



Beyond Evaluation: How Principal Academic Supervision Fosters Teacher Professionalism in Elementary Education

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DOI: <https://doi.org/10.61987/jemr.v5i5.3064>

ABSTRACT

Keywords:

Principal
Supervision,
Academic
Supervision,
Teacher
Professionalism,
Instructional
Leadership

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This study aims to analyze the principal's role as a supervisor in enhancing teacher professionalism at Elementary Schools. Teacher professionalism is a critical factor in improving educational quality, yet its development requires continuous institutional support and effective school leadership. Academic supervision conducted by principals serves as an important mechanism to guide teachers, improve instructional practices, and foster professional growth. This study employed a qualitative descriptive research design involving interviews, observations, and documentation analysis with the principal and teachers as research participants. Data were analyzed using the interactive model of data condensation, data display, and conclusion drawing, with source and methodological triangulation applied to ensure credibility. The findings reveal that the principal performs multidimensional supervisory roles as a mentor, evaluator, facilitator, and instructional leader. Academic supervision is implemented systematically through planning, classroom observation, evaluation, and follow-up coaching. Supervision contributes to improvements in pedagogical competence, professional competence, classroom management, instructional administration, and technology utilization. This study implies that effective principal supervision should be positioned as a continuous professional learning process rather than merely an administrative evaluation activity. The findings provide practical insights for strengthening school leadership strategies to support sustainable teacher professional development.

Article History:

Received: May 2026; Revised: June 2026; Accepted: July 2026

Please cite this article in APA style as:

Rohmah, R., Hidayah, A., Hauliah, S., Munir, S., Elina, N. I., & Iqbal, M. (2026). Beyond Evaluation: How Principal Academic Supervision Fosters Teacher Professionalism in Elementary Education. *Journal of Educational Management Research*, 5(5), 5787-5803.

INTRODUCTION

Education plays a fundamental role in developing human capital and strengthening societies' capacity to respond to social, economic, and technological changes. The quality of education depends heavily on teachers'

competence and professionalism because they directly shape students' learning experiences and academic development. In the context of rapid educational transformation, teachers must not only master subject knowledge but also continuously improve pedagogical competence, digital literacy, classroom management skills, and reflective teaching practices. However, maintaining teacher professionalism remains a major challenge in many educational systems because professional development requires continuous institutional support rather than individual efforts alone. Therefore, strengthening mechanisms that support teachers' continuous improvement has become an important concern for educational stakeholders seeking to improve learning quality and educational outcomes (Akmal et al., 2021; Elliana et al., 2021; Nurani, 2021).

One strategic approach to strengthening teacher professionalism is through effective school leadership, particularly the supervisory role of principals. Principals are responsible not only for administrative management but also for serving as instructional leaders who facilitate teacher learning, provide professional guidance, and create a culture of continuous improvement (Amzat et al., 2022). Academic supervision conducted by principals can function as a structured mechanism for identifying teachers' instructional needs, providing constructive feedback, and supporting professional growth. Research has shown that principal leadership and academic supervision contribute to teacher professionalism and professional development (Akmal et al., 2021; Amzat et al., 2022; Putri et al., 2022). In addition, academic supervision can improve the quality of learning indirectly by strengthening teachers' professional capacity (Mailani, 2024). Therefore, strengthening principal supervision is essential to ensure that teachers receive meaningful professional assistance.

Despite the importance of academic supervision, many schools still face challenges in implementing effective supervisory practices. In practice, supervision is sometimes still perceived as an evaluation activity rather than a professional development process. This condition may limit teachers' willingness to engage in reflection and improvement because supervision becomes associated with administrative compliance rather than collaborative learning. Furthermore, differences in teacher competencies, limited time availability of principals, diverse student characteristics, and variations in school resources create additional challenges in implementing sustainable supervision programs. Studies on supervision management have emphasized the importance of systematic planning, implementation, monitoring, and follow-up in ensuring that academic supervision contributes to teacher development (Saiman et al., 2021; Yumnah, 2021). These conditions indicate that improving teacher professionalism requires more than conducting periodic supervision; it requires a comprehensive approach in which principals act as mentors, facilitators, and learning leaders who actively support teacher development.

At the school level, similar phenomena can be observed at Bunda Maria Elementary School in Pamanukan. Based on preliminary observations, the school has implemented routine supervisory activities involving classroom monitoring, instructional observation, teacher evaluation, and coaching processes. However, understanding how these supervisory practices contribute to teacher professionalism requires deeper investigation, particularly regarding the mechanisms through which principals plan, implement, and follow up on supervision activities. Previous studies have generally examined the relationship between academic supervision and teacher performance or professionalism. Still, fewer studies have explored the detailed processes, supporting factors, and contextual conditions that influence the effectiveness of principal supervision within a specific elementary school setting. Research conducted by Mardiana et al. (2025) specifically highlights the principal's performance as a supervisor in improving teacher professionalism, while Saiman et al. (2021) and Yumnah (2021) emphasize the importance of supervision management and professional competence development. Therefore, investigating this phenomenon provides valuable insight into how supervision operates as a professional development strategy.

Previous studies have demonstrated that principal supervision plays an important role in improving teacher professionalism. Research has shown that academic supervision can enhance teacher competence through structured observation, feedback, mentoring, and continuous evaluation (Elliana et al., 2021; Itje et al., 2025; Nurhadi et al., 2023). A collaborative supervision approach can further strengthen teachers' professional competence by positioning teachers as active participants in the supervision process rather than merely as objects of evaluation (Itje et al., 2025). Other studies have also highlighted the contribution of instructional leadership practices to teacher professional development, emphasizing the importance of principals' involvement in creating collaborative learning environments (Amzat et al., 2022). Similarly, Hasan et al. (2023) found that academic supervision and work motivation influence teachers' professionalism, while Putri et al. (2022) confirmed the positive impact of principal academic supervision on teacher professionalism. However, existing research still has several limitations. Many studies focus on measuring the influence of supervision variables quantitatively, while fewer studies explain in depth how supervision is implemented, experienced by teachers, and transformed into professional improvement practices. This research addresses this gap by examining the actual supervisory processes and contextual factors that shape teacher professionalism development.

The novelty of this study lies in its exploration of principal supervision as an integrated professional development system rather than merely an administrative evaluation practice. This research contributes a contextual

understanding of how supervision planning, classroom observation, coaching, documentation systems, teacher development programs, and school support factors interact to enhance teacher professionalism. Previous findings indicate that the principal's supervisory role is closely related to teacher professionalism and learning quality (Mardiana et al., 2025; Mailani, 2024; Nurani, 2021). However, this study extends those findings by examining the supervision process in detail within a specific elementary school context. By focusing on an elementary school setting, this study provides practical insights into how school leaders can design supervision strategies that respond to teachers' real needs. The findings are expected to enrich educational management discussions by emphasizing the importance of relational, developmental, and continuous supervision practices in improving teacher quality.

Based on the identified issues, this study addresses the following research problem: How does the principal perform the supervisory role in enhancing teacher professionalism in elementary schools? This study argues that effective principal supervision contributes to teacher professionalism when it is implemented through systematic planning, collaborative observation, constructive feedback, and continuous professional support. This argument is supported by previous findings showing that academic supervision, principal leadership, supervision management, and professional development programs are important factors in strengthening teacher competence and professionalism (Akmal et al., 2021; Hasan et al., 2023; Saiman et al., 2021; Yumnah, 2021). Therefore, this research aims to analyze the principal's role as a supervisor, identify the implementation process of academic supervision, examine supporting and inhibiting factors, and explore its contribution to improving teacher professionalism. The study provides theoretical and practical contributions by offering evidence on how school leadership practices can strengthen teacher development in an elementary education context.

RESEARCH METHODS

This study used a qualitative research approach with a descriptive design to explore the principal's role as a supervisor in enhancing teacher professionalism at Bunda Maria Elementary School in Pamanukan. This design was selected because the study aimed to understand supervisory practices, implementation processes, and contextual factors based on participants' experiences within their natural educational setting. Qualitative research is appropriate for examining complex educational phenomena because it enables researchers to explore meanings, perceptions, and practices constructed by participants (Creswell & Creswell, 2023). The qualitative descriptive approach allows researchers to describe how academic supervision is planned, implemented, and followed up while identifying patterns related to teacher professional development within the school context (Korstjens & Moser, 2021).

This research was conducted at Bunda Maria Elementary School in Pamanukan, Indonesia. The school was selected purposively because it has implemented structured academic supervision practices, including classroom observation, teacher evaluation, coaching, and professional follow-up activities. Participants included the principal as the primary informant and teachers as supporting informants. The principal was selected because of their direct involvement in designing and implementing academic supervision programs, while teachers were included to provide perspectives on implementation, the feedback process, and supervision's contribution to their professional development. Purposive sampling was used because qualitative research requires participants with relevant knowledge and direct experience related to the phenomenon being investigated (Campbell et al., 2020).

Data were collected through interviews, observations, and documentation analysis. Semi-structured interviews were conducted with the principal and teachers to explore information regarding supervisory practices, implementation processes, challenges, and the perceived impact of supervision on teacher professionalism. This technique provides flexibility for researchers to explore participants' experiences while maintaining alignment with research objectives (Adeoye-Olatunde & Olenik, 2021). Observations examined the implementation of supervision practices, classroom activities, and supporting facilities, while documentation analysis reviewed supervision schedules, classroom supervision instruments, instructional administration records, and teacher performance evaluation documents. The combination of multiple data sources provided comprehensive information and strengthened the credibility of the findings.

The credibility of the research findings was ensured through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from the principal and teachers, while methodological triangulation involved comparing data from interviews, observations, and documentation. Triangulation was applied to improve the accuracy, consistency, and trustworthiness of qualitative interpretations by examining the research phenomenon from multiple perspectives (Noble & Heale, 2022). This process helped minimize potential researcher bias and ensured that the findings accurately reflected the implementation of academic supervision practices at the research site.

The collected data were analyzed using the interactive qualitative data analysis model proposed by Miles, Huberman, and Saldaña (2020), which consists of three interconnected processes: data condensation, data display, and conclusion drawing/verification. This model was selected because it provides a systematic framework for organizing, interpreting, and generating meaningful patterns from qualitative data obtained through interviews, observations, and documentation. The interactive nature of this model allows researchers to

continuously move between data collection, analysis, and interpretation to develop credible conclusions based on empirical evidence (Miles et al., 2020).

The data condensation stage involved selecting, focusing, simplifying, and categorizing relevant information according to the research objectives. In this stage, data related to the principal's supervisory role, supervision implementation processes, supporting and inhibiting factors, and the impact of supervision on teacher professionalism were identified and organized into thematic categories. The condensed data were then presented through descriptive narratives and thematic tables to help identify relationships, patterns, and emerging meanings. The final stage involved drawing and verifying conclusions by continuously comparing findings from different data sources to ensure consistent and accurate interpretation (Miles et al., 2020). This systematic analytical process enabled the researchers to develop conclusions that accurately represented the implementation of academic supervision practices at Bunda Maria Elementary School.

RESULTS AND DISCUSSION

Results

Principal Supervision and Teacher Professionalism

The findings reveal that the principal at the elementary school plays a multidimensional role in strengthening teacher professionalism. The supervisory role is not limited to administrative monitoring; it extends to professional guidance, instructional support, and the continuous improvement of teachers' competencies. The principal functions as a supervisor, mentor, evaluator, and facilitator who actively supports teachers in improving their teaching practices.

The results indicate that supervision activities are implemented through several interconnected practices, including classroom monitoring, review of instructional administration, teacher guidance, and professional feedback. These practices demonstrate that supervision is positioned as a developmental process rather than merely an evaluation mechanism. The principal provides opportunities for teachers to identify weaknesses, reflect on their instructional practices, and develop strategies for improving classroom effectiveness.

The principal's role as a supervisor can therefore be understood as a leadership mechanism that creates a supportive professional environment. Effective supervision occurs when principals combine monitoring functions with mentoring approaches. In this context, teachers do not perceive supervision as control but as assistance aimed at improving their professional capacity.

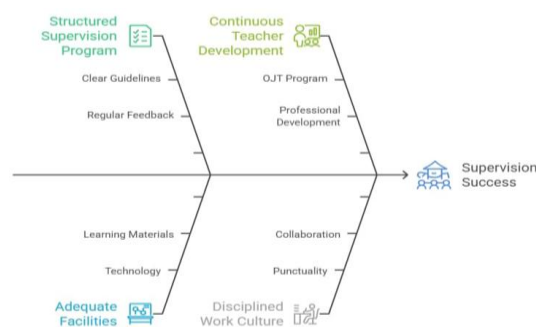


Figure 1. Factors contributing to supervision success

Figure 1 illustrates that the principal's supervisory role is connected to several complementary functions, including planning, observation, evaluation, feedback, and follow-up development. The relationship among these components indicates that supervision operates as a continuous cycle rather than as an isolated activity. The figure also suggests that supervision effectiveness depends on integrating managerial and interpersonal dimensions: formal procedures provide direction, while communication and mentoring ensure the procedures produce meaningful professional learning. Thus, the principal's role is not merely to identify teacher performance gaps but also to turn the findings into targeted support that improves instructional practice.

The implementation of supervision reflects the importance of interpersonal relationships between principals and teachers. The findings suggest that supervision success depends not only on formal procedures but also on communication, trust, and the principal's ability to provide constructive feedback. A supportive supervisory relationship encourages teachers to become more open to evaluation and professional development.

Academic Supervision Implementation

The findings show that academic supervision at Bunda Maria Elementary School is conducted twice a year systematically through several stages: planning, classroom observation, evaluation, and follow-up coaching.

Table 1. The Implementation Process of Academic Supervision

No.	Supervision Stage	Main Activities	Purpose of Activities	Contribution to Teacher Professional Development
1	Planning and Coordination	Developing supervision schedules, determining supervision focus, coordinating with teachers regarding supervision procedures and learning preparation	To ensure that supervision activities are systematically planned and aligned with teachers' instructional needs	Provides clear direction for teachers and creates a collaborative understanding of professional improvement goals

2	Classroom Observation	Observing teaching practices, classroom management, instructional strategies, and the implementation of learning activities	To identify teachers' strengths and areas requiring improvement based on actual classroom practices	Enables teachers to reflect on their teaching performance and recognize aspects that need further development
3	Evaluation and Feedback	Reviewing observation results, discussing teaching practices, and providing constructive feedback to teachers	To communicate findings and encourage teachers to evaluate their instructional practices	Helps teachers understand performance gaps and develop strategies for improving teaching effectiveness
4	Follow-up Coaching	Providing individual guidance, mentoring, and professional assistance based on supervision results	To ensure that supervision findings are transformed into continuous improvement actions	Supports sustainable professional growth by enabling teachers to refine instructional practices and monitor their progress over time

Table 1 indicates that the supervision process follows a sequential, structured pattern: planning and coordination, classroom observation, and evaluation and follow-up coaching. This sequence demonstrates that supervision is implemented as a complete professional development cycle rather than as a one-time inspection. The inclusion of follow-up activities is particularly important because it shows that information from observations is used to develop specific improvement actions. The table therefore reflects a shift from compliance-oriented supervision toward formative supervision, in which teachers are given opportunities to respond to feedback, refine their instructional practices, and monitor their own progress over time.

The supervision process begins with preparing a supervision schedule and coordinating with teachers. During classroom observations, the principal examines teaching practices, instructional preparation, classroom management, and the implementation of learning activities. Following the observation process, teachers receive feedback and individual guidance based on identified strengths and areas requiring improvement.

The systematic implementation of supervision indicates that professional development is integrated into the school management process. The supervision cycle allows teachers to improve continuously because evaluation results are directly connected to follow-up actions. Therefore, supervision functions not only as an assessment activity but also as a mechanism for continuous professional growth.

The findings further indicate that coaching activities represent an important component of supervision implementation. Through individual discussions and guidance sessions, teachers receive specific recommendations related to instructional strategies, learning materials, and classroom management. This approach helps teachers better understand their professional needs and develop improvement strategies based on actual classroom conditions.

Results of the Supervision Documentation Study

The documentation analysis confirms that systematic administrative records support supervision activities at the elementary school. The school maintains several documents related to supervision implementation, including supervision schedules, classroom supervision instruments, instructional administration monitoring documents, and teacher performance evaluation records.

Table 2. Supervision Documentation Analysis

Supervision Document Reviewed	Supervisory Stage Represented	Main Findings	Contribution to Teacher Professional Development
Supervision Schedule	Planning	The school has a structured supervision schedule that determines the timing, targets, and implementation plan of academic supervision activities.	Provides clear direction and ensures that supervision activities are systematically planned rather than conducted incidentally.
Classroom Supervision Instrument	Implementation	The instrument contains assessment indicators related to teaching practices, instructional preparation, classroom management, and learning implementation.	Enables the principal to identify teachers' instructional strengths and areas requiring improvement through systematic observation.
Instructional Administration Monitoring Documents	Implementation and Monitoring	The documents show that teachers' instructional preparation, including lesson plans and supporting teaching materials, is regularly monitored.	Supports continuous improvement by helping teachers maintain instructional quality and strengthen professional responsibilities.
Teacher Performance Evaluation Documents	Evaluation	The evaluation records provide information regarding teacher performance after supervision activities and	Functions as a basis for reflection, feedback, and decision-making related to targeted

		identify aspects requiring further development.	teacher improvement programs.
Follow-up Coaching Records	Follow-up	The school conducts follow-up activities through guidance, feedback, and individual coaching after supervision implementation.	Strengthens continuous professional development by transforming supervision results into practical improvement actions.

Table 2 demonstrates that supervision documentation covers the main stages of the supervisory process, from planning and implementation to evaluation and follow-up. This pattern indicates that documentation is not limited to recording completed activities but also serves as a monitoring instrument to ensure continuity between stages. The presence of evaluation and follow-up records suggests that the school uses documentation to identify recurring professional needs and determine appropriate interventions. Consequently, the table confirms that administrative records serve both accountability and developmental functions: they provide evidence of supervision while also supporting data-informed decisions about teacher improvement.

The availability of supervision documents shows that academic supervision is not incidental but follows a structured management process. Documentation serves as evidence of planning, implementation, evaluation, and follow-up activities carried out by the principal.

Furthermore, documentation provides an important foundation for evaluating teacher development over time. Through supervision records, principals can identify professional development needs and design appropriate interventions. Therefore, documentation is not merely administrative evidence; it is also a strategic tool for improving teacher quality.

Supporting and Hindering Factors in the Implementation of Supervision

The findings identify several factors that contribute to the effectiveness of supervision implementation. These factors include structured supervision programs, teacher development activities, adequate facilities, digital learning support, and a disciplined school culture.

Table 3. Supporting and Hindering Factors in Supervision Implementation

Factors	Findings
Organizational Support	Structured supervision programs and teacher development activities support systematic supervision implementation.
Human Factors	Teacher commitment and continuous mentoring contribute to effective supervision practices.

Infrastructure and Digital Support	Adequate facilities and digital resources support teachers in improving instructional practices.
Implementation Challenges	Classroom management difficulties and diverse student characteristics remain challenges in supervision implementation.
Implication	Effective supervision requires integration between institutional support, mentoring, and context-based problem solving.

Table 3 shows that a combination of organizational, human, and infrastructural factors supports supervision implementation. Structured programs and teacher development activities provide the institutional foundation for supervision, while facilities and digital resources expand teachers' opportunities to apply new instructional approaches. At the same time, the table indicates that supervision cannot be separated from contextual challenges, particularly classroom management difficulties and differences in student characteristics. This contrast implies that resource availability alone does not guarantee effective supervision; resources must be paired with continuous mentoring and context-sensitive problem-solving. The table therefore highlights the need for a balanced strategy that strengthens institutional support while addressing the practical challenges teachers encounter in daily classroom interactions.

The presence of teacher training programs and On-the-Job Training (OJT) indicates that the school has developed a broader professional development system beyond routine supervision. New teachers receive preparation and guidance before fully undertaking teaching responsibilities, demonstrating the school's commitment to maintaining teaching quality.

In addition, digital learning facilities help strengthen teachers' ability to adapt to technological developments. The availability of computers, projectors, and computer laboratories gives teachers opportunities to integrate technology into learning activities. The findings also reveal several challenges, particularly related to classroom management and diverse student characteristics. These challenges indicate that improving teacher professionalism requires not only effective supervision but also continuous support in addressing practical teaching problems. Therefore, supervision needs to be accompanied by professional development programs that respond to teachers' actual needs.

The Impact of Supervision on Teacher Professionalism

The findings demonstrate that principal supervision contributes positively to several dimensions of teacher professionalism. Teachers reported improvements in pedagogical competence, professional competence, classroom management skills, instructional administration, and the utilization of technology in learning.

Table 4. Impact of Supervision on Teacher Professionalism

Dimension	Impact of Supervision
Pedagogical Competence	Improves teachers' ability to design and implement effective learning processes.
Professional Competence	Strengthens teachers' professional knowledge, responsibility, and instructional preparation.
Classroom Management	Enhances teachers' ability to manage learning environments and student engagement.
Instructional Administration	Improves the organization and completeness of teaching-related administrative tasks.
Technology Utilization	Supports teachers' adaptation and integration of digital tools in learning activities.

Table 4 indicates that supervision's impact extends across multiple dimensions of teacher professionalism rather than being confined to a single area of performance. Improvements in pedagogical competence and classroom management suggest that supervision influences teachers' direct instructional practices, while gains in professional competence and instructional administration reflect improvements in preparation and professional responsibility. The inclusion of technology utilization demonstrates that supervision also supports teachers' adaptation to contemporary educational demands. Taken together, the table suggests that supervision produces a comprehensive developmental effect by connecting classroom practice, professional knowledge, administrative preparedness, and technological competence. This multidimensional impact reinforces the view that supervision is most effective when it is implemented as an integrated professional learning process.

Improved pedagogical competence indicates that supervision helps teachers strengthen their ability to design and implement effective learning processes. Through observation and feedback, teachers become more aware of appropriate instructional strategies and classroom practices.

The findings also show improvements in professional competence, particularly in preparing learning materials and managing teaching responsibilities. Continuous guidance from the principal encourages teachers to evaluate their performance and seek opportunities for improvement. Another important finding is improved classroom management. Supervision gives teachers opportunities to discuss classroom challenges and develop solutions to maintain student engagement. This indicates that supervision has practical value because it addresses real problems teachers face during instruction.

Integrating technology into learning activities shows that supervision helps teachers adapt to educational changes. The principal's encouragement of digital learning helps develop teachers who are more responsive to technological demands. The findings suggest that effective supervision not only improves

individual teacher competencies but also helps build a professional learning culture within the school. The principal's supervisory practices become an important factor in creating continuous improvement within the educational organization.

Discussion

The findings of this study demonstrate that the principal's supervisory role extends beyond administrative control and functions as a comprehensive professional development mechanism for teachers. This finding is consistent with previous studies emphasizing that instructional leadership requires principals to act as mentors, facilitators, and learning leaders who support continuous teacher improvement (Amzat et al., 2022; Grissom et al., 2021). The present study contributes theoretically by reinforcing the perspective that academic supervision should be understood as a developmental leadership practice rather than merely an evaluation procedure. Unlike traditional supervision models that emphasize compliance and performance assessment, the findings show that effective supervision emerges from integrating monitoring, mentoring, feedback, and professional dialogue. Practically, this indicates that principals should develop supervisory approaches that build trust and collaboration with teachers. The novelty of this finding lies in demonstrating how supervisory functions operate simultaneously as managerial and relational processes within an elementary school context.

The academic supervision implemented in this study follows a structured cycle of planning, classroom observation, evaluation, and follow-up coaching. This finding supports previous research indicating that effective supervision requires systematic procedures combined with continuous professional support (Harris et al., 2022; Nurhadi et al., 2023). However, this study extends previous findings by showing that supervision effectiveness depends not only on the existence of formal procedures but also on how supervision outcomes are translated into practical improvement strategies. The findings indicate that classroom observations become meaningful when followed by constructive feedback and individualized coaching. Theoretically, this strengthens the concept of formative supervision, where evaluation serves as a learning opportunity rather than a judgment mechanism. From a practical perspective, schools can improve teacher professionalism by linking supervision activities to targeted professional development programs rather than letting them end after observation.

The documentation findings add that supervision records function not only as administrative evidence but also as instruments for continuous teacher development. This finding complements previous studies that highlight the

importance of documentation and evidence-based decision-making in educational leadership (Kurniawan et al., 2022; Mette et al., 2023). Nevertheless, this study broadens understanding by showing that supervision documents, including schedules, observation instruments, and performance evaluations, create a systematic pathway for identifying teachers' professional needs. The theoretical implication is that documentation should be positioned as part of the professional learning system rather than merely bureaucratic requirements. Practically, principals can utilize supervision records to design more targeted interventions, monitor teacher progress, and develop sustainable improvement strategies. Therefore, the study contributes a contextual model showing the relationship between documentation practices, supervision continuity, and teacher professional growth.

The findings regarding supporting and hindering factors indicate that successful supervision depends on the interaction between organizational support, teacher commitment, infrastructure, and contextual classroom conditions. This finding is aligned with previous research emphasizing that effective instructional leadership requires supportive organizational cultures and adequate resources (Hallinger & Wang, 2021; Liu et al., 2024). However, this study adds a dimension by showing that resources alone are insufficient without continuous mentoring and context-sensitive problem-solving. The challenges related to classroom management and diverse student characteristics indicate that supervision must address teachers' real instructional difficulties rather than focusing only on administrative aspects. The practical implication is that school leaders need to combine supervision programs with mentoring systems, teacher training, and technological support. This research emphasizes that supervision effectiveness is shaped by the interaction between structural conditions and human relationships within the school environment.

The final finding shows that principal supervision contributes to multiple dimensions of teacher professionalism, including pedagogical competence, professional competence, classroom management, instructional administration, and technology utilization. This finding supports previous studies showing that academic supervision can enhance teacher capacity when implemented through reflective feedback and continuous guidance (Zepeda, 2021; Mailani et al., 2024). However, this study offers a new perspective by showing that supervision has multidimensional impacts, connecting instructional practices, professional responsibility, and technological adaptation within one integrated process. Theoretically, the findings contribute to understanding supervision as an organizational learning mechanism that strengthens both individual teacher competence and a school improvement culture. Practically, the results suggest that principals should position supervision as a continuous professional learning

strategy. Thus, this study contributes empirical evidence that effective principal supervision can become a foundation for sustainable teacher professional development in elementary education.

CONCLUSION

This study concludes that the principal's supervisory role is a crucial mechanism for enhancing teacher professionalism through an integrated process of planning, classroom observation, evaluation, feedback, and continuous coaching. The main insight gained from this research is that effective supervision should not be viewed merely as an administrative evaluation activity but as a professional learning process that enables teachers to reflect on their practices, improve instructional competence, and respond to educational challenges. This study contributes a contextual understanding of how principal supervision operates as a combination of managerial and relational practices, where documentation systems, mentoring approaches, organizational support, and technological resources collectively contribute to teacher development. However, this study is limited by its qualitative approach conducted within a single elementary school context, which restricts broader generalization. Future research should consider comparative studies across different school contexts, larger participant groups, or mixed-method approaches to examine further the long-term impact and effectiveness of principal supervision models on teacher professionalism.

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