

# PRINCIPAL SUPERVISION AS A STRATEGIC APPROACH TO ENHANCING TEACHER PROFESSIONALISM: A SYSTEMATIC LITERATURE REVIEW

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Supervision, Principal, Teacher Professionalism

## Abstract:

This study aims to analyze the role of principal supervision as a strategic approach to enhancing teacher professionalism through a Systematic Literature Review (SLR). Despite extensive research on educational supervision, limited studies provide an integrated understanding of principal supervision, particularly in specific contexts such as Islamic educational institutions and schools in developing countries. The literature search was conducted using Publish or Perish with the Google Scholar database, resulting in 23 empirical articles published between 2021 and 2026 that met clearly defined inclusion and exclusion criteria, including relevance to principal supervision and teacher professionalism, empirical design, and accessibility of full-text articles. Data were analyzed using thematic synthesis to identify patterns and relationships across studies. The results reveal four main themes. 1) The forms and models of principal supervision include clinical, academic, collaborative, and distributive approaches. 2) Effective supervision is characterized by systematic and sustainable processes. 3) Supervision functions as a strategy for teacher professional development through coaching, mentoring, and reflection. 4) Principal supervision has a significant positive impact on teacher professionalism, including improvements in competence, performance, and instructional practices. These findings indicate that supervision implemented in a planned, continuous, and professional-oriented manner is more effective in promoting teacher reflection, innovation, and ongoing development. Practically, schools are encouraged to implement structured supervision programs that include regular classroom observation, collaborative feedback sessions, and follow-up coaching tailored to teachers' needs. Thus, principal supervision can be positioned as a strategic and practical approach to support the continuous improvement of teacher professionalism.

## KATA KUNCI

Pengawasan, Kepala Sekolah, Profesionalisme Guru

## Abstrak:

Penelitian ini bertujuan untuk menganalisis peran pengawasan kepala sekolah sebagai pendekatan strategis untuk meningkatkan profesionalisme guru melalui Systematic Literature Review (SLR). Meskipun penelitian ekstensif tentang pengawasan pendidikan, studi terbatas memberikan pemahaman terpadu tentang pengawasan kepala sekolah, terutama dalam konteks tertentu seperti lembaga pendidikan Islam dan sekolah di negara berkembang. Pencarian literatur dilakukan menggunakan Publish or Perish with the Google Scholar database, menghasilkan 23 artikel empiris yang diterbitkan antara tahun 2021 dan 2026 yang memenuhi kriteria inklusi dan pengecualian yang didefinisikan dengan jelas, termasuk relevansi dengan pengawasan kepala sekolah dan profesionalisme guru, desain empiris, dan aksesibilitas artikel teks lengkap. Data dianalisis menggunakan sintesis

tematik untuk mengidentifikasi pola dan hubungan lintas penelitian. Hasilnya mengungkapkan empat tema utama. 1) Bentuk dan model pengawasan prinsipal meliputi pendekatan klinis, akademik, kolaboratif, dan distributif. 2) Pengawasan yang efektif ditandai dengan proses yang sistematis dan berkelanjutan. 3) Pengawasan berfungsi sebagai strategi pengembangan profesi guru melalui pembinaan, pendampingan, dan refleksi. 4) Pengawasan kepala sekolah memiliki dampak positif yang signifikan terhadap profesionalisme guru, termasuk peningkatan kompetensi, kinerja, dan praktik instruksional. Temuan ini menunjukkan bahwa pengawasan yang dilaksanakan secara terencana, berkelanjutan, dan berorientasi profesional lebih efektif dalam mempromosikan refleksi, inovasi, dan pengembangan berkelanjutan guru. Secara praktis, sekolah didorong untuk menerapkan program pengawasan terstruktur yang mencakup observasi kelas secara teratur, sesi umpan balik kolaboratif, dan pembinaan tindak lanjut yang disesuaikan dengan kebutuhan guru. Dengan demikian, pengawasan kepala sekolah dapat diposisikan sebagai pendekatan strategis dan praktis untuk mendukung peningkatan profesionalisme guru yang berkelanjutan.

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## **INTRODUCTION**

Teacher professionalism is a key determinant of educational quality, as teachers directly influence both the learning process and student outcomes in the classroom. However, recent evidence indicates that challenges related to teacher professionalism remain significant, particularly in developing countries. For instance, several studies report that a considerable proportion of teachers still experience limitations in pedagogical competence, instructional consistency, and engagement in continuous professional development, which ultimately affects the quality of learning outcomes (Rahayu et al., 2024; Yusrini et al., 2024). Therefore, professional teachers are expected not only to master pedagogical competence and subject matter knowledge but also to demonstrate the ability to reflect, adapt to change, and continuously develop their instructional practices in a sustainable manner.

In the school context, principals play a strategic role in fostering teacher professionalism through instructional leadership. Beyond administrative responsibilities, principals are expected to actively contribute to improving teaching quality and teacher performance. One of the key instruments to support this role is educational supervision. Principal supervision can be understood as a strategic effort to assist teachers in improving their professional competence through coaching, mentoring, and constructive feedback on instructional practices. Recent empirical studies (2022–2026) indicate that supervision practices such as clinical, academic, and collaborative supervision have a significant positive effect on improving teacher competence, learning quality, and instructional performance (Danial et al., 2022; Maulidi & Sari, 2023; Sunardi & Satori, 2024; Puspitasari et al., 2025).

Despite its potential, the implementation of principal supervision still faces various challenges in practice. In many cases, supervision is perceived primarily as a formal and administrative activity rather than as a reflective and collaborative professional development process. In addition, variations in supervision approaches, differences in models, and inconsistencies in implementation across schools contribute to varying levels of effectiveness in improving teacher professionalism (Maulidi & Sari, 2023; Yusuf, 2023). Although numerous studies have highlighted the positive contribution of principal supervision, these studies tend to focus on specific aspects, such as supervision models, implementation procedures, or outcomes. As a result, existing findings remain fragmented and do not yet provide a comprehensive understanding of how principal supervision can function effectively as a strategic approach to enhancing teacher professionalism.

Furthermore, previous research has paid limited attention to specific educational contexts, such as Islamic educational institutions and schools in developing countries, where cultural values, leadership patterns, and institutional characteristics may influence the implementation and effectiveness of supervision practices. This indicates a gap in the literature regarding how principal supervision strategies operate within diverse and context-specific environments. Addressing this gap is important to ensure that supervision practices are not only effective in general terms but also relevant and adaptable to different educational settings.

Therefore, this study aims to analyze principal supervision as a strategic approach to enhancing teacher professionalism through a Systematic Literature Review (SLR). By systematically synthesizing findings from recent empirical studies, this research seeks to provide a more comprehensive and integrated understanding of the forms, processes, strategies, and impacts of principal supervision. The findings are expected to contribute to the development of more effective, evidence-based, and context-sensitive supervision practices, particularly in supporting continuous teacher professional development and improving the overall quality of education.

## **RESEARCH METHODS**

### **Research Design**

This study uses the Systematic Literature Review (SLR) approach to comprehensively examine the supervision of school principals as a strategy in improving teacher professionalism. The SLR approach allows researchers to systematically identify, evaluate, and synthesize research findings based on relevant and accountable empirical evidence (Snyder, 2019). The SLR process in this study refers to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines which emphasize transparency, consistency, and traceability in the search and selection of literature (Page et al., 2021).

### **Literature Search Strategy**

The literature search in this study was carried out systematically by utilizing

Publish or Perish (PoP) software with the Google Scholar database as the main tool for identifying relevant scientific articles. The Systematic Literature Review (SLR) approach was selected because it provides a more structured, transparent, and reproducible process compared to traditional narrative reviews, which tend to be more subjective and less systematic in selecting and synthesizing studies. Through SLR, the process of identifying, screening, and analyzing literature can be conducted using clearly defined procedures, thereby minimizing bias and increasing the reliability of the findings (Snyder, 2019). Publish or Perish was chosen because it is able to integrate data from various academic databases and provide bibliometric information that supports the literature selection process in a more structured and transparent manner (Harzing, 1997). The search process was carried out by entering keywords that were adjusted to the focus of the research, namely "principal supervision" and "teacher professionalism", both individually and in combination to ensure comprehensive coverage of relevant studies.

### **Inclusion and Exclusion Criteria**

Inclusion and exclusion criteria are clearly defined to maintain the quality and focus of the study. The included articles are empirical research that discusses the supervision of principals and teacher professionalism, both using qualitative, quantitative, and school action research, and published in scientific journals. Non-empirical articles, popular publications, and studies that are not relevant to the focus of the research are excluded from the analysis. The determination of these criteria aims to minimize bias and improve the validity of the synthesis of research results (Booth, 2016).

**Table 1 Inclusion and Exclusion Criteria**

<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
Discussing the supervision of the principal	Does not discuss the supervision of the principal
Discussing teacher professionalism	Does not discuss the professionalism of teachers
Full text articles can be accessed	Full text articles are not accessible
Empirical research (qualitative, quantitative, or mixed method).	Purely conceptual articles, opinions, essays, or studies with no empirical data
The research was conducted in formal education institutions	The research was conducted outside of formal educational institutions
Articles published in 2021-2026	Articles published before 2021

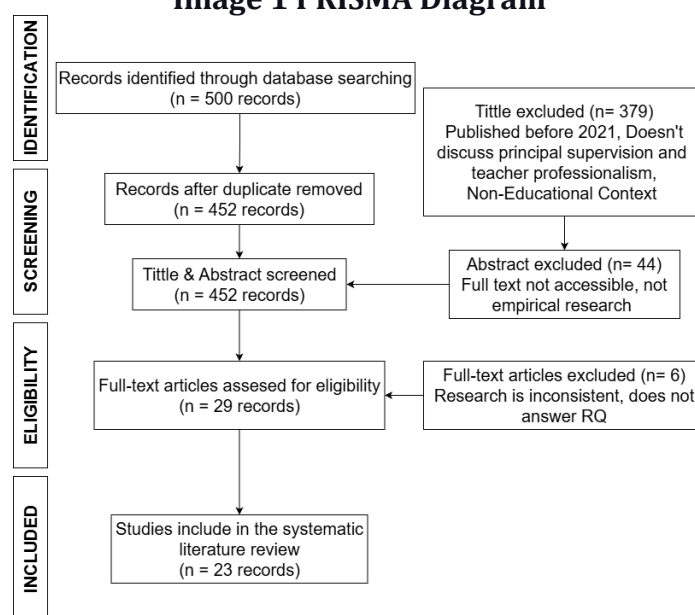
### **Study Selection Process**

The article selection process was carried out through the stages of identification, screening, eligibility assessment, and final inclusion in accordance with the PRISMA flow. At the identification stage, articles obtained from the search results were collected and checked to avoid duplication. The selection of keywords was based on the core variables of the study, namely "principal supervision" and "teacher professionalism". To ensure comprehensive coverage of relevant studies,

these keywords were also combined with related terms such as “teacher performance”, “instructional supervision”, and “professional development”. The screening stage was conducted through a review of titles and abstracts, followed by a full-text review to determine the eligibility of each article based on the predefined inclusion and exclusion criteria. All stages of selection are systematically visualized in the PRISMA flowchart, which presents the number of articles at each stage until the final set of studies included in the analysis is obtained (Page et al., 2021). Furthermore, the analysis process using thematic synthesis was conducted by systematically coding and grouping findings from different studies based on similarities in focus and meaning. The grouping process resulted in four main themes, as presented in Table 3.

First, findings related to forms and models of supervision such as clinical, academic, collaborative, and distributive supervision were grouped into the theme forms and models of principal supervision. For example, studies emphasizing classroom observation, feedback, and reflection were categorized as clinical supervision, while those highlighting collaboration among principals, teachers, and peers were grouped as collaborative or distributive supervision. Second, studies describing structured stages of supervision, including planning, classroom observation, evaluation, and follow-up, as well as routine and programmatic implementation, were categorized under the theme systematic and sustainable supervision processes. Third, findings related to mentoring, coaching, training, and the use of technology in supervision were grouped into the theme supervision as a strategy for teacher professional development. Fourth, studies reporting outcomes such as improvements in professional competence, teacher performance, learning quality, and instructional innovation were categorized under the theme the impact of principal supervision on teacher professionalism. This systematic grouping process ensures that diverse findings from multiple studies are integrated into coherent and conceptually meaningful themes.

**Image 1 PRISMA Diagram**



## Data Extraction and Analysis

Articles that met the inclusion criteria were analyzed through a structured data extraction process. The information extracted included authors, year of publication, research methods, and key findings related to principal supervision and teacher professionalism. The extracted data were then organized into a data extraction table to facilitate systematic grouping and comparison across studies. Data analysis was conducted using a thematic synthesis approach, which involves grouping research findings into themes and subthemes based on similarities in focus and meaning. This approach enables the identification of patterns, trends, and the overall contribution of principal supervision to the improvement of teacher professionalism across different research contexts (Braun & Clarke, 2019). To enhance the rigor and validity of the review, several measures were taken to minimize potential bias in the selection and synthesis process. First, the use of predefined inclusion and exclusion criteria helped ensure consistency and objectivity in article selection. Second, data extraction and thematic categorization were conducted systematically to reduce subjective interpretation. In addition, efforts were made to include studies with diverse methods and contexts in order to provide a more balanced and comprehensive understanding. These steps were undertaken to strengthen the credibility and transparency of the findings generated from this systematic literature review.

## RESULTS AND DISCUSSION

### Results

Based on the literature search and selection process using the inclusion and exclusion criteria that have been set, 23 relevant articles were obtained with the focus of the study of principal supervision as a strategy to improve teacher professionalism. These articles consist of qualitative, quantitative, and school action research (SAR), thus providing a comprehensive overview of the practices, processes, and impacts of principal supervision in various educational contexts. The first stage of outcome analysis is carried out through data extraction, which includes the identity of the authors, research methods, and key findings from each study.

**Table 2 Data Extraction**

No	Author	Methods	Findings
1	Hanafiah et al. (2022)	Qualitative	Clinical supervision of the principal enhances the professional competence of teachers through structured planning, meetings with teachers, observation of learning, and continuous reflection.
2	Lorensius et al. (2022)	Qualitative	Academic supervision of school principals improves the quality of learning and teacher professionalism through instrument-based classroom observation, collaborative relationships, and the application of objective, open, and democratic principles.

3	Danial et al. (2022)	Qualitative	Academic supervision of school principals based on digital technology improves teacher professionalism through assistance in the development of learning tools, learning implementation, and assessment of learning outcomes.
4	Sirojuddin et al. (2021)	Qualitative	Principal supervision integrated with leadership, guidance, training, and periodic evaluations contribute to the improvement of teacher professionalism.
5	Susanto et al. (2024)	Quantitative	The supervision of the principal affects the professionalism of teachers.
6	Yunus & Mardiah (2025)	Qualitative	Principal clinical supervision enhances teacher professionalism through the planning, implementation, and follow-up stages, as well as encourages reflection, confidence, and learning innovation.
7	Sunardi & Satori (2024)	Qualitative	Clinical supervision of school principals carried out systematically through planning, observation, and evaluation improves professionalism and teacher performance through reflection and improvement of continuous learning.
8	Prastania & Sanoto (2021)	Quantitative	There is a positive relationship between the implementation of academic supervision of school principals and the improvement of professional competence.
9	Faiz et al. (2026)	Qualitative	Supervision of school principals that is professional, collaborative, and sustainable development improves teacher professionalism and learning quality through strengthening professional competence, performance, and work culture.
10	Maulidi & Sari (2023)	Qualitative	Educational supervision carried out by school principals routinely and systematically through examination of learning tools, classroom visits, periodic evaluations, and collaboration with teachers contributes to improving teacher professionalism, especially in planning, implementing learning, and managing classrooms.
11	Kusmei et al. (2021)	Quantitative	Principal's academic supervision affects teachers' professional competence
12	Tasnim et al. (2021)	Qualitative	Academic supervision which is planned on an annual basis and carried out through a collaborative approach both directly and indirectly through classroom visits and using individual, group, and lesson study techniques, has been proven to have a positive impact on improving teacher professionalism.
13	Kulsum et al. (2022)	Quantitative	Academic supervision of the principal on the professionalism of teachers.

14	Hayudityas & Sanoto (2021)	Quantitative	Academic supervision and the professional competence of teachers have a significant relationship.
15	Djamulia et al. (2022)	Qualitative	Academic supervision of school principals carried out through the planning, implementation, and evaluation stages has a positive impact on improving teacher professionalism, especially in learning planning, application of learning methods and media, student involvement, and implementation of learning outcome assessment.
16	Puspitasari et al. (2025)	Quantitative	Principal Supervision has a positive and significant effect on Teachers' Professional Competence.
17	Darif et al. (2024)	SAR	The application of collaborative supervision has been proven to improve teachers' professional competence, especially in the development of learning objectives and materials.
18	Hadi (2022)	Qualitative	Supervision of school principals during the pandemic has improved teacher professionalism through coaching, motivation, and online learning assistance.
19	Muayad (2023)	SAR	Coaching through two cycles of supervision showed an increase in teacher professionalism, especially in the preparation of learning tools and learning administration.
20	Yusrini et al. (2024)	Quantitative	There is a positive influence between supervision on teacher professionalism.
21	Rahayu et al. (2024)	Quantitative	The supervision of the principal has a significant effect on the teacher's professionalism.
22	Yusuf (2023)	Qualitative	Academic supervision is carried out systematically through the planning stage (annual and semester programs), implementation (individual and group techniques), and evaluation and follow-up at the end of each semester.
23	Suparmin & Adiyono (2023)	Qualitative	The distributive supervision model has been shown to be effective in improving teacher professionalism through collaboration between supervisors, principals, and senior teachers, personalized coaching according to teacher needs, and collegial feedback that supports the development of teaching quality.

The results of data extraction are presented in Table 2, which shows that in general, principal supervision in the form of clinical supervision, academic supervision, collaborative supervision, and distributive supervision is reported to have a positive contribution to improving teachers' professional competence. Findings from qualitative studies emphasized aspects of the supervisory process,

strategy, and experience, while quantitative studies corroborated these findings through evidence of a significant relationship and influence between principal supervision and teacher professionalism. Furthermore, the results of the data extraction were further analyzed through thematic synthesis to identify patterns, similarities, meanings, and conceptual relationships across studies. The synthesis process is carried out by grouping findings that have the same focus and substance, then integrating them into main themes that represent the role of principal supervision in improving teacher professionalism.

**Table 3 Thematic Synthesis**

<b>Main Themes</b>	<b>Focus</b>	<b>Supporting Articles</b>
Forms and Models of Principal Supervision	Clinical supervision as an effort to improve teacher professionalism through planning, learning observation, reflection, and continuous follow-up Academic supervision that is carried out systematically and based on instruments to improve the quality of learning and teacher professionalism Collaborative and distributive supervision involving principals, teachers, supervisors, and senior teachers	Hanafiah et al. (2022); Yunus & Mardiah (2025); Sunardi & Satori (2024) Lorensius et al. (2022); Djamulia et al. (2022); Yusuf (2023); Kulsum et al. (2022) Tasnim et al. (2021); Darif et al. (2024); Suparmin & Adiyono (2023)
Systematic and Sustainable Principal Supervision Process	The stages of supervision include planning, implementation (observation/class visits), evaluation, and follow-up Supervision that is carried out regularly and programmatically	Hanafiah et al. (2022); Djamulia et al. (2022); Yusuf (2023) Tasnim et al. (2021); Maulidi & Sari (2023)
Supervision Strategy as Teacher Professional Development	Professional mentoring, coaching, training, and reflection as a strategy to improve teacher competence Technology-based supervision and online learning in response to the challenges of the educational context	Sirojuddin et al. (2021); Faiz et al. (2026); Hadi (2022); Muayad (2023) Danial et al. (2022); Hadi (2022)
The Impact of Principal Supervision on Teacher Professionalism	Principal supervision has a positive and significant effect on teachers' professional competence with most studies reporting significance at $p < 0.05$ The impact of supervision on improving learning quality, teacher performance, and learning innovation	Susanto et al. (2024); Kusmei et al. (2021); Puspitasari et al. (2025); Yusrini et al. (2024); Rahayu et al. (2024); Hayudityas & Sanoto (2021) Lorensius et al. (2022); Sunardi & Satori (2024); Faiz et al. (2026); Djamulia et al. (2022)

Based on the thematic synthesis presented in Table 3, four main themes were obtained, namely:

1. The form and model of principal supervision

2. A systematic and sustainable principal supervision process
3. Supervision strategies as teacher professional development
4. The impact of principal supervision on teacher professionalism.

These four themes are the basis for describing the results of the research in more depth and are further discussed to explain the meaning of the findings, their relationship with the previous literature, and their implications for educational supervision practices.

## **Discussion**

### **Forms and Models of Principal Supervision in Improving Teacher Professionalism**

The results of the thematic synthesis show that the supervision of school principals has a variety of forms and models that consistently contribute to the improvement of teacher professionalism. Clinical supervision is the most dominant model, characterized by the stages of planning, learning observation, reflection, and continuous follow-up. This approach has been proven effective in helping teachers reflect on learning practices and make systematic improvements (Sunardi & Satori, 2024; Yunus & Mardiah, 2025; Hanafiah et al., 2022). These findings confirm that clinical supervision functions as a means of professional learning oriented towards teacher competency development, rather than merely administrative supervision. However, several recent studies indicate that the effectiveness of clinical supervision is highly dependent on implementation quality. When supervision is conducted in a rigid, top-down, or evaluative manner, teachers tend to perceive it as assessment rather than professional support, which reduces its developmental impact (Maulidi & Sari, 2023; Yusuf, 2023). This suggests that clinical supervision is not automatically effective, but requires a supportive supervisory climate that emphasizes trust, reflection, and collaboration.

In addition to clinical supervision, academic supervision is also widely applied and reported to be effective in improving teacher professionalism. Academic supervision that is carried out systematically and based on clear instruments enables school principals to provide structured, objective, and constructive feedback, thereby improving teaching quality and teacher professional competence (Lorensius et al., 2022; Djamulia et al., 2022; Kulsum et al., 2022). Quantitative findings further support these results by showing a significant relationship between academic supervision and teacher professionalism (Kusmei et al., 2021; Prastania & Sanoto, 2021; Puspitasari et al., 2025; Yusrini et al., 2024). Nevertheless, several studies also report variations in effectiveness across different school contexts, particularly in institutions with limited supervisory capacity and inconsistent leadership practices (Maulidi & Sari, 2023; Yusuf, 2023). This indicates that the impact of academic supervision is context-dependent and not uniformly achieved across schools.

Furthermore, collaborative and distributive supervision models demonstrate strong potential in enhancing teacher professionalism through the

involvement of multiple stakeholders such as principals, supervisors, and senior teachers. These approaches encourage collegial relationships, personalized coaching, and continuous feedback systems that support teacher development (Tasnim et al., 2021; Darif et al., 2024; Suparmin & Adiyono, 2023). However, their effectiveness is influenced by the level of school collaboration culture and leadership readiness, which may vary significantly between institutions.

### **Systematic and Sustainable Principal Supervision Process**

The thematic synthesis shows that the success of the principal's supervision is largely determined by its systematic and continuous implementation process. Supervision carried out through the stages of planning, implementation (observation or class visits), evaluation, and follow-up has been proven to be more effective in improving teacher professionalism than supervision carried out incidentally (Hanafiah et al., 2022; Djamulia et al., 2022; Yusuf, 2023). A structured process allows the principal to identify the needs of teachers more accurately and design coaching strategies that are appropriate to the learning context. In addition, supervision that is carried out regularly and programmatically, both annually and semesterly, provides space for teachers to conduct continuous reflection and improve learning practices consistently (Maulidi & Sari, 2023; Tasnim et al., 2021). These findings reinforce the view that effective supervision is an integral part of school management and sustainable teacher professional development.

### **Supervision Strategy as Teacher Professional Development**

The results of the synthesis show that principal supervision functions as a strategy for teacher professional development through several interconnected approaches, including mentoring, individual coaching, training, and joint reflection. In general, supervision oriented toward professional growth and collaboration encourages teachers to improve their competencies, performance, and professional work culture in schools (Sirojuddin et al., 2021; Faiz et al., 2026). This finding indicates that supervision is not only evaluative, but also developmental in nature.

#### **1. Clinical and Reflective Supervision**

Clinical supervision plays an important role in strengthening teacher reflection, confidence, and instructional innovation. Through structured planning, observation, feedback, and reflection cycles, teachers are supported to continuously improve their teaching practices (Yunus & Mardiah, 2025; Sunardi & Satori (2024). This approach emphasizes continuous professional growth based on real classroom practice.

#### **2. Academic and Instruction-Based Supervision**

Academic supervision contributes to teacher professional development through structured assistance in lesson planning, implementation, and evaluation. This model ensures that supervision is carried out systematically and supports improvement in instructional quality and teacher competence Danial et al. (2022). In addition, findings from school action research indicate that

iterative supervision cycles gradually improve teacher professionalism, particularly in instructional planning and administrative tasks (Muayad, 2023).

### 3. Technology-Based and Adaptive Supervision

In response to educational changes and challenges, technology-based supervision has emerged as a relevant adaptive strategy. Digital-based supervision supports teachers in developing learning materials, implementing instruction, and assessing learning outcomes more effectively (Danial et al., 2022). During the pandemic context, supervision also continued through online platforms, contributing to teacher professional support through coaching and motivation (Hadi, 2022).

## **The Impact of Principal Supervision on Teacher Professionalism**

The thematic synthesis indicates that principal supervision generally has a positive and significant impact on teacher professionalism, which is reflected in improved professional competence, teaching performance, learning quality, and teachers' ability to plan, implement, and evaluate instruction (Susanto et al., 2024; Puspitasari et al., 2025; Yusrini et al., 2024; Rahayu et al., 2024; Kusmei et al., 2021; Hayudityas & Sanoto, 2021). However, when the findings are examined based on supervision models, the impact appears more nuanced across different approaches. In clinical supervision, improvements in teacher professionalism are mainly driven by structured cycles of planning, classroom observation, reflection, and feedback. This model consistently strengthens teachers' reflective practice and instructional improvement (Hanafiah et al., 2022; Yunus & Mardiah, 2025; Sunardi & Satori, 2024). Nevertheless, several studies indicate that clinical supervision may become less effective when principals focus only on evaluation rather than reflective dialogue, which reduces teachers' willingness to openly improve their practice.

In academic supervision, the impact is strongly associated with systematic and instrument-based classroom observation. This approach contributes to more objective feedback and improved instructional quality (Lorensius et al., 2022; Djamulia et al., 2022; Yusuf, 2023). Quantitative studies also confirm a significant relationship between academic supervision and teacher professionalism (Prastania & Sanoto, 2021; Kusmei et al., 2021; Kulsum et al., 2022). However, some studies also report that academic supervision can become procedural and compliance-oriented when it is not supported by constructive mentoring, thereby limiting its developmental impact. Meanwhile, collaborative and distributive supervision shows a broader impact on teacher professionalism by involving multiple actors such as senior teachers, peers, and supervisors. This model promotes collegial learning, shared responsibility, and sustainable professional growth (Tasnim et al., 2021; Darif et al., 2024; Suparmin & Adiyono, 2023). Despite its strengths, implementation challenges still exist, particularly in schools with limited collaborative culture or weak leadership support, which may reduce its effectiveness.

Overall, these findings suggest that principal supervision contributes not

only to improving professional competence, but also to enhancing learning innovation and reflective teaching practices. Teachers tend to become more adaptive, reflective, and open to continuous improvement when supervision is implemented in a supportive and developmental manner (Lorensius et al., 2022; Faiz et al., 2026; Djamulia et al., 2022; Sunardi & Satori, 2024). However, it is important to acknowledge the limitations of this review. First, the included studies are limited to published research within a specific timeframe, which may exclude relevant earlier or unpublished studies. Second, variations in research contexts, methods, and educational settings make generalization of findings across different school systems limited. Third, most of the included studies are concentrated on certain regions and school types, which may reduce the representation of diverse educational contexts. These limitations indicate that the findings should be interpreted as synthesized patterns rather than universal conclusions.

## CONCLUSION

This systematic literature review confirms that principal supervision plays an important role in improving teacher professionalism. The findings show that clinical, academic, collaborative, and distributive supervision contribute to the development of teachers' professional competence, instructional quality, and reflective teaching practices. The effectiveness of supervision is strongly influenced by its systematic implementation through planning, execution, evaluation, and follow-up that are oriented toward professional development. In addition, supervision is more effective when it emphasizes mentoring, collaboration, reflection, and adaptive use of technology, which together encourage teachers to become more professional and responsive to educational changes. However, the findings are limited by the scope of selected studies and variations in research contexts, which may affect the generalizability of results. Therefore, the conclusions should be interpreted as synthesized evidence rather than universal claims. Overall, principal supervision is a strategic approach to supporting continuous teacher professional development, depending on how consistently and contextually it is implemented.

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