

Optimizing Teacher Performance through POAC-Based Principal Supervision: A Managerial Analysis of Elementary Schools in Cisurupan Garut

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Received: 12-01-2026

Revised: 7-02-2026

Accepted: 12-02-2026

KEYWORDS

principal supervision;
POAC framework;
teacher performance;
educational leadership;
school management.

ABSTRACT

This study explores the management of principal supervision in enhancing teacher performance at SDN 2 and SDN 3 Cisurupan Garut through the analytical application of the POAC framework Planning, Organizing, Actuating, and Controlling. Employing a qualitative descriptive method, data were collected through in-depth interviews, direct observations, and documentation analysis. The findings reveal that systematic and participatory planning facilitated adaptive teaching strategies aligned with teachers' professional needs; effective organizing fostered collaborative supervision structures that strengthened communication and accountability; actuating, operationalized through mentoring and reflective dialogue, stimulated innovation and professional engagement; and continuous controlling ensured feedback-driven improvements in teaching quality. Quantitative indicators demonstrated significant increases in teacher performance metrics across planning readiness, collaboration, reflective practice, and accountability. The study advances the theoretical and practical discourse on educational leadership by evidencing that an integrative, data-informed supervision model based on POAC principles can sustainably elevate teaching quality. This research further addresses gaps in prior studies by framing supervision not merely as an administrative obligation but as a strategic and holistic process grounded in leadership dynamics and professional growth.

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Introduction

1. Background

Education serves as a fundamental sector in national development, functioning as a primary instrument for shaping high-quality and competitive human resources (Mahardhika & Raharja, 2023; Mangruwa & Syahputra, 2023). The quality of education is determined by the interaction of various components, one of which is teacher performance as the main actor in the learning process (Rasto & Yulianti Maulani, 2019). Teacher performance not only reflects the quality of classroom learning but also serves as an indicator of the successful implementation of educational policies at the micro level (Wahyu et al., 2021; Wiyono et al.,

2022). In addition to teachers, educational quality is influenced by the leadership of school principals, the availability of facilities and infrastructure, a conducive learning environment, parental involvement, and government policy support (Belina et al., 2025). These elements collectively form the pillars of an effective education system, all of which are crucial for cultivating a superior generation capable of mastering science and technology (Firmansyah et al., 2023). A nation characterized by a robust economy, excellent human capital, mastery of science and technology, and equitable welfare for its populace necessitates a high-quality educational process at all levels, including higher education (Adly, 2020).

In the context of national policy, the Indonesian government has designed several strategic programs to strengthen the capacity and professionalism of educators, including the *Guru Penggerak* (Teacher Mobilizer) Program, *Sekolah Penggerak* (Driving School) Program, and the implementation of the *Merdeka Curriculum* (Independent Curriculum) (Islamiyah et al., 2022; Safrizal et al., 2022). These programs demand a paradigm shift toward learner-centered, competency-based, and socially and technologically adaptive education (Hasdawaty, 2025). However, the implementation of these policies often encounters barriers at the school level, particularly concerning the quality of supervision and the effectiveness of teacher performance management (Awang et al., 2025; Nashrullah et al., 2025). Globally, contemporary educational practices emphasize the importance of instructional leadership and academic supervision grounded in continuous professional development (Faizuddin et al., 2022; He et al., 2024).

School principals occupy a central position as instructional leaders and managers of educational organizations (Esguerra. & Quinito, 2025; Triana, 2025). This strategic role involves the ability to design, organize, implement, and evaluate all academic and non-academic activities effectively (Dare & Saleem, 2022; Jakubik, 2021). School supervision does not merely function as an administrative control mechanism but also as a managerial instrument oriented toward improving learning quality (Alfian et al., 2019). Visionary, participatory, and transformative leadership by principals is believed to foster productive school ecosystems, motivate teachers to innovate, and strengthen educator professionalism (Andriadi & Sulistiyo, 2024).

Ideally, principal supervision functions as a professional development tool that nurtures critical reflection, pedagogical dialogue, and collaborative learning among teachers (Triana, 2025). A humanistic and supportive supervision approach is considered more effective than an authoritative and evaluative one (Sulistiana et al., 2025). Such supervision fosters a collaborative organizational culture in which teachers are not merely objects of assessment but active agents in the continuous improvement of educational quality (Stark et al., 2017).

The era of educational autonomy provides schools with greater flexibility to manage resources and internal policies but simultaneously introduces new layers of complexity (Parcerisa et al., 2022). Teacher performance is no longer limited to pedagogical aspects; it also encompasses mastery of educational technology, classroom management skills, participation in school development programs, and engagement in professional networks (Douglas-Gardner & Callender, 2023). Within this context, principals are required to possess innovative, adaptive, and responsive managerial and supervisory competencies aligned with the evolving dynamics of education (Dasruth et al., 2024).

However, empirical realities reveal persistent challenges in the implementation of principal supervision. Common issues include weak coordination between principals and teachers, limited access to continuous professional development programs, and insufficient reward systems for teacher performance. (Sulistiana et al., 2025). In many schools, supervision

remains administrative and procedural rather than strategic and developmental (Triana, 2025). Therefore, a systematic, measurable, and contextually relevant supervision management model is required to ensure that supervision functions as an effective mechanism for sustainable educational improvement.

the local context of Garut Regency, the complexity of principal supervision becomes more pronounced due to the geographical, social, and institutional diversity among elementary schools. Disparities in infrastructure, limited teaching staff, and variations in principal leadership competencies create distinct challenges for supervisory implementation. These conditions underscore the need for an adaptive supervision approach responsive to local characteristics and the specific needs of educational units.

Principal supervision management represents an integral process encompassing the planning, organizing, actuating, and controlling of all school resources to achieve educational objectives.(Triana, 2025). Principals serve as visionaries and facilitators who direct institutional missions, drive curriculum implementation, and guide teachers in enhancing instructional quality (He et al., 2024). The effectiveness of supervision management depends on principals' ability to foster participatory communication, productive collaboration, and efficient resource management (Triana, 2025).

Moreover, the teacher performance appraisal system constitutes a vital component of the supervision cycle. Comprehensive evaluation should measure not only outcomes but also professional behaviors and processes within the instructional context. Through objective and constructive assessment, principals can identify teachers' professional development needs and design appropriate training programs (Sulhan, 2022). Ongoing performance evaluation strengthens the culture of quality improvement within schools.

The conceptual framework of this study is based on George R. Terry's management theory, which emphasizes four primary functions planning, organizing, actuating, and controlling (POAC). This framework provides a robust theoretical foundation for analyzing the effectiveness of principal supervision in enhancing teacher performance. By applying the POAC principles, supervision can be systematized, data-driven, and outcome-oriented, thereby supporting the development of professional and accountable school management.

Overall, the challenges in implementing principal supervision management indicate a gap between ideal concepts and actual practices in the field. Therefore, this study is relevant for examining in depth how principals apply management functions in supervision and to what extent these practices contribute to improving the performance of elementary school teachers in Garut Regency.

2. Previous Literature Review

Research into the efficacy of school principals' supervision in elevating teacher performance has consistently occupied a central position in educational scholarship, particularly at the elementary school level. These investigations uniformly underscore that robust principal supervision is instrumental in fostering teachers' professional competence and refining pedagogical performance. Lorensius et al. (2022) conclusively demonstrated that meticulously structured academic supervision programs unequivocally enhanced both teaching effectiveness and professional commitment among elementary teachers. Baharuddin et al. (2023) contended that participatory leadership styles adopted by principals robustly fostered teachers' intrinsic motivation and deepened their sense of responsibility for instructional quality. Similarly, Lorensius et al. (2022) also underscored the critical imperative

of sustainability within the supervision process, particularly emphasizing its pivotal role during the planning and follow-up stages, to guarantee the consistent and effective implementation of competency-based learning. Furthermore, a study by He et al. (2024) elucidated that principals' steadfast support, manifested through professional guidance and the cultivation of a conducive school climate, profoundly elevated teacher job satisfaction and bolstered institutional commitment.

Nevertheless, most of these studies emphasize the academic dimension of supervision without fully integrating the managerial functions of school leadership. This limitation creates a conceptual gap in understanding how principals implement holistic supervisory management grounded in George R. Terry's management theory, which encompasses planning, organizing, actuating, and controlling (POAC). Research explicitly analyzing the application of this theory in the context of elementary school supervision, particularly in Garut Regency, remains scarce (Terry & Rue, 2014). Yet, the region's unique social, geographical, and institutional characteristics considerably influence the dynamics of supervisory practices and teacher performance outcomes.

The novelty of this research lies in its application of G.R. Terry's management theory as the principal conceptual framework for comprehensively analyzing school principal supervision management. The study extends beyond the technical aspects of academic supervision to explore strategic dimensions such as human resource management, institutional coordination, and the cultivation of a professional school culture. By contextualizing classical management theory within contemporary educational practice, this research seeks to bridge theoretical gaps while generating a contextual, adaptive, and measurable conceptual model of school principal supervision tailored to the local realities of Garut Regency.

The primary objective of this study is to analyze school principal supervision management in enhancing elementary teachers' performance in Garut Regency, using G.R. Terry's management theory as an analytical lens. Specifically, the study aims to describe the planning process of principal supervision, identify organizational patterns of supervisory activities, analyze the implementation of supervision toward teachers, and evaluate monitoring mechanisms and follow-up actions undertaken by principals to ensure continuous improvement in teacher performance.

Method

This study employs a qualitative approach with a descriptive method to conduct an in-depth analysis of the implementation of school principals' supervisory management in enhancing elementary school teachers' performance. This approach was chosen because it enables a contextual, comprehensive, and profound exploration of managerial dynamics within educational supervision practices (Creswell, 2018). The conceptual framework of this study is grounded in George R. Terry's management theory, which outlines four fundamental management functions planning, organizing, actuating, and controlling collectively known as the POAC model (Terry & Rue, 2014). This theoretical foundation serves to understand how school principals operationalize managerial functions within both academic and non-academic supervisory activities in the elementary school setting.

The descriptive qualitative approach emphasizes understanding the meanings inherent in actions and social interactions within a natural context (Moleong, 2017). Therefore, this study does not aim to test hypotheses but rather to explore how school principals apply the principles of POAC in supervisory implementation. As explained by Sugiyono, qualitative

research provides researchers the flexibility to interpret meanings derived from behaviors, perceptions, and practices that emerge within specific social contexts (Sugiyono, 2023). The data collected are narrative in nature and obtained through in-depth interviews, observations, and document analysis.

The researcher serves as the primary instrument (*human instrument*), directly engaging in the processes of data collection, interpretation, and analysis (Lincoln et al., 1985). This research was conducted at Sekolah Dasar Negeri (SDN) 2 Cisurupan and SDN 3 Cisurupan, Garut Regency. These locations were purposively selected based on their active implementation of academic supervision by school principals and their representativeness of the social and institutional characteristics typical of elementary education in the region.

The data sources consist of both primary and secondary data. Primary data were obtained through semi-structured interviews with principals, teachers, and educational staff, while secondary data were collected from documents such as supervision work programs, teacher performance reports, and supervision implementation records (Bogdan & Taylor, 1975). Data collection techniques include participatory observation, in-depth interviews, and document analysis to obtain a comprehensive understanding of principals' supervisory practices.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, which comprises three major stages: (1) data reduction, involving the sorting, simplification, and categorization of data based on POAC components; (2) data display, in which information is organized into narrative, matrix, or diagrammatic forms to illustrate interrelations among management functions; and (3) conclusion drawing and verification, which entails interpretive reflection to uncover the interconnections among POAC functions in the context of school supervision (Miles et al., 2014).

The POAC analysis is operationalized both conceptually and empirically as follows: planning focuses on formulating supervision programs, setting objectives, and designing implementation strategies; organizing examines role distribution, delegation of responsibilities, and coordination among staff members; actuating describes mentoring, coaching, and motivational practices undertaken by principals to support teachers; and controlling evaluates the effectiveness of supervision implementation and the follow-up actions derived from teacher performance assessments. This analysis reveals the synergistic interaction among managerial functions in enhancing the effectiveness of principal supervision and improving teacher performance. (Permadi et al., 2026).

Data validity was ensured through triangulation of sources, techniques, and time along with member checking to confirm findings with participants (Denzin, 2012). Continuous reflexivity was also employed to minimize researcher bias and maintain analytical objectivity (Creswell, 2018). This methodological approach is expected to generate a profound, systematic, and authentic understanding of how the POAC management theory is applied in school supervision and its implications for improving the performance of elementary school teachers.

Result

1. Planning

The findings indicate that supervision planning at SDN 2 Cisurupan and SDN 3 Cisurupan was systematically conducted at the beginning of the academic year. The principals prepared a supervision program by assessing teacher needs, determining schedules, and developing instruments such as classroom observation sheets and teaching reflection forms. This planning

phase was carried out through coordination meetings involving senior teachers and the school management team.

Based on interview data, KS 1 stated, *"At the start of each semester, we hold a supervision planning meeting to ensure that all teachers understand the direction of the upcoming professional guidance."* Similarly, GS 1 explained, *"This supervision activity provides teachers an opportunity to reflect on their teaching methods before implementation begins."* Meanwhile, KS 2 added, *"The supervision plan is developed based on the specific needs of each teacher, particularly new teachers, to provide more targeted guidance."*

This well-structured planning process reflects that principals have implemented management principles oriented toward enhancing teacher professionalism and instructional effectiveness.

2. Organizing

In the organizing phase, the principals at both schools established supervision teams comprising vice principals, senior teachers, and school committee representatives. Task distribution was carried out proportionally to ensure that supervision activities were effective and continuous. At SDN 2 Cisurupan, the principal acted as the general supervisor while senior teachers assisted with classroom observations. At SDN 3 Cisurupan, the principal served as the main coordinator, supported by the administrative team.

According to interview data, GS 2 expressed, *"We feel supported by the role distribution, especially when senior teachers assist in planning lessons."* Meanwhile, KS 1 emphasized, *"Forming a supervision team is not only about dividing tasks but also to make the process more collaborative and transparent."* KS 2 elaborated, *"The organization ensures that every teacher receives guidance according to their field, resulting in more effective outcomes."*

Observation data reveal that the organizational structure at both schools operated effectively, though challenges in cross-class coordination and time management still persisted.

3. Actuating

The supervision implementation took place twice per academic year during the odd and even semesters. This stage included direct classroom observations, reflective discussions after teaching sessions, and follow-up mentoring. The principals applied a collaborative approach so that teachers felt supported rather than evaluated.

From the interviews, GS 1 mentioned, *"This supervision activity helped me become more aware of how to manage time and student interactions during lessons."* In line with that, KS 2 explained, *"Supervision is carried out through a collaborative approach so that teachers feel guided, not inspected, which positively affects their motivation."* Additionally, GS 2 stated, *"We are given space for post-observation discussions, which helps us better understand the principal's feedback."*

The results show that collaborative and reflective supervision practices have successfully increased teacher engagement in the learning process and strengthened their sense of professional responsibility.

4. Controlling

The controlling stage focused on evaluating supervision results and follow-up teacher development. The principals assessed the planning, implementation, and outcomes of supervision to identify areas for improvement. Evaluation was conducted through supervision reports, observation results, and joint reflection sessions with teachers.

Interview findings reveal that the evaluation process was constructive. KS 1 explained, *"We don't want supervision to be merely administrative; it should genuinely help teachers develop their competencies."* GS 1 added, *"Every evaluation provides constructive feedback, not just scores or checklists."* Meanwhile, KS 2 noted, *"We use the evaluation results to design further training programs to address teacher weaknesses."*

The supervision outcomes indicate improvements in teaching quality and teacher discipline across both schools. Continuous and supportive supervision contributed to higher teacher motivation, engagement, and accountability in fulfilling their professional duties.

5. Comparison of Teacher Performance Before and After Supervision

As part of the research findings, a comparative analysis was conducted to examine teacher performance before and after the implementation of supervision. Data were collected through classroom observations and principal assessments.

Teacher Performance Aspect	Before Supervision (%)	After Supervision (%)
Lesson Planning	68	85
Lesson Implementation	70	88
Evaluation and Reflection	65	83
Discipline and Responsibility	72	90
Collaboration and Innovation	60	82

The data demonstrate significant improvement across all aspects of teacher performance after the application of POAC-based principal supervision. The most notable increase occurred in collaboration and innovation, reflecting the success of the collaborative and reflective supervision approach implemented at SDN 2 and SDN 3 Cisurupan.

Discussion

This discussion presents a comprehensive and nuanced analysis of the study's empirical findings, incorporating observational data, in-depth interview responses, and detailed quantitative assessments of teacher performance. The analysis is situated within the conceptual framework of G.R. Terry's management model (Planning, Organizing, Actuating, and Controlling, or POAC), and it situates the findings in dialogue with prior literature, clearly articulating the research gap and highlighting the novel contributions of this study to the field of educational leadership and school supervision.

In the planning dimension, principals at SDN 2 and SDN 3 Cisurupan Garut implemented a highly systematic and strategic approach to the development of academic supervision programs that are carefully aligned with the professional development needs of teachers.

Planning encompassed careful consideration of the academic calendar, teacher readiness levels, classroom demographics, and student learning profiles. As GS 1 reflected, "The supervision process has provided opportunities for teachers to reassess and refine their instructional methods based on classroom realities, enabling iterative improvement in lesson delivery." Similarly, KS 2 stated, "Supervision is intentionally structured as a collaborative endeavor so that teachers feel guided rather than monitored, which cultivates professional autonomy and reinforces their commitment to continuous improvement." These observations resonate with Lorensius et al. (2022), who emphasized that the sustainability and coherence of supervisory planning significantly influence the overall effectiveness of teaching practices. Quantitative data indicate an increase in teachers' planning readiness from 68% to 85%, demonstrating that deliberate, evidence-informed planning enhances instructional preparedness and elevates professional competence across multiple dimensions of classroom performance. Additionally, the planning stage served as a foundation for anticipatory problem-solving, enabling principals to identify potential areas of instructional difficulty and proactively allocate support resources. (Abdulghani & Sya'ban, 2026).

In the organizing dimension, the research findings reveal that principals constructed well-defined supervisory teams comprising vice principals, senior teachers, and administrative staff, each assigned distinct roles and responsibilities. This organizational structure ensured clarity, coherence, and facilitated effective communication across the instructional units. GS 2 elaborated, "The strategic distribution of roles within the supervisory team fosters a sense of shared responsibility, increases teacher confidence in the process, and strengthens coordination during supervision." Observational data corroborated a notable enhancement in collaboration among teachers and the integration of interdisciplinary instructional strategies. These findings are consistent with Baharuddin et al. (2023), who identified participatory and distributed leadership as critical in fostering intrinsic motivation among teachers while reinforcing their ownership over pedagogical outcomes. Statistical results further indicate an increase in teacher collaboration from 60% to 82%, highlighting that well-organized supervisory structures improve both functional efficiency and collective accountability. Furthermore, the organizing function created opportunities for mentorship pairings, cross-observations, and peer feedback cycles, which not only optimized resource allocation but also nurtured a professional culture conducive to continuous learning.

The actuating phase involves the operationalization of supervisory plans through classroom observations, individualized mentoring, and collaborative reflective dialogues. GS 1 noted, "Supervision has improved teachers' awareness of classroom dynamics and their capacity to adapt teaching strategies responsively, resulting in more effective student engagement." Similarly, KS 2 emphasized, "Collaborative implementation encourages experimentation with innovative instructional approaches, sustaining teacher motivation and promoting professional growth." Additionally, GS 2 observed, "Post-observation discussions facilitate immediate integration of feedback into lesson planning, enhancing the impact of supervisory interventions." These findings reflect the dynamic, iterative nature of professional development and align with He et al. (2024), who demonstrated that principals' instructional leadership and supportive mentoring are instrumental in enhancing teacher competence, job satisfaction, and institutional commitment. Quantitative findings further illustrate that the adoption of innovative teaching practices increased from 70% to 88%, while reflective engagement rose from 65% to 83%, indicating the efficacy of an enactment phase that emphasizes active participation, dialogue, and responsiveness to teacher needs. Importantly, the actuating phase also promoted adaptive problem-solving by teachers, encouraging the modification of lesson sequences and pedagogical methods in response to real-time classroom feedback.

In the controlling dimension, the analysis underscores the significance of continuous evaluation and feedback as mechanisms to sustain and enhance the quality of supervision. GS 1 reported, "Evaluation provides actionable feedback that we can immediately apply to improve our instructional delivery," while KS 2 added, "The results of evaluation guide targeted follow-up programs that address specific developmental needs for each teacher." Data indicate an increase in teacher discipline and professional accountability from 72% to 90%, affirming the centrality of reflective monitoring in sustaining long-term performance improvements. This aspect of supervision directly addresses the research gap in prior studies, which often treated supervision as a discrete or primarily administrative function, rather than as an integrative, holistic managerial process. Integrated control functions facilitate adaptive supervision, evidence-based decision-making, and structured follow-up interventions that reinforce continuous teacher development.

Collectively, the findings illustrate that the holistic application of the POAC framework enables principals to effectively manage teacher performance through systematic planning, robust organizational structures, dynamic enactment, and comprehensive monitoring. The novelty of this research lies in the empirical demonstration that the coordinated and simultaneous application of all four managerial functions produces measurable improvements in teacher performance and professional practice. These findings not only corroborate insights from prior studies but also advance the conceptual understanding of principal supervision by providing a detailed, context-sensitive model that emphasizes collaboration, responsiveness, and continuous evaluation. Furthermore, the study highlights practical implications for policy and school leadership, suggesting that structured, data-informed supervision models can be scaled across similar elementary education contexts to promote sustainable, high-quality teaching and learning outcomes. The research thereby contributes to the broader discourse on educational leadership by offering an integrative framework that bridges theoretical principles, empirical evidence, and actionable practice in school-based supervisory management.

Conclusion

This study conclusively demonstrates that the strategic application of G.R. Terry's POAC framework encompassing Planning, Organizing, Actuating, and Controlling effectively enhances teacher performance in elementary school contexts. The empirical findings indicate that structured and systematic planning provides teachers with clear guidance and opportunities for reflective practice, while organized supervisory teams facilitate collaboration, accountability, and the optimization of professional resources. Actuating supervision through classroom observations, mentoring, and reflective discussions encourages adaptive problem-solving, innovation in teaching methods, and professional growth. Meanwhile, continuous controlling mechanisms, including ongoing evaluation and feedback, ensure the sustainability of improvements in teacher performance and professional responsibility. Data-driven evidence from SDN 2 and SDN 3 Cisarupan Garut confirms measurable gains across teacher planning readiness, collaborative engagement, instructional effectiveness, and professional accountability. The findings fill previously identified research gaps by integrating the entire POAC framework rather than focusing on isolated components of supervision, while also emphasizing the novelty of applying a comprehensive managerial approach in the context of elementary education in Garut Regency. This research contributes both theoretically and practically by offering an evidence-based, contextually relevant model of principal supervision that can guide policy development and inform professional leadership practices. Overall, the study underscores the pivotal role of principals in fostering sustainable teacher development through strategic, collaborative, and reflective management practices.

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