

The Effect of Academic Supervision in Improving Teacher Performance: A Literature Review

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Abstract. Teachers play an important role in learning. As a professional teacher, supervision is needed to improve the implementation of the teaching process. The purpose of this literature review is to examine and Analyze the impact of academic supervision on improving teacher performance. The method in this study was carried out by reviewing related articles about academic supervision and teacher performance. The sample of this research is focused on the google scholar search engine with academic coaching and teacher performance as the main research constraints and then identified. The results of the review articles, most of the role of academic supervision, are very influential in improving teacher performance even though there are still obstacles such as not yet participatory planning and implementation of academic supervision. Therefore, effective academic supervision requires the principal's willingness to plan, implement and evaluate participatory supervision.

Keywords: Academic supervision, teacher performance.

1 Introduction

Ability expressions that are based on knowledge, attitudes, skills, and motivation to produce something are defined as performance. Teacher performance is an achievement or performance carried out by teachers in carrying out their duties as educators, and the quality of educational outcomes is largely determined by the teacher, because the party who has the most direct contact with students in the learning process in school educational institutions and other educational institutions is the teacher. This is not only determined by one factor, but many things that have an influence in determining the improvement of the teacher's performance. Basically, the result of the result is performance, is the end point of people, bringing together certain resources and the environment, with the aim of appreciating certain things, such as the tangible product of less tangible service. To the extent that interactions produce the desired results and quality, at unreasonable cost levels performance is judged satisfactory, good, or excellent. Performance will be judged poor or difficult if the results are disappointing, for whatever reason.

In the learning process the teacher has a very important role. If the teacher works professionally is not impossible if a school can produce students who excel. Conversely, if human resources in this case the teachers in a school are not well managed, then the student output at the school will also be low [5]. This means that between human resources

(teachers) and the quality of students in schools there is a positive correlation, where human resources need good management to reach quality students. In fact, one of the keys to the success of education quality in the country is teachers. Supervision and guidance are needed to improve the execution of the teaching process they do as professional teachers. A teacher who is considered capable of carrying out their duties with the conditions that they have fulfilled before they are appointed as teachers still needs supervision from various parties [3]. One of them is the principal who supervises. The duties and roles at school must be understood by a school principal. If the duties and roles of the principal can be understood by the principal, then it is easy for him to carry out all his duties, especially those related to the implementation of supervision.

Academic supervision is an activity in which teachers are assisted in developing the ability to manage learning so that effective and efficient learning objectives can be achieved [4]. It is hoped that teachers, as the pioneers of educational activities, will have a good performance in realizing high-quality character-based learning through supervision, so as to develop the potential of students into people who believe in and fear the almighty, noble, healthy, and knowledgeable God. Independent, capable, creative, and become a democratic and responsible citizen. Educational Supervision as an activity that is inseparable from the management activities of Education needs to be pursued simultaneously and improved the quality of its implementation. Education supervision has a strategic and important position in the management of education, it has become imperative for the government to strive continuously to make the implementers of education supervision a professional force [18].

Supervision has not been optimal. Supervision and observation objectives focus more on technical aspects and rarely involve administrative aspects directly related to the learning process [16]. Due to time constraints of supervisors, the principal supervisor did very little in frequency and intensity. Supervision of school principals in its implementation has not provided significant benefits for improving teacher professional skills. The principal should allow a larger portion of supervision to be directed at academic supervision to improve teacher professional abilities. A basic function (basic function) in the whole school plan is academic supervision, which shows that function is a source of information for teachers' professional development. The performer of academic supervision can be performed by the principal, to carry out management functions that aim to improve teacher professionalism.

Teacher performance can be seen through a performance appraisal which in principle is a way of measuring the contribution of individuals in the institution to the organization [30]. Academic supervision is one way of evaluating teacher performance through a systematic planning cycle, careful and careful observation. Through supervision it is expected that teachers will provide feedback with the improvement of the quality of performance. Academic supervision will have a positive impact on teachers professionally if it is carried out effectively [11]. The impact is visible from indicators such as: the invitation of teachers to be supervisors to supervise the class, increased teaching motivation, discussions between teachers began to take place, Improve teachers' innovative ability and creativity, and produce designs, artworks or intellectual property in the form of research, publications and students. which indicates an increasing trend achievement.

However, there are studies that draw conclusions about vocational high schools in Indonesia which show the results of the principal's academic supervision have a significant positive effect on the performance of teachers of the Private VHS Business Group and Management of Depok City, directly and indirectly through work motivation. This shows that improving teacher performance is not only improved work motivation. But the principal's academic supervision must also be improved [15].

Research has been carried out on principal leadership, academic supervision, and work motivation in improving teacher performance. The results obtained a significant positive correlation between academic supervision and teacher performance [10]. According to Ali Rifaldi in his research, the assessment of teacher performance in managing learning cannot be separated from academic supervision [8].

This makes it clear to us in understanding the influence system of academic supervision behavior. Directly, teacher behavior and teacher performance can be relied on by academic supervision. Through academic supervision, the teaching behavior of the supervisory teacher is better in the teaching process. Furthermore, good teacher teaching behavior will influence student behavior in learning. Writing this article aims to see the effect of supervision on teacher performance. Thus, the main research question for this research is "How should academic supervision be directed towards improving teacher performance?"

2 Literature Review

2.1 Supervision

Supervision is an effort given to teachers in performing professional tasks so that teachers can help students to learn better than before [32]. Supervision is an integral part of the functions of the school administrators [46],[38],[37]. Thus, supervision can also be interpreted as assistance in developing better learning or activities provided to help teachers carry out their work more optimally [41]. In this way, supervision has the function to direct, coordinate, develop, guide and regulate others in achieving the goals set in the school situation which leads to the understanding that supervision has a significant meaning to provide assistance and guidance [49].

Supervision is to improve classroom management strategies, adhering to curriculum content, shaping the direction and utilization of instructional activities and discipline for effective control measures [27],[28]. The aim of school supervision is to improve student learning but the direct focus is on teachers and the entire educational environment. [53],[25]. Supervision in education includes science, skills, personality, teacher welfare, staffing services, career paths, performance development, and professionalism, to bring teachers to an open, skillful attitude, their souls integrated with the task as an educator [22].

Effective supervision has characteriz, such as : (a). competency supervisor, (b). Academic supervision is planned to be prioritized in the supervision program, (c) more varied supervision techniques, (d) providing feedback according to teacher problems, (e) participatory supervision, (f) teacher support and commitment to self-improvement, (g) continuous coaching and mentoring, (h) increasing teacher competence in learning, (i) increasing student absorption and (j) continuous evaluation [16]. Supervision is an activity to help develop teacher skills and facilitate teachers in improving the learning process carried out by the principal [44]. Supervision is coaching that is planned in order to help teachers and other school staff do their work effectively [23].

From several meanings it can be understood that supervision is a series of efforts to compare the standards of a certain planned activity with implementation, as well as following up on these results. This means that supervision must be able to measure the results with the standard of certain activities.

2.2 Academic Supervision

Academic supervision is an activity to help develop the ability of teachers to manage the learning process to achieve goals. Academic supervision is related to the assessment of teacher performance in managing subsequent learning [16], [34], [29]. Supervision is a way of cultivating teacher professionals to develop democratic leadership and solve the problem of the learning process effectively [17], [21], [36]. Effective learning supervision is carried out to achieve these goals, namely effective learning in order to improve the quality of education from efforts to increase the cognitive value of student learning achievement in subjects at the high school level, the principal previously conducted a problem analysis followed by problem identification and clarification [52].

Not only head master as supervisor, but it requires the responsibility of academic supervision of the vice principal. The responsibility of academic supervision of the vice principals is to focus on the process of supervising teachers in teaching, how the teaching media is, how learning is carried out and providing solutions to the problems faced [2], [43], [40]. In this process, how do teachers manage time, use teaching materials and practices that are expected to improve student academic achievement. This is because a significant factor affecting children's education is the quality of the teacher [48].

Academic supervision must change teachers to become competent, that is, teachers increasingly master their competences, both personal, pedagogical, professional, and social competences [26]. Through academic supervision, the teacher is assisted by the principal in managing the learning process, and the teacher is helped to develop his professionalism, in this case the teacher's performance in preparing learning tools [24]. Therefore academic supervision should address the development of all teacher competencies [51]. Students as mentors also play an important role in supervision. The relationship between academic instructors and supervisors is complex and affected by a variety of dynamic dynamics [9]. Therefore, it is useful to know whether students receiving academic guidance have opinions on their expectations of academic relationships and the support they receive from the mentor. In addition, determining how the students' views differ or converge with the supervisor's views are important topics to consider.

From the above theory, it can be concluded that a series of activities to assist teachers in developing their abilities in managing the learning process in a professional manner to achieve the expected learning objectives. There are four competencies that must be developed through academic supervision, namely personality, pedagogical, professional, and social competencies.

2.3 Teacher Performance

The result of work is performance and progress that has been achieved by someone in their field of work. Performance is synonymous with work performance or in English is called performance. Performance is always a sign of the success of an organization and the people who are in the organization. Performance is the key that must function effectively so that the organization as a whole can succeed. Performance is only a result of achieving measurable goals. But performance is how they achieve it, not just what is achieved. Good performance results are the result of appropriate behavior, especially wisdom in behavior, and effective behavior in accordance with the skills and competencies needed [6], [47]. Good and effective teacher performance will shape the school's work culture, thereby improving the quality of

education and creating an effective school [42]. Furthermore Andriani, Kesumawati, and Kristiawan concluded that performance is the work of a person or organization by doing and producing Something, physical or non-physical according to instructions, functions and tasks based on knowledge, attitudes, skills, and motivation. Performance systems generally include behavior (what employees do) and results (results from employee behavior). The performance dimension does not include the results of the behavior, but the behavior itself [20], [35]. So performance is about behavior or what employees do, not what is produced or what results from their work. It describes two behavioral traits as evaluative and multimedia social performance.

Teacher performance is the result of teacher work in carrying out their duties based on abilities, skills, experience, abilities, according to their competence and job criteria [45]. The most common goal of classroom observation is teacher performance [39]. Lecturer or teacher performance is an important factor. The main assessor of teacher performance is students [5]. Teacher performance is the ability and success of the teacher to carry out learning. There is a significant effect of teacher performance on teacher teaching abilities [12], [31]. Teacher performance can be seen through several indicators 1) ability to compile lesson plans; 2) the ability to carry out learning; 3) the ability to do interpersonal relationships; 4) ability to assess learning outcomes; 5) ability to carry out enrichment programs; 6) ability to implement improvement programs [33].

Based on that teacher productivity in classes taught by performance teachers are more useful theoretical findings, because they come from any class too small to be of use. Efforts to improve teacher quality, whether through better recruitment and selection, increased in-service training, or efficient use of teachers all rely on the ability to check teacher performance on demand, quickly, economically, and accurately.

3 Method

This literature review focuses on the The influence of academic supervision on teacher performance. The review process begins with a search engine, google scholar, to search for articles with keywords. "The Effect of Academic Supervision in Improving Teacher Performance". The search was not limited and a total of studies and articles were identified. Thus, this literature review is built by gathering and filtering researches under these following conditions and search keys:

- a. Supervision in Education :3.470.000 results
- b. Academic Supervision: 198.000 results
- c. Performance : 978.000 results
- d. Teacher Performance : 379.000 results
- e. Range of research year between 2014-2020

Thus, there are 23 papers found and suitable with this library research. The 23 papers are the most suitable because the papers are discussing about how the aspects of academic supervision can affect teachers' performance. The aspects are not only in the supervisor itself, but also in some other aspect like facilities and financial issues.

Table 1. Academic supervision in improving teacher performance.

Author and Year	Title	Country	Method	Sample	Results
Andriani, Kesumawati, Kristiawan (2018)	The Influence Of The Transformational Leadership And Work Motivation On Teachers Performance	Indonesia	Quantitative	193 teachers	Transformational leadership has a significant effect on the performance of SMK teachers in Palembang. This means that the better the transformational leadership, the better the performance of vocational school teachers in Palembang
Arum (2017)	The Development of Elementary School Headmaster's Managerial Performance Assessment Model Based On Competence Standard	Indonesia	RnD	Managerial Performance Assessment Model	Principal management performance evaluation model tools need to be developed, so that the evaluation of principals can truly measure all measurement aspects, and the process of processing the results is very fast, so it is necessary to improve the principal management performance evaluation model
Ambarita, Siburian, Purba (2014)	Development of Academic Supervision Model which Based on Educational Management	Indonesia	RnD	30 teachers of Indonesian	The first stage of the art model of academic supervision has a good performance value for teachers. In cycle II, 86.67% of teachers had good performance scores, while 13.33% of teachers had good performance scores.
Ardiana (2017)	Pengaruh Motivasi Kerja Guru Terhadap Kinerja Guru Akuntansi SMK Di Kota Madiun	Indonesia	Quantitative	97 accounting teachers	80.6%, motivation has a significant effect on accounting teacher performance and 19.4% accounting teacher performance is determined by factors other than research.
Adewale (2014)	Instructional Improvement of Secondary School Teachers through Effective Academic	Nigeria	Qualitative	Teachers' improvement level will be evaluated in mastery	Internal academic supervision is undoubtedly the best choice to improve current quality and

	Supervision by the Vice-Principals			of subject matter, teaching skills, and use of teaching resources	maintain a higher standard, because it is easy to obtain, supervise with teachers, correct and consolidate the intimate relationship between thought and innovation.
Rifaldi & Roesminingsih (2014)	Pengaruh Supervisi Kepala Sekolah dan Motivasi Kerja Guru Terhadap Kepuasan Kerja Guru di SMK ADB INVEST Se-Kota Surabaya	Indonesia	Quantitative	95 teachers	There is an influence significant from the Principal's supervision of teachers' job satisfaction at SMK ADB INVEST throughout Surabaya City Significant influence of work motivation teacher to job satisfaction of teachers in vocational schools ADB INVEST throughout Surabaya City; Have a significant impact Supervision of School Principals and Work Motivation Teacher together against teacher job satisfaction at ADB INVEST Vocational School Surabaya City
Elliott (2015)	Teacher Performance Appraisal: More about Performance or Development?	Australia	Qualitative	Teacher performance appraisal	Evaluate the complexity of performance evaluation and its impact on teacher effectiveness, and acknowledge the need for further research in this area. Keep in mind that performance evaluation, teacher standards and professional learning are difficult to separate.
Hardono, Haryono, Yusuf (2017)	Kepemimpinan Kepala Sekolah, Supervisi Akademik, dan Motivasi Kerja dalam	Indonesia	Quantitative	123 teachers	Principal leadership and Academic supervision has an effect on good work motivation partially or simultaneously

	Meningkatkan Kinerja Guru				
Astuti (2017)	Supervisi Akademik Untuk Meningkatkan Kompetensi Guru di SD Laboratorium UKSW	Indonesia	School Action Research	15 teachers	Academic supervision can improve the ability of teachers in particular ability to arrange appraisal administration. In order to improve teacher's ability is needed guidance and direction from the principal as a teacher supervisor.
Dee & Wyckoff (2015)	Incentives, Selection, and Teacher Performance: Evidence from IMPACT	United States	Descriptive Quantitative	Approximately 2,630 teachers	There is a relatively strong consensus regarding the following points of view: teachers will have a significant and long-term impact on students' educational and economic results, and under the current basically static teacher evaluation and compensation system, the quality of teachers is very different .
Naggar, Sarory, Naggar, Al-Muosli	Doctorate international students' satisfaction and stress on academic supervision in a Malaysian University: a qualitative approach	Malaysia	Qualitative	9 PhD students	Most international PhD students mentioned that the supervision system makes them feel worried and stressed.
Gatrix & Barrett (2016)	Desperately seeking consistency: Student nurses' experiences and expectations of academic supervision	United Kingdom	Qualitative	8 students	It is important that students do not be afraid to contact their superiors, because if the relationship between superiors and students is more positive, they are more likely to put more energy into their work and get support again in future modules
Guarino, Maxfield, Reckase, Thompson, Wooldridge (2015)	An Evaluation of Empirical Bayes's Estimation of Value-Added Teacher Performance Measures	United States	Quantitative	Empirical Bayes's Estimation	If the allocation mechanism is known to be random, it may be appropriate to apply these AR and EB estimates, especially

					when the amount of data per teacher is minimal.
Suarda, Yadnyawati, Suda (2018)	Portrait of Hindu Religious Teacher Performance Certified Educator in Junior High Schools Denpasar	Indonesia	Qualitative	Hindu Religious Teacher's performance	The performance of Hindu religious teachers who have pocketed an educator certificate at SMP Denpasar is not yet good. This is due to several reasons, including human resources, infrastructure, leadership systems and supervisory systems
Rahabav (2016)	The Effectiveness of Academic Supervision for Teachers	Indonesia	Qualitative	1 Principal 9 Regular teachers	The academic supervision performed by the principal is invalid for the following reasons. First of all, from the supervisor; 1) Time constraints (many management tasks must be completed); 2) Participatory programming has not yet been carried out; (3) Insufficient understanding of the supervisor's concept of supervision, theory and practice; 4) Every teacher will teach Lack of understanding of scientific supervisors related to the research field
Waang, Matin, Ahmad (2019)	Pengaruh Efektivitas Manajerial Kepala Sekolah dan Etos Kerja Terhadap Kinerja Guru Sekolah Dasar di Kecamatan Teluk Mutiara Kabupaten Alor	Indonesia	Quantitative	146 teachers	Effectiveness of managerial affect headmasters directly positive for teacher performance. Which means the better the level of managerial effectiveness of the principal, The performance of elementary school teachers in Teluk Mutiara Subdistrict, Alor Regency is getting better.
Mackinnon (2004)	Academic Supervision: seeking	New Zealand	Qualitative	Metaphors and models	These conclusions about best practices are partial

	metaphors and models for quality				for quality in Academic Supervision	because they are proven correct by past experience, my experience, and other experiences. More resources are needed to help supervisors provide high-quality quality supervision in complex relationships that are difficult to predict future problems
Khoeriyah (2015)	Effect On The Performance Of Supervision Academic Teacher In SMP IT Yaspida Sukabumi	Indonesia	Descriptive Quantitative	3 teachers	Principal's academic supervision of performance of YASPIDA IT Middle School teachers Sukabumi is quite good with results by doing f test and t-test	
Medley & Coker (2015)	The Accuracy of Principals' Judgments of Teacher Performance	United States	Quantitative	322 teachers	The principal's average judgment on the performance of the teachers he or she supervises is still not accurate enough	
Prasetyono, Abdillah, Fitria (2018)	Academic Supervision toward Teacher's Performance through Motivation as Intervening Variable	Indonesia	Quantitative	80 teachers	Directly and indirectly through work motivation, the principal's academic supervision has a significant positive effect on the performance of the Business Group and Management of VHS Public Private Group teachers in Depok City.	
Podgursky & Springer (2007)	Teacher Performance Pay: A Review	United States	Descriptive Quantitative	Teachers' payment	Education policy makers need to be careful when designing such plans and must expect to continuously improve these plans while understanding behavioral responses	
Muralidharan & Sundararaman (2009)	Teacher Performance Pay: Experimental Evidence From India	India	Quantitative	300 schools	Teacher's performance pay is an idea with strong supporters and opponents. So far, the empirical evidence on its performance is uneven	

Hansen, Thomsen, Nordentoft (2014)	Challenges in Danish Collective Academic Supervision: supervisors' experiences from a Master Programme in Guidance and Counselling	Qualitative	5 supervisors 19 students	The monitoring methods used, the expectations and experiences of the supervisors all have an impact on the students' behavior
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4 Result and discussion

Based on the results of literature reviews and the comments obtained from the comments obtained, the analysis shows that most articles focus on the impact of academic supervision on improving teacher performance. It can be seen from the review articles that most academic supervision has a great influence on improving teacher performance.

There are many factors that hinder the effectiveness of academic supervision of the principal, including: first, the supervisor: 1) must complete a lot of administrative work; 2) not planning and implementing academic supervision in a participatory manner; 3) the concept, theory and practice of supervision by supervisors Lack of understanding; 4) Lack of understanding of the essence of scientific principles related to the research field taught by each teacher. 2. Teachers: 1) Low commitment to quality; 2) Motivation of teachers to specialize in pursuing prosperity. Based on this, to facilitate academic supervision, what is needed is the principal's plan, the willingness to carry out and evaluate participatory academic supervision. [16].

Whereas, not only the supervisor him or herself become the main issue that affects teachers' performance. Teacher's performance pay is an idea with strong supporters and opponents. So far, the empirical evidence on its performance is uneven [13]. That means, financial issues and facilities are also taking an important role in affecting teachers' performance. Education policy makers need to be cautious when designing such procedures and must expect them to continuously improve the procedures as they understand behavioral responses. The programs mentioned above are closely related to financial topics which are becoming one of issues that affect teachers' performance [14].

5 Conclusion

Based on the analysis of the above papers and research. It can be concluded that academic supervision is obviously an important aspect of improving teacher performance. The effectiveness of managerial affect headmasters directly positive for teacher performance [20]. Which means the better the level of managerial effectiveness of the principal, the better the performance of Elementary school teachers in Teluk Mutiara District, Alor Regency. Academic supervision can improve teachers' abilities in particular ability to arrange appraisal

administration. In order to improve teacher's ability is needed guidance and direction from the principal as a teacher supervisor [7]. Although other factor like financial issue is still another problem due to education world has become such a beneficial business.

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