challenge Indonesia faces is the low quality of education across all levels, especially at the primary and secondary levels. Various efforts have been made, including teacher training, provision of books and instructional tools, improvements in facilities and infrastructure, curriculum development, and teacher certification programs. However, most quality indicators have not shown significant improvement. While some schools demonstrate encouraging results, many others remain in alarming condition.

Teachers are the frontline educational personnel, interacting directly with students. Hence, they must be continuously nurtured and developed. Teachers are responsible for guiding students in developing their personalities, both inside and outside school. In this regard, Law No. 14 of 2005, Article 1, defines a teacher as a professional educator whose main duties include educating, teaching, guiding, training, assessing, and evaluating students in early childhood, primary, and secondary formal education.

Although teachers have great potential to innovate and improve performance, various obstacles prevent them from reaching their full potential. Therefore, continuous supervision with structured and targeted programs is necessary to support teachers in their personal development.

Supervision is a series of training activities carried out by professional personnel with the aim of helping teachers and other educational staff improve the quality of content, teaching methods, and assessment. The process involves ongoing stimulation, coordination, and guidance to help teachers become more professional and improve their quality and work effectiveness. Supervision carried out by school principals focuses on enhancing teaching quality through a systematic cycle that includes planning, observation, and in-depth analysis of the teaching process. Meanwhile, clinical supervision refers to focused coaching on teachers' performance in managing learning effectively (Sullivan & Glanz, 2020). According to Sergiovanni, as cited in Sobari (2022), clinical supervision has two goals: professional development and teacher motivation.

Teacher quality is a fundamental element in education, given their direct interaction with students. A qualified teacher is not only expected to master the subject matter but also to enhance student quality, thus encouraging achievement and preparing them to compete at higher education levels. Additionally, teachers are required to conduct

authentic assessments of students, covering cognitive, affective, and psychomotor domains, following the demands of the 2013 and Merdeka curricula. Teachers' evaluations are no longer based only on knowledge (know-what), but also on what can be applied or demonstrated in practice (know-how). Society increasingly focuses on what a teacher can do. To meet these standards, continuous development is needed to optimize teacher competence to reach high professionalism.

The main purpose of education is to humanize individuals—a duty shared by families, schools, and society. According to Law No. 20 of 2003 concerning the National Education System, education aims to develop students' potential so they become faithful, moral, healthy, knowledgeable, capable, creative, independent, and responsible citizens.

Although teachers are expected to continuously innovate and enhance performance, many factors hinder optimal development. Beyond training, continuous, structured, and systematic coaching from direct supervisors (i.e., school principals) is essential. As stated in Law No. 14 of 2005, a teacher is a professional educator responsible for educating, guiding, teaching, training, assessing, and evaluating students at all formal education levels.

As educational supervisors, principals have the obligation to mentor and guide teachers and staff, which significantly affects the success of the teaching and learning process. Principals must possess adequate ability to guide teachers, as stipulated in Ministerial Regulation No. 13 of 2007 on Standards for School/Madrasah Principals. Similarly, Mahendra (2018) notes that principals should: 1. Plan academic supervision programs to enhance teacher professionalism, 2. Implement academic supervision using appropriate supervisory approaches and techniques, 3. Follow up on supervision results to support teacher development

Yuningsih & Herawan (2023) present several effective leadership strategies for school principals: 1. Maintain clear and regular communication, 2. Involve all staff in goal-setting, 3. Delegate authority, 4. Demonstrate personal responsibility, 5. Be trustworthy and build trust among teachers and staff

Principals with effective leadership are expected to foster high participation in building the school towards optimal outcomes. This is especially evident in school management and supervisory practices, which play an important role in enhancing teacher motivation and performance.

According to Najilah et al. (2023), principals should cultivate harmonious working relationships among all staff members. The goal is to increase staff morale and motivation and create a supportive work atmosphere. Educational supervision becomes highly significant for teachers, as the principal is the person closest to and most knowledgeable about teachers' activities. Therefore, cooperation among principals, teachers, and staff is essential in improving teaching quality, curriculum development, and the professional growth of all school members.

Field observations show that efforts by principals and supervisors to foster teachers' professional abilities have generally progressed as expected. However, public criticism remains, stating that "teachers are not yet professional." This raises questions about whether there are weaknesses in teacher performance. Therefore, enhancing teacher ability needs to become a focus of more serious coaching efforts. While public perceptions

indicate low teacher competency, it is also recognized that supervision by principals and inspectors still needs to be more effective.

To achieve the goals of national education, quality must be improved at all levels and types of education. Teachers play a critical role in this process because they are directly involved in teaching. In today's advancing knowledge and technology era, teachers are no longer confined to the front; they may stand among students to encourage learning or at the back as learning guides. According to Pupuh & Sutikno (2020), the critical element for teachers is choosing the right teaching method, as methods are closely tied to delivering learning that aligns with situations and conditions, ensuring learning objectives are maximally achieved. Therefore, teachers must understand that instructional methods are an integral component of successful teaching, as important as other educational elements.

Based on field findings, the researcher is motivated to explore how capable principals are in conducting supervision. In practice, researchers encountered several newly appointed principals who were not yet able to carry out supervision according to established procedures. In fact, supervision should be conducted by individuals capable of observing real school conditions and directing activities toward the intended educational goals.

RESEARCH METHOD

This study uses a qualitative descriptive method. Through this method, researchers thoroughly examine the symptoms that occur at the research location according to the focus of the problem. The place of implementation of this research is at the UPTD SD Negeri 7 Samalanga, Bireuen Regency. The time will be implemented from May 6, 2025 to June 30, 2025. The subjects of the study at the UPTD SD Negeri 7 Samalanga, Bireuen Regency are the principal, and teachers, school supervisors. Data collection techniques consisted of observation, interviews, and documentation. The data analysis techniques used were data reduction, data presentation, and conclusion drawing.

RESEARCH RESULTS AND DISCUSSION

Research Results

Teaching Supervision Program Designed by the Principal at UPTD SD Negeri 7 Samalanga

The teaching supervision program outlines activities aimed at improving teacher performance in enhancing the learning environment for which they are responsible. This program is based on a developmental approach, providing strong motivation to foster professional competence in teaching. Supervision is an integral part of efforts to improve school quality, supported by all stakeholders along with sufficient funding and facilities, and should not be considered merely an additional activity. Purwanto (2009:147–149) also notes that efforts to enhance teachers' professional competence in schools can be implemented through activities such as: (1) developing educational philosophy, (2) improving and adjusting the curriculum, (3) planning supervision programs, (4) formulating staffing policies, and (5) providing other opportunities for participation.

A good supervision program places greater emphasis on teacher professionalism in the teaching process, which is reflected in improved educational quality. Supervision carried out by the principal is a process of guidance from someone with special expertise

directed toward teachers and other school personnel directly involved in the teaching and learning process, aiming to improve teaching conditions so that students can learn effectively and improve their academic performance. The term "guidance" here refers to a humane, democratic, and non-authoritarian approach, carried out by someone competent in supervision.

According to Bafadal (2009:76), there are several key aspects that supervisors should pay attention to during the supervision process: "Listening, clarifying, encouraging, presenting, problem-solving, negotiating, demonstrating, ensuring, standardizing, and reinforcing." Supervisors must listen to everything expressed by teachers, including their weaknesses, difficulties, and challenges encountered in the teaching process. Since learning activities are student-centered, the supervisor's task is to help teachers create classrooms that are active, creative, and dynamic. Furthermore, during supervision, the supervisor should be able to clarify and elaborate on the points raised by the teacher and encourage them to express anything that may still be unclear.

Improving the working and learning environment effectively means working sincerely in accordance with established principles, and learning proportionally, with discipline and a strong sense of responsibility. A professional teacher is characterized by noble character, empathy and sensitivity toward student development, and a social awareness of students in need. One of the key responsibilities of the supervisor—especially the school principal is to continuously foster the teacher's sense of responsibility in teaching.

If a principal relies solely on talent to develop their skills and become accustomed to their role, they will not grow effectively. Talent alone contributes only a small percentage to success, while true professional development requires persistence in sharpening one's skills. The implementation of supervision reflects whether a principal has successfully fulfilled their duties. In relation to this, Usman (2012:33) outlines that the process of educational workforce planning essentially consists of four steps: 1) forecasting future human resource needs, 2) setting human resource plans and programs, 3) managing and implementing these programs, and 4) evaluating their success.

Proper teacher workforce planning is essential to ensure that qualified individuals fill teaching positions. Without such planning, the school's need for competent teachers cannot be met. This is closely linked to supervision, where teachers' competencies, knowledge, and attitudes become visible. The better the recruitment and workforce planning process, the higher the quality of supervision, even though all teachers should still receive guidance from supervisors. At the very least, the aspects to be evaluated will be clearly defined and fulfilled.

The school principal should conduct consistent and periodic monitoring and supervision of the teaching and learning process carried out by both teachers and students. This practice provides direct input for the principal regarding teacher performance, including lesson planning, consistency in execution, and necessary improvements. Additionally, principals are expected to constantly motivate teachers to develop lesson plans creatively and use them as instruments for monitoring and evaluating the consistency of their application in the classroom.

Furthermore, the principal must strive to fulfill the need for supporting facilities in line with teachers' ideas, behaviors, and creativity in their role as educators. The principal must be able to offer support and inspire teachers to be productive in their duties. Creating a safe school environment, along with a leadership style that is flexible, open, democratic, and capable of providing direction, guidance, and exemplary behavior, is critical in conducting effective supervision. In this regard, Danim (2010:6–7) states:

"The activities of a leader are reflected in giving orders, guiding, and influencing a team or others in order to achieve specific goals effectively and efficiently. Leadership activities can be described as an art rather than a science, in coordinating and providing direction to group members to achieve certain objectives."

The goal of teaching supervision is not only to improve teaching quality, but also to support the professional growth of teachers, including providing facilities that support a smooth teaching and learning process, offering guidance, mentoring, selecting and using effective teaching methods, and applying appropriate evaluation techniques based on structured programs. Moreover, according to Komariah and Engkoswara (2015:229), "the target of educational supervision is effective education management, with the school principal as the main implementer and person in charge. The school principal is an educational leader who facilitates the realization of an academic culture that supports the implementation of the teaching and learning process. Therefore, the principal becomes a target of educational supervision."

A principal's ability to supervise or provide coaching is highly dependent on their knowledge, experience, and education. In carrying out supervision, a principal must have specific insights into its implementation. This leads to improved teacher performance, as teachers are guided toward becoming professionals through structured and practical approaches. Effective leadership helps to build a positive culture and climate in education.

Competencies Applied in the Implementation of Teaching Supervision by the Principal at UPTD SD Negeri 7 Samalanga

In relation to the techniques used in implementing teaching supervision, an interview conducted by the researcher at UPTD SD Negeri 7 Samalanga, Bireuen Regency, revealed that discussions through meetings or staff gatherings serve as a strategy to address shared classroom challenges faced by teachers. For example, this includes support through supervision coaching, participation in teacher working groups (KKG), as well as involving teachers in training and seminars organized by educational institutions or the local government. These efforts aim to enhance teachers' instructional competencies. Furthermore, when a teacher faces classroom-related problems or difficulties, the principal often invites the teacher for a one-on-one conversation, allowing them to share concerns, explore solutions, and receive guidance in a friendly manner—not in a superior-subordinate relationship.

The principal also uses other supervisory techniques, such as evaluating classroom administrative documents like lesson plans (RPP), monitoring the teaching and learning process, or conducting classroom visits. Student learning outcomes are used as indicators

of teaching effectiveness, and teachers are expected to reassess their administrative completeness. Moreover, the principal frequently makes rounds to observe and monitor classroom teaching activities as part of a directed educational control process aligned with institutional goals.

As a supervisor, the principal must also be capable of conducting various oversight and control measures to improve teacher performance. Such measures act as preventive actions to ensure that teachers do not deviate from expectations and remain cautious and professional in fulfilling their duties. Educational supervisors, in performing their tasks of supervising both teaching and non-teaching staff, should adhere to scientific, democratic, cooperative, and creative principles. The scientific principle includes systematic, objective, constructive, and innovative elements. These principles help avoid deviations, particularly in the implementation of instructional supervision.

According to Syaefudin (2011:99–100), developing teacher professionalism requires: 1) Understanding that learners are human beings with will, knowledge, emotions, and feelings whose full potential can be developed; education is based on humanistic values that respect human dignity. 2) Education is conducted intentionally and purposefully, making it a normative process bound by universal, national, and local values that guide educators, learners, and education managers. 3) Educational theories function as hypothetical frameworks for addressing educational problems. 4) Education is rooted in the fundamental nature of humans as beings with the potential to grow; hence, education is an effort to develop that excellence. 5) The core of education lies in the process—specifically, the dialog between learners and educators, enabling students to grow in alignment with the educator’s objectives and the community’s upheld values. 6) A recurring dilemma exists between the main goal of education—to shape individuals of good character—and its instrumental mission, which positions education as a tool for achieving societal transformation.

Through supervision, the principal can assess teachers’ performance, drawing from knowledge that stems not only from sensory experience but also reasoning and experimentation. A teacher may be self-taught or improve with support from senior colleagues, learning from life experiences to evolve for the better—especially in pursuit of educational quality. According to Sagala (2011:17), a professional teacher must meet the minimum criteria of having a bachelor’s degree or a four-year diploma and must hold a professional teaching certification. In Indonesia, new or beginning teachers often fall short of these standards. However, once they are actively teaching, efforts are made to meet such standards. For instance, underqualified teachers may take the initiative to improve their competencies by continuing their studies or participating in relevant professional development.

In this context, teachers are encouraged to continually monitor, analyze, and reflect on their teaching practices. By doing so, they gain new knowledge and experiences that contribute to both instructional improvement and supervisory development. Teachers may also interact with colleagues formally and informally. Moreover, schools may invite external consultants to provide insights or share new experiences with the teaching staff.

Such activities are also preventive in nature, helping to ensure that teachers do not deviate from professional conduct and perform their responsibilities with greater care. Supervision, therefore, becomes an essential part of the school's administrative processes and must be implemented effectively and efficiently. It complements other administrative functions, particularly in the evaluation phase, where all activities are assessed in relation to goal achievement. Additionally, supervision encourages teachers to deepen their knowledge within their field of work to enhance performance and quality. The higher the educational attainment of a person, the greater their competence. Teachers can also learn from experiences unrelated directly to teaching—for example, in developing intellectual and moral capabilities related to their role as parents, participating in training programs, and other relevant activities.

Supporting and Inhibiting Factors in the Implementation of Teaching Supervision at UPTD SD Negeri 7 Samalanga

Based on the discussion regarding teaching supervision activities and techniques, the supporting and inhibiting factors in the implementation of this supervision can be identified. According to interviews with the school principal and teachers/vice principal, the implementation of instructional supervision helps determine the extent of teacher development and assess teaching quality. It also identifies which teachers need guidance and which deserve praise and recognition.

In addition, when a staff member violates rules, appropriate actions or sanctions are taken. However, the principal always listens to their explanation or defense to assess whether the issue is still tolerable. The principal also ensures that, alongside giving sanctions for mistakes, teachers who perform well and achieve accomplishments receive appreciation and recognition.

The main obstacle in the implementation of supervision lies in time constraints. The school principal is supported by senior teachers in carrying out teaching supervision. If time permits, the supervision may be rescheduled or repeated at a later opportunity. The principal strongly relies on the support of senior teachers to assist in the supervision process.

However, the principal often has to attend meetings at the education office, deal with internal school matters, and face various other time-related issues. Ideally, the supervision program should be prioritized and used as a guide for conducting supervision. Any activity without proper planning is unlikely to be implemented effectively or yield optimal results—this also applies to instructional supervision. Nevertheless, the principal manages to overcome these challenges and still finds time to observe classroom teaching and learning activities, ensuring good collaboration between teachers and students.

Among the educational aspects that must be continuously guided by the school principal are the instructional programs, human resources, physical resources, and the school's relationship with the community. In the implementation of teaching supervision, human resources—particularly teachers—require ongoing coaching from the principal in areas such as management, evaluation, mentoring, budgeting, supervision, and professional development to improve their teaching competencies. In relation to this, Purwanto (2009:148) stated that “a teacher's educational philosophy encompasses all elements that

have shaped their life, experiences, aspirations, attitudes, opinions, achievements, and failures.”

Discipline encourages students to follow certain rules and avoid prohibited behaviors. When educational activities are rooted in compassion, a pleasant and conducive learning atmosphere emerges, allowing educational goals to be achieved.

Efforts to enhance teacher creativity in fulfilling their teaching duties during supervision depend on the support and involvement of various stakeholders—from central government institutions to the school principal. According to Suhardan (2010:170), “as a leader, the school principal influences all elements that contribute to the smooth operation of school programs.”

In carrying out their duties, every individual, especially educators, must possess a strong sense of responsibility and competence in their field. When teachers understand and apply their competencies, receive recognition, and experience job satisfaction, they are more motivated and creative in their work, leading to increased productivity. In this regard, Usman (2012:100) stated: “When an employee performs poorly, the causes may include: 1) skill level, 2) effort level, or 3) external work conditions.”

Skills are raw assets brought by an individual to their workplace and consist of knowledge, abilities, interpersonal skills, and technical skills. This applies to teachers under supervision—when a teacher does not meet the required standards, they receive coaching. This is typically the case with junior teachers who need significant guidance from senior colleagues, especially in teaching and classroom management.

Based on interviews and observations, the principal of UPTD SD Negeri 7 Samalanga reported that the teaching supervision conducted so far has not yielded optimal results. Supervision has largely focused on reviewing teaching documentation and lacks a comprehensive approach—such as personal engagement with teachers who are not fulfilling their responsibilities effectively.

Human resource development in educational supervision should be carried out effectively and efficiently by addressing existing challenges and limitations. Such efforts aim to enhance the professionalism of educators so they can face challenges and adapt to change. Human resource development should be aligned with the concept of supervision and focused on improving teaching staff. In line with this, Aedi (2014:13) states that “supervision is a professional academic oversight process that is carried out based on scientific principles in the field, with a deeper understanding of learning than a typical inspector.”

Professional support is provided through educational dialogue and development discussions to identify problems, explore solutions, and propose alternatives for improving teacher competencies and school staff performance. These efforts aim to improve student achievement and overall school performance in enhancing educational quality, relevance, efficiency, and accountability.

CONCLUSION

Based on the results of the research on the Principal's Entrepreneurial Competence in Developing the Entrepreneurship Class Program at SD IT Muhammadiyah, Bireuen Regency, the following conclusions can be drawn:

1. The instructional supervision program conducted by the principal is a mandatory obligation that must be carried out. A principal is required to possess supervisory capabilities that exceed the average teacher's abilities. Based on the research findings, the instructional supervision program designed by the principal includes planning, scheduling, supervision models, supervision guidelines, implementation (instruments), feedback, and follow-up. In its implementation, the principal reviews instructional documents such as syllabi, lesson plans (RPP), teaching and learning activities (PBM), annual programs, semester programs, effective weeks, and test item analyses. When the principal is occupied with responsibilities outside of their leadership role, much of the supervision is delegated to senior teachers. However, the implementation of instructional supervision thus far has not yielded optimal results. Supervision has often been limited to checking the completeness of instructional tools, without a comprehensive approach. School supervision should be conducted effectively and efficiently, taking into account existing problems and limitations, in order to meet current challenges and developments. Nonetheless, during the principal's leadership at UPTD SD Negeri 7 Samalanga, Bireuen Regency, it can be said that the principal has performed their duties properly by prioritizing the supervision program as a guideline for conducting supervision. In principle, any activity without proper planning cannot be carried out easily or yield optimal results — and the same applies to instructional supervision.
2. The instructional supervision techniques employed by the principal include classroom observations, class visits, individual meetings or face-to-face discussions with the concerned teacher, and group meetings or staff meetings** to discuss issues and outcomes of instructional supervision and to assist teachers in finding solutions to their teaching challenges. These techniques are expected to foster good collaboration among teachers and motivate them to participate in training, seminars, and similar activities. In addition, an inspection of learning instruments is also carried out to assess the teacher's capabilities, for instance, by evaluating how they develop syllabi, prepare lesson plans, and assess learning outcomes.
3. Supporting and inhibiting factors in the implementation of instructional supervision by the principal. In terms of supporting factors, the principal becomes aware of the teacher's teaching competencies — whether they can be considered professional or still require significant development. This involves collaboration between teachers and between teachers and the principal. Outstanding teachers are given recognition or praise. On the other hand, the inhibiting factors include the lack of time the principal has to conduct effective supervision due to responsibilities outside of school management. Teachers who are supervised through class visits or classroom observations often receive only superficial evaluations. If time permits, some coaching is given, but this method is considered ineffective, especially given the number of classes and teachers at the school, which cannot be adequately covered within a short period.

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