



Principal Managerial Supervision in Teacher Management: Strategies, Challenges, and Implications for Educator Performance

Alfina Hidayah*, Nur Izzatil Elina, Nisa Fadilah, Rohmah, Sucin Hauliah, Syamsul Munir

Sekolah Tinggi Agama Islam Darussalam Kunir, Indonesia

Email : alfinahidayah16@gmail.com

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ABSTRACT

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*Corresponding Author

This study aims to analyze the implementation of principal managerial supervision in teacher management, focusing on supervisory practices, strategies for strengthening teacher work motivation, evaluation and follow-up mechanisms, and challenges in teacher management. A qualitative approach with a descriptive design was employed. Data were collected through semi-structured interviews, direct observations, and documentation involving school leaders and teachers as key informants. Data were analyzed through data condensation, data display, and verification, with source and technique triangulation used to strengthen the credibility of the findings. The results show that managerial supervision operates through an integrated cycle of planning, coordination, monitoring, implementation, evaluation, and follow-up. Teacher motivation is supported through financial incentives, recognition, supportive facilities, interpersonal communication, and collegial activities. Supervision evaluations are conducted periodically to identify problems and determine corrective actions, with guidance and communication prioritized before disciplinary sanctions. Major challenges include limited digital facilities and financial resources, teacher scheduling constraints, and diverse student conditions. The findings imply that effective managerial supervision requires adaptive, collaborative, and context-sensitive management. Schools can strengthen teacher performance and organizational effectiveness by integrating systematic monitoring with motivational support, professional collaboration, flexible coordination, and continuous evaluation.

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INTRODUCTION

Education is a fundamental instrument for developing human resources and strengthening the quality of society. The effectiveness of schools depends not only on curriculum and learning facilities but also on how educators are managed, supported, and evaluated. Teachers are central to translating educational policies into meaningful learning experiences; consequently, effective teacher management has implications for student learning and institutional quality. School principals have an important responsibility in ensuring that teachers receive appropriate direction, coordination, supervision, and professional support. Recent studies indicate that principal leadership, supervision, and management are associated with improvements in teacher performance and motivation (Agusalim et al., 2025; Suhaeni & Sariwardani, 2025; Rozi et al., 2025). Therefore, strengthening managerial supervision is important not merely as an administrative activity but as a strategic mechanism for improving school effectiveness and sustaining educational quality.

Despite its importance, schools continue to experience difficulties in managing teachers and maintaining consistent professional performance. Managerial supervision requires principals to coordinate planning, staffing, implementation, monitoring, evaluation, and follow-up, while simultaneously responding to changing educational demands. In practice, weaknesses in communication, teacher discipline, motivation, organizational culture, resource availability, and administrative coordination can reduce the effectiveness of school management. Research has shown that teacher performance is influenced by leadership, motivation, discipline, organizational culture, and working conditions (Amaliah et al., 2025; Maili et al., 2025; Oyeniran et al., 2024). Supervision itself may also encounter implementation challenges, particularly when supervisory practices are insufficiently structured or continuous (Yunus et al., 2025). This indicates that managerial supervision should be examined as an integrated management process rather than as a routine control mechanism.

The practical importance of this issue is reflected in the conditions observed at SMP NU Terpadu. Based on preliminary observations and interviews, managerial supervision is implemented through learning-schedule planning, monitoring teacher attendance, communication among teachers, routine evaluation, and the provision of work motivation. However, several challenges remain. The school faces limited digital learning facilities, difficulties in arranging schedules for non-civil-servant teachers, restricted operational funding, and diverse student characteristics that require teachers to adapt their instructional practices. These conditions create additional demands for school leaders to coordinate teachers and maintain effective learning activities. Nevertheless, the school continues to strengthen supervision through

communication, coordination, cooperation, monitoring, and evaluation. This phenomenon demonstrates the need to understand how managerial supervision operates within the actual organizational context of a school.

Previous research has established the importance of principal supervision for teacher performance. Studies have demonstrated that academic and managerial supervision can contribute to improvements in teacher performance, competence, and professional development (Ani et al., 2025; Putri, 2025; Sulistiana et al., 2025; Nuriyah et al., 2024). Other research emphasizes the role of principal management and leadership in strengthening teacher motivation and performance (Sari & Komara, 2025; Tanjung, 2025; Rahmadan & Shudiq, 2024). In addition, principal supervision has been examined as a mechanism for organizational management and control (Afriani et al., 2025). These findings collectively suggest that supervision is an important component of effective school management. However, much of the existing research focuses on the influence or outcomes of supervision, providing less detailed attention to how managerial supervision is practically organized, implemented, evaluated, and followed up within schools facing resource and personnel constraints.

The literature also indicates that effective supervision requires appropriate strategies, continuity, communication, and adaptation to organizational conditions. Hartawan and Kosasih (2024) highlight the role and strategy of principals in implementing academic supervision, while Imayani et al. (2025) demonstrate the potential of supervision to strengthen specific dimensions of teacher competence. Lebang et al. (2025) further show that principal management can improve teacher performance through training, whereas Sahudi (2025) introduces virtual coaching as an efficiency-oriented innovation in managerial supervision. Evidence from other professional contexts also demonstrates that supervision effectiveness can depend on implementation conditions, delegation, and supervisory structures (Alhassan et al., 2025; Ryu et al., 2024; Khotimah et al., 2024). Nevertheless, limited research integrates these dimensions into a contextual analysis of managerial supervision that simultaneously considers teacher motivation, evaluation, follow-up, resource limitations, and coordination. This gap warrants further investigation.

The novelty of this study lies in examining managerial supervision as an interconnected process of teacher management rather than viewing supervision solely as an evaluation activity. The study develops a contextual understanding of how principals manage supervision through planning, coordination, monitoring, motivation, evaluation, and follow-up while responding to limitations in facilities, funding, teacher scheduling, and student diversity. This approach is important because the effectiveness of supervision cannot be separated from the organizational conditions in which it is implemented. By

examining these processes together, the study seeks to provide a more comprehensive picture of managerial supervision at the school level. The findings are expected to contribute practical insights for developing adaptive, collaborative, and sustainable supervision practices that can strengthen teacher management and support the continuous improvement of educational quality.

Accordingly, this study addresses the research problem of how managerial supervision is implemented in managing teachers at SMP NU Terpadu, what strategies are used to strengthen teacher motivation, how evaluation and follow-up are conducted, and what challenges influence its implementation. The study argues that effective managerial supervision depends on the integration of systematic planning, continuous monitoring, open communication, collaborative coordination, motivational support, and meaningful follow-up. Rather than treating supervision as a one-directional control process, the study positions it as a managerial mechanism that connects school leadership with teacher development and organizational improvement. By identifying actual supervisory practices, supporting strategies, and implementation barriers, this research contributes evidence for designing more responsive and context-sensitive approaches to teacher management. Such an approach can help schools improve organizational effectiveness while maintaining the quality and continuity of learning.

RESEARCH METHODS

This study employed a qualitative approach using a descriptive research design to obtain an in-depth understanding of the implementation of principal managerial supervision in teacher management. The qualitative design was selected because the study focused on exploring supervisory practices, interactions, experiences, and contextual challenges as they naturally occurred within the school environment. The research was conducted at SMP NU Terpadu because the school implements managerial supervision through teacher scheduling, attendance monitoring, communication, evaluation, motivation, and coordination, while simultaneously facing practical constraints related to digital facilities, teacher scheduling, operational resources, and diverse student conditions. The participants consisted of the Vice Principal and teachers who were directly involved in managerial supervision. Participants were selected through purposive sampling based on their knowledge, experience, and direct involvement in teacher management and supervisory activities.

Data were collected through semi-structured interviews, direct observation, and documentation. Interviews with the Vice Principal and teachers explored the implementation of managerial supervision, strategies for strengthening teacher motivation, evaluation and follow-up mechanisms, and

challenges encountered during supervision. Direct observations focused on teacher management activities, communication and coordination processes, attendance monitoring, scheduling practices, and available learning facilities. Documentation was used to complement the interview and observation data through relevant school records, including learning schedules, teacher attendance records, and evaluation documents. The researcher served as the primary research instrument, supported by an interview guide and observation protocol. The use of multiple data-collection techniques was intended to provide a comprehensive understanding of managerial supervision and strengthen the credibility of the findings through technique and source triangulation, consistent with the importance of systematic supervision and organizational control emphasized by Afriani et al. (2025) and Hartawan and Kosasih (2024).

Data were analyzed interactively through data condensation, data display, and verification. Data condensation involved selecting, organizing, simplifying, and categorizing information from interviews, observations, and documents according to the research focus, including supervisory implementation, teacher motivation, evaluation, follow-up, and implementation challenges. The condensed data were then displayed through organized descriptive narratives and thematic categories to identify relationships and recurring patterns across informants and data sources. Verification was conducted continuously by comparing emerging interpretations with the collected evidence and by examining consistency across sources and techniques. Conclusions were formulated after recurring patterns, similarities, differences, and contextual explanations had been identified and verified. This analytical process enabled the study to move beyond describing supervision activities toward understanding how managerial supervision functions as a mechanism for teacher management, performance improvement, and organizational development, as highlighted in recent studies of principal supervision and teacher performance (Ani et al., 2025; Sulistiana et al., 2025).

RESULTS AND DISCUSSION

Results

Implementation of Managerial Supervision in Teacher Management

Based on interviews with the Vice Principal and teachers at SMP NU Terpadu, managerial supervision is implemented through planning, organizing, implementation, monitoring, and evaluation of teacher-related activities. The findings indicate that supervision is practiced as an operational management process rather than merely as a formal theoretical activity. At the beginning of each academic year, the school prepares the learning schedule through coordination among school leaders and teachers. The scheduling process

generally takes approximately three days because several teachers teach more than one subject, while some non-civil-servant teachers have responsibilities outside the school. Consequently, scheduling requires flexibility and continuous coordination. This finding supports Afriani et al. (2025), who emphasize that principal supervision functions as part of organizational management and control. It also complements Tukiyo et al. (2024), who highlight the importance of leadership supervision in managing teacher performance within the learning process.

Teacher attendance is monitored regularly as part of the school's supervisory mechanism. Teachers are required to prepare learning materials and record their attendance manually because the school has not yet implemented a fingerprint or barcode-based system. Attendance is generally checked at 7:00 a.m. Western Indonesia Time. When a teacher is absent, the school contacts the teacher to identify the reason and arranges a substitute to prevent vacant teaching periods. These practices demonstrate that managerial supervision at the school emphasizes immediate monitoring and problem resolution. Such findings are consistent with Ani et al. (2025), who identify principal supervision management as an important mechanism for supporting teacher performance. They also correspond with Yenteti et al. (2025), who found that the combination of principal supervision and managerial skills contributes to teacher performance.

Communication represents another important component of managerial supervision. Information concerning attendance, school activities, schedule changes, and other administrative matters is communicated through teacher communication groups, allowing the school to respond quickly to emerging issues. Rather than relying exclusively on hierarchical instructions, the school combines monitoring with interpersonal communication and coordination. This practice indicates that supervision operates through both formal management procedures and informal organizational interactions. The finding is relevant to Suhaeni and Sariwardani (2025), who emphasize school principal leadership management in improving teacher performance, and to Tanjung (2025), who positions principal leadership as a managerial mechanism for strengthening teacher performance. Thus, effective managerial supervision at SMP NU Terpadu is characterized by direct monitoring, flexible coordination, rapid communication, and immediate follow-up.

Strategies for Improving Teacher Motivation and Performance

The findings show that the school applies several strategies to maintain and improve teacher motivation, particularly among non-civil-servant teachers. One strategy involves gradually improving honoraria and providing additional incentives for teachers who undertake responsibilities beyond regular teaching

duties. Additional recognition is provided to teachers who coach students for competitions, participate in seminars or training, and contribute to other school programs. These practices demonstrate that teacher motivation is addressed through both financial and non-financial forms of recognition. The findings are consistent with Amaliah et al. (2025), who identify work motivation and discipline as important factors in improving teacher performance. They also complement Maili et al. (2025), whose findings demonstrate the relevance of motivation, discipline, transformational leadership, and organizational culture to teacher performance.

The school also attempts to create a supportive working environment. Teachers reported that the availability of teaching equipment, basic facilities, refreshments, and opportunities for informal interaction contributes to their comfort and sense of belonging. In addition, teachers are given opportunities to communicate complaints, suggestions, and difficulties encountered during teaching. Activities such as mutual cooperation and shared meals are used to strengthen interpersonal relationships. These practices suggest that teacher motivation is not constructed solely through material incentives but also through social support and collegial relationships. This finding extends the perspective of Mutiara and Ayu (2024), who identify organizational culture, transformational leadership, self-efficacy, and work motivation as interconnected elements in improving teacher performance.

The findings further indicate that the Vice Principal adopts a relatively relational approach to teacher management. Problems experienced by teachers are discussed through direct communication, while opportunities for collective interaction are provided to strengthen cooperation. This approach is important because managerial supervision can become ineffective when it is perceived exclusively as control or correction. The present findings therefore support the broader understanding of supervision as a management process that combines monitoring, guidance, communication, and professional support. Hartawan and Kosasih (2024) emphasize the importance of principal strategies in implementing supervision, while Sari and Komara (2025) demonstrate the role of principal management in strengthening teacher motivation. At SMP NU Terpadu, these functions appear to converge in a supervision model that integrates accountability with interpersonal support.

Evaluation and Follow-Up After Managerial Supervision

Evaluation is conducted regularly through teacher evaluation meetings held approximately every one to two months. These meetings provide a forum for discussing learning difficulties, teacher discipline, attendance, and other issues requiring follow-up. The findings demonstrate that evaluation is not

treated as the final stage of supervision but as a mechanism for identifying problems and determining subsequent actions. This process is consistent with Afriani et al. (2025), who conceptualize principal supervision as part of organizational management and control. It also supports Sari (2025), who emphasizes the role of academic supervision in improving teacher performance and student learning achievement. Therefore, the evaluation process at SMP NU Terpadu functions as a feedback mechanism connecting supervision with subsequent managerial decisions.

When teachers demonstrate disciplinary problems or repeated absences, the school initially uses a personal and communicative approach. The Vice Principal seeks to understand the reasons behind the problem before determining further action. If the teacher does not demonstrate improvement after guidance, the school may apply sanctions, including reductions in honoraria. However, sanctions are preceded by communication and corrective guidance, reflecting an effort to balance accountability with a family-oriented organizational culture. This approach is consistent with the findings of Sulistiana et al. (2025), which underline the role of principal learning supervision in teacher performance, and Putri (2025), who emphasizes supervision management as a mechanism for improving teachers' performance. The findings suggest that effective supervision requires not only identifying deviations but also providing opportunities for behavioral improvement.

Another form of follow-up involves knowledge sharing after teachers participate in external seminars or training. Teachers who attend professional development activities are expected to communicate the knowledge gained to other teachers. This practice transforms individual professional development into a collective learning resource for the school. Lebang et al. (2025) similarly demonstrate the importance of principal management and training in improving teacher performance. The practice at SMP NU Terpadu therefore indicates an emerging collaborative dimension of supervision, in which professional development is disseminated through peer interaction rather than remaining an individual benefit. This mechanism strengthens the continuity between supervision, teacher development, and organizational learning.

Challenges in Implementing Managerial Supervision

Despite the supervisory mechanisms that have been established, the school faces several implementation challenges. One of the most significant concerns is the management of non-civil-servant teachers whose schedules may be influenced by responsibilities outside the school. This condition requires the school to develop flexible scheduling arrangements without disrupting learning continuity. The issue demonstrates that managerial supervision is highly

dependent on the organizational and employment context of teachers. Tanjung (2025) emphasizes the managerial role of school principals in enhancing teacher performance, while Yenteti et al. (2025) demonstrates that managerial skills and supervision are important components of effective teacher management. The present findings add that managerial competence must also include the ability to accommodate personnel constraints while maintaining instructional stability.

Limited financial resources constitute another challenge. Restricted operational funding affects the procurement of learning facilities, teacher incentives, and the implementation of certain school programs. Delays in the disbursement of educational assistance can further restrict the school's ability to respond quickly to operational needs. These findings indicate that managerial supervision cannot be separated from resource management. Even when principals and teachers demonstrate commitment, limited resources may constrain the realization of planned programs. The finding is relevant to Suhaeni and Sariwardani (2025), who discuss school leadership management in relation to teacher performance, and to Lebang et al. (2025), who highlight the importance of management and training in supporting teacher performance. Thus, effective supervision requires alignment between managerial planning and available institutional resources.

Digital infrastructure is also a continuing challenge. The number of laptops available at the school is insufficient for the number of students, and some devices are damaged. As a result, computer-related learning cannot always be conducted as planned. Nevertheless, the school attempts to maintain learning continuity by sharing available devices and using a large television screen as instructional media. This finding demonstrates that managerial supervision extends beyond monitoring teachers to facilitating adaptive responses to resource limitations. Sahudi (2025) proposes virtual coaching as an efficiency-oriented innovation in managerial supervision, indicating the growing importance of technology in supervisory practice. However, the present findings show that technological innovation must be accompanied by adequate infrastructure and context-sensitive management strategies.

Student diversity presents an additional challenge. Differences in family circumstances, gadget use, and students' psychological and behavioral conditions influence the learning process and consequently affect teachers' work. In response, the school may conduct home visits and coordinate with relevant community services when necessary. This indicates that teacher management cannot be isolated from student-related conditions because teachers' responsibilities are directly influenced by the characteristics and needs of their students. The finding strengthens the argument that managerial supervision should be adaptive and responsive to the broader school environment. Rather

than applying uniform supervisory procedures, school leaders need to consider the interaction between teacher conditions, student characteristics, resources, and organizational demands.

Adaptive Strategies for Addressing Facility and Digital Learning Constraints

To address limited facilities, teachers maximize the instructional resources already available. When individual student devices are insufficient, teachers use shared laptops and large-screen television displays to present learning materials. Learning activities are also adjusted through the gradual distribution of worksheets and the use of simple instructional demonstrations. These strategies demonstrate teachers' capacity to adapt instructional practices to resource constraints. The findings indicate that managerial supervision at SMP NU Terpadu is not limited to controlling whether teachers perform their duties but also involves facilitating practical solutions to contextual problems. This perspective is compatible with Hartawan and Kosasih (2024), who emphasize strategic approaches in school principal supervision.

Teacher collaboration is another strategy for overcoming limitations. More experienced teachers are encouraged to share instructional methods and practical knowledge with colleagues. This creates opportunities for peer learning and enables teachers to develop alternative approaches when facilities are inadequate. Such collaboration also strengthens the collective capacity of the teaching staff. The finding complements Lebang et al. (2025), who emphasize training as part of principal management for improving teacher performance, and Mutiara and Ayu (2024), who identify organizational culture and work motivation as relevant to teacher performance. In the context of SMP NU Terpadu, collaboration functions as an internal professional development mechanism that does not depend entirely on additional financial resources.

Overall, the findings indicate that managerial supervision at SMP NU Terpadu operates through an interconnected cycle of planning, coordination, monitoring, motivation, evaluation, follow-up, and adaptation. Its effectiveness is supported by direct communication, teacher collaboration, motivational strategies, and continuous evaluation, while its implementation is constrained by personnel scheduling, financial limitations, digital infrastructure, and diverse student conditions. The findings reinforce previous research emphasizing the relationship between principal supervision, management, teacher motivation, and performance (Ani et al., 2025; Sari & Komara, 2025; Sulistiana et al., 2025). At the same time, this study contributes a contextual perspective by showing how supervision is translated into practical responses to everyday organizational constraints. Managerial supervision therefore emerges not simply as a control

function but as an adaptive management mechanism that connects teacher accountability, professional development, organizational coordination, and continuous school improvement.

CONCLUSION

The most important finding of this study is that managerial supervision at SMP NU Terpadu functions most effectively when implemented as an adaptive and collaborative process integrating planning, coordination, monitoring, motivation, evaluation, and follow-up. The key lesson is that supervision should not be understood merely as a mechanism for controlling teacher performance, but as a supportive managerial process that responds to personnel, resource, and student-related conditions. Scientifically, this study contributes to the literature on educational management by providing a contextual understanding of how managerial supervision can connect teacher accountability, motivation, professional development, and organizational coordination within everyday school practices. Its practical contribution lies in demonstrating that effective supervision can be maintained even under limited financial and digital resources through communication, teacher collaboration, flexible management, and creative use of available facilities. However, the study is limited by its qualitative focus on a single school and a relatively small number of informants, which restricts the transferability of the findings. Future research should examine managerial supervision across multiple schools and educational contexts, involve broader stakeholder groups, and employ comparative or mixed-method approaches to strengthen the generalizability and empirical depth of the findings.

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