

The Role of Leadership in Educational Supervision: A Literature Reviews on Improving Teacher Performance and Learning Outcomes at Islamic Senior High School 1 Bukittinggi

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Received: 18 Jul. 2024, Revised: 10 Nov. 2024, Accepted: 15 Des. 2024

ABSTRACT

The primary aim of this article is to enhance readers' understanding of the leadership roles of educational supervisors. It explores the challenges and issues they face in performing their duties, examines the factors influencing their performance, and proposes recommendations to improve their effectiveness. A qualitative methodology was employed, involving literature reviews and field observations at Islamic Senior High School 1 Bukittinggi. The study highlights the effectiveness of transformational, collaborative, and participatory leadership styles in educational supervision. Results indicate that these styles improve teacher motivation, organizational commitment, and the quality of the teaching-learning process. Additionally, supervision methods leveraging technology, such as AVOS-based CCTV systems, were found to enhance monitoring and feedback mechanisms while minimizing classroom disruptions. Despite the advantages, challenges such as limited resources, technical issues, and resistance to change remain. The findings underscore the importance of continuous training, robust evaluation systems, and strong support from superiors in enhancing supervisory performance. Effective leadership in educational supervision is characterized by clear communication, a shared vision, and proactive support for teachers and students. This study concludes that adopting innovative supervision approaches and effective leadership styles can significantly improve educational quality.

Keywords: *Educational supervision, Leadership styles, Transformational leadership, Teacher performance, Supervisory effectiveness.*



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INTRODUCTION

As social beings, humans inherently interact with their surrounding environment and live collectively. This necessitates the synchronization of harmony in daily life and the establishment of relationships between individuals based on mutual respect (Munir & Kusnadi, 2024). The ability to manage oneself, others, and the environment harmoniously is a fundamental responsibility of individuals who possess leadership qualities. A capable leader is someone with a leadership style that effectively inspires and motivates others, enabling them to contribute and align their efforts toward achieving the organization's predetermined objectives (Locke, 1999).

In the field of education, there exists a concept known as educational supervision. This concept serves as a cornerstone in education and differs fundamentally from teaching (Zepeda, 2013). While education represents a holistic process aimed at fostering maturity

in students by stimulating their knowledge, attitudes, and skills, teaching primarily involves the transmission of knowledge, without necessarily addressing character development or skill enhancement. Given this distinction, it is evident that education holds significant importance, necessitating the presence of supervisors to oversee its implementation. Supervisors, such as school principals and other educational administrators, play a critical role in ensuring the improvement of teaching and educational quality. Principals, as leaders, are not only responsible for overseeing schools but also for supervising madrasah environments. The term "school principal" combines two elements: "head" and "school", symbolizing their role as the highest authority within an educational institution (Sari, 2023). As the primary leader, the principal bears responsibility for numerous aspects, including teaching, administration, curriculum development, supervision, coaching, and overall educational quality enhancement. Additionally, principals must articulate and implement the school's vision and mission while addressing various challenges that may arise within the educational framework (Mustikasari & Gunawan, 2023; Susanti *et al.*, 2023; Angga Putra *et al.*, 2023).

Education represents one of the most vital assets for shaping a high-quality generation. In this context, supervisors play a pivotal role in ensuring that the learning process is conducted effectively and efficiently. Educational supervisors are tasked with guiding and managing teachers under their authority to ensure they fulfill their educational responsibilities. However, these supervisors often encounter diverse challenges that can hinder their performance. The primary aim of this article is to enhance readers' understanding of the leadership roles of educational supervisors. It explores the challenges and issues they face in performing their duties, examines the factors influencing their performance, and proposes recommendations to improve their effectiveness. Moreover, the article discusses various leadership styles within the context of educational supervision.

FINDINGS IN LITERATURE REVIEWS

2.1 Leadership

Leadership that empowers school principals can foster more proactive teachers, reduce feelings of work alienation, and enhance organizational commitment, ultimately improving the teaching and learning process (Dash & Vohra, 2019). The connection between school leadership and school improvement remains a critical focus in educational study, emphasizing key aspects such as external and internal influences on the development of a principal's professional identity (Cruz-González *et al.*, 2019). A principal's leadership, along with the socioeconomic and cultural context of the school, significantly impacts the institution's success. These factors play a vital role in influencing academic performance, fostering innovation, and achieving institutional recognition (González-Falcón *et al.*, 2020). The continuous development of principal leadership is fundamental for improving overall school quality and driving sustainable progress (Zhixian, 2023). Successful school principals sustain improvements over time by integrating transformational and instructional leadership approaches, understanding the unique needs of their schools, and implementing shared educational values (Day *et al.*, 2016). Instructional leadership practices, such as providing constructive feedback and fostering a collaborative learning culture, have a profound effect on teacher professional development and school

environment (Iram & Noor, 2023). In East Kalimantan Province, Indonesia, the combination of democratic and authoritarian leadership styles, alongside teacher training, has proven effective in improving teacher performance in public high schools (Warman *et al.*, 2021).

Teachers and students show a preference for the Integrated Leadership style, which emphasizes the principal as a role model and promotes a shared vision while encouraging collective efforts toward achieving that vision (Corrigan & Merry, 2022). Strong principal leadership has an indirect yet significant influence on a school's academic outcomes. This relationship is nuanced and more complex than initially understood (Heck, 1992). Leadership behaviors exhibited by principals significantly impact teacher performance and student achievement, with critical factors including leader-follower relationships, task structure, and position power (Pardosi & Utari, 2022). Principal leadership contributes to school improvement by influencing classroom instruction through initiatives such as professional development, ensuring program coherence, and cultivating a safe, institution-focused learning environment (Sebastian & Allensworth, 2012). Principals who adopt a supervisory role can effectively enhance teaching and learning by actively leading their teachers' professional growth and leveraging mentorship over external coaching models (Honig & Rainey, 2019). Additionally, in high-poverty schools, principal supervisors promote instructional leadership by encouraging principals to distribute leadership responsibilities among teachers and facilitate collaboration within instructional leadership teams (Stosich, 2020).

2.2 Educational Supervision

Educational supervision is a structured process that involves providing guidance and feedback to teachers, encouraging reflective practices, and addressing the challenges of self-assessment that educators often face (Klaber *et al.*, 2010). Effective educational supervision requires sufficient time, dedication, and specialized training to assist teachers in achieving their educational objectives (Abdulla, 2008). By enhancing teacher competencies, improving curricula and educational materials, and promoting cooperation, democracy, and human relations, educational supervision contributes significantly to advancing the educational process (Mahmud & Salih, 2023). The concept of educational supervision has evolved and continues to grow through political engagement, teacher leadership, and professional development initiatives within schools (Gordon, 2019).

The effectiveness of educational supervision can be enhanced by adopting techniques from learning theory and instructional design, including assessment, planning, and instructional strategies (Morton & Kurtz, 1980). The integration of modern technology, particularly IT, has transformed supervision processes, ensuring quality and helping institutions act as both supervisors and facilitators in developing educational standards (Das, 2020). At Islamic Senior High School 1 Bukittinggi, supervision incorporates an AVOS-based (Audio Visual Online Supervision) CCTV system. According to the principal, supervision is conducted according to a pre-determined schedule aligned with teachers' teaching hours. Following the sessions, the principal engages in follow-up discussions with teachers, enabling actionable improvements. This method, implemented in 2019, has proven effective in maintaining educational quality.

Supervision at Islamic Senior High School 1 Bukittinggi utilizes a systematic schedule set by the principal and adapted to the teaching hours of the teachers. The principal informs

teachers beforehand about supervision via CCTV; however, in some cases, supervision may occur without prior notice. During these sessions, the principal monitors whether the teacher aligns their teaching with the Basic Competencies outlined in their lesson plans. If inconsistencies are found, feedback is provided for corrections.

Each supervision session through AVOS CCTV corresponds to the duration of a regular class period, approximately 45 minutes. Teachers report that this method is advantageous as it minimizes classroom disruptions caused by a supervisor's physical presence and allows students to remain focused. Despite occasional technical issues such as audio glitches, power outages, or signal disruptions, the system is generally considered highly effective, as it prevents any artificial manipulation of teaching activities or materials by the teachers. After supervision, the principal reviews AVOS CCTV footage with the teacher to identify areas for improvement. These reviews often include follow-up dialogues, where both the principal and the teacher collaboratively analyze performance gaps and strengths. This evaluation process sometimes extends to discussions with supervisors or educational trainers or Widyaaiswara for further refinement. These discussions aim to foster self-reflection among teachers and guide them in addressing their weaknesses.

2.3 Leadership Styles in Educational Supervision

Supervisory leadership plays a pivotal role in supporting teachers by fostering trust, encouraging risk-taking, and integrating supervision, evaluation, and professional development. It also combines adult learning principles with career stage theories to enhance teacher growth (Zepeda *et al.*, 2020). Establishing a professional development framework for principals and supervisors is essential to building capacity and transforming school culture, ultimately leading to effective leadership and improved school outcomes (Tulowitzki, 2019). Study indicates that principal supervision positively influences primary school teachers by strengthening their classroom management and professional abilities (Pujianto *et al.*, 2023). Both clinical supervision and strong principal leadership significantly enhance teacher performance (Mardiah *et al.*, 2022).

The effective implementation of leadership styles, combined with sound principles and methodologies, is critical for improving school management and achieving educational goals (Amanchukwu *et al.*, 2015). Principals employing authoritarian and democratic leadership styles have been shown to improve teacher discipline through targeted teaching supervision techniques and consistent follow-ups, addressing challenges such as supervisor competence and scheduling conflicts (Santi, 2019). Warman *et al.* (2021) highlight that democratic and authoritarian leadership styles are among the most effective for educational supervision. Authoritarian approaches prioritize teacher attendance and adherence to teaching schedules, while democratic styles focus on mentoring and training. In rural Sindh, principals demonstrate diverse instructional leadership approaches, emphasizing school objectives, curriculum development, and teacher training (Zarif *et al.*, 2018).

Different supervisory styles also impact professional relationships in education. For instance, laissez-faire, pastoral, contractual, and directive supervisory styles shape supervisory dynamics in doctoral education (Johansson & Yerrabati, 2017). Similarly, democratic, autocratic, and laissez-faire leadership styles significantly influence instructional supervision in high schools (Muraina & Olanrewaju, 2016). Transformational and bureaucratic leadership styles have been found to account for 45% of the variance in supervisory support, indicating their substantial impact on the quality of teacher

supervision (Tibagwa *et al.*, 2016). Selecting the appropriate leadership style in educational supervision is critical for enhancing teacher job satisfaction and the overall quality of learning (Parta Wijaya *et al.*, 2023). Study shows that servant leadership yields the highest positive impact on job satisfaction among university lecturers, whereas autocratic leadership demonstrates a lesser positive influence (Alonderiene & Majauskaite, 2016). Transformational leadership has been identified as the most dominant style for fostering job satisfaction in academia, with both transformational and transactional styles contributing to satisfaction (Mgaiwa, 2023). Other leadership approaches, such as coaching leadership, focus on guiding learners and enhancing the educational process, while instructional leadership aims for effective teaching, and educational leadership seeks to involve teachers, students, and the school community in a collaborative effort (Daučianskaitė & Žydzūnaitė, 2020).

Leadership qualities that inspire respect and trust are among the most influential in educational supervision, with teachers ranking these traits as the most essential for effective leadership (Burns & Martin, 2022). Collectively, these studies highlight the efficacy of transformational, collaborative, and participatory leadership styles in fostering successful educational supervision. For instance, these leadership styles have proven particularly effective in supporting teachers and improving educational quality at Islamic Senior High School 1 Bukittinggi.

CONCLUSION

Supervisors play a critical role in education, particularly in guiding and overseeing teachers as they perform their responsibilities. However, supervisors often encounter various challenges, such as striving to meet quality standards, adapting to change, and managing limited resources. The performance of supervisors is influenced by several factors, including their leadership style, level of competence, and the degree of support they receive from their superiors and team members. Study indicates that transformational, collaborative, and participatory leadership styles are among the most effective approaches for educational supervision, particularly at Islamic Senior High School 1 Bukittinggi. To enhance the performance of supervisors, it is essential to provide continuous training, ensure consistent support from superiors, and implement a well-defined evaluation system. Effective leadership in educational supervision is marked by clear and open communication, a compelling vision, and robust support mechanisms for both teachers and students. Leadership plays a pivotal role in directing and supporting the learning process by facilitating the integration of technology, guiding curriculum development, and assessing learning outcomes.

ACKNOWLEDGEMENT

The author extends heartfelt gratitude to the Master Program of Educational Administration, Faculty of Education, Universitas Negeri Padang, for their invaluable support and guidance throughout this study.

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