



Exploring Principal Supervision in Enhancing Teachers' Self-Renewal Capacity

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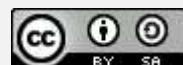
Keywords

Principal Supervision, Professional Development, Self-Renewal Capacity

Abstract

This study aimed to describe the implementation of principal supervision in improving teacher self-renewal capacity at SMA Negeri 3 Pontianak. The study employed a descriptive qualitative method, with data collected through conversations, observations, and document analysis involving the principal and teachers. The results showed that the supervision positively contributed to enhancing teacher motivation, creativity, and professionalism through continuous guidance, feedback, and training. Supporting factors included the principal's commitment and facility support, while obstacles involved limited time and teacher motivation. In conclusion, principal supervision effectively improves teacher self-renewal capacity, which positively impacts the quality of learning and education.

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Introduction

School supervision played a crucial role in determining the success of educational institutions in enhancing the quality of learning and professional development of teachers. The principal functioned not only as an administrative manager but also as a supervisor who fostered and motivated teachers to continuously update their professional and pedagogical competencies independently. The concept of self-renewal capacity, defined as the ability of teachers to continuously renew themselves, was particularly relevant in the era of globalization and rapid technological advancement, where changes in curriculum and teaching methods demanded ongoing learning and adaptation by teachers (Livingstone & Andala, 2023; Artanti et al., 2024; Abbaspour et al., 2024; Wang et al., 2024).

Previous studies demonstrated that structured and continuous supervision by principals significantly improved teacher performance and supported the development of self-renewal capacity. Azizah et al. (2021) showed that planned supervision of teaching enhanced teacher motivation and competence through stages of planning, implementation, and evaluation of

learning outcomes. Further research by Darmawan et al. (2024) indicated that supervision focused on professional development cultivated a creative and collaborative school culture. Jati (2022) emphasized the importance of the principal's role in fostering positive interactions and providing adequate resources to support teacher development. In addition, Soro et al. (2022) highlighted that collaborative and participatory supervision increased teacher involvement in decision-making and promoted innovations in learning.

The self-renewal capacity of teachers was a multidimensional construct encompassing self-efficacy, intrinsic and extrinsic motivation, balance between workload and time, social support, professional experience, adaptability, emotional management, self-reflection, professional commitment, and the integration of technology into teaching practices (Sitohang, 2025; Gale et al., 2021; Barni et al., 2019; Teig et al., 2019; Yada, 2020; Suryana, 2017). Teachers with high self-renewal capacity not only implemented effective teaching innovations but also demonstrated resilience to work-related stress and contributed to improving student learning outcomes (Hattie, 2023; George et al., 2018; Skaalvik, 2016).

Nevertheless, challenges remained in optimizing the implementation of principal supervision to support teacher self-renewal capacity. At SMA Negeri 3 Pontianak, supervision practices were limited by low frequency and lack of systematic follow-up, which negatively affected teacher motivation and engagement in professional development activities (Handayani & Dewi, 2024). Constraints such as time limitations, heavy workloads, insufficient motivation, and minimal institutional support hindered teachers' autonomous and sustainable capacity renewal.

This study aimed to describe the implementation of principal supervision in enhancing teacher self-renewal capacity at SMA Negeri 3 Pontianak, identified supporting and inhibiting factors in supervision practices, and analyzed follow-up actions undertaken to facilitate ongoing teacher development. Findings from this research provided practical recommendations for principals and educators to improve supervision strategies, thereby advancing teacher professionalism and the overall quality of education, as well as contributed to the theoretical body of knowledge in educational administration related to supervision and teacher capacity renewal (Jati, 2022; Azizah et al., 2021; Darmawan et al., 2024).

Method

The research method used was descriptive qualitative, with the aim of in-depthly describing the implementation of supervision by the principal in improving the self-renewal capacity of teachers at SMA Negeri 3 Pontianak. This study prioritized detailed interpretation and participant perspectives in understanding the social dynamics occurring in the field (Creswell & Creswell, 2018).

The researcher acted as the primary instrument, actively collecting valid data to facilitate analysis. The research location was SMA Negeri 3 Pontianak, selected based on a preliminary study on the implementation of effective learning supervision. Research participants were selected using purposive sampling, based on the criteria of more than ten years of teaching

experience and involvement in supervision. The following table lists the research participants who served as the primary data sources.

Table 1. Research Participants

No	Position	Gender	Length of Service (years)	Age (years)	Amount
1	Headmaster	Man	20	56	1
2	Deputy Head of Curriculum	Man	31	59	1
3	Class X Teacher	Man	15	47	1
4	Class X Teacher	Woman	15	42	1
5	Grade XI Teacher	Man	16	41	1
6	Grade XI Teacher	Woman	14	38	1
7	Class XII Teacher	Man	19	48	1
8	Class XII Teacher	Woman	21	50	1
Total					8

Source: Researcher Data (2025)

Data collection techniques included in-depth semi-structured interviews with principals and teachers, participant observation, documentation studies, and questionnaires. Interviews were used to gather in-depth information about supervisory practices and their impact on teachers' self-renewal capacity. Direct observations documented behaviors and interactions within the school environment, while documentation studies collected policy documents, supervision reports, teaching modules, and school organizational culture documents. The main instrument for data collection is the researcher himself, equipped with an interview guide, a learning observation guide, and a document analysis sheet that helps organize and interpret the data.

The data analysis was inductive using the Miles and Huberman model, which includes three main stages: data reduction, data presentation, and conclusion drawing. Data reduction summarizes and simplifies the raw data, presents the data in narrative form and diagrams to facilitate interpretation, and conclusions are supported by strong evidence from the field data. The analysis process was interactive and continued until data saturation reached (Sugiyono, 2017). Data validity is maintained through source and technique triangulation techniques, by comparing and cross-checking data from various participants and different collection techniques, to ensure the credibility of the research results.

Results and Discussion

Results

This study focuses on the implementation of principal supervision in improving self-renewal capacity teachers at State Senior High School 3 Pontianak. Data were obtained through in-depth interviews, classroom observations, supervisory documentation studies,

and interviews with the principal, vice principal of curriculum, and eight randomly selected purposive teachers.

Interviews revealed that the principal actively collaborates with the curriculum team in planning an annual supervision program tailored to teacher needs and school development goals. The principal uses academic supervision guidelines referenced from education office regulations and internal school guidelines to develop a supervision agenda, focusing on improving teacher learning and professional development. Principal Mr. Moch. Ikhwan stated, "We always involve the curriculum team in supervision planning to ensure that the supervision program is in line with teacher needs and school goals. We coordinate closely and routinely to ensure effective supervision."

Supervision is carried out through classroom observations, evaluation of learning documents, and providing feedback. The principal is present in class to observe learning activities, interact with teachers and students, and evaluate teaching techniques and the use of learning media. Feedback is delivered constructively and personally, so teachers feel supported and motivated to make improvements.

Follow-up supervision in the form of workshop learning innovation and coaching individually designed based on teacher needs identified in the supervision process. This Workshop includes educational technology training, development of creative learning methods, and improvement of classroom management skills. Individualized coaching supervision helps teachers overcome specific obstacles and encourages the implementation of continuous improvement. Chemistry teacher Mr. Tytu said, "Every supervision conducted by the principal always provides very constructive feedback. I feel supported to continue improving my teaching methods, especially after attending the recommended workshop".

Observations and documentation of supervision demonstrated the principal's commitment to providing resources such as reference books, teaching aids, and adequate training opportunities to support teacher development. However, barriers such as limited time for teachers to teach and manage administrative tasks were identified, requiring flexibility in the supervision schedule to accommodate teachers' busy schedules.

From the results of observations and interviews with 8 teachers, it was found that:

- 1) 87% of teachers felt more motivated to develop learning methods after supervision.
- 2) 75% of teachers admitted to being more active in seeking the latest educational information.
- 3) 80% of teachers reported increased creativity in designing learning media.

Self-renewal capacity Teachers' performance has improved in several key areas. Interviews revealed an increased awareness of the need to continually update their knowledge and skills. They are more actively seeking out the latest information in education and applying it to their teaching practices. Physical education and health teacher Mr. Hermawan stated, "After supervision, I was encouraged to try various new learning methods, including the use of digital technology to enhance student interaction. This has been very helpful in updating my capacity."

Teachers demonstrated strong exploratory skills by creating and adapting new learning media and experimenting with innovative teaching methods. Teachers' intrinsic motivation increased with constructive feedback and support from the principal through consistent supervision.

Teachers' adaptation to changes in curriculum and learning technology is improving. Several teachers provided examples of how they integrate the use of digital technology into their teaching, material delivery and student assessment. Collaborative interactions between teachers in the school environment have also increased, including teachers exchanging information and supporting improvements in the quality of learning.

Self-renewal capacity in terms of leadership also emerged, namely that teachers are increasingly independent in making learning decisions and are responsible for teacher professional development. This is reinforced by the program coaching which encourages self-reflection and the development of problem-solving skills.

Supporting factors for the implementation of supervision include:

- 1) The principal's commitment as the main driving force of supervision that supports every stage of planning, implementation, evaluation and follow-up.
- 2) Close collaboration between the principal, supervisory team, and teachers creates a conducive working environment.
- 3) Support for supporting facilities such as training materials, space workshop , and technological assistance.
- 4) Active involvement of teachers in the supervision and professional development process that encourages a sense of ownership and shared responsibility.

Obstacles found in the implementation of supervision include:

- 1) Limited time for teachers who have to divide teaching and administrative tasks, thus reducing the opportunity to participate in supervision and training activities.
- 2) Fluctuating teacher motivation, where some teachers are less enthusiastic about following up on supervision due to a lack of formal appreciation.
- 3) Supervision follow-up has not been organized consistently and systematically, so that the results of supervision have not had a maximum impact on improving the quality of learning.
- 4) Several technical barriers such as limited access to technology for some teachers also hinder the use of technology-based training.

Physics teacher Ms. Ezi highlighted time constraints, stating, "Sometimes it's difficult to manage time to attend all supervision activities and workshops due to my teaching load. However, flexible supervision allows me to adjust." Furthermore, observations and interviews revealed that 65% of teachers experienced challenges in attending supervision follow-up due to busy schedules, and only 40% received formal recognition as motivation.

Discussion

1. Effectiveness of Principal Supervision

These findings confirm that principal supervision is an essential process for improving learning quality through teacher professional development. Planned and continuously implemented supervision in accordance with modern educational theory (Mulyasa, 2022; Wardani et al., 2022) has a significant positive impact on teacher performance.

A humanistic approach to supervision that positions teachers as learning partners and collaborators supports the creation of a positive and innovative work climate in schools (Praing et al., 2023). Principals who actively participate in the teaching process and provide constructive feedback facilitate teachers' ability to optimize learning potential in the classroom.

2. Improving Teacher Self-Renewal Capacity through Supervision

Self-renewal capacity Teachers' developmental skills, including exploration, absorption, integration, and leadership, significantly improve with supervisory support. Teachers who receive constructive feedback and training facilities demonstrate increased innovation and adaptation skills to educational change (Suryana, 2017; Gale et al., 2021).

A supervisory approach that encourages self-reflection and continuous development in teachers strengthens the leadership dimension of teacher decision-making. This aligns with professional learning theory, which states that innovation in teaching is a crucial component of teacher professionalism, enabling teachers to adapt learning methods and strategies to current developments (Fullan, 2020).

3. Obstacles and Solutions in Supervision Implementation

According to other research (Teig et al., 2019), high teacher workloads are a major obstacle to optimal supervision implementation. A suggested practical solution is more flexible supervision scheduling by integrating technology-based supervision and peer supervision to reduce teacher overburden.

Furthermore, formal recognition and recognition of teachers' active participation in professional development are needed to increase their motivation. Follow-up monitoring and regular evaluations also need to be strengthened so that supervision results can truly translate into improved teacher performance and learning quality.

4. Practical and Theoretical Implications

This research adds to the literature on educational supervision and teacher self-renewal capacity development in the Indonesian high school context. Practically, the research recommendations can serve as guidelines for school principals and education offices in developing responsive and sustainable supervision programs.

The implementation of collaborative-based supervision, which emphasizes follow-up through individual training and coaching, is key to fostering teacher self-renewal capacity. Supportive formal policies and the provision of supporting facilities ensure the program's sustainability and positive outcomes.

Based on the results and discussion, the author can conclude that:

- 1) The principal supervision program at SMAN 3 Pontianak has been running effectively and in a structured manner, but it needs to improve follow-up management so that supervision results are optimal.
- 2) Supervision makes a real contribution to increasing teachers' awareness of professional development and self-renewal capacity.
- 3) Barriers such as time constraints and low motivation require flexible implementation solutions and formal rewards.
- 4) It is recommended to strengthen monitoring of follow-up supervision, improve training facilities, and implement a reward system to increase the effectiveness of teacher supervision and development.
- 5) The novelty of this research lies in its focus on examining in-depth the implementation of structured and systematic principal supervision in improving the self-renewal capacity of teachers at SMA Negeri 3 Pontianak. This study fills the gaps in previous research by highlighting inhibiting factors such as high teacher workloads, lack of formal recognition for self-development, and inconsistent supervision follow-up. It also provides practical recommendations in the form of strengthening the supervision system, integrating technology, and providing incentives for teachers. The following chart illustrates the novelty of this research:

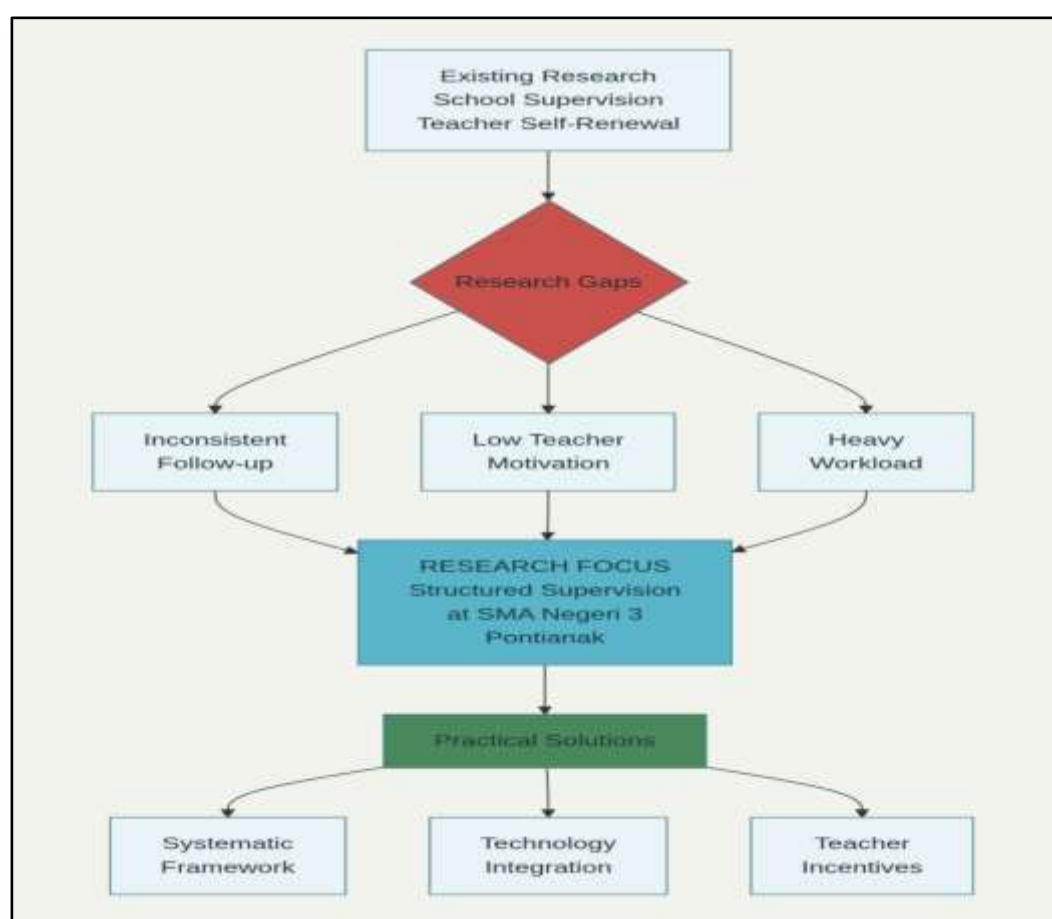


Figure 1. Research Novelty: Principal Supervision and Teacher Self-Renewal Capacity

Conclusion

The implementation of principal supervision at SMA Negeri 3 Pontianak has been running smoothly and systematically, spanning planning, implementation, evaluation, and follow-up. Each stage is structured, ensuring that the supervision process extends beyond administrative oversight and serves as a mentoring platform that encourages teachers to pursue independent and sustainable self-renewal. This supervision has significantly improved teachers' self-renewal capacity, addressing the increasingly dynamic and complex challenges of modern learning.

The main supporting factor for the success of this supervision was the strong commitment of the principal as a consistent leader in overseeing the supervision process, supported by good cooperation from the school supervision team and active teacher participation. Furthermore, the availability of supporting facilities for supervision also contributed to the smooth implementation of these activities. However, there were also significant obstacles, particularly the high workload of teachers, which took up time and energy for self-development. Furthermore, the lack of formal recognition for teachers' capacity development efforts also negatively impacted their motivation. Another obstacle identified was the suboptimal implementation of follow-up on supervision results, which prevented the teacher capacity renewal process from running optimally.

Follow-up to supervision generally involves providing feedback and developing training plans for teachers. However, monitoring and evaluation mechanisms for the implementation of these follow-up actions have not been implemented consistently and sustainably. This irregularity in monitoring is a major obstacle to optimizing teacher self-renewal capacity at SMA Negeri 3 Pontianak. Therefore, to achieve more optimal results, strengthening the follow-up phase is necessary, particularly through routine monitoring and evaluation so that each improvement and training plan can be implemented and its effectiveness accurately measured.

This conclusion emphasizes the importance of the role of the principal and a supervision system that focuses not only on evaluation, but also on continuous mentoring that can improve the professional capacity of teachers to face changes and challenges in 21st-century education.

Authorship Contribution Statement

The following are the authors' contributions:

1. Noviah Dwi Putranti, which includes generating ideas, designing research plans, translating, supervising the entire process, conducting fieldwork and data collection, compiling literature reviews, planning research and conclusions, and managing research, data analysis, data presentation, preparation of results, and final editing.
2. Prof.Dr. Aunurrahman, M.Pd. and Dr. Afandi, M.Pd. served as the main supervisor during this research.

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