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Evidence from School Principals: Academic Supervision Decision-making on Improving Teacher Performance in Indonesia

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Abstract

Purpose: Decision Science is important in many fields, including education. In the current educational landscape, as educational processes evolve to meet the challenges of the fourth industrial revolution, this study utilizes a well-established impact factor, academic supervision, to enhance teacher performance. The expectations of school principals are considered critical factors in the implementation of decision supervisors. This study underscores the significance of elements influencing the improvement of teacher performance, with a focus on planning, decision-making, and implementation pressures within the context of academic supervision.

Design/methodology/approach: This study employs a case study approach and collects data through interviews, observations, and document analysis. Data were analyzed by transcribing, taking notes, recording videos, and examining documents to generate ideas, codify data, develop themes, interpret the information, and draw conclusions.

Findings: The study's findings reveal that the planning expectations for an academic supervision program decision are high and sufficient to consider the needs of teachers, involve all school apparatus components, and integrate the program with other activities. The expectations for making decisions and implementing the academic supervision program are met by fostering solid teamwork, increasing the frequency of classroom supervision visits, advancing the profession, and instilling a professional attitude among teachers. However, in terms of reviewing decisions, discussing them, seeking improvement solutions, and enhancing teacher performance, the evaluation expectations and follow-up results of academic supervision still need improvement. The findings of this study suggest that the decision-making expectations of principals as supervisors are crucial for decision performance and the success of academic supervision programs designed to make decisions and improve teacher performance.

Originality/value: Considering the time constraints of this study, future researchers should explore school principals' expectations as supervisors in greater depth, especially concerning decision-making and the improvement of teacher performance.

Practical implications: This study benefits school principals in their roles as decision-makers and supervisors, encompassing planning, implementation, and the monitoring of academic supervision decisions. It also covers outcomes such as reviews, discussions, and proposed solutions for enhancing teacher performance, with indirect implications for student learning.

Keywords: Decision, Academic, principal's expectations, teacher performance, supervision

JEL Classification: D70, D71

1. Introduction

In the contemporary educational era, Decision Science plays an important role in various fields, including education. As the educational process develops to overcome the challenges posed by the fourth industrial revolution, this research uses a well-established approach, employing Decision Factors in academic supervision to improve teacher performance. The decisions of school administrators are a crucial variable in implementing decisions in academic supervision, emphasizing the importance of components that influence teacher performance through the implementation of decisions in academic supervision and proper execution. This research is entitled 'Factors for Implementing Decisions in Academic Supervision in Improving Teacher Performance' and aims to identify three main obstacles in the rational academic supervision decision-making process. First, information resources. Second, decision-making regarding limitations in teacher cognitive capacity. Third, the political structure of the organization and the associated consequences (Jones, et al., 1992). Decision-making in academic supervision plays a positive role in improving teacher work performance, which is mediated through self-confidence. However, supervisor support hurt the intention to leave, which was mediated through self-confidence.

Furthermore, in his role as a supervisor, the principal drives and leads the implementation of academic supervision to improve teacher performance (Juharyanto, et al., 2023). These findings reveal a clear relationship between superior support, employee work performance, and the intention to make decisions (Zeb, et al., 2023). The ability of school principals as decision-makers to effectively monitor students' academic progress by establishing norms and policies depends on their skills and knowledge (Pratami, et al., 2018). This is confirmed by other research showing a positive correlation between participation in decision-making and job satisfaction regarding working conditions in general (Muindi, 2011). The principal, as a supervisor, controls ongoing decision-making and is consistently committed to accompanying, guiding, and improving the professionalism and professional attitudes of teachers in their respective fields (Tran, et al., 2021). The most important role of the principal as a supervisor is to help teachers work better by planning, implementing, assessing, and following up on the results of academic supervision decisions (Mustafid & Khairuddin, 2016). Independent variables that show substantial relationships with ROA and ROE, with the same sign, significantly influence the performance of Chinese dual-listed companies (Chan & Chu, 2022). The capacity and capability of school principals to improve teacher performance indicate their expectations of the supervisory role, highlighting the significant impact of strategic client focus on organizational performance (Ramadan & Safavi, 2022). The influence of strategic human resources on organizational performance is paramount.

To fulfill their responsibilities as supervisors, school principals must work intelligently, diligently, and ethically. Disturbances in a person's ethical values can cause stress and decreased performance in the real world (Suhron, et al., 2020; Yusuf, et al., 2019). Implementing supervisors with a mature understanding of psychology can motivate supervisors to obtain and use subordinate-related information in the decision-making process, consistent with findings

(Wang & Yin, 2023). Our results provide valuable insights into supervisory decision-making as control that contributes to a deeper understanding of the factors that influence managerial control in academic organizations.

Principals must undertake three phases of decision-making to meet their expectations as decision supervisors. These stages include planning an academic supervision program, implementing decision-based academic supervision, evaluating academic supervision, and following up on the results (Sarifudin, 2019). Each stage includes the principal's responsibility as a supervisor to improve teacher performance. When academic supervision is implemented in schools, school principals are expected to improve the performance of their teachers (Hau, et al., 2019, 2020; Hidayat & Wulandari, 2020). Academic supervision program planning includes considering teacher needs, involving all school components, and creating programs that are integrated with other activities (Novianti & Lestari, 2018). Guidelines that school principals can use in supervising teachers' academic performance are usually prepared as part of the academic supervision program (Mustafid & Khairuddin, 2016). This planning stage streamlines the implementation, evaluation, and follow-up of teacher academic supervision by the school principal.

The hope for implementing academic supervision decision-making is realized through increasing strong teamwork, increasing the frequency of class visits, professional development, and cultivating professional attitudes among teachers (Ariyani & Zuhaery, 2021). A humanistic approach to making academic supervision decisions allows teachers to implement supervision programs effectively when guided and trained (Haiyan, et al., 2017). Academic supervision decision-making is carried out periodically and, on a schedule, to facilitate professional development and instill professional attitudes among teachers, which ultimately improves their performance (Supono, 2023). Evaluation of academic supervision decision-making expectations and follow-up on academic supervision results are communicated to teachers to ensure accuracy and ease of tracking academic supervision results (Juharyanto, et al., 2023; Hieu, et al., 2020). The evaluation results are reviewed and discussed to identify the strengths and weaknesses of teacher performance (Ghufron, et al., 2023). Furthermore, solutions for improvement in academic supervision decision-making are provided to overcome weaknesses and improve overall teacher performance.

Based on the results of initial observations of decision-based academic supervision at Madrasah Aliyah secondary schools (abbreviated as MAN or MAS) both public and private in the West Aceh Regency region of Aceh, it appears that the head of MAN/MAS, serving as a supervisor, is still in the 'weak' category in realizing expectations related to planning academic supervision decision-making programs, implementing academic supervision decision-making, as well as assessing and following up on educational management results. This condition is a concern for all stakeholders because it has the potential to hurt the quality of academic leadership based on academic supervision decision-making.

Previous research shows that the implementation of academic supervision decision-making is relatively effective at the program planning stage. However, at the implementation, evaluation, and follow-up stages, the results of supervision have not been implemented optimally (Nugroho, 2021). Apart from that, previous research shows that: 1) The preparation of supervision programs is based on the problems faced by teachers, 2) Implementation of supervision involves individual and group techniques, 3) Evaluation and follow-up are carried out through coaching and providing certificates (Mustafid & Khairuddin, 2016). Furthermore, research has identified four stages of the supervision process as follows: 1) Supervision planning includes preparing schedules and assessment instruments, 2) Implementing academic supervision includes preparing documents and carrying out class observations, 3) Feedback supervision includes evaluating and providing solutions to teachers, 4) Following up on the results of supervision includes further supervision and providing opportunities for teachers (Wahyuningsih, et al., 2016).

What differentiates this research from previous studies is the specific focus and location of the research and academic supervision decision-making. This research discusses the problem of decision-making for academic supervision of school principals as decision supervisors in the context of improving teacher performance at MAN/MAS in West Aceh district, Aceh province. This places particular emphasis on expectations relating to the planning and implementation of academic supervision decision-making. This research is fundamental because academic supervision decision-making by school principals still requires adequate consideration to improve teacher performance. Improving teacher performance requires advocating the expectations of school principals as supervisors. The higher the principal's supervision expectations, the greater the potential for improving teacher performance in the school. The findings of this research will help heads of Regency/City Ministry of Religion offices and other related agencies in formulating decision-making policies for teacher academic supervision. In addition, this system provides important data and information for school administrators to foster strong teamwork between school principals and the teachers they supervise. Principals can then use this information to improve student and teacher performance.

2. Literature Review

2.1 Decision Academic Supervision

Academic supervision is the process of providing guidance and coaching to teachers regarding the learning process, professional development, and teacher professionalism (Tran, et al., 2021). Its primary function is to conduct research, evaluate, improve, and enhance teacher performance (Kusnandi, 2020). Academic supervision consists of three stages: planning the academic supervision program, implementing academic supervision, and evaluating and monitoring the results of academic supervision (Sudiyono & Prasojo, 2011)

2.2 Principal's Expectations as Supervisor

A teacher who demonstrates managerial competence, leadership skills, and proficiency in academic supervision is promoted to principal (Indonesia, 2007). Academic supervision programs require planning, implementation, evaluation, and result tracking, all of which fall under the purview of a school principal's supervisory competence (Mangalampalli, et al., 2023). The planning, implementation, evaluation, and follow-up of academic supervision programs all serve as indicators of the principal's competence in overseeing teachers, aligning with the expectations of a principal as a supervisor (Sudiyono & Prasajo, 2011).

2.3 Decision Teacher Performance

The teacher's standards of competency and conduct form the foundation upon which student evaluations of teaching are built. The quality of instruction, continuous teacher education, and dedication to the profession all contribute to shaping students' perceptions of their teachers' competence and professionalism (Al-ghanabousi & Idris, 2010). Indicators of teacher performance encompass 1) Quality of work, 2) Speed of work, 3) Work initiative, 4) Ability to work, and 5) Communication skills (Liu & Hallinger, 2018). Both internal and external factors influence teacher performance. Internal factors encompass the teacher's physical condition, skills, talents, interests, and motivation, while external factors include criteria, working conditions, facilities, years of service, and management style (Pratami, et al., 2018).

3. Methodology

3.1 Design and Data

This study was conducted in both public and private Madrasah Aliyah (MAN/MAS) schools in West Aceh, Aceh, Indonesia. MAN/MAS institutions provide Islamic-based general and religious education. Each school is led by a principal with support from three vice principals for education and teaching, a vice principal for student affairs, and another for infrastructure, public relations, and educational facilities. Prospective students include graduates from Madrasah Tsanawiyah (MTs) and junior high schools (SMP). In 2022, there were seven MAN/MAS schools in West Aceh, with an average annual graduation of three hundred and fifty (350) students (El Ikhwan & SE, 2023). This study employed purposive sampling to collect information and data relevant to the research questions (Merriam & Tisdell, 2015). The study involved school principals, deputy principals, teachers, school committee members, and school supervisors who were directly related to the observed and studied variables.

Table 1 presents the abbreviations and positions within the organizational structure of the school. The abbreviation KS stands for the Principal, WKPP stands for the Deputy Principal of Education and Development, WKHS stands for the Deputy Principal of Public Relations and Facilities, WKKS stands for the Deputy Principal of Students Affairs, KOS stands for the School Committee, PS stands for the School Supervisor, and GR stands for the Teacher.

Table 1. Abbreviations in this study for organizational structure positions of school.

Abbreviation	Position in Indonesian	Position in English
KS	Kepala Sekolah	Principal
WKPP	Wakil Kepala Sekolah Bidang Pendidikan dan Pengembangan	Deputy Principal of Education and Development
WKHS	Wakil Kepala Sekolah Bidang Humas dan Sarana	Deputy Principal of Public Relations and Facilities
WKKS	Wakil Kepala Sekolah Bidang Kesiswaan	Deputy Principal of Students Affairs
KOS	Komite Sekolah	School Committee
PS	Pengawas Sekolah	School Supervisor
GR	Guru	Teacher

The study's data collection process involved interviews, observations, and document analysis. Interviews were the primary method used to collect qualitative research data, following the methodology outlined by Merriam and Tisdell (2015). Each interview session was conducted with the informant's consent and recorded. The interview schedule was determined in collaboration with the informants, and a general interview guide was used. The study focused on the principal's role as a supervisor in achieving academic supervision goals. This involved program planning, implementation, evaluation, and follow-up, all aimed at enhancing teacher performance (Gall, et al., 2007).

3.2 Data Collecting Process

Observational data were utilized to assess the supervisory behaviors of school principals in planning academic supervision work programs, implementing decision-based academic supervision for teachers, and evaluating and following up on the effectiveness of decision academic supervision in improving teacher performance. Field notes were employed as a means of documenting observations during the process. Non-participant observation was the chosen method, with the researcher acting as an observer not directly involved in the implementation of academic supervision stages conducted by the informant.

Observed aspects included: 1) The process of planning a decision-based academic supervision work program, 2) The process of implementing decision-based academic supervision for teachers, and 3) The process of evaluating and following up on academic supervision results within schools. Data collected through document studies were used to obtain secondary information related to the implementation of decision-based academic supervision, including documents such as instruments resulting from classroom visitations, review data, discussion outcomes, and data stemming from the formulation of solutions to improve teacher performance. On the other hand, data collected through document studies were employed to gather primary information concerning the implementation of academic supervision documents, encompassing instruments resulting from classroom visitations and review data.

The data analysis involved copying, transcribing, manual coding, and categorizing the data into themes for presentation. Each interview result was assigned a code based on the relevant theme using data codification. The next step was to describe the interview results, establish connections between themes, and interpret the research findings. Following this, data triangulation was performed by comparing and cross-checking the data obtained from one informant with that from another.

This study investigates the expectations of school principals as decision academic supervisors for enhancing teacher performance using a case study methodology (Islam, et al., 2021). This method was chosen because it allows for the examination of individual entities, organizational groups, and school partnerships (Creswell, 2012; Dash, et al., 2023). The study focuses on identifying, investigating, describing, and understanding the public and private Madrasah Aliyah (MAN & MAS) entities within the Ministry of Religion of West Aceh District, Aceh. The study examines the expectations of school principals as supervisors for enhancing teacher performance through the planning, implementation, evaluation, and follow-up of academic supervision of teachers. The research process involves defining the problem and reviewing relevant literature in the first step. In the second step, the research focus is determined. The third step involves data collection and analysis, while the fourth step includes analysis, discussion, drawing conclusions, and making recommendations.

4. Analysis and Discussions

Table 2 shows that the study findings revealed that the Decision Academic Supervisors for Enhancing Teacher Performance included 6 items with a score (Mean±SD). 1) Program Design for Decision Academic Supervision and Its Expectations, the highest score on the theme "Infocus equipment " at residence Rural (2.99 ±1.2); Urban (2.27 ±1.1); for Type, National (1.96 ±1.2); Private (1.24 ±1.7).

Table 2. Description of Program Design for Decision Academic Supervision and Its Expectations

NO	Item	Total			
		Residence		Type	
		Rural Mean±SD	Urban Mean±SD	National Mean±SD	Private Mean±SD
	Program Design for Decision Academic Supervision and Its Expectations				
	Planned requirements encompass learning materials	2.28 ±3.6	3.00 ±4.2	2.18 ±1.6	1.22 ±1.2
	An internet network	2.24 ±1.7	2.48 ±1.6	1.24 ±2.7	2.28 ±1.6
	Classroom inventory enhancements: Including student desks chairs, cupboards, air conditioning	1.41 ±1.8	1.21 ±1.3	2.51 ±1.8	2.48 ±1.6
	Infocus equipment	2.99 ±1.2	2.27 ±1.1	1.96 ±1.2	1.24 ±1.7

Table 3 shows that the study findings revealed that the Expectation of Implementing Decision Academic Supervision, the highest score on the theme “Creating a conducive work environment” at residence Rural (2.99±1.2); Urban (2.27 ±1.1); for Type National (1.78 ±1.2); Private (1.24 ± 1.7).

Table 3. Description The Expectation of Implementing Decision Academic Supervision

NO	Item	Total			
		Residence		Type	
		Rural Mean±SD	Urban Mean±SD	National Mean±SD	Private Mean±SD
	The Expectation of Implementing Decision Academic Supervision				
	Effective collaboration	2.24 ±1.7	2.44 ±1.6	2.11 ±1.6	2.43 ±1.6
	Creating a conducive work environment	2.99 ±1.2	2.27 ±1.1	1.78 ±1.2	1.24 ±1.7
	Maintaining clear communication	2.19 ±1.2	2.58 ±1.6	2.51 ±1.8	2.39 ±1.6
	Coordinating efforts to enhance performance	2.28 ±1.6	2.00 ±1.6	2.91 ±1.2	2.18 ±1.6

Table 4 shows that the study findings revealed that the evaluation Expectations and Follow-Up Decision Academic Supervision Results, the highest score on the theme “I gain spiritual strength by trusting in a higher power” at residence Rural (2.69 ± 1.6); Urban (2.28 ±1.6); for Type National (2.11 ±1.6); Private (2.48 ±1.6).

Table 4. Description Evaluation Expectations and Follow-Up Decision Academic Supervision Results

NO	Item	Total			
		Residence		Type	
		Rural Mean±SD	Urban Mean±SD	National Mean±SD	Private Mean±SD
	Evaluation Expectations and Follow-Up Decision Academic Supervision Results				
	Results of Academic Supervision	2.68 ±1.6	2.28 ±1.6	2.11 ±1.6	2.48 ±1.6
	Adequately reviewed	1.44 ±1.6	2.24 ±1.7	2.42±1.6	2.48 ±1.6
	Discussed optimally with teachers	2.39 ±1.2	2.27 ±1.1	1.99 ±1.2	1.24 ±1.7
	Subjected to solution proposals	2.48 ±1.6	2.99 ±1.2	2.13 ±1.6	2.48 ±1.6
	Monitor improvement in teacher performance	2.48 ±1.6	2.48 ±1.6	2.24 ±1.7	2.48 ±1.6

Table 5 shows that the study findings revealed that the expectations for Decision Academic Supervision Planning, the highest score on the theme “Reference materials” at residence Rural (2.98 ±1.2); Urban (2.27 ±1.1); for Type National (1.91 ± 1.3); Private (1.24 ±1.7).

Table 5. Description Expectations for Decision Academic Supervision Planning

NO	Item	Total			
		Residence		Type	
		Rural Mean±SD	Urban Mean±SD	National Mean±SD	Private Mean±SD
	Expectations for Decision Academic Supervision Planning				
	Smooth operation of the teaching	2.24 ±1.7	2.18 ±1.6	2.48 ± 1.6	2.24 ±1.7
	Learning process	2.51 ±1.8	2.48 ±1.6	2.41 ±1.6	2.51 ±1.8
	Such as textbooks	2.63 ±1.2	2.27 ±1.1	1.99 ±1.2	1.24 ±1.7
	Reference materials	2.98 ±1.2	2.27 ±1.1	1.91 ±1.3	1.24 ±1.7

	Learning media	2.12 ±1.6	2.99 ±1.2	2.79 ±1.6	2.48 ±1.6
	Other educational support facilities	2.94 ±1.2	2.27 ±1.1	1.93 ±1.2	1.24 ±1.7

Table 6 shows that the study findings revealed that the expectations for Implementing Decision Academic Supervision, the highest score on the theme " Conducting pre- and post-testing procedures in learning evaluation " at residence Rural (2.99 ±1.2); Urban (2.27 ±1.1); for Type National (1.299 ±1.2); Private (1.24 ±1.7).

Table 6. Description Expectations for Implementing Decision Academic Supervision

NO	Item	Total			
		Residence		Type	
		Rural Mean±SD	Urban Mean±SD	National Mean±SD	Private Mean±SD
	Expectations for Implementing Decision Academic Supervision				
	Involves guiding and assisting teachers in various aspects	2.48 ±1.6	2.48 ±1.6	2.24 ±1.4	2.48 ±1.6
	Including preparing learning implementation plans	2.19 ±1.2	2.27 ±1.1	1.91 ±1.2	1.24 ±1.7
	Formulating teaching materials	2.48 ±1.6	2.48 ±1.6	2.92 ±1.2	2.48 ±1.6
	Selecting and defining learning methods and strategies	2.29 ±1.2	2.27 ±1.1	1.99 ±1.2	1.24 ±1.7
	Designing and utilizing instructional media	2.51 ±1.8	2.48 ±1.6	2.48 ±1.4	2.24 ±1.7
	Conducting pre- and post-testing procedures in learning evaluation	2.99 ±1.2	2.27 ±1.1	1.299 ±1.2	1.24 ±1.7

Table 7 shows that the study findings revealed that the Expectations of Evaluation and Follow-Up on the Outcomes of Decision Academic Supervision, the highest score on the theme "relaxed" in residence Rural (2.99 ±1.2); Urban (2.27 ±1.1); for Type National (2.49 ±1.2); Private (2.18 ±1.6).

Table 7. Description the Expectations of Evaluation and Follow-Up on the Outcomes of Decision Academic Supervision

NO	Item	Total			
		Residence		Type	
		Rural Mean±SD	Urban Mean±SD	National Mean±SD	Private Mean±SD
	The Expectations of Evaluation and Follow-Up on the Outcomes of Decision Academic Supervision				
	Incomplete review	2.48 ±1.6	2.48 ±1.6	2.24 ±1.4	2.48 ±1.6
	Discussion	2.19 ±1.2	2.27 ±1.1	1.91 ±1.2	1.24 ±1.7
	Decision-making	2.48 ±1.6	2.48 ±1.6	2.92 ±1.2	2.48 ±1.6
	Problem-solving	2.29 ±1.2	2.27 ±1.1	1.99 ±1.2	1.24 ±1.7
	Subsequent follow-up through supervision	2.51 ±1.8	2.48 ±1.6	2.48 ±1.4	2.24 ±1.7
	Opportunities for teacher training	2.99 ±1.2	2.27 ±1.1	1.299 ±1.2	2.23 ±1.7

This study identified indicators of school principals' expectations as supervisors (Sudiyono & Prasajo, 2011). These indicators correspond to the three stages of academic supervision: the first stage, planning the academic supervision program; the second stage, conducting academic

supervision of teachers; and the third stage, evaluating and monitoring the results of academic supervision. As supervisors, principals expect each stage to be completed (Truong, et al., 2019).

4.1 Program Design for Decision Academic Supervision and Its Expectations

Table 2 shows that the study findings revealed that the Decision Academic Supervisors for Enhancing Teacher Performance included 6 items with a score (Mean±SD). 1) Program Design for Decision Academic Supervision and Its Expectations, the highest score on the theme "Infocus equipment " at residence Rural (2.99 ±1.2); Urban (2.27 ±1.1); for Type, National (1.96 ±1.2); Private (1.24 ±1.7), In the school they lead, the principal, acting as a supervisor along with the school apparatus, has fulfilled the expectations of implementing an effective academic supervision program. According to the interview results, the principal has carefully planned the academic supervision program. When preparing for the planning of the academic supervision program, teachers' needs are taken into consideration, all school officials are involved, and an academic supervision program integrated with other school activities is compiled (KS) (Tu, et al., 2023)

“... The principal's decision in academic supervision has taken into account the needs of teachers regarding facilities and infrastructure to support both intra- and extracurricular student learning, all within the constraints of the available budget. Planned requirements encompass learning materials, an internet network, and classroom inventory enhancements, including student desks, chairs, cupboards, air conditioning, and Infocus equipment. Additionally, supporting facilities such as sports equipment, art supplies, and equipment for the student drum band are also considered” (WKPP and WKHS).

The data indicate that the school principal functions as a supervisor, fulfilling the expectations of a well-structured academic supervision plan with policies that cater to the needs of teachers in the learning process and facilities that support both intra- and extracurricular student activities.

“... I have observed that, in the role of decision-based academic supervision, the principal, as a supervisor, has involved all components of the school apparatus, including deputy principals, teachers, school supervisors, and school committees, in the planning of decision-based academic supervision programs. This inclusion aims to identify and address the issues encountered by teachers in the learning process, as well as during intra- and extracurricular activities involving students” (WKHS).

As a supervisor, the principal doesn't plan an academic supervision program in isolation; instead, they involve all components of the school apparatus so that everyone shares responsibility for the outcomes of the formulated academic supervision plan.

“... The planning of the academic supervision program occurs twice a year, at the beginning of each semester in the current academic year. I've noticed that the planned decision-based academic supervision program has been seamlessly integrated with both academic and non-academic activities, making it an integral part of the school program” (WKPP).

The school principal is a consistent supervisor who is committed to biannual academic supervision program planning. The integration of the academic supervision program with other school activities enables supervised teachers to participate in decision-based academic supervision activities effortlessly (Wong, 2020, 2022)

4.2 The Expectation of Implementing Decision Academic Supervision

Table 3 shows that the study findings revealed that the Expectation of Implementing Decision Academic Supervision, the highest score on the theme “Creating a conducive work environment” at residence Rural (2.99 ± 1.2); Urban (2.27 ± 1.1); for Type National (1.78 ± 1.2); Private (1.24 ± 1.7), The most significant emphasis on improving teacher performance through academic supervision activities is placed on the implementation of decision-based academic supervision. According to the results of interviews with the school's principal, the school's leadership has established a strong working team to facilitate the execution of decision-based academic supervision for teachers. Their efforts include increasing the frequency of classroom visits, enhancing the teaching profession, and fostering a professional attitude among teachers" (KS).

“... I have observed that school principals, in the context of decision-based academic supervision, have fulfilled the prerequisites for implementing academic supervision by fostering strong teamwork with all elements of school administration, especially the supervised teachers. In promoting the principle of strong teamwork, my colleagues and I were educated about the significance of effective collaboration, creating a conducive work environment, maintaining clear communication, and coordinating efforts to enhance performance” (WKPP).

This statement indicates that the school principal has formed a strong work team to ensure that teachers receive effective decision-based academic supervision. The harmonious relationship between the principal and the supervised teachers is attributed to the presence of this robust work team. As a result, teachers being observed willingly participate in academic supervision activities aimed at enhancing their performance.

“... It appears that, in their role as decision-based academic supervision supervisor, the principal has aimed to increase the frequency of classroom observations for teachers. The initial goal was once per semester for each teacher, but it has been raised to two or three times per semester, with a specific focus on less experienced teachers. In the absence of the principal, the role is assumed by the deputy principal or a senior teacher from the same age group as the class being taught.” (WKPP and WKHS).

This indicates that the principal has agreed to increase the frequency of teacher-classroom supervision. If the principal cannot conduct class visits due to other responsibilities, they delegate this responsibility to either the assistant principal or a senior teacher with expertise in the same field.

... I have observed that school principals, in the role of decision-based academic supervision, consistently promote the teaching profession and nurture a professional attitude among teachers. The principal consistently encourages teachers to enhance their pedagogical competence through activities such as Teacher Working Group (KKG) participation, Subject Teacher Consultations (MGMP), engagement in quality-enhancing training, webinars, and collaborative discussions with colleagues. Additionally, they foster teachers' personal and social competence through activities like congregational prayer, social gatherings, teacher-hosted events, and religious observances during Islamic holidays (PHBI) (WKKS and KOS).

As a supervisor, the principal is expected to maintain high standards in continuously advancing the teaching profession and nurturing a professional outlook among teachers. The goal of teacher professional development is to enhance teachers' teaching and learning (KBM) skills while also cultivating a professional attitude that enhances their personal and social abilities, enabling them to work more effectively with students, colleagues, and community members.

4.3 Evaluation Expectations and Follow-Up Decision Academic Supervision Results

Table 4 shows that the study findings revealed that the evaluation Expectations and Follow-Up Decision Academic Supervision Results, the highest score on the theme “I gain spiritual strength by trusting in a higher power” at residence Rural (2.69 ± 1.6); Urban (2.28 ± 1.6); for Type National (2.11 ± 1.6); Private (2.48 ± 1.6), The outcomes of evaluation and follow-up supervision contribute to improved teacher performance. Based on the findings of interviews with school leaders, it's evident that school leaders need to improve their execution of evaluations and follow-ups in the context of the decision-based academic supervision of teachers. It was found that the results of academic supervision had not been adequately reviewed, discussed optimally with teachers, or subjected to solution proposals to monitor improvement in teacher performance” (WKPP)

“... I have noticed that the school principal, in their role as a supervisor, has not yet attained perfection in the areas assessed by the academic supervision assessment instrument. These areas encompass reviewing the administrative completeness of learning materials, observing teacher performance, evaluating the alignment of teaching time with the Learning Implementation Plan (RPP), assessing classroom management abilities, and utilizing learning media” (WKPP and PS).

This statement indicates that the principal, in their role as a supervisor, needs to improve their commitment to reviewing the results of classroom visit supervision. Consequently, the data held by the principal may be unreliable when used in discussions aimed at finding solutions for improvement and enhancing teacher performance.

“... Because of insufficient review of classroom visit supervision results, the principal, in the role of a supervisor, faced challenges in identifying solutions for improving and enhancing teacher performance, especially related to teaching and learning activities” (WKPP, WKKS, and PS).

Due to the incomplete review of classroom visit supervision results, as recorded, checked, observed, and assessed using the academic supervision assessment instrument, the principal, in the role of a supervisor, encounters difficulties in identifying the strengths and weaknesses of the teacher in the learning process. This poses challenges in formulating solutions for improvement and enhancing teacher performance.

“... When formulating solutions to improve teacher performance, school principals, in their role as supervisors, often tend to be subjective due to their limited access to valid data. Typically, supervision results pertain to the teacher's classroom management, teaching methods, and use of learning media" (WKPP, WKKS, PS, and GR).

Low teacher performance can be attributed to the principal's failure to provide improvement solutions and enhance decision-based academic supervision as a teacher performance supervisor. Since teacher performance depends on classroom management, teaching methods, and use of learning media, the improvement in teacher performance at school reflects the effectiveness of the principal's academic supervision.

4.4 Expectations for Decision Academic Supervision Planning

Table 5 shows that the study findings revealed that the expectations for Decision Academic Supervision Planning, the highest score on the theme “Reference materials” at residence Rural (2.98 ± 1.2); Urban (2.27 ± 1.1); for Type National (1.91 ± 1.3); Private (1.24 ± 1.7), The findings of this study indicate that MAN/MAS in West Aceh District, Aceh, have reasonable expectations for planning a decision-based academic supervision program that considers educators' needs, involves all aspects of the school's infrastructure, and integrates decision-based academic supervision with other activities. These findings align that the decision-based academic supervision program was well-planned, addressing educators' challenges and complementing other school activities (Nugroho, 2021; Woo, et al., 2020)

Principals must carefully consider the planning requirements of the decision-based academic supervision program, with a focus on addressing teacher needs directly linked to improving teacher performance (Novianti & Lestari, 2018). Additionally, the active involvement of all school personnel is crucial, ensuring that all parties share responsibility for academic supervision program planning (Hairon & Tan, 2017; Xue, Chinnaperumal, et al., 2023). Moreover, the decision-based academic supervision program should be seamlessly integrated with both academic and non-academic activities (Nugroho, 2021). Immature and challenging-to-implement academic supervision plans may result from the school principal's oversight of teacher needs, including funds, educational materials, and teacher work facilities (Ghufon, et al., 2023). Therefore, it is essential to thoroughly identify the teacher's needs to ensure that the academic supervision program is genuinely in the teacher's best interest (Suginam, 2019). The decision-based academic supervision program is consistently tailored to meet teachers' needs with the goal of enhancing teacher performance.

School administrators expect principals to maintain transparency when discussing matters such as teacher compensation, benefits, and rights (Juharyanto, et al., 2023). Likewise, analyzing teacher needs aims to ensure the consistency of process quality assurance, learning outcomes, and educational quality. This includes requirements related to the smooth operation of the teaching and learning process, such as textbooks, reference materials, learning media, and other educational support facilities (Primasari, et al., 2020)

The capacity of school principals to involve all elements of the school apparatus in the planning of decision-based academic supervision programs motivates and garners support from the school apparatus for fulfilling academic supervision responsibilities (Hairon & Tan, 2017). Consequently, school principals must consistently collaborate with all school apparatus members in formulating and determining the plans for decision-based academic supervision programs (Novianti & Lestari, 2018; Xue, Marappan, et al., 2023). This ensures wholehearted support from the school apparatus for decision-based academic supervision activities in schools.

The implementation of the decision-based academic supervision program may face obstacles due to inconsistencies in the attitudes of various school apparatus components involved in its planning (Pratami, et al., 2018). Because some school officials feel excluded from the planning process, there is a need for greater support to ensure the program's smooth operation (Hidayat & Wulandari, 2020). Mustafid and Khairuddin (2016) emphasize that when planning a decision-based academic supervision program, the principal should integrate it with other academic and non-academic activities within the school. This integration with intra- and extracurricular activities, facilities, infrastructure, and the overall school climate is crucial (Hallinger & Liu, 2016). Such integration with other components of the decision-based academic supervision program can facilitate its implementation.

Integrating the academic supervision program with other activities instills great hope in teachers for performance enhancement (Mustafid & Khairuddin, 2016). As the individuals being supervised, teachers are content and believe that the planning of a decision-based academic supervision program will help them improve their performance (Juharyanto, et al., 2023). Consequently, teachers can enthusiastically participate in various academic supervision activities at school.

4.5 Expectations for Implementing Decision Academic Supervision

Table 6 shows that the study findings revealed that the expectations for Implementing Decision Academic Supervision, highest score on the theme " Conducting pre- and post-testing procedures in learning evaluation " at residence Rural (2.99 ± 1.2); Urban (2.27 ± 1.1); for Type National (1.299 ± 1.2); Private (1.24 ± 1.7), The findings of this study indicate that the expectations for the implementation of decision academic supervision at MAN/MAS in West Aceh District are met through the establishment of solid teamwork, an increase in the frequency of classroom supervision visits, and the cultivation of teachers' professionalism and professional attitude. These results align with what Mustafid and Khairuddin (2016) found, which is that the expectations for academic supervision align with programs that employ both individual and group supervision

techniques. As a supervisor, the school principal is duty-bound to advocate for the implementation of decision academic supervision supported by solid teamwork to ensure the smooth and organized execution of teacher supervision. Furthermore, prioritizing an increase in the frequency of classroom visits is essential to enhance the quality of the learning process and improve educational outcomes (Dewi, 2020). Consistently promoting teachers' professional development and nurturing their professional attitudes empower educators to enhance their performance (Al-ghanabousi & Idris, 2010)

The successful implementation of the decision academic supervision program relies on the support of a cohesive team, which the school principal, serving as the supervisor, should establish (Brinia, et al., 2014). A solid team should encompass all school officials to provide unwavering support and positive feedback (Siburian & Wau, 2018). Such teamwork fosters sincere participation from the teachers who are the subjects of the decision academic supervision program (Fitrah, 2017). Teachers are more likely to respond positively to the school principal, acting as a supervisor, when a cohesive team is in place (Juharyanto, et al., 2023). Their involvement in the class visit supervision process naturally garners a favorable response from the educators (Novianti & Lestari, 2018). Furthermore, the teachers' teaching abilities and skills become more evident during the learning process within their classrooms (Herman, et al., 2020).

With the introduction of continuous academic supervision, teachers tend to increase their classroom visits (Sholeh, 2016). Teachers hold high hopes for engaging in additional academic and extracurricular activities when the frequency of class visits is elevated. The heightened frequency of class visit supervision aims to enhance the quality of teacher performance (Gibson, 2014). The role of the school principal as a supervisor extends beyond verifying the completeness of learning administration; it also involves guiding and assisting teachers in various aspects, including preparing learning implementation plans (RPP), formulating teaching materials, selecting and defining learning methods and strategies, designing and utilizing instructional media, and conducting pre- and post-testing procedures in learning evaluation (Supono, 2023). Additionally, principals are responsible for instructing teachers on how to open, present, and conclude lessons effectively (Dewi, 2020). The fostering of teachers' professions and professional attitudes must be an ongoing and systematic process through a decision academic supervision program (Novianti & Lestari, 2018). This program aims to enhance the quality of teacher performance, foster professional attitudes, and further develop the teaching profession, ultimately leading to improvements in both the educational process and outcomes (Al-ghanabousi & Idris, 2010).

The professional development and cultivation of professional attitudes among teachers involve creating harmonious relationships, analyzing teacher needs, developing strategies and learning materials, and assessing and enhancing teachers' professional competencies and attitudes (Sarifudin, 2019). The academic supervision program should be implemented diligently and with dedication to consistently improve and enhance teacher performance (Blase & Blase, 2003).

4.6 The Expectations of Evaluation and Follow-Up on the Outcomes of Decision Academic Supervision

Table 7 shows that the study findings revealed that the Expectations of Evaluation and Follow-Up on the Outcomes of Decision Academic Supervision, the highest score on the theme "relaxed" in residence Rural (2.99 ± 1.2); Urban (2.27 ± 1.1); for Type National (2.49 ± 1.2); Private (2.18 ± 1.6), Evaluation expectations and follow-up results of decision academic supervision at MAN/MAS in the West Aceh District still seem to fall short of perfect realization by school principals, according to the study's findings. This is evident in the incomplete review, discussion, decision-making, problem-solving, and efforts to improve teacher performance conducted by the principal. The study noted that the feedback process following supervision involved evaluating the results and providing solutions to teachers encountering learning difficulties, with subsequent follow-up through supervision and opportunities for teacher training (Wahyuningsih, et al., 2016).

As a supervisor, the school principal must prioritize the evaluation stage and engage in discussions with teachers, adhering to established technical guidelines (Juharyanto, et al., 2023). It is essential to assess the outcomes of previous supervisions before evaluating the current ones (Mustafid & Khairuddin, 2016). Subsequently, the evaluation results should be discussed with teachers and school personnel to propose improvement solutions and enhance teacher performance. Following this, the results of the supervision should be followed up based on the ideas generated during these discussions (Wahyuningsih, et al., 2016). Academic supervision results should undergo a careful, accurate, and objective review to ensure accountability for the supervised teacher (Gibson, 2014). The evaluation of decision academic supervision must aim to identify both the strengths and weaknesses of the teachers. These findings should then serve as discussion points when formulating solutions for improvement and enhancing teacher performance (Mustafid & Khairuddin, 2016).

When reviewing the supervision results, it's important to emphasize the teacher's strengths, as this can motivate them to improve their performance (Dewi, 2020). At the same time, accurately describing the teacher's areas for improvement is essential to provide constructive feedback that doesn't offend but rather motivates the teacher to address these areas (Alghalith, et al., 2021; Blase & Blase, 2003)

The evaluation results of the academic supervision were reviewed and discussed with the teacher under review, the vice principal, the supervisor, and the school committee to identify the teacher's strengths and weaknesses (Novianti & Lestari, 2018). Participants in the discussion should allocate significant time and effort to develop a proposal for the teacher's improvement (Kusnandi, 2020). School principals utilize the formulated solution from the discussion as a guide to enhance teacher performance (H. Herman., 2022). During discussions of teachers' strengths and weaknesses, it's essential to consider psychological factors to ensure that teachers are receptive and can benefit from performance enhancements (Juharyanto, et al., 2023). The discussion environment must be conducive for the teacher, allowing them to effectively address the outcomes of the discussion

(Siburian & Wau, 2018). Teachers should perceive these forums as valuable resources for finding solutions (Brinia, et al., 2014)

The primary objective of discussing the outcomes of the academic supervision review is to formulate improvement solutions and enhance teacher performance (Hopkins, 2003). These proposed solutions should be well-defined to ensure easy comprehension and implementation (H. Herman, 2022). Incorporating supplementary resources into the proposed solutions is crucial to help educators overcome any challenges they may encounter while striving to improve student achievement (Siburian & Wau, 2018). The proposed solutions are not only directed at the supervised teachers but are also submitted to the school for consideration in shaping policies for planning and implementing decision-making academic supervision programs in the upcoming academic year (Juharyanto, et al., 2023). Following the proposal of solutions, it is essential to provide mentoring and support to the teachers under supervision (Sudiyono & Prasajo, 2011). The principal must then ensure that the improved and enhanced elements can be effectively implemented (Hopkins, 2003)

5. Conclusion

Academic supervision decision-making includes fostering collaborative teamwork, intensifying the frequency of class visits, improving the professional status of teachers, and instilling a high sense of dedication among educators. School principals are encouraged to strive for optimal implementation in academic supervision decision-making, evaluate the results of academic supervision decision-making, and engage in proactive discussions, proposing innovative solutions aimed at improving the quality of teaching and enhancing teacher performance. This conclusion emphasizes the importance of the principal's role in academic supervision decision-making and suggests the need for support from educational stakeholders to ensure the effective implementation of academic supervision decision-making. Additionally, this report highlights the potential contribution of your research in understanding the role and responsibilities of school principals in improving teacher performance.

The planning of the academic supervision program occurs twice a year, at the beginning of each semester in the current academic year. We have observed that the decision-based academic supervision program, as planned, has been seamlessly integrated with both academic and non-academic activities, making it an integral part of the school program.

The principal's role as a supervisor includes upholding high standards in promoting teachers' professional outlooks and continuously developing the teaching profession. Enhancing teachers' teaching and learning (KBM) skills and helping them build a professional mindset that improves their interpersonal and social skills is the goal of teacher professional development. This will allow instructors to collaborate with students, colleagues, and community members more successfully.

The principal's inability to increase decision-based academic supervision and offer improvement ideas as a supervisor of teacher performance might be blamed for low teacher performance. Since elements like classroom management, instructional strategies, and the use of learning media impact teacher performance, the improvement in teacher performance at the school is a reflection of how well the principal is overseeing the academic program.

Teachers have a lot of optimism about improving performance when the academic supervision program is integrated with other activities. Teachers, like the ones under supervision, are happy and think that the development of a decision-based academic supervision program would enable them to work better. As a result, educators can take part in a variety of academic monitoring activities at school with enthusiasm.

The process of producing methods and learning materials, measuring and improving teachers' professional competence and attitudes, and fostering harmonious relationships are all part of the professional development and cultivation of professional attitudes among teachers. To continuously enhance and improve teacher performance, the academic monitoring program should be implemented with diligence and attention.

This is clear from the principal's insufficient review, conversation, decision-making, problem-solving, and attempts to raise teacher performance. According to the study, the method of delivering feedback to teachers who were having learning issues entailed assessing the outcomes and offering remedies. This was followed by opportunities for teacher training and follow-up supervision.

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Appendix

Table A1. Questionnaire Blueprint

NO	Item	ACCORD TO WHAT IS HAPPENING			
		1 Never	2 Once	3 Seldom	4 Always
1	Program Design for Decision Academic Supervision and Its Expectations				
	Do you have Planned requirements encompass learning materials ?				
	Do you have An internet network ?				
	Do you have Classroom inventory enhancements: Including student desks chairs, cupboards, air conditioning?				
	Do you have Infocus equipment ?				
2	The Expectation of Implementing Decision Academic Supervision				
	Do you have Effective collaboration ?				
	Do you have Creating a conducive work environment ?				
	Do you have Maintaining clear communication ?				
	Do you have Coordinating efforts to enhance performance ?				
3	Evaluation Expectations and Follow-Up Decision Academic Supervision Results				
	Do you have Results of academic supervision ?				
	Do you have Adequately reviewed ?				
	Do you have Discussed optimally with teachers ?				
	Do you have Subjected to solution proposals ?				
	Do you have Monitor improvement in teacher performance ?				
4	Expectations for Decision Academic Supervision Planning				
	Do you have Smooth operation of the teaching ?				
	Do you have Learning process ?				
	Do you have Such as textbooks ?				
	Do you have Reference materials ?				
	Do you have Learning media ?				
	Do you have Other educational support facilities ?				
5	Expectations for Implementing Decision Academic Supervision				
	Do you have Involves guiding and assisting teachers in various aspects ?				
	Do you have Including preparing learning implementation plans ?				
	Do you have Formulating teaching materials ?				
	Do you have Selecting and defining learning methods and strategies ?				

	Do you have Designing and utilizing instructional media ?				
	Do you have Conducting pre- and post-testing procedures in learning evaluation ?				
6	The Expectations of Evaluation and Follow-Up on the Outcomes of Decision Academic Supervision				
	Do you have Incomplete review ?				
	Do you have Discussion ?				
	Do you have Decision-making ?				
	Do you have Problem-solving ?				
	Do you have Subsequent follow-up through supervision ?				
	Do you have Opportunities for teacher training ?				