

Developing and Evaluating Instructional Supervision Programs to Enhance Teacher Performance: A Case Study of SMK Negeri 1 Buntok, Indonesia

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Abstract: Instructional supervision is an essential component of the teacher professional development system aimed at improving the quality of learning processes and outcomes. This study aims to develop and evaluate an effective instructional supervision program to enhance teacher performance at SMKN 1 Buntok. A descriptive qualitative approach was employed, focusing on the implementation process of supervision, program development, and the evaluation of its impact on teacher performance improvement. Data were collected through in-depth interviews, observations, and document studies involving the principal, school supervisors, and teachers. Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing. The results show that instructional supervision at SMKN 1 Buntok was previously administrative in nature and had not yet focused on professional teacher development. Through the development of a supervision program designed based on teacher needs, its implementation became more structured, collaborative, and reflective. Evaluation of the supervision program indicated significant improvements in teacher performance, particularly in lesson planning, teaching implementation, and teachers' ability to reflect on student learning outcomes. The theoretical framework used in this study includes concepts of instructional supervision, supervision program development, supervision evaluation, and teacher performance, which collectively demonstrate that well-planned supervision development and evaluation can foster continuous improvement in teacher professionalism and performance.

Keywords: Instructional supervision; teacher performance; professional development; qualitative study; supervision program evaluation; SMKN 1 Buntok

Vocational education plays a strategic role in preparing competent and workforce-ready human resources. Consequently, the quality of the teaching and learning process is a critical determinant of its effectiveness. Within this context, teacher performance is a key factor, as it directly influences the quality of classroom instruction and students' learning outcomes. Previous studies have consistently demonstrated that improving teacher performance requires a structured system of professional development, one of which is the implementation of continuous instructional supervision focused on enhancing teachers' professional competencies (Glickman et al., 2018; Nahrowi, 2021; Nguyen et al., 2022).

Despite its recognized importance, recent studies indicate that instructional supervision in many schools continues to face significant challenges. Supervision is often implemented primarily as an administrative activity, focusing on the inspection of lesson plans and teaching documents without providing meaningful reflective feedback or systematic follow-up. Consequently, instructional supervision has not yet generated substantial improvements in instructional quality or teacher performance (Wahib, 2021; Mawardi, 2021; Tambunan et al., 2024). These findings are supported by international studies demonstrating that supervision lacking professional dialogue and teacher reflection is generally ineffective in promoting sustainable improvements in instructional practices (Burgess et al., 2020; Liu & Hallinger, 2021). In many educational settings, instructional supervision continues to be perceived primarily as a formal evaluation process rather than as a collaborative approach to professional learning (Kholidi, 2025).

Conceptually, instructional supervision should function as a dialogic, reflective, and continuous professional development process. Sergiovanni and Glickman argued that effective supervision positions teachers as professional partners rather than merely as objects of evaluation. This perspective is reinforced by recent studies indicating that collaborative and reflective supervision significantly enhances teachers' pedagogical competencies and professional growth (Adhim, 2024; Darling-Hammond et al., 2020; Kraft et al., 2022). These findings highlight a considerable gap between the theoretical principles of instructional supervision and its implementation in educational practice. Within vocational education, these challenges become even more complex because teaching is expected to develop not only students' cognitive competencies but also practical skills that correspond to labor market demands. Preliminary observations at SMK Negeri 1 Buntok indicate that instructional supervision remains largely oriented toward fulfilling administrative requirements rather than supporting teachers' continuous professional development. This condition is consistent with previous studies showing that inadequate supervision planning and the absence of systematic evaluation reduce the effectiveness of instructional supervision in improving teacher performance (Hallinger & Kulophas, 2020; Wahib, 2021).

Previous studies have extensively examined the role of instructional supervision in improving teacher professionalism. However, most have concentrated primarily on the implementation of supervision as a routine administrative activity and have not comprehensively integrated teacher needs assessment, supervision program development, and evaluation into a unified and systematic framework. International evidence further suggests that the effectiveness of instructional supervision depends on the alignment of supervision planning, implementation, and continuous evaluation (Liu & Hallinger, 2021; Nguyen et al., 2022). Therefore, there remains a need to develop an instructional supervision model that is strategically designed, responsive to teachers' professional needs, and systematically evaluated. Addressing this research gap, the present study proposes a novel approach through the development of an instructional supervision program based on teachers' needs assessment and supported by a structured evaluation framework. This approach conceptualizes instructional supervision as a planned, collaborative, and continuous professional development process aimed at improving teacher performance more effectively. Accordingly, this study aims to examine and develop an instructional supervision program and its evaluation to enhance teacher

performance at SMK Negeri 1 Buntok. Specifically, the study seeks to investigate how the development and evaluation of instructional supervision programs can effectively support continuous improvements in teacher performance.

METHOD

This study employed a descriptive qualitative research approach to provide an in-depth understanding of the development and evaluation of instructional supervision programs aimed at improving teacher performance at SMK Negeri 1 Buntok. The study was conducted at SMK Negeri 1 Buntok, South Barito Regency, Indonesia. The participants included the school principal, the vice principal for curriculum affairs, and teachers who were directly involved in instructional supervision activities. Data were collected through in-depth interviews, direct observations, and document analysis. The researchers served as the primary research instruments, supported by semi-structured interview and observation guidelines to ensure systematic and comprehensive data collection. The collected data were analyzed using the interactive model proposed by Miles and Huberman (1994), which consists of three interconnected stages: data reduction, data display, and conclusion drawing and verification. To ensure the trustworthiness of the findings, both source triangulation and methodological triangulation were employed. In addition, member checking was conducted by confirming the researchers' interpretations with the participants to enhance the credibility and accuracy of the findings.

RESULT AND DISCUSSION

RESULT

As the instructional supervisor, the school principal collaboratively developed the instructional supervision program with the vice principal, heads of vocational study programs, instructional coordinators, and teachers through a participatory decision-making process. The supervision program was designed to address teachers' professional needs and implemented systematically. Document analysis revealed that the program consisted of five major components: (1) teachers' needs assessment, (2) supervision scheduling, (3) the application of diverse supervision techniques, (4) structured feedback and follow-up mechanisms, and (5) periodic evaluation of the supervision program. The program was developed based on the principles that instructional supervision should be collaborative, reflective, and oriented toward enhancing teachers' professional competence, consistent with the instructional supervision framework proposed by Suriyansyah and Aslamiah (2020), which also served as a theoretical reference for this study.

The supervision program further ensured that each teacher received professional guidance tailored to their individual competency needs. In addition to scheduled supervision activities, the school principal and school supervisors conducted classroom observations using a clinical supervision approach characterized by professional dialogue and reflective discussion. This approach provided teachers with opportunities to discuss instructional challenges and identify appropriate strategies for improving classroom practice. Documentary evidence indicated that the previous instructional supervision practices at SMK

Negeri 1 Buntok were predominantly administrative in nature and had not adequately addressed teachers' professional development. Supervision activities primarily focused on reviewing instructional documents, such as lesson plans and teaching journals, with limited provision of constructive feedback. Consequently, instructional supervision had not produced significant improvements in instructional quality or teacher performance. This finding is consistent with the study's initial observations, which indicated that supervision practices were largely administrative and insufficiently oriented toward continuous professional development.

The findings further revealed that, following the development of a teacher needs-based supervision program, the implementation of instructional supervision became more structured and contributed positively to teachers' professional growth. Participants demonstrated improvements in lesson planning, instructional strategies, and reflective teaching practices. These findings suggest that a needs-based supervision program can effectively facilitate teachers' professional learning and instructional improvement. The study also identified collaborative leadership among the school principal, vice principal, and teachers as a critical factor contributing to the success of instructional supervision. When supervision was implemented as a collaborative and reflective partnership rather than as a formal evaluation process, teachers became more receptive to professional guidance and more willing to engage in continuous improvement. This finding supports the instructional supervision theories proposed by Sergiovanni and Glickman, which emphasize that effective supervision is founded on professional collaboration, reflective dialogue, and mutual trust between supervisors and teachers.

The implementation of instructional supervision at SMK Negeri 1 Buntok was carried out through four interconnected stages: planning, classroom observation, analysis of supervision findings, and follow-up professional development. The school principal, in collaboration with the vice principal for curriculum affairs, developed the supervision schedule by considering teachers' professional needs, subject areas, and priority areas for instructional improvement. Classroom observations were conducted directly, enabling supervisors to examine authentic teaching practices and identify areas requiring professional support. The findings indicate that a substantial improvement occurred when instructional supervision shifted from an administrative model to a professional development-oriented approach. Rather than focusing solely on the review of instructional documents, the supervision process incorporated post-observation conferences, reflective discussions with teachers, and the formulation of action plans for instructional improvement. This approach positioned supervision as a continuous professional learning process rather than merely a compliance mechanism. Furthermore, the partnership established between teachers and supervisors emerged as a fundamental element of effective instructional supervision. Collaborative dialogue, mutual trust, and reflective practice encouraged teachers to actively engage in professional development and continuously improve their instructional practices. These findings are consistent with instructional supervision theories proposed by Sergiovanni and Glickman, which emphasize that effective supervision is grounded in collaboration, professional reflection, and continuous teacher development rather than administrative evaluation alone.

DISCUSSION

The findings indicate that the development of the instructional supervision program at SMK Negeri 1 Buntok was conducted systematically through a series of interconnected stages, including teachers' needs assessment, program design, supervision scheduling, and the selection of appropriate supervision techniques. This process involved the school principal, vice principal, and teachers, ensuring that the resulting program reflected the actual professional needs of teachers. These findings suggest that a needs-based approach to supervision program development is a critical factor in enhancing the effectiveness of teacher professional development. This result is consistent with Darling-Hammond et al. (2020), who argued that professional development initiatives are more effective when they are designed to address teachers' actual needs. Similarly, Nguyen et al. (2022) emphasized that needs-based approaches enhance the relevance of professional development programs and promote meaningful improvements in instructional practice. Therefore, the present study reinforces the argument that the success of instructional supervision depends not only on its implementation but also on the quality of contextualized and strategically planned supervision programs.

Furthermore, the implementation of instructional supervision at SMK Negeri 1 Buntok demonstrates a transition from an administrative approach to a more collaborative and reflective model of professional supervision. Supervision extended beyond reviewing instructional documents to include classroom observations, reflective dialogue, and professional discussions between supervisors and teachers. The supervision process consisted of planning, classroom observation, analysis of supervision findings, and follow-up professional support. These findings indicate that meaningful professional interaction between supervisors and teachers plays a crucial role in enhancing the effectiveness of instructional supervision. This finding is consistent with Kraft et al. (2022), who demonstrated that coaching-based supervision and direct professional interaction significantly improve instructional quality. Likewise, Liu and Hallinger (2021) argued that supervision emphasizing professional dialogue contributes substantially to strengthening teachers' professional capacity. Consequently, collaborative and reflective supervision appears to be considerably more effective than supervision primarily focused on administrative compliance.

In addition, the findings reveal that evaluation and systematic follow-up play essential roles in sustaining improvements in teacher performance. Evaluation was conducted through constructive feedback, reflective discussions of supervision findings, and follow-up activities, including mentoring, professional workshops, and the sharing of best practices. These findings indicate that instructional supervision extends beyond classroom observation by incorporating continuous reflection and ongoing professional support. This result supports the findings of Burgess et al. (2020), who reported that observation-based feedback has a significant positive effect on improving teachers' instructional practices. Hallinger and Kulophas (2020) similarly emphasized that continuous evaluation cycles constitute a fundamental component of successful teacher professional development. Accordingly, this study demonstrates that integrating

instructional supervision with systematic evaluation is essential for achieving sustainable improvements in teacher performance.

The findings further demonstrate that the development and implementation of instructional supervision positively influence teacher performance, particularly in lesson planning, instructional delivery, classroom management, and teachers' reflective practice. These results suggest that well-planned and continuous instructional supervision effectively enhances teachers' professional competencies. This finding is consistent with Nguyen et al. (2022) and Darling-Hammond et al. (2020), who concluded that supervision-based professional development contributes significantly to improving instructional quality. In addition, Kraft et al. (2022) found that coaching-oriented supervision positively influences both teaching practices and student learning outcomes. Therefore, the present study not only confirms previous findings but also highlights that improvements in teacher performance are strongly influenced by the integration of program development, supervision implementation, and systematic evaluation within a comprehensive and sustainable supervision framework.

Overall, the findings demonstrate that instructional supervision developed through a systematic, collaborative, and continuous approach can significantly enhance teacher performance. These results reinforce and extend previous research by emphasizing the importance of adopting a systemic perspective in instructional supervision. Furthermore, this study contributes to the literature by proposing an integrated instructional supervision model that comprehensively combines program planning, implementation, and evaluation. Such a model may serve as a valuable reference for improving instructional supervision practices, particularly within the context of vocational education.

CONCLUSION AND SUGGESTION

CONCLUSION

The findings of this study demonstrate that the development of an instructional supervision program at SMK Negeri 1 Buntok has significantly improved teacher performance. Prior to the implementation of the redesigned program, instructional supervision was predominantly administrative in nature and provided limited support for teachers' professional development, resulting in minimal impact on instructional quality. By adopting a supervision program based on teachers' needs assessment, the supervision process became more structured, collaborative, and reflective. The implementation of instructional supervision, which integrated individual, group, and clinical supervision approaches, fostered a professional partnership between teachers and supervisors. In addition, systematic follow-up activities—including constructive feedback, mentoring, professional workshops, and the sharing of best practices—played a crucial role in strengthening the effectiveness of teacher professional development. The evaluation results indicated improvements in teachers' competencies across several domains, including lesson planning, instructional delivery, classroom management, and reflective practice. Overall, this study demonstrates that a well-planned, systematic, and needs-based instructional supervision program can sustainably enhance teacher professionalism and serves as an effective strategy for improving educational quality in vocational schools.

SUGGESTION

This study was conducted within a single research setting; therefore, the findings cannot be generalized to all educational contexts. Future research is recommended to extend the investigation to schools with diverse characteristics, including different educational levels and institutional contexts, in order to obtain a more comprehensive understanding of the effectiveness of instructional supervision across various settings. Future studies are also encouraged to examine the relationship between instructional supervision and other relevant variables, such as teacher work motivation, school leadership, school organizational culture, and student learning outcomes, using quantitative or mixed-methods approaches to strengthen the empirical evidence. Furthermore, the development of more standardized and measurable evaluation instruments for instructional supervision would provide valuable contributions to both research and educational practice. Such efforts are expected to expand the existing body of knowledge and offer broader practical recommendations for strengthening instructional supervision in schools.

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