

Improving the Performance of Teachers at State Elementary School 05 North Indralaya through Academic Supervision and Continuous Professional Development

Peningkatan Kinerja Guru Sekolah Dasar Negeri 05 Indralaya Utara melalui Supervisi Akademik dan Pengembangan Profesional Berkelanjutan

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Abstract

Teacher performance is essential to improving educational quality and requires continuous support through academic supervision and continuous professional development (CPD). This study explored the planning, implementation, evaluation, and challenges of teacher performance improvement through academic supervision and CPD at SD Negeri 05 Indralaya Utara, Indonesia. A qualitative case study design was employed, involving a school supervisor, principal, teachers, school committee members, administrative staff, and students selected through purposive sampling. Data were collected through semi-structured interviews, observations, and document analysis and analyzed using the interactive model of data reduction, data display, and conclusion drawing, with source and method triangulation ensuring trustworthiness. The findings indicate that teacher performance improvement was achieved through systematic planning, collaborative academic supervision, and continuous professional development activities, including lesson study, peer observation, and professional learning communities. Evaluation showed improvements in instructional practices and student engagement. However, implementation was constrained by teachers' psychological resistance, heavy workloads, digital competency gaps, limited resources, and infrequent supervisory visits. The study concludes that integrating academic supervision with continuous professional development effectively enhances teacher performance when supported by collaborative leadership, stakeholder participation, and continuous evaluation.

Keywords

Academic Supervision; Continuous Professional Development; Teacher Performance; Primary School; Professional Learning.

Abstrak

Kinerja guru merupakan faktor penting dalam meningkatkan kualitas pendidikan dan memerlukan dukungan yang berkelanjutan melalui supervisi akademik serta pengembangan profesional berkelanjutan (Continuous Professional Development atau CPD). Penelitian ini bertujuan untuk mengeksplorasi perencanaan, pelaksanaan, evaluasi, dan tantangan dalam peningkatan kinerja guru melalui supervisi akademik dan CPD di SD Negeri 05 Indralaya Utara, Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan pengawas sekolah, kepala sekolah, guru, komite sekolah, tenaga administrasi, dan siswa yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur, observasi, dan analisis dokumen, kemudian dianalisis menggunakan model analisis interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan, dengan triangulasi sumber dan metode untuk menjamin keabsahan data. Hasil penelitian menunjukkan bahwa peningkatan kinerja guru dicapai melalui perencanaan yang sistematis, supervisi akademik yang kolaboratif, serta kegiatan pengembangan profesional berkelanjutan yang mencakup lesson study, peer observation, dan komunitas belajar profesional. Evaluasi menunjukkan adanya peningkatan dalam praktik pembelajaran dan keterlibatan siswa. Namun, implementasi program masih menghadapi berbagai kendala, seperti resistensi psikologis guru, beban kerja yang tinggi, kesenjangan kompetensi digital, keterbatasan sumber daya, serta rendahnya frekuensi kunjungan supervisi. Penelitian ini menyimpulkan bahwa integrasi supervisi akademik dengan pengembangan profesional berkelanjutan merupakan strategi yang efektif untuk meningkatkan kinerja guru apabila didukung oleh kepemimpinan yang kolaboratif, partisipasi para pemangku kepentingan, dan evaluasi yang berkesinambungan.

Kata Kunci

Supervisi Akademik; Pengembangan Profesional Berkelanjutan; Kinerja Guru; Sekolah Dasar; Pembelajaran Profesional

Introduction

Education plays a pivotal role in fostering sustainable national development by equipping learners with the knowledge, skills, and competencies necessary to address social, economic, and technological challenges. Within this framework, teachers are recognized as the most influential school-based factor affecting students' academic achievement, character formation, and lifelong learning. Consequently, improving teacher performance has become a strategic priority for governments worldwide as they strive to enhance educational quality and achieve the targets of Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive, equitable, and quality education. The increasing complexity of twenty-first-century education requires teachers to move beyond traditional knowledge transmission toward facilitating critical thinking, creativity, collaboration, digital literacy, and problem-solving skills. These evolving expectations have intensified the demand for teachers who continuously improve their pedagogical competence and professional practice through systematic learning and institutional support (Bank, 2024; Müller & Cook, 2024; Avidov-Ungar, 2024). Therefore, strengthening teacher performance has become an indispensable component of educational reform aimed at improving both instructional quality and student learning outcomes.

In Indonesia, educational transformation has accelerated through the implementation of the *Merdeka Curriculum*, which promotes learner-centered instruction, differentiated learning, competency-based assessment, and the integration of digital technologies into classroom practice. Although these reforms provide greater flexibility for teachers to design meaningful learning experiences, their successful implementation largely depends on teachers' professional competence, instructional readiness, and adaptability. The World Bank (2024) reported that considerable variations remain in instructional practices among Indonesian primary school teachers, indicating persistent disparities in teaching quality across regions and schools. Furthermore, teachers continue to encounter numerous professional challenges, including increasing administrative workloads, limited access to professional learning opportunities, unequal educational resources, and work-related stress, all of which may hinder their instructional effectiveness (Sari et al., 2025; Rusdiana et al., 2023; Martinez, 2022). Previous studies have also emphasized that teacher performance is influenced by multiple internal and external factors, including motivation, leadership support, work environment, discipline, organizational culture, and professional competence (Azahra et al., 2023; Herawati et al., 2022; Bautista Jr., 2025). These conditions suggest that sustainable improvement in teacher performance requires comprehensive interventions that address both institutional support and continuous professional growth.

Among various school improvement strategies, academic supervision has been consistently recognized as one of the most effective mechanisms for enhancing teacher professionalism and instructional quality. Unlike administrative supervision, academic supervision focuses on providing constructive guidance, mentoring, classroom observation, reflective dialogue, and professional feedback that encourage teachers to improve their instructional practices. Glickman (2002) conceptualized academic supervision as a developmental process designed to assist teachers in achieving higher levels of instructional competence through collaborative professional support rather than evaluative inspection. Similarly, Sahertian (2018) and Mulyasa (2023) argue that effective supervision should function as a continuous professional service that facilitates teacher reflection, instructional innovation, and pedagogical improvement. Recent empirical evidence further confirms the significant contribution of academic supervision to teacher performance. Studies conducted by Huda et al. (2024), Kavung et al. (2024), Nuraeni Mitra et al. (2024), Rusdiana et al. (2023), and Sutrisno and Suparno (2025) consistently demonstrate that systematic academic supervision positively influences teachers' pedagogical competence, instructional effectiveness, professional commitment, and overall job performance. These findings indicate that academic supervision has evolved into a strategic leadership approach that strengthens both individual teacher development and institutional educational quality.

In addition to academic supervision, Continuous Professional Development (CPD) has emerged as another fundamental strategy for sustaining teacher professionalism in rapidly changing

educational environments. CPD extends beyond conventional training by promoting lifelong professional learning through collaborative inquiry, reflective practice, mentoring, action research, professional learning communities, and self-directed learning. According to Avidov-Ungar (2024), personalized continuing professional learning empowers teachers to continuously evaluate and improve their competencies while responding effectively to evolving educational demands. Likewise, Susanto (2024) found that sustainable professional development programs significantly enhance Indonesian elementary school teachers' pedagogical competence, instructional innovation, and professional confidence. Rahmi and Rassanjani (2025) further emphasized that well-designed professional development initiatives contribute substantially to improving teacher quality and educational effectiveness in Indonesia. Moreover, Chaisirin (2025) highlighted that continuous professional learning strengthens teachers' ethical values, instructional leadership, collaboration, and commitment to lifelong learning. Collectively, these studies demonstrate that CPD serves not only as a mechanism for competency enhancement but also as a catalyst for fostering adaptive, innovative, and resilient teachers capable of responding to educational reforms.

Although numerous studies have independently investigated the effects of academic supervision or professional development on teacher performance, relatively limited research has examined the integrated implementation of these two approaches within the context of Indonesian public primary schools. Existing studies generally focus on measuring the direct influence of academic supervision on teacher competence (Huda et al., 2024; Kavung et al., 2024) or evaluating professional development programs separately (Susanto et al., 2024; Rahmi & Rassanjani, 2025). Consequently, there remains insufficient empirical evidence regarding how academic supervision and Continuous Professional Development complement one another as integrated strategies for achieving sustainable teacher performance improvement at the school level. Furthermore, previous research has predominantly employed quantitative survey methods, providing limited understanding of how these interventions are implemented in specific institutional contexts. This methodological limitation creates a research gap concerning the practical integration of instructional supervision and continuous professional learning within Indonesian elementary schools, particularly in schools undergoing educational transformation under the *Merdeka Curriculum*. Addressing this gap is essential for generating context-specific evidence capable of informing future educational leadership practices and school improvement initiatives.

State Elementary School 05 North Indralaya represents an appropriate context for examining this issue because the school continues to prioritize improving instructional quality through strengthening teacher professionalism and instructional leadership. Similar to many public primary schools in Indonesia, the institution faces challenges related to maintaining consistent instructional quality while adapting to curriculum reforms and increasing professional expectations. Integrating academic supervision with Continuous Professional Development offers a promising approach to strengthening teachers' pedagogical competence, reflective practice, instructional innovation, and overall professional performance. The novelty of this study lies in proposing an integrated framework that combines academic supervision and sustainable professional development as complementary strategies rather than isolated interventions for improving teacher performance. Unlike previous studies that investigated these variables independently, this research explores their combined implementation within a specific school context to provide a more comprehensive understanding of sustainable teacher development. Therefore, this study aims to analyze how the integration of academic supervision and Continuous Professional Development contributes to enhancing teacher performance at State Elementary School 05 North Indralaya. The findings are expected to contribute both theoretically by enriching the literature on instructional leadership and teacher professional development and practically by providing evidence-based recommendations for school leaders and educational policymakers seeking to strengthen teacher performance through sustainable professional support.

Method

This study employed a qualitative descriptive research design to explore how academic supervision and Continuous Professional Development (CPD) contribute to enhancing teacher

performance at State Elementary School 05 North Indralaya, Ogan Ilir Regency, South Sumatra, Indonesia. A qualitative approach was selected because it enables researchers to gain an in-depth understanding of social phenomena, participants' experiences, and organizational practices within their natural setting (Moleong, 2016; Adlini et al., 2022; Waruwu, 2024). The study was conducted from December 2025 to March 2026.

The participants were selected purposively to obtain comprehensive information from key stakeholders involved in school management and instructional improvement. The informants consisted of one school supervisor, one principal, four teachers, five students, one school committee representative, and one administrative staff member. These participants were chosen because they possessed direct experience and relevant knowledge regarding the implementation of academic supervision, teacher professional development, and teacher performance improvement within the school context (Sugiyono, 2020; Arikunto, 2021).

Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations focused on teachers' instructional practices, implementation of academic supervision, and participation in professional development activities. Semi-structured interviews were conducted to explore participants' perceptions, experiences, and strategies related to teacher performance enhancement, while document analysis included school profiles, supervision reports, teacher performance assessments, lesson plans, and other relevant institutional records (Sugiyono, 2021; Haris & Nurhayati, 2020; Arikunto, 2020).

To ensure the trustworthiness of the findings, source triangulation was employed by comparing information obtained from different participants and multiple data sources. The credibility of the data was strengthened through the integration of observational evidence, interview results, and documentary analysis, allowing for a comprehensive understanding of the research phenomenon (Satori et al., 2020; Rheindorf, 2022).

The collected data were analyzed using the interactive model proposed by Miles and Huberman (2019), which consists of three interconnected stages: data reduction, data display, and conclusion drawing and verification. Data reduction involved organizing and selecting relevant information according to the research objectives. Subsequently, the data were systematically presented in narrative form to facilitate interpretation. Finally, conclusions were drawn and continuously verified through comparison across multiple data sources to ensure consistency, credibility, and analytical rigor throughout the research process (Miles et al., 2023; Kurniasih et al., 2021).

Results

Planning for Teacher Performance Improvement

The findings indicate that teacher performance improvement at State Elementary School 05 North Indralaya begins with a systematic and participatory planning process involving the school supervisor, principal, teachers, school committee, administrative staff, and students. Academic supervision programs are designed based on previous teacher performance data, classroom observations, and the school's annual work plan to ensure that supervision addresses teachers' actual professional needs. According to the school supervisor, *"Before developing the supervision program, we first analyzed teachers' previous performance data so that the program would be based on actual conditions rather than generic assumptions. We also aligned the supervision program with the school's annual strategic priorities to ensure that every supervision activity contributes directly to improving educational quality."* Likewise, the principal emphasized the participatory nature of the planning process, stating, *"Teachers are actively involved in identifying instructional areas that still require improvement. This participatory approach encourages teachers to view supervision not as an inspection but as an opportunity for professional growth."*

Professional development planning was also based on teachers' identified needs. Priority areas included strengthening the implementation of the *Merdeka Curriculum*, improving digital competence, and enhancing authentic assessment practices. Teachers confirmed that they were

actively involved in identifying their professional learning needs. One teacher explained, *"I felt actively involved in the planning process because the principal and the supervisor regularly organized reflective discussions where we could honestly express the challenges we faced in our teaching."* Another teacher added, *"Our suggestions were genuinely considered when designing professional development programs, making us feel valued rather than merely participating in a formal procedure."* Furthermore, students, the school committee, and administrative staff also contributed feedback during the planning stage, creating a collaborative foundation for sustainable teacher development.

Implementation of Teacher Performance Improvement

The implementation of teacher performance improvement integrated academic supervision with Continuous Professional Development (CPD). Academic supervision was conducted through three systematic stages: pre-observation conferences, classroom observations, and post-observation reflective discussions. Rather than emphasizing evaluation, supervision focused on mentoring, reflection, and constructive feedback. As explained by the school supervisor, *"Academic supervision consists of three consecutive stages. We first discuss the lesson plan with the teacher, then observe classroom instruction using standardized instruments, and finally conduct a reflective conference to identify strengths, challenges, and concrete improvement strategies."* The principal further emphasized, *"Our supervision approach is collegial rather than judgmental. Every post-observation meeting concludes with mutually agreed follow-up actions to support teachers' continuous professional growth."*

Teachers acknowledged that academic supervision positively influenced their instructional practices. One participant stated, *"The feedback provided after classroom observation helped me recognize aspects of my teaching that I had previously overlooked. Since then, I have improved my instructional methods, classroom interaction, and questioning techniques."* Another teacher remarked, *"Because supervision was conducted collegially, I became more open to feedback and gradually improved the way I encouraged students' critical thinking."* Students also noticed positive changes in classroom instruction. One student commented, *"Our teachers now teach in more interesting ways by using pictures, videos, and interactive activities. They also give us more opportunities to ask questions and express our ideas."*

Continuous Professional Development was implemented through lesson study, professional learning communities, peer observation, workshops, and collaborative reflection. These activities enabled teachers to exchange ideas, solve instructional problems collaboratively, and continuously improve their pedagogical competence. The school supervisor explained, *"Professional learning should become part of teachers' daily work rather than occasional training activities. Lesson study has become one of the most meaningful professional learning practices because teachers learn directly from authentic classroom experiences."* Similarly, the principal stated, *"Every month one teacher becomes the model teacher while colleagues observe students' learning processes. Afterwards, everyone participates in reflective discussions focused on student learning instead of evaluating the teacher."* Teachers consistently described lesson study as one of the most valuable professional learning experiences because it strengthened collaboration, confidence, and instructional innovation.

Evaluation of Teacher Performance Improvement

Evaluation was conducted continuously to assess both the implementation of academic supervision and the effectiveness of Continuous Professional Development. Multiple data sources including classroom observations, teacher reflections, instructional documents, student feedback, and stakeholder interviews—were used to ensure comprehensive evaluation. According to the school supervisor, *"The effectiveness of supervision is evaluated not only through classroom observation but also through teacher feedback, students' classroom engagement, and analysis of instructional documents. This triangulation allows us to obtain more objective evidence regarding teacher performance improvement."* The principal added, *"Teachers are also invited to evaluate the*

supervision process itself, including the relevance of the feedback and the usefulness of reflective discussions. Their suggestions are used to improve future supervision cycles."

Teachers perceived the evaluation process as fair, transparent, and developmental. One teacher explained, *"The evaluation process allows me to monitor my professional growth because the results are communicated regularly and focus on improvement rather than judgment."* Another teacher emphasized, *"Evaluation no longer focuses only on administrative matters but also on real changes in classroom practice, which motivates me to implement what I have learned."* Students also reported positive changes in classroom learning. As one student stated, *"Learning has become more enjoyable because teachers are more patient, explain concepts more clearly, and encourage us to participate actively during lessons."* Meanwhile, the school committee observed stronger communication between teachers and parents, while administrative staff reported improvements in teachers' discipline and the timely completion of instructional documentation.

Challenges in Teacher Performance Improvement

Although the program generated positive outcomes, several challenges were identified. The most significant challenge concerned teachers' psychological resistance toward classroom supervision, particularly among experienced teachers who initially perceived supervision as an evaluative rather than developmental process. The school supervisor explained, *"Psychological barriers remain the most difficult challenge because many teachers still associate supervision with formal evaluation rather than professional assistance. Changing this perception requires consistent positive experiences over time."* Similarly, the principal noted, *"Teacher resistance is often subtle. Some teachers postpone supervision schedules or prepare unusually ideal lessons only for observation, making it difficult to observe their authentic classroom practices."*

Additional challenges included heavy workloads, limited time for professional learning, disparities in digital competence, inadequate technological facilities, financial limitations, and restricted supervision frequency. One teacher admitted, *"My teaching responsibilities often leave little time and energy for professional development activities, making it difficult to participate fully."* A senior teacher further explained, *"My greatest challenge is adapting to digital technologies because I did not have sufficient experience with technology-based teaching. I need more personalized guidance to develop these skills."* The school committee also highlighted financial constraints, stating, *"Limited funding continues to restrict opportunities to organize higher-quality professional development activities."* Despite these challenges, the school has attempted to address them through collaborative planning, peer mentoring, flexible scheduling, and maximizing available institutional resources.

Overall, the findings demonstrate that integrating academic supervision with Continuous Professional Development provides an effective strategy for enhancing teacher performance at State Elementary School 05 North Indralaya. Systematic planning, collaborative implementation, continuous evaluation, and active stakeholder participation have contributed to improvements in teachers' pedagogical competence, instructional quality, and professional commitment. Although organizational and individual challenges remain, the study indicates that sustainable teacher performance improvement depends on strong instructional leadership, continuous professional learning, and collective commitment from all members of the school community.

Discussion

The findings of this study indicate that teacher performance improvement at SD Negeri 05 Indralaya Utara begins with systematic, evidence-based, and participatory planning. Academic supervision programs are designed based on previous teacher performance data, classroom observations, and reflective discussions involving school supervisors, principals, and teachers. In addition, teachers actively participate in identifying their own professional development needs, while school committees and students contribute feedback regarding learning experiences. This

collaborative planning process ensures that professional development activities are aligned with teachers' actual instructional challenges rather than predetermined administrative requirements. These findings are consistent with Darling-Hammond et al. (2020), who argued that professional development is more effective when teachers are actively involved in identifying their learning needs. Likewise, Carter (2023) emphasized that collaborative planning through professional learning communities strengthens teachers' ownership of school improvement initiatives. Furthermore, the use of previous supervision data supports the argument of Kartini et al. (2020) that effective academic supervision should begin with diagnosing teachers' instructional needs before designing improvement programs.

The implementation of teacher performance improvement demonstrates that academic supervision and continuous professional development operate as complementary strategies. Academic supervision follows three interconnected stages consisting of pre-observation conferences, classroom observations, and reflective post-observation discussions. Rather than emphasizing evaluation, supervision focuses on professional dialogue and constructive feedback. One teacher stated, *"The feedback from the principal and school supervisor helped me realize aspects of teaching that I had previously overlooked, especially in using varied teaching methods and encouraging higher-order thinking."* Teachers also participated in lesson study, peer observation, and professional learning communities, allowing them to exchange experiences and collaboratively improve instructional practices. Another teacher commented, *"Lesson study allows us to learn from colleagues and reflect together on how students learn rather than judging the teacher."* These findings support Zhu et al. (2022), who highlighted that clinical supervision becomes effective when supervisors facilitate reflective dialogue instead of inspection. Similarly, Arakawa et al. (2023) concluded that lesson study promotes instructional innovation through collaborative reflection, while Muhajir et al. (2024) found that integrating academic supervision with continuous professional development significantly improves teachers' pedagogical competence.

The evaluation process demonstrates that teacher performance improvement is assessed using multiple sources of evidence, including classroom observations, teacher reflections, student feedback, school committee perspectives, and administrative documentation. Evaluation focuses not only on teachers' compliance with administrative tasks but also on observable improvements in classroom instruction and student learning outcomes. A school supervisor explained, *"Evaluation is based on triangulating classroom observations, teacher feedback, students' responses, and lesson planning documents to ensure objectivity."* Students also reported positive changes in classroom learning, including greater teacher patience, more interactive instructional methods, and increased opportunities to participate in discussions. These findings are consistent with Stufflebeam and Coryn (2014), who emphasized that comprehensive educational evaluation should integrate multiple sources of information to enhance validity. Likewise, Guskey (2020) argued that evaluating professional development should prioritize the transfer of learning into classroom practice rather than participant satisfaction alone. The inclusion of student perspectives also support Marzano et al. (2005), who suggested that student feedback provides authentic evidence of instructional quality because students directly experience classroom teaching every day.

Despite these positive outcomes, the study identified several challenges affecting the implementation of academic supervision and continuous professional development. Teachers reported psychological discomfort during classroom observations, excessive workloads that limited participation in professional learning, digital competency gaps among senior teachers, limited financial and technological resources, and insufficient supervision frequency due to supervisors' responsibilities across multiple schools. One teacher admitted, *"Although I understand the purpose of*

supervision, I still feel nervous during classroom observations because I worry about being judged." Another senior teacher stated, *"My biggest challenge is adapting to technology-based professional development because I need more time and guidance than younger teachers."* These findings support Nuraeni Mitra et al. (2024), who noted that teachers frequently associate supervision with evaluation rather than professional assistance, creating psychological resistance toward supervision. Similarly, Darling-Hammond et al. (2022) identified excessive workload as one of the primary barriers preventing teachers from fully engaging in continuous professional learning. The digital competency gap also aligns with Markauskaite et al. (2022), who found that lower technological self-efficacy among senior teachers reduces participation in technology-based professional development. Furthermore, Mukhtar et al. (2020) reported that the limited number of school supervisors often restricts the frequency of academic supervision in Indonesian schools. Overall, these findings suggest that while academic supervision and continuous professional development effectively improve teacher performance, their long-term sustainability depends on addressing both individual and institutional challenges through stronger organizational support, adequate resources, and continuous instructional leadership.

Conclusions

This study concludes that teacher performance improvement at SD Negeri 05 Indralaya Utara has been implemented through an integrated approach combining academic supervision and continuous professional development. The planning process was conducted systematically and collaboratively by identifying teachers' professional needs through supervision data, reflective discussions, and stakeholder participation. The implementation of clinical academic supervision, lesson study, peer observation, and professional learning communities created meaningful opportunities for teachers to improve instructional practices through continuous reflection and collaboration. Evaluation was carried out comprehensively by integrating evidence from classroom observations, teacher reflections, student feedback, and administrative documentation, demonstrating positive improvements in instructional quality, teacher professionalism, and student engagement.

Despite these achievements, the study also identified several challenges that may limit the sustainability of teacher performance improvement, including teachers' psychological resistance toward supervision, excessive workload, disparities in digital competence, limited financial and technological resources, and insufficient supervisory frequency. Addressing these barriers requires stronger instructional leadership, adequate institutional support, and sustained investment in teacher professional development. Overall, the integration of academic supervision and continuous professional development represents an effective and sustainable strategy for enhancing teacher performance and improving the quality of teaching and learning in primary schools.

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