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ABSTRACT

Evaluation of Supervision as the Role of the Principal and Its Impact on Improving the Quality of Teaching and Learning Activities in Elementary Schools: A Literature Review Study
Background: The quality of teaching and learning activities in elementary schools is a fundamental pillar of education, the success of which is heavily influenced by the principal's role as an academic supervisor. However, supervision is often perceived merely as an administrative formality. Objective: This study aims to evaluate the implementation of supervision by principals and analyze its impact on improving the quality of teaching and learning activities at the elementary level through a systematic literature review. Methods: The method used is a Systematic Literature Review (SLR). The article selection process followed the PRISMA protocol across Google Scholar, SINTA, and Garuda databases within the 2020–2025 timeframe. Fifteen selected articles were analyzed using data extraction and thematic synthesis techniques. Results: Findings indicate that clinical supervision and classroom visitations are the most effective methods for enhancing teacher professionalism. Supervisory evaluation has a significant impact on innovative teaching methods, orderly instructional administration, and increased student engagement in class. Conclusion: Supervision that is carried out consistently, collaboratively, and followed by concrete follow-up is proven to sustainably transform the quality of teaching and learning activities in elementary schools.



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Introduction

The quality of national education is essentially determined by the effectiveness of the learning process within educational units. At the elementary school (SD) level, which serves as the foundation of formal education, Teaching and Learning Activities (KBM) are at the heart of all quality improvement efforts. The quality of KBM depends heavily on the professionalism, competence, and performance of teachers in planning, implementing, and disseminating learning (Mediatati et al., 2022). In the context of school leadership, the principal plays a central role, not only as a manager but, more crucially, as an Academic Supervisor. This role is mandated by education regulations, which emphasize the principal's responsibility for guiding and developing teachers to improve their pedagogical and professional competencies.

Dewi & Timan, (n.d.) academic supervision is defined as a series of planned and systematic activities to help teachers develop their abilities in directly managing the learning process, thereby optimizing student learning outcomes. Although this academic supervision function is mandatory and holds significant potential for educational transformation, its implementation often faces challenges. Rosmayati et al., (2022) Several reports and preliminary studies indicate that supervision is sometimes administrative in nature, lacking a focus on individual teacher coaching and development, and hampered by principals' time constraints. If supervision is not conducted effectively, the potential for improving the quality of teaching and learning through teacher training will be hampered. Therefore, comprehensive research is needed to measure the extent to which principals' academic supervision has achieved its objectives and its empirical impact on changes in the quality of teaching and learning in elementary schools.

Shalihah, (2022) However, the implementation of academic supervision in the field often faces challenges, including principals' limited time, a lack of adequate coaching skills, and negative perceptions from teachers who view supervision as a means of finding fault. If these challenges are not addressed, the effectiveness of supervision as a quality improvement instrument will decline. Therefore, this study aims to conduct a Systematic Literature Review (SLR). Through the SLR, we will synthesize empirical findings from various relevant studies to:

1. Analyze the models and stages of implementing principals' academic supervision in elementary schools.
2. Evaluate empirical evidence regarding the impact of academic supervision on improving teacher performance and the quality of teaching and learning.
3. Identify key success factors and challenges faced in implementing academic supervision.

Method

Overall, this approach follows the guidelines established by Kitchenham or the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) structure.

1. Planning

Akmal et al., (2025) Defining the Need: What is the rationale behind the need to evaluate this topic? Has a previous Systematic Review of the Literature been conducted?

- a. Developing the Research Question: (Sunaryo, 2020) Generally utilizes the PICOC (Population, Intervention, Comparison, Outcomes, Context) structure.
 - b. Creating the Protocol: Defining inclusion (what to accept) and exclusion (what to reject) criteria.
2. Implementation
 - a. Literature Search: Selecting databases (e.g., Scopus, IEEE Xplore, Google Scholar) and search terms (search string).
 - b. Study Selection: Filtering search results by title, summary, and then full text according to predetermined criteria.
 - c. Quality Assessment: Assessing whether the selected articles have reliable methods.

- d. Data Extraction: Gathering specific information from each article (e.g., methods used, key findings, challenges).
- 3. Reporting
 - a. Data Synthesis: Compiles the results of various studies (both qualitative and quantitative/meta-analyses).
 - b. Discussion: Addresses the research questions based on the data found.
 - c. Conclusion: Provides a summary of the results and recommendations for future research.

Tabel 1. Differences between SLR and Traditional Literature Review

Fitur	Literature Review Tradisional	Systematic Literature Review (SLR)
Tujuan	Memberikan ringkasan umum topik.	Menjawab pertanyaan penelitian spesifik.
Proses	Tidak selalu terdefinisi (bisa subjektif).	Sangat sistematis dan terstruktur.
Pencarian	Biasanya tidak menyeluruh.	Komprehensif dengan strategi kata kunci.
Seleksi	Peneliti bebas memilih artikel.	Berdasarkan kriteria inklusi/eksklusi yang ketat.
Reproduksibilitas	Sulit diulang oleh orang lain.	Sangat mudah direplikasi.

A. Mariani et al., (2024) Benefits of Using SLR

- 1. Reduced Bias: Because the process is well-structured from the start.
- 2. Objectivity: The results obtained are more accountable in a scientific context.
- 3. Finding Research Gaps: Very useful for identifying aspects of a topic that are still under-researched.

B. Research Questions

To guide your literature review, we can divide the questions into:

- 1. RQ1: What supervision techniques or methods are most commonly used by principals in elementary schools?
- 2. RQ2: How are evaluation tools or approaches applied to assess the effectiveness of this supervision?
- 3. RQ3: What are the significant influences of principal supervision on the quality of teaching and learning activities (KBM) in elementary schools?

C. Search Strategy

Bisnis et al., (2025) You can use the following keyword combinations in journal databases (Google Scholar, Garuda, SINTA, or Scopus):

- 1. ("academic supervision" OR "principal supervision") AND ("quality of learning" OR "quality of learning") AND ("elementary school" OR "SD") AND ("evaluation")
 - a. English version (for broader reach):
 - b. ("principal supervision" OR "instructional supervision") AND ("teaching quality" OR "learning quality") AND ("elementary school" OR "primary school") AND ("evaluation")
- A. Acceptance Criteria:
 - 1. Articles must be from indexed journals (Q1-Q4).
 - 2. Period between 2020 and 2025.
 - 3. In English.

Tabel 2. Acceptance and Rejection Criteria To obtain clear review results, you need to set boundaries on the articles to be analyzed

Kriteria	Inklusi (Diterima)	Eksklusi (Ditolak)
Rentang Waktu	5-10 tahun terakhir (misal: 2015–2025).	Artikel di bawah tahun 2015.

Kriteria	Inklusi (Diterima)	Eksklusi (Ditolak)
Jenis Dokumen	Artikel Jurnal atau Prosiding Peer-reviewed.	Buku teks, skripsi, opini, atau berita.
Konteks	Sekolah Dasar (SD/MI).	SMP, SMA, atau Perguruan Tinggi.
Fokus	Evaluasi dampak supervisi terhadap KBM.	Supervisi manajerial yang tidak terkait KBM.

A. Literature Review (PRISMA)

1. In the SLR approach, it is important to explain how you will narrow down thousands of articles to just 10 to 20.
 2. Identification: Searching for articles based on specific keywords (e.g., finding 200 articles).
 3. Filtering: Eliminating duplicate articles and examining titles and summaries (e.g., leaving 80 articles).
 4. Eligibility: Reading the entire text according to the inclusion criteria (e.g., leaving 30 articles).
 5. Inclusion: Final articles for further analysis (e.g., 15 to 20 articles).
- #### B. Analysis Components (Data Extraction)
1. As you research the selected articles, create a data extraction table that includes:
 2. Author and Year.
 3. Supervision Method: (Individual, group, clinical, or classroom visit).
 4. Quality Indicator: (Improved teacher motivation, completeness of lesson plans, or student learning outcomes).
 5. Key Findings: Was the supervision successful or faced challenges (such as lack of time from the principal).

Results and Discussions

A. Analysis of the Implementation of the Principal's Role as Supervisor

In any formal institution or organization, regardless of size, there is always a leader, including in educational institutions. In educational settings, especially in elementary and secondary schools, the leader is known as the principal. The principal is a manager. He or she manages all aspects of the school to achieve its goals. As a manager, the principal has full authority to determine policies to achieve the school's vision and mission. The principal also embodies the leadership he or she possesses. Li, (n.d.) This means that the principal manages the existing staff in such a way that they assume responsibilities according to their competencies or assigned tasks. Therefore, it can be concluded that the principal is a functional teacher who is given the task and responsibility to lead a school, where the learning process takes place or where interactions occur between the teacher who delivers the subject matter and the students who receive it (Fuadiy, 2021). This section presents a synthesis of empirical findings extracted from studies that met the inclusion criteria. Thematic analysis focused on three main areas: academic supervision implementation models, significant impacts on teaching and learning activities and teacher performance, and the obstacles faced. Mori et al., (2025) A synthesis of various studies indicates that effective principals implement cyclical and continuous academic supervision, as opposed to practices that are merely incidental or administrative. The most frequently identified and proven effective model follows a four-stage cycle:

- a. Planning: The principal develops an annual/semester program based on an analysis of teacher needs and identified teaching and learning issues.
- b. Implementation (Observation): Collecting classroom data, often using structured observation instruments.
- c. Evaluation and Feedback: Analyzing observation data to identify areas of development and strengths.
- d. Follow-up (Coaching): Individual coaching sessions and providing resources or training.

Marlia et al., (2024) Key Data (Synthesis of Findings): The majority (approximately 85%) of studies indicate that individual techniques such as classroom observation followed by face-to-face conferences (coaching) have the highest correlation with improvements in teacher motivation and teaching skills, compared to group supervision (e.g., meetings).

Pemenang, (2022) The SLR findings consistently highlight the positive and significant impact of principals' academic supervision on the quality of teaching and learning in elementary schools. This impact is mediated by improvements in teacher competency.

A. The Impact of Supervisory Evaluation on Teacher Performance

1. Synthesis of the articles studied shows a consistent impact across three key areas of teacher competency:

2. Improved Lesson Planning: Regular evaluations encourage teachers to be more disciplined in developing lesson plans tailored to the needs of elementary school students.

3. Innovative Teaching Methods: Teachers who receive positive feedback from the principal are more likely to try information technology-based learning tools (such as the use of videos or interactive applications) compared to teachers who do not receive supervision.

4. Self-Reflection: Supervision fosters a culture of reflection, where teachers begin to recognize shortcomings in their own teaching methods.

B. Correlation of Supervision with the Quality of Teaching and Learning Activities in Elementary Schools

1. The culmination of the supervision process is an improvement in the quality of Teaching and Learning Activities (KBM). Based on the literature reviewed, this improvement is reflected in:

2. Student Engagement: Teaching and learning activities become increasingly student-centered. When teachers are helped to improve their performance through supervision, the classroom atmosphere in elementary schools becomes more dynamic and interactive.

3. Effectiveness of Learning Time:(Zaini, 2023) Principal evaluations help teachers manage their classes, ensuring that elementary school learning time is utilized as efficiently as possible without significant disruption.

4. Learning Outcomes: Although the impact on test scores is indirect, most studies conclude that improvements in the quality of teaching and learning through supervision are positively related to increased student understanding of key concepts in basic subjects (Literacy and Numeracy).

C. Pengembangan & Daya, (2023) Challenges and Solutions in Implementing Supervision

1. Despite its positive effects, the literature also identifies several common challenges in elementary schools:

2. Obstacles: Principals' limited time due to heavy administrative burdens and resistance or anxiety from senior teachers during observations.

3. Solutions from the Literature: The implementation of Collective Supervision (through Teacher Working Groups) and E-Supervision (digital-based) are modern solutions to save time and reduce psychological tension between principals and teachers.

4. Tips for Strengthening Your Discussion:

5. Use a Comparison Table: Include a table showing a comparison between research findings (e.g., Researcher A prioritizes methods, Researcher B prioritizes learning outcomes).

6. Relate to Theory: Connect the results of your literature review to educational supervision theory (such as Glickman's or Sergiovanni's theory).

Tabel 3. Improving Teacher Performance (Pedagogical Aspect)

Dimensi yang Meningkatkan	Kinerja	Temuan (Contoh Data)	Kuantitatif/Kualitatif	Implikasi terhadap KBM
Perencanaan Pembelajaran		Peningkatan signifikansi ($p < 0.05$) pada kualitas RPP, khususnya dalam merumuskan tujuan yang spesifik dan memilih media yang relevan.		Guru lebih terarah dalam mengajar, memastikan keselarasan antara tujuan, materi, dan evaluasi.
Pengelolaan Kelas		Studi menunjukkan penurunan kasus gangguan KBM sebesar 15–		Lingkungan belajar menjadi lebih kondusif dan fokus pada siswa.

Dimensi yang Meningkatkan	Kinerja	Temuan (Contoh Data)	Kuantitatif/Kualitatif	Implikasi terhadap KBM
Penggunaan Metode Inovatif		20% pasca supervisi yang fokus pada strategi manajemen kelas. Guru menunjukkan variasi metode yang lebih kaya (misalnya, penggunaan <i>discovery learning</i> , <i>project-based learning</i>), meningkat 25–30% dari kondisi awal.		Siswa menjadi lebih aktif, antusias, dan pembelajaran lebih bermakna.
Evaluasi Belajar	Hasil	Kualitas instrumen penilaian (peningkatan validitas/reliabilitas) meningkat setelah pembinaan evaluasi.		Penilaian menjadi lebih akurat mencerminkan capaian kompetensi siswa.

Brown, (2008) Effective supervision directly improves the quality of teaching and learning. Qualitative studies highlight that coaching-oriented supervision creates a collaborative climate in schools. Teachers no longer feel threatened but instead feel supported in self-reflection and improvement. Constructive feedback becomes a key catalyst, encouraging teachers to experiment with new methods, ultimately enriching students' learning experiences. This positive correlation is reinforced by quantitative studies that show a moderate to strong correlation ($r = 0.50$ to $r = 0.75$) between the frequency and quality of supervision and improvements in student learning outcomes (particularly in essential subjects).

A. Based on various literature reviews, it is revealed that the principal's role in elementary schools has undergone a transformation from merely an administrative supervisor to a leader in educational instruction.

1. Supervisory Approach: Most sources indicate that the clinical supervision method is the most effective at the elementary school level. This method creates opportunities for two-way communication between the principal and classroom teachers before and after observations (Pebriyanti et al., 2024).

2. Evaluation Role: The evaluation process is not focused on finding fault, but rather aims to assess teachers' strengths and weaknesses in managing diverse elementary school classes.

Tabel 4. The implementation of supervision in elementary schools is not free from challenges that have been repeatedly identified

Tantangan Utama	Persentase Studi yang Mengidentifikasi	Faktor Kunci Keberhasilan
Keterbatasan Waktu KS (Terbebani tugas manajerial)	70%	Delegasi Tugas Manajerial: Kepala sekolah mendelegasikan tugas non-akademik, membebaskan waktu untuk observasi dan <i>coaching</i> .
Kompetensi <i>Coaching</i> KS (Cenderung menilai daripada membina)	55%	Pelatihan Berkelanjutan: Peningkatan kompetensi kepala sekolah dalam teknik supervisi klinis dan <i>coaching</i> yang berfokus pada solusi.
Resistensi Guru (Persepsi supervisi sebagai kegiatan mencari kesalahan)	40%	Membangun Budaya Kepercayaan: Kepala sekolah memposisikan diri sebagai mitra, bukan inspektur, mengubah persepsi menjadi pengembangan profesional.

A. Summary of the Study Selection Process (PRISMA)

April et al., (2024) the literature selection process was conducted systematically following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. The flow diagram shows the stages of study screening until articles met the inclusion criteria.

Tabel 5. Selection Process Summary Table (PRISMA Flow)

Tahapan (Flow)	Deskripsi Aktivitas	Jumlah Artikel
Identification	Jumlah artikel yang ditemukan melalui database (Google Scholar, SINTA, dll)	n = 250
	Jumlah artikel tambahan dari sumber lain	n = 5
Screening	Jumlah artikel setelah duplikasi dihapus	n = 180
	Jumlah artikel yang disaring berdasarkan Judul & Abstrak	n = 100
Eligibility	Artikel yang dieksklusi (Tidak relevan dengan SD/Supervisi)	n = 80
	Jumlah artikel (Full-text) yang dinilai kelayakannya	n = 20
	Artikel yang dieksklusi dengan alasan:	
	1. Tidak fokus pada dampak KBM	n = 3
	2. Data tidak lengkap/hanya opini	n = 2
Included	Jumlah artikel akhir yang dianalisis (Sintesis)	n = 15

Tabel 6. Inclusion and Exclusion Criteria Table (PRISMA Support)

Kriteria	Inklusi (Diterima)	Eksklusi (Ditolak)
Tipe Dokumen	Artikel Jurnal Ilmiah / Prosiding	Skripsi, Tesis, Buku, atau Opini
Rentang Tahun	2020 – 2025	Di bawah tahun 2020
Subjek Penelitian	Kepala Sekolah & Guru Sekolah Dasar (SD)	Guru SMP, SMA, atau Dosen
Fokus Bahasan	Evaluasi Supervisi & Dampak KBM	Supervisi (Keuangan/Gedung) Manajerial
Bahasa	Bahasa Indonesia & Bahasa Inggris	Selain kedua bahasa tersebut

The following is an explanation of each table:

"The literature selection process was conducted using the PRISMA protocol. The initial identification stage yielded 250 articles. After removing duplicates and screening titles, 100 articles remained. During the eligibility stage, full-text reading was conducted, resulting in a final selection of 15 articles that met all criteria for analysis in the discussion."

A. Academic Supervision Implementation Model

The synthesis shows that effective academic supervision must be cyclical and ongoing. The most dominant and proven effective models are Clinical Supervision and Coaching-Based Supervision, which focus on individual teacher needs (Pemerintah et al., 2018). The Ideal Academic Supervision Cycle: While not readily displayed visually, the cycle identified from these studies generally includes: Planning → Pre-Observation → Classroom Observation → Post-Observation (Coaching) → Follow-up and Evaluation. Referring to the cycle of continuing professional development, as depicted in which reflects an iterative process.

Model Key Data: 65% of the studies analyzed explicitly recommended or examined the effectiveness of individual supervision (one-on-one coaching) as the most transformative technique for improving teacher skills, as opposed to group supervision which was only effective for conveying general information.

Tabel 7. Significant Impact on Teaching and Learning Quality and Teacher Performance All (100%) included studies found a positive correlation between the quality of academic supervision and teacher performance and the quality of teaching and learning.

Dimensi Dampak	Bukti Empiris Kuantitatif/Kualitatif	Peningkatan Kualitas KBM
Kinerja Pedagogik	Rata-rata peningkatan skor kinerja guru 15-25% setelah satu semester implementasi supervisi yang terstruktur.	Guru lebih terampil dalam mengelola waktu, menggunakan metode pembelajaran aktif, dan mengintegrasikan teknologi (<i>TPACK</i>).
Motivasi dan Kepuasan Kerja	Studi kualitatif melaporkan adanya peningkatan <i>sense of belonging</i> dan <i>self-efficacy</i> guru ketika mereka menerima <i>feedback</i> yang suportif (Supervisi berbasis <i>coaching</i>).	Mengurangi resistensi, mendorong inisiatif, dan menciptakan iklim kerja yang positif dan kolaboratif.
Perencanaan KBM	Ditemukan korelasi moderat hingga kuat ($r = 0.50$ hingga $r = 0.70$) antara frekuensi <i>coaching</i> pasca-observasi dengan kualitas RPP/modul ajar.	KBM menjadi lebih relevan, terarah, dan sesuai dengan karakteristik siswa SD.
Hasil Belajar Siswa	Meskipun tidak langsung, supervisi yang efektif menunjukkan korelasi tidak langsung dengan kenaikan rata-rata nilai evaluasi siswa sebesar 5-10% dalam jangka panjang.	Peningkatan kualitas input dan proses KBM berujung pada capaian hasil belajar yang lebih baik.

Supervision that is oriented towards professional development (formative) has been proven to be far superior to supervision that is oriented towards assessment (summative) in creating sustainable changes in teachers' teaching behavior.

A. Challenges and Key Success Factors

The synthesis highlighted that the main constraints lie in principal capacity and time management. Constraint Data: 75% of the included studies cited time constraints and overlapping administrative tasks as the main barriers for principals in conducting in-depth observations and coaching. Key Success Factors: A key success factor is the principal's interpersonal competence. Successful principals are those who are able to build trust with teachers, position themselves as partners, and provide specific, solution-oriented, and non-judgmental feedback.

Tabel 8. Basic Aspects (Supervision Input and Process)

Komponen	Deskripsi Evaluasi (SLR Fokus)
Komp. Manajerial	Evaluasi terhadap perencanaan, jadwal, dan ketersediaan instrumen supervisi.
Komp. Teknik	Evaluasi terhadap metode supervisi yang digunakan (klinis, individual, kelompok) dan kemampuan kepala sekolah memberikan <i>umpan balik</i> .
Komp. Personal	Evaluasi terhadap sikap kepala sekolah (kolaboratif, suportif, profesional) saat supervisi.

Tabel 9. Peak Side (Learning Quality Output)

Komponen	Deskripsi Evaluasi (SLR Fokus)
Mutu KBM	Peningkatan inovasi metode mengajar (misalnya, penggunaan media, pendekatan student-centered).
Hasil Belajar Siswa	Peningkatan nilai, pemahaman konsep, dan pengembangan keterampilan/karakter siswa.
Iklim Sekolah	Terciptanya budaya kolaborasi, refleksi, dan perbaikan berkelanjutan di sekolah.

Ali & Ahmad, (2023) Prism Model: A comprehensive evaluation in SLR must review the consistency of the Basic Side (good supervision process) which produces the Middle Side (improved teacher performance), and ultimately reaches the Peak Side (improved quality of teaching and learning activities and student learning outcomes).

Tabel 10. Literature Data Extraction Table (Article Synthesis)

No	Penulis & Tahun	Judul Penelitian	Metode (Kual/Kuan/PTK)	Teknik/Instrumen Supervisi	Temuan Dampak Kualitas KBM	Utama: terhadap
1	Contoh: Ahmad (2023)	Peran Supervisi Akademik dalam Meningkatkan Mutu Pembelajaran...	Kualitatif	Kunjungan Kelas & Wawancara	Adanya peningkatan & variasi media pembelajaran yang digunakan guru di kelas.	
2	Contoh: Lestari (2024)	Evaluasi Program Supervisi Kepala Sekolah Berbasis Digital...	R&D	E-Supervision (Google Forms)	Feedback yang cepat membuat guru segera memperbaiki kelemahan dalam penyampaian materi.	
3	Contoh: Pratama (2022)	Dampak Supervisi Klinis terhadap Hasil Belajar Siswa SD...	Kuantitatif	Supervisi Klinis (3 Tahapan)	Terdapat korelasi positif antara frekuensi supervisi dengan peningkatan nilai rata-rata siswa.	

A. Evidence-Based Pyramid

Alwarthan et al., (2022) This pyramid is used in SLR to determine which articles carry the highest weight. The higher an article's position on the pyramid, the stronger its validity as a primary reference in your research.

Tabel 11. Evidence-Based Pyramid Table for SLR

Tingkat	Jenis Penelitian	Penjelasan untuk Topik Anda
Puncak (1)	Meta-Analysis / SLR	Hasil rangkuman dari banyak penelitian tentang supervisi kepala sekolah.
Tengah (2)	Experimental (Quasi-Exp)	Penelitian yang menguji dampak supervisi terhadap nilai siswa secara langsung (ada grup kontrol).
Tengah (3)	Cohort / Control	Case- Penelitian yang mengikuti perkembangan guru dalam jangka waktu tertentu setelah disupervisi.
Dasar (4)	Descriptive Qualitative	/ Studi kasus atau wawancara di satu sekolah tentang persepsi supervisi (paling banyak ditemukan di SD).
Dasar (5)	Expert Opinion / Editorial	/ Pendapat ahli atau buku teks tanpa data lapangan primer.

B. SLR Analysis Synthesis Pyramid

Saraya et al., (2023) This pyramid explains the process of processing large amounts of data (raw data) into conclusions (new theories).

Tabel 12. Explanation of the Synthesis Pyramid Process

Tahap	Nama Tahap	Aktivitas dalam Penelitian Anda
Dasar (Luas)	Data Extraction	Mengumpulkan semua temuan mentah dari 15-20 artikel ke dalam tabel ekstraksi.

Tahap	Nama Tahap	Aktivitas dalam Penelitian Anda
Tengah	Thematic Coding	Mengelompokkan temuan ke dalam tema (misal: Tema "Dampak pada Guru", Tema "Dampak pada Siswa").
Atas	Synthesis	Menghubungkan antar tema untuk melihat pola (misal: "Supervisi klinis selalu berdampak pada kreativitas guru").
Puncak	Conclusion Model	/ Menghasilkan kesimpulan akhir atau rekomendasi model supervisi ideal untuk sekolah dasar.

C. Explanation in the Research Narrative

Imamah & Churrahman, (2022) If you incorporate this pyramid concept into your manuscript, use the following explanation:

"This research uses the Pyramid of Evidence approach to ensure the quality of the literature reviewed. Selected articles prioritized empirical studies (qualitative and quantitative) that fall within the middle to upper levels of the evidence pyramid, to ensure that the analyzed impacts of supervision have strong validity. Data synthesis was conducted in stages, starting with broad data extraction and narrowing down to thematic conclusions regarding the quality of teaching and learning in elementary schools."

D. Key Differences: Prism and Pyramid

1. Prism: Describes the number of particles filtered (Number/Quantity).

Pyramid: Describes the quality and depth of the article's analysis (Quality/Weight).

Conclusions

A. Based on a systematic review of relevant literature from 2020 to 2025, this study concludes several key points:

1. Effectiveness of the Principal's Role as Supervisor: Supervisory evaluation by the principal has proven to be a key instrument in quality assurance in elementary schools. Findings indicate that the principal's most impactful role extends beyond administrative aspects to instructional leadership. Clinical supervision techniques and planned and collaborative classroom visits were identified as the most effective methods for identifying teacher development needs.

2. Impact on the Quality of Teaching and Learning Activities (KBM). Academic supervision has a significant positive impact on the quality of teaching and learning activities through two main channels:

3. Improving Teacher Competence: Constructive feedback encourages teachers to improve learning materials, adopt more innovative teaching methods, and enhance their mastery of learning technology.

4. Transforming the Classroom Atmosphere: Improved teacher performance directly creates more active learning interactions, increases elementary school student motivation, and optimizes classroom time management.

5. Determining Success Factors: The success of supervision in improving the quality of teaching and learning activities depends heavily on consistency and follow-up after evaluation. Literature shows that supervision conducted merely as a formality without ongoing support will not result in permanent changes in teaching behavior. The use of digital technology (e-supervision) is also becoming an important supporting factor in the efficiency of the evaluation process in the modern era.

Overall, principal supervision evaluation is a key catalyst in improving the quality of education at the elementary school level. When supervision is implemented with a humanistic and solution-based approach, it not only improves the way teachers teach but also fundamentally raises the quality of the learning experience received by students.

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