



# Effectiveness of Supervision Programs on Improving Teaching Skills and Teacher Performance in Schools

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## ABSTRACT

### Keywords:

Supervision, Teaching Skills, Learning Quality

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This study evaluates the effectiveness of supervision programs in enhancing teaching skills, teacher performance, and learning quality at SD Negeri 013 Tana Tidung. A quantitative survey method was employed, involving 19 teachers as the main population and 24 students from grades 4 to 6 as additional participants. Data was collected using questionnaires and structured interviews, with analysis performed through descriptive and correlational statistics. The findings indicated that the supervision program led to significant improvements in all three variables: teaching skills increased by 28% (from 3.2 to 4.1 on a 5-point scale), teacher performance improved by 22% (from 72 to 88 on a 100-point scale), and students' average scores rose by 15% (from 68 to 78 on a 100-point scale). Supervision methods such as teacher meetings, teaching demonstrations, and classroom observations effectively provided constructive feedback to enhance teaching practices. However, the study faced limitations, including a small sample size and reliance on teachers' perceptions for data collection. Future research should expand the sample size and incorporate diverse methods, like direct observation and longitudinal analysis, to assess student outcomes. These findings offer valuable insights into improving educational supervision in primary schools.

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## INTRODUCTION

Teacher teaching skills are a key factor in determining the success of the school learning process (Al-Mamary et al., 2022; Rostini et al., 2022; Sointu et al. 2023). Teachers with good teaching skills can create a practical, interactive, and relevant learning atmosphere for students' needs (Amri & Junaidi, 2021). However, many teachers have not fully mastered basic teaching skills, which can impact the low quality of learning and student learning outcomes (Patti & Hidayanto, 2020).

At SD Negeri 013 Tana Tidung, there are 19 teachers consisting of 12 class teachers, 2 Islamic Religious Education teachers, 1 Christian Religious Education teacher, 2 PJOK teachers, and 2 English teachers. One of the problems this school faces is the lack of mastery of learning methods or strategies by some teachers. In

addition, teachers also have difficulty dealing with challenges in the classroom, such as a lack of focus and enthusiasm for student learning. This shows the need for interventions to help teachers improve their teaching skills and performance.

National statistical data also supports this problem. Based on the Ministry of Education and Culture report in 2020, as many as 40% of teachers in Indonesia have not met the established competency standards (Sudrajat et al., 2020). In addition, the survey showed that around 35% of teachers in public elementary schools have relatively low performance (Cholik, 2023). This phenomenon strengthens the urgency to take strategic steps to improve teacher competence.

One of the efforts made to improve teacher skills and performance is through a supervision program. Educational supervision aims to guide, evaluate, and motivate teachers to optimally develop their potential (Lorensius et al., 2022; Amelia et al., 2022; Farouqi, 2023). At SD Negeri 013 Tana Tidung, standard supervision techniques include teacher meetings, teaching demonstrations, and classroom observations. Previous studies have shown that supervision positively impacts teacher competence development, although the results vary depending on the implementation and specific context (Soedjono et al., 2023).

Several previous studies have shown that educational supervision programs have a positive impact on improving teacher teaching skills and performance. For example, research by Soedjono et al. (2023) showed that supervision carried out through regular meetings, classroom observations, and teaching demonstrations can significantly improve teacher professional competence. The results of this study also revealed that constructive feedback provided during the supervision process plays a vital role in improving teachers' quality of teaching and classroom management. However, implementing adequate supervision is highly dependent on the active involvement of teachers and principals in the process.

On the other hand, research by Farouqi (2023) revealed that each school's local context and characteristics also influence the supervision program's effectiveness. Supervision carried out with a participatory approach based on teacher needs has proven more effective in improving teaching skills in some schools. Supervision that focuses on the holistic development of teacher professionalism, including pedagogical, managerial, and social skills, can also improve the overall quality of learning. These findings indicate the importance of adapting supervision methods to the specific conditions in each school to achieve optimal results.

However, the effectiveness of the supervision program in improving teaching skills and teacher performance at SD Negeri 013 Tana Tidung has not been studied in depth. Therefore, this study aims to empirically test how much

the supervision program can improve teaching skills and teacher performance at the school. The results of this study are expected to provide practical recommendations for school principals and education supervisors and provide theoretical contributions to the development of educational supervision. This research is relevant to answering current educational challenges, especially in the local context of SD Negeri 013 Tana Tidung. It provides input for creating more effective and meaningful learning for students.

## RESEARCH METHOD

This study uses a quantitative method with a survey approach to identify the relationship between the variables studied: the effectiveness of supervision, teaching skills, and teacher performance. The design of this study is descriptive correlational, which aims to systematically describe the correlation between these variables (Sugiono, 2013; Şimşek, & Erkin, 2022).

The population of the study was all teachers at SD Negeri 013 Tana Tidung, totaling 19 people. The population includes 12 class teachers, 2 Islamic Religious Education teachers, 1 Christian Religious Education teacher, 2 PJOK teachers, and 2 English teachers. In addition, the additional population in this study was 24 students in grades 4 to 6, consisting of 6 study groups (rumble). From each class, four students were taken as samples to be interviewed. This study used a saturated sampling technique for the teacher population so the entire population could be used as a research sample. For the student population, a purposive sampling technique was applied to select students relevant to the research objectives.

Data were collected using a simple closed questionnaire designed with a Likert scale. This questionnaire contains statements that measure teachers' perceptions of supervision effectiveness, teaching skills, and performance. In addition, structured interviews were conducted on a sample of students to obtain views on the quality of learning after implementing supervision. This instrument was designed to help teachers and students respond and facilitate data analysis.

To ensure the quality of the instrument, content validity was tested using content validity, which involved experts assessing the suitability of the items in the questionnaire. Meanwhile, the instrument's reliability was tested using the Cronbach Alpha technique to ensure that the data obtained was consistent and reliable.

With this approach, the study is expected to provide a comprehensive picture of the relationship between supervision and teacher skills and performance and the quality of learning at SD Negeri 013 Tana Tidung. In

addition, the results are expected to provide helpful input to improve the quality of educational supervision in schools.

## RESULT AND DISCUSSION

### Result

This study aims to evaluate the effectiveness of supervision in improving teaching skills, teacher performance, and learning quality at SD Negeri 013 Tana Tidung. Based on data analysis, the main findings of the study are as follows:

#### Teacher Teaching Skills

Supervision has been shown to improve teacher-teaching skills. The average teaching skill score increased from 3.2 before to 4.1 after supervision (scale 5). This indicates an increase of 28%. This increase is supported by the theory of educational supervision, which states that feedback in supervision helps teachers improve their teaching practices (Farouqi, 2023).

#### Teacher Performance

The results showed that the average teacher performance increased from 72 to 88 (on a scale of 100), with an increase of 22%. Teachers felt more confident after receiving supervision, especially in managing classes and implementing varied learning methods. This aligns with Wulandari's research (2023), which found that consistent supervision contributed positively to teacher performance.

#### Learning Quality

The average student score increased from 68 to 78 (on a scale 100), or by 15%. In addition, 70% of students showed increased motivation and focus on learning based on teacher reports. This finding supports the view of Sudrajat et al. (2020) that adequate supervision can indirectly improve student learning outcomes.

Table 1. Comparison Before and After Supervision			
Measured Aspects	Before Supervision	After Supervision	Increase (%)
Teaching Skills (scale 5)	3.2	4.1	28%
Teacher Performance Assessment (scale 100)	72	88	22%
Average Student Score (scale 100)	68	78	15%

## Discussion

The increase in teaching skills by 28% shows that supervision significantly impacts teacher abilities. This is consistent with the theory of supervision as a tool for improving teacher professionalism, as expressed by Albert (2020), who states that educational supervision functions to improve teacher professional competence. Through supervision, teachers can receive constructive feedback and guidance in pedagogical and managerial aspects. At SD Negeri 013 Tana Tidung, supervision was carried out using the teacher meeting method, teaching demonstrations, and classroom observations. This combination of methods allows the principal to provide relevant and practical feedback, which in turn helps teachers develop their teaching skills more effectively.

The 22% increase in teacher performance after participating in the supervision program reflects the success in providing guidance and direction during the supervision process. Syafril (2018) and Suriagiri (2022) state that supervision accompanied by the principal's support can increase teacher work motivation because they feel appreciated and supported in their professional development process. This support not only improves the teaching quality but also improves teachers' attitudes and work enthusiasm. With intensive supervision, teachers feel more motivated to improve the quality of their learning and provide the best for students.

The impact of this supervision is seen in improving teacher skills and performance and affects the quality of learning received by students. This study shows that after the supervision program, there was an increase in the average student grades of 15%. This supports the findings of Wulandari (2023), which states that adequate supervision has an impact on teachers and students through improvements in the learning process. Supervision helps teachers to better understand student needs, apply appropriate methods, and create a classroom atmosphere that is more conducive to learning (Kilag et al., 2023; Tarimo et al., 2024; Lestari et al., 2025).

Overall, the improvement in teaching skills and teacher performance and its impact on the quality of learning shows that educational supervision at SD Negeri 013 Tana Tidung has significantly contributed to improving the education process. This indicates that good supervision management can be an effective tool for achieving better educational goals. Therefore, the school needs to continue and improve the implementation of this supervision so that the positive impacts that have been created can be maintained and improved.

However, although the results of this study show a significant positive impact, it should be noted that the effectiveness of supervision can be influenced by various factors, such as the principal's involvement, teachers' attitudes towards supervision, and the application of appropriate supervision methods.

Therefore, further research is needed to dig deeper into the factors that influence the success of the supervision program and explore other approaches that can improve the quality of supervision and learning in schools.

## CONCLUSION

This study shows that the educational supervision program at SD Negeri 013 Tana Tidung has a significant positive impact on improving teaching skills, teacher performance, and the quality of student learning. The increase in teaching skills by 28%, teacher performance by 22%, and student grades by 15% indicates the effectiveness of supervision through the teacher meeting method, teaching demonstrations, and classroom observations. The principal's support in the supervision process has been proven to increase teacher motivation and work enthusiasm, improving the learning process. These findings emphasize the importance of sustainability and improvement of the supervision program to improve the quality of education in schools by considering factors that influence the effectiveness of supervision.

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