

## Enhancing Teacher Performance through Institutional Supervision for 21st Century Learning in Elementary Schools

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### ABSTRACT

The research examines the role of institutional supervision in enhancing teachers' performance in elementary schools with a focus on preparing teachers to meet the challenges of 21st-century education. This study aims to determine the impact of effective academic supervision on teachers' pedagogies, professional growth, and readiness to embrace technology in the classroom. Under a qualitative research design, data was collected through interviews with teachers and school administrators and supervisory practice observations in some elementary schools. This research found that structured and systematic supervision was the key to transforming practice in teachers, encouraging innovation and a practice climate of reflection. Core findings include the importance of supervisory collaboration, ongoing feedback and professional development in building key 21st-century skills such as digital literacy, problem-solving and critical thinking. However, resistance to feedback and its inconsistent application and disparities in digital literacy were some of the challenges that emerged in the research. This research finds that effective institutional supervision is pivotal in achieving teacher professionalism and preparing educators to adapt to the changing education landscape of the twenty first century. Differentiated policies and supervision strategies that account for the unique context of each school and challenges facing it are recommended according to the research.

### Keywords

Institutional Supervision; Teacher Performance; 21st-Century Learning; Academic Supervision; Professional Development; Digital Literacy; Reflective Practice; Elementary Schools

### Introduction

The transformations required in the educational approaches and systems, as well as their implementation techniques, focus on a new paradigm the one favored by the educational requirements of the 21st century is unlike any other. It's important for fostering skills needed for participants in a society that is globalized, knowledge-oriented, and controlled by advanced information technology. Such skills, which are gaining recognition in the 4Cs framework of critical thinking, communication, collaboration and creativity, are now essential rather than supplementary. In the context of elementary education where a child's learning attitudes and structures are formed, the professional autonomy of pedagogues is especially important. In addition to being transmitters of relevant practical education, teachers increasingly adopt the role of knowledge system designers and learners' socioemotional development guides within the context of a volatile, uncertain, complex, and ambiguous (VUCA) world.

For teachers to effectively integrate these competencies into classroom practice, they need ongoing engagement at the professional level and formal developmental assistance. The achievement of instructional quality in alignment with contemporary learning requirements is dependent on systemic approaches to nurturing capacity and renewing pedagogy (Column, 2011; Schleicher, 2018). Institutional supervision is considered one of the most important mechanisms within these. Traditionally understood as an evaluative tool, supervision has undergone a shift towards being a more formative and dialogic endeavor. More current frameworks focus on supervision as a means of enabling 1 professional self-reflection, pedagogical inventiveness, and coherence maintenance in teaching (Sergiovanni and Starratt, 2007).

In today's education environment, active supervision is anticipated to assume a strategic approach that emphasizes the incorporation of digital literacies, implementation of learner-centered practices, and development of flexible expertise among teachers (Zepeda, 2012). This implies a move away from dominant-compliance structures toward supervision as a transformative professional development framework grounded in engagement and relationship. Concepts such as professional learning communities (PLCs), instructional coaching, and distributed leadership have emerged as the

means of fostering such supervision. They promote collegiality, shared responsibility, and a culture of ongoing learning and inquiry (Hallinger, 2018).

Empirical studies validate that supervision oriented around a developmental framework increases teachers' self efficacy, teaching flexibility, and professional enthusiasm. Instructional innovation and responsiveness have also been associated with multi-faceted supervision that includes dialogic feedback, differentiated support, and reflection at the goal-setting level (Glickman et al., 2018; Bush, 2020). In addition, the influence of supervisory leadership helps teachers navigate curricular changes, technology integration, and constructivist approaches geared toward children. Educators are more willing to change and actively participate in collaborative learning environments when they view supervision as supportive rather than disciplinary, indicating a willingness to engage with new pedagogical frameworks (Yoon, 2020).

Yet, there remains a key gap in how supervision is conceived within the context of 21st-century learning particularly with elementary school students, whose developmental level presents challenges in differentiating instruction. Other key constraints like under-prepared supervisors and sparse adherence to supervisory plans, alongside established cultures of teaching and learning, tend to inhibit the effectiveness of supervisory interventions. These challenges highlight the need for redefining supervision as not an organizational obligation, but rather an ever-evolving contextualized response to a particular set of needs and situations.

This study seeks to evaluate why institutional supervision has not enhanced teacher performance in relation to 21st century learning frameworks. It examines the supervision's architecture, its processes and its underlying philosophies across various elementary school classifications, intending to capture both best exemplars and systematic barriers. By framing supervision within wider discourses of teaching leadership, professionalism and pedagogy, the research intends to inform constituents such as policymakers, educators, and scholars of teacher education with findings that transcend mere academic relevance. As a whole, the study intends to construct actively useful generative, context sensitive, and contemporary education-focused supervision strategies from a teaching/learning framework.

## **Literature Review**

### **Teacher's Performance in the 21st Century**

Performance of a teacher in the 21st century goes beyond having a single subject command and being able to discipline a class. It entails the integration of technology, advancing thinking skills, collaborative learning, student-centered learning, and the promotion of self-directed learning (Darling-Hammond et al., 2020). Teachers are now required to adequately train students in the fundamentals of the 4Cs—critical thinking, communication, collaboration, and creativity (Trilling & Fadel, 2009). Moreover, teaching performance is associated with competence on how fast and well an individual responds to changing educational contexts such as transformation in information technology, curriculum changes, and other emerging student diversity (OECD, 2018).

### **Institutional Supervision and Its Role in Teacher Development**

Institutional supervision is the primary method of guiding, tracking, and assisting teachers for the pinpoint improvement of instructional practices. Previously, supervision was predicated on the administrative control a supervisor exercised. In modern times, supervision is viewed as a cooperative, and constructive action, aimed at promoting deeper reflection, self-direction, and professional growth of teachers (Zepeda, 2012; Glatthorn et al., 2016). Effective supervision involves offering feedback, coaching, observing classes, and setting teaching goals, all of which improve teaching standards (Glickman et al., 2018). Instructional, as opposed to bureaucratic, supervision results in better teacher performance and student learning outcomes (Sergiovanni & Starratt, 2007). Moreover, supervision within the framework of professional learning communities (PLCs) stimulates teachers to actively participate in 2 collective inquiry and collaboration, which is critical for the sustainability of innovative teaching (Hallinger & Heck 2010).

### **Supervision In The Context Of 21st Century Learning**

Adapting to the 21st century entails rethinking supervision strategies. Supervisors are expected to assist in digitizing

learning, implementing project-based learning, and facilitating student agency (Voogt & Roblin, 2012). With a shift to hybrid and more advanced technological schools, supervision also needs to consider how well teachers are using learning management systems, digital content, and data-teaching frameworks (Yoon, 2020). In addition, the movement towards more formative and growth-focused supervision is critical for enabling innovation without fear of negative outcome evaluations (Bush, 2020). Research has indicated that when supervision styles are integrated with 21st century frameworks, there is enhanced teacher self-efficacy, self-instructional adaptability, and engagement with professional development activities (Fullan, 2011; Schleicher, 2018).

## Methods

This study employed a qualitative descriptive approach to explore how institutional supervision enhances teacher performance in implementing 21st-century learning in elementary schools. This design enabled a detailed understanding of participants' experiences and the context of school supervision (Creswell & Poth, 2018). Data were collected through semi-structured interviews, classroom observations, and document analysis involving 3 school principals and 9 elementary teachers selected purposively for their experience with supervision and 21st-century teaching strategies (Merriam & Tisdell, 2016). Thematic analysis was used to identify patterns related to supervisory practices and their impact on teaching (Braun & Clarke, 2006). Trustworthiness was enhanced through triangulation, member checking, and peer debriefing (Lincoln & Guba, 1985). All participants gave informed consent, and ethical approval was obtained from the relevant institutional review board.

## Data Analysis

The data obtained from interviews, classroom observations, and document analysis were processed using thematic analysis as outlined by Braun and Clarke (2006). This method involved six stages: familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. All interview transcripts and field notes were coded manually using an open coding process to identify recurring patterns and categories related to supervision practices and teacher performance. These categories were then grouped into broader themes reflecting the influence of institutional supervision on 21st-century learning implementation. This study employed thematic analysis as outlined by Braun and Clarke (2006) to interpret qualitative data obtained through interviews, reflective journals, and supervisory documentation. The aim was to uncover patterns and constructs that explain how institutional supervision supports or constrains teacher performance within the framework of 21st-century learning. The analysis followed six procedural phases: familiarization with the data, initial coding, theme generation, theme review, theme definition and naming, and report production.

## Coding and Theme Development

An initial open coding process was applied to teacher narratives and supervision records. These codes were then collapsed into focused categories through constant comparison and axial coding. From this process, four core themes emerged, each encompassing specific subthemes that reflect key aspects of the data:

**Table 1.** Theme, subthemes and Interpretive meaning

	Theme	Subthemes	Interpretive Meaning
1.	Transformative Role of Supervision	Supervisory support for instructional innovation, digital integration, active learning	Supervision acts as a catalyst for pedagogical transformation, not merely a mechanism for compliance.
2.	Collaboration and Reflective Practice	Peer observation, collaborative feedback, reflective dialogue	Supervision that is dialogic and reciprocal enhances professional agency and fosters shared growth.
3.	Challenges in Implementing 21st-C Skills	Resistance to change, digital literacy gaps, persistence of traditional instruction	Barriers remain in teacher adaptability, indicating the need for differentiated and contextual supervisory models.

4. Institutional Support Structures	Systematic routines, professional development programs, focus on 21st century competencies	School systems that embed supervision within broader development initiatives tend to support sustained teacher growth.
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Each theme was iteratively validated through peer debriefing and member checks with participants to ensure trustworthiness and confirmability.

## Interpretive Summary of Thematic Findings

### Theme 1: Transformative Role of Supervision

Teachers repeatedly emphasized that supervision provided them with structured feedback and actionable insights, which encouraged experimentation with digital platforms and student-centered methods. For instance, one respondent noted, “My supervisor didn’t just observe, she helped me reimagine how to use project-based learning with technology.” This reflects the evolution of supervision from a control mechanism to a developmental tool that fosters innovation (cf. Glickman et al., 2018).

### Theme 2: Collaboration and Reflective Practice

Supervisory practices involving **peer observation cycles and collaborative post-conferencing** were reported to significantly enhance teacher motivation and reflective depth. Teachers expressed that reflective dialogue with both supervisors and colleagues led to a deeper understanding of their pedagogical decisions. This aligns with Sergiovanni and Starratt’s (2007) view of supervision as a professional partnership grounded in dialogue rather than hierarchy.

### Theme 3: Challenges in Implementing 21st-Century Skills

Despite the benefits, numerous participants cited **difficulty integrating digital tools** and overcoming entrenched teacher-centered practices. One respondent remarked, “I know 21st-century learning is important, but I wasn’t trained in how to redesign my lessons for that.” These findings resonate with Fullan (2007), who cautions that systemic inertia and capacity gaps often hinder reform, even when policies support it.

### Theme 4: Institutional Support Structures

Schools with **routine supervision schedules, embedded PD programs, and leadership commitment** saw more consistent teacher improvement. Participants highlighted the importance of institutional coherence—when supervision is aligned with school goals and professional learning structures, it produces a cumulative effect on teacher growth (Hallinger, 2018; Yoon, 2020).

## Results

### The Transformative Role of Institutional Supervision

Utilizing institutional supervision to improve teacher performance stands out as a prerequisite for elementary school teachers to proficiently adjust to the 21st-century learning paradigm. This study’s findings suggest that academic supervision, when executed systematically with planning, implementation, feedback, and reflection, has the capacity to transform pedagogical practices while also fostering teachers’ agility within the complexities of the educational ecosystem.

Additionally, this study confirms that the school principals, within the bounds of their responsibilities as instructional leaders, are active in bringing about such change. Their participation in coaching, offering feedback, and motivating change are important in improving school culture. In the opinion of Glickman, Gordon, and Ross-Gordon (2018), supervision of instruction cannot be only visionary; it must also aim at growth and, in this case, assist the teachers to come out of the traditional, passive, teacher-centric ways of instruction to more engaging, participatory, collaborative inquiry-driven learners. This change is more than just shifting tasks; it requires a change of mindset. Teachers

responding positively to supportive supervision tended to take greater pedagogical risks, embrace new technologies, and shift towards active learning approaches. This concurs with Aslam (2024), who states that empowering supervision is an emerging force coordinating change and innovation in education, especially amid modern classroom challenges and opportunities. Therefore, the scope of institutional supervision should not lie solely within the boundaries of ensuring striking compliance and rigid accountability. This is a clear, additional process, where many dialogues take place, providing teachers with the tools to be critical thinkers and adaptive professionals, all of which are essential features of education in the 21st century.

### **Collaboration and Reflective Supervision**

The results obtained from this study highlight the importance of collaboration and reflection in institutional supervision. Teachers who engaged in peer teaching, collaborative lesson designing, and formalized post-lesson dialogues reported increased motivation, confidence, and pedagogical appreciation. There is a growing agreement that supervision is best approached not as a hierarchical imposition, but as a responsive and participatory process based on professional regard and mutual trust (Sergiovanni & Starratt, 2007). As part of this orientation, supervision becomes a form of collegiality, whereby teachers participate actively in the joint design and development of knowledge and practices. In these situations, teachers receive feedback from a wide range of sources and are unable to shape their professional development pathways. These feedback processes are necessary for fostering metacognitive awareness and enhancing responsiveness to instruction, which are essential skills for educators in the 21st century.

Additionally, the focus on autonomy provided to teachers, along with professional self-reflection, corresponds with adult learning concepts knowing that adults involve themselves in planning, diagnosing, and evaluating their learning (Knowles et al., 2015). Here, supervision as a formative process is supportive of encouraging reflective practitioners and not one driven by punitive accountability frameworks (Zepeda, 2012). The collaborative supervision cycle, which includes planning, implementation, observation, and reflective dialogue, has been associated with notable improvements in teacher effectiveness. As noted by Samudi (2018), such a model resulted in tangible improvements in teacher performance, demonstrating the benefit of continuous, participatory, feedback-rich supervision. These findings demonstrate that professional dialogue and collective reflection are not secondary to supervision, but rather fundamental to its efficacy. In summary, the findings indicate that the development of collaborative supervision culture in schools can improve professional learning communities, strengthen instructional alignment, and enable teacher responsiveness to 21st-century learner needs.

### **Enhancing Teacher Professionalism for 21st-Century Learning**

The results of this research underscore the significance of supervision in the professional development of teachers, particularly in nurturing the essential skills of a modern educator. Participants highlighted the usefulness of the provided step-by-step supervision in the integration of higher order elements such as critical analysis, problem-solving, collaboration, and even digital skills into their lessons. These skills are some of the many that come with new expectations of teaching and for the classroom, especially with the evolving focus on equipping learners for life in an advanced society (Ghasya & Kartono, 2021; Nababan et al., 2020). In the study, it was noted that teachers with regular supervision sessions added monitoring ICT tools to their Interactive Teaching Methods (ITMs) with greater self confidence. This development followed from the combination of specific training and regular evaluative feedback where such teachers were trained on using digital tools and taught various teaching strategies. The enhancement of teacher self-efficacy in these domains also supports the assertion made by Glickman, Gordon, and Ross-Gordon (2018) 5 that supervision can serve to foster professional learning as well as guidance in the deployment of contemporary teaching techniques.

As well as that, the frequency of feedback and the cyclic nature of the supervision reinforced a sustained model for advancing one's career professionally. Teachers who adopted these modes of instruction were able to reflect self critically on their methods, enabling them to progressively address the instructional needs of their students in a digitalized world. These findings reinforce "The Influence of Academic Supervision on Teacher Performance..." (2023) that substantiates the effectiveness of enduring supervision on teaching efficacy and resource management within instructional activities. This description forms part of a more comprehensive instructional trend in the sphere of learning that emphasizes offering professional development to improve teacher efficiency. To cite a case, Fullan (2007) mentions that every professional development activity needs to be responsive to emerging directions in the educational world, for example, in technology, team teaching, or individualized teaching approaches.

To conclude, the study shows how organizational supervision serves as a fundamental component in developing teacher professionalism, particularly with regard to preparing teachers for the complex demands of contemporary education in the 21st century. Supervision enhances a teacher's professionalism by instilling an attitude of continuous improvement and learns so as to provide the teacher with the skills and confidence required to respond proactively to the challenges of the dynamic learning environments that characterize contemporary education.

### **Contextual Factors and Challenges for Implementation**

Academic supervision comes with a great deal of merit. However, the execution of supervisory practices in schools presents some challenges. One concern that was most evident in this study was the inconsistency of supervision practice across schools. This inconsistency was frequently associated with the absence of adequate training, lack of support for supervisors, resources, and insufficient institutional devotion to nurturing a culture of professional self renewal. Some teachers were resistant to change and unresponsive to feedback, especially when their deeply ingrained teaching practices were called into question. The combination of unwillingness to change (Fullan, 2007) and limited opportunities for growth stifles the effectiveness of supervision.

This study, however, also uncovered insufficient digital literacy competencies and classroom management skills of the teachers which makes supervision more difficult to implement. Such gaps are more pronounced as the schools shift towards more technologically focused pedagogical approaches. Teachers who struggled with implementing technology into their lessons reported feeling unsupported and overwhelmed by the requirements of digital resources, which is just an example of Fullan's (2007) complicating inertia that certainly disrupt innovative teaching practices.

These hurdles are in line with the observations made by Rimadani & Triwiyanto (2024), who highlighted that the consequences of an academic supervision are bound to the specific school context, including its leadership, culture, and resources. Supervision, being more complex than a simple guiding framework, ought to resonate with the distinctive features like needs, strengths, and weaknesses of each school environment. Lastly, Go & Eslabon (2023) have pointed out the inherent motivation of teachers and the degree of support provided by the institution as focal issues on the effectiveness of supervision. There is more engagement and benefit to be gained from supervision when it is viewed beyond scrutiny as an evaluative activity by the managers, but rather as an opportunity for professional advancement.

Differentiated methods of supervision considering all of the contextual factors outlined above are essential. They noted that school leaders attended to the specific needs of their teachers and exercised supervision appropriate to the particular realities of their schools. Supervision with differentiation works optimally when specific measures of support are provided to teachers where and when they are most needed, which increases efficiency in the supervision process and improves professional development results. The conclusion of this study is that these challenges need to be addressed through a strong collaborative culture that focuses on developing constructive school policies, developing specific supervisory frameworks, and understanding the multifaceted needs of teachers with changing educational paradigms of the 21st century.

### **Discussions**

This investigation further stresses the importance of organizational supervision toward improving teacher efficiency in elementary schools that are operating 21st century learning systems. The study showed that academic supervision is beneficial when it is done in a managed manner and emphasis is placed on continual improvement of teacher practice. Supervision, by Promoting dialogue and cooperation, enhances not only the teaching skills but also the professional behavior that more modern education expects.

The main purpose of academic supervision in this case study highlights the importance of incorporating feedback and mentorship into teaching on a day-to-day basis. The data shows that teachers who were subjected to systematic and continuous supervision tended to use more advanced instructional strategies, which included the use of technology and more active, student-centered methods, a great deal. These findings validate Glickman et al. (2018) and Tursina & Rudiansyah (2024), who argue that academic supervision cannot be only evaluative but needs to be formative, focusing on developing the competency and understanding that teaching in contemporary classrooms requires. Principals and

other school supervisors have a crucial instructional leadership role to develop and foster a culture of possibility for taking risks and supporting greater innovation. This supports Aslam (2024) who argued that supervision is an important means through which teachers can be supported in improving their practices and leading educational change.

It was found that collaboration along with reflective supervision as a caring phenomenon were instrumental in the autonomy and professional development of teachers. Teachers, who participated in peer evaluations and participated in reflective conversations, felt a degree of support which motivated them to upgrade their teaching practice. This is congruent with the concept by Sergiovanni and Starratt (2007) on supervision as a collaborative practice which invites shared accountability among the educators. When teachers are given the freedom to reflect on their practices and learn from each other, supervision becomes a vehicle for stratum-less professional development, rather than a dominative control structure. Such a model strengthens the educators' ability to manage their own learning, adapt, and evolve—essential components that address the requirements of today's modern classrooms (Zepeda, 2012).

The research highlights the value of fostering 21st century competencies like critical thinking, problem solving, collaboration, and digital literacy. Participants in hands-on reflection supervision reported having greater confidence in using ICT and interactive teaching techniques. This underscores the importance of professional development to support teachers in a world where education is constantly changing. As Ghasya & Kartono (2021) and Nababan et al. (2020) remark, the development of these competencies is essential for teachers to remain relevant and impactful in a modern classroom. This study also underlines the importance of providing ongoing feedback and training in building a reliable model for teacher professional development to address the multifaceted challenges of digital and pedagogical change.

Nevertheless, as much as supervision may have a positive impact, the study noted other implementation barriers that can reduce the overall effectiveness of supervisory practices. Some of these barriers are erratic supervision resulting from inadequate training or commitment by school leadership, resistance to feedback from teachers, and lower levels of digital and classroom management skills. These findings corroborate with Fullan's (2007) claims that the inertia in the system becomes a block to change, and the resistance to change renders effective supervision unable to take place. In addition, the study illustrates that the effectiveness of supervision is largely influenced by the situational context, such as the school's leadership system, organizational culture, and the drive of the teachers themselves (Rimadani & Triwiyanto, 2024; Go & Eslabon, 2023). To overcome these boundaries, school leaders need to align supervision with their teachers and institutional contexts. Differentiation in the supervision of teachers through adjustment to their distinct professional circumstances and the particular challenges of the school is crucial for fostering positive outcomes on teacher performance.

To sum up, this research strengthens the role of supervision in improving teacher professionalism, meeting 21st century learning expectations, and building a culture of self-improvement. It stresses further themes that constructive supervision is collaborative, reflective, and contextually responsive. If schools work on the problems of resistance and inconsistency in supervision, they can better support the professional development of teachers so that they can meet the varying demands of learners in an advanced educational system.

## Conclusion

This study investigated the impacts of institutional supervision on teachers' performance regarding 21st century learning in elementary schools. The research verified that supervision has a major impact on pedagogical practices and 7 professional development when it is implemented effectively. This impact is geared towards meeting standards within modern educational frameworks. Teachers can be empowered through supervision to respond to strategic instructional and technological integration through guidance, mentorship, and reflective feedback processes.

The study highlights that academic supervision is bound to achieve success to the given extent and level of school leadership engagement, the feedback provided, and the teacher support environment that is collaboratively developed. According to the data, supervision is also most effective when it encourages professional learning alongside reflection and the teachers are given the opportunity to innovate and improve their methods of teaching through peer interaction.

This shift captures the essence of why the teachers' freedom and critical thinking as one of the competencies for 21st century educators is getting more valued.

With regard to implementing academic supervision, the study underscores the issues of lack of practice uniformity, teacher aversion to offered feedback, and inadequate digital skills as some of the impediments. These issues indicate the need for some school leaders to adjust the supervision methods to the individual teacher and context within which they operate. Such an approach is needed to significantly improve the impact supervision has on teachers' performance.

In institutional supervision, educators' professionalism is actively supported to ensure that they can function with all the intricacies of 21st century education. The purposeful enhancement of teacher effectiveness needs sustained professional development activities that embed supervision and promote teachers' contextual reflective practices and relieve constraints to efficacy of supervision. In so doing, the systemic conditions sustaining the paradox of practicing educational superfusion instead of enrichment are dismantled, unlocking pathways towards aspirational learning, unbounded exploration, and transforming the narrative landscape of educational life for students and teachers, scholars, and the surrounding community.

### **Limitations and Future Studies**

Despite its implications and conclusions regarding the contribution of institutional supervision to teachers' 21st century learning skills enhancement, this study has its own drawbacks. In the case of this study, its insufficient attention to a greater number of schools within a particular area may pose a challenge in broadening the findings. The outcome could be different in other educational settings, especially in schools with rich resources, high institutional support, or in regions with varying resource levels and student population diversity. With a more appropriate selection of focus areas, future works can include institutions from urban and rural areas, as well as those with limited or abundant professional development opportunities, to assess the extent of supervision's influence on teaching in different environments.

Further, this study was based on the provided self-reports from teachers and supervisors, which carries the risk of biases like social desirability and recall bias. It is possible that teachers offered responses consistent with an "ideal" supervisory construct rather than their perceptions and practices in reality. Other options may be to triangulate data from various sources such as classroom observation, student achievement metrics, and dialogues with school administrators to objectively assess the influence of supervision and offer comprehensive context of supervision on teacher performance.

Another branch of limitations stems from the cross-sectional approach of the study which captures only a single moment in time regarding the supervisory activities and teacher's performance. Given the nature of teaching and learning, the impacts of supervision are likely to change with time as teachers continue engaging in professional development and reflexive work. Later studies can have a longitudinal design to monitor shifts in the teacher's performance and the enduring impacts of academic supervision on instructional practices and students' results. Moreover, this study emphasized the contribution of academic supervision towards enhancing teaching practices. It did not explore the impact of institutional supervision on other domains of teacher wellbeing such as job satisfaction, motivation, and work-life balance in depth. Further studies may focus how supervision affects these domains that are fundamental to teacher performance, retention, and attrition.

Lastly, this study did not address external issues such as alterations in policies, parental supervision and community participation which may affect the use and efficacy of academic supervision. Further studies may look at the relationship of these external factors with the supervisors and examine their effects on the teacher's performance and the standard of education in the schools. In summary, although this study adds valuable information regarding the influence of institutional supervision on elevating teacher performance, it appears that the comprehensive and lasting impacts of supervision in conjunction with other contextual and external factors require further analysis. This additional research would offer more useful recommendations to educators, policymakers, and school administrators who are focused on enhancing the professional development and teaching quality offered to teachers in the twenty-first century.

## Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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