
Supervisor knowledge and clinical supervision effects on teacher performance

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Abstract

This study examines the influence of supervisor knowledge and clinical supervision on teacher performance in senior high schools in Kapuas Hulu Regency, Indonesia. A quantitative survey design was employed involving 209 teachers selected through purposive sampling from a population of 557 teachers across 32 schools. Data were collected using Likert-scale questionnaires measuring supervisor knowledge and clinical supervision, while teacher performance data were obtained from teacher performance management assessments. The collected data were analyzed using descriptive statistics, simple linear regression, and multiple regression with SPSS. The results indicate that supervisor knowledge significantly influences teacher performance with a coefficient of determination of 67.5%. Clinical supervision also has a significant effect on teacher performance, accounting for 74.6%. When analyzed simultaneously, supervisor knowledge and clinical supervision account for 77.6% of teacher performance improvement. These findings highlight the importance of strengthening supervisors' professional knowledge and implementing systematic clinical supervision to enhance teacher performance and improve the overall quality of education.

Keywords

Clinical supervision, supervisor knowledge, teacher performance, teacher supervision, teacher professionalism

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Introduction

Education plays a fundamental role in a nation's development and contributes significantly to the formation of competitive, productive human resources in the global era. In the context of rapidly changing educational demands, schools are expected to continuously improve the quality of teaching and learning processes to produce competent graduates. One of the most important factors influencing the success of the educational process is teacher performance, as teachers are the primary agents responsible for implementing learning activities in schools (Ratnasari & Nugraheni, 2024). Effective teacher performance is closely related to teachers' ability to plan lessons, manage classrooms, implement instructional strategies, and evaluate student learning outcomes (Gore et al., 2021; Ventista & Brown, 2023).

Teacher performance refers to teachers' ability to perform professional duties effectively, including lesson planning, teaching implementation, classroom management, and the evaluation of learning outcomes (Joen, 2022). In Indonesia, teacher performance is also regulated through national education policies that emphasize professional accountability and workload standards. According to the Ministry of Education regulations, teachers are required to fulfil a minimum teaching load while simultaneously improving their professional competence and contributing to the quality of education (Kawuryan et al., 2021). Despite these policies, many schools still face challenges in teacher performance, particularly in regions where professional support and supervision systems have not been implemented effectively, leading to inadequate teaching practices and lower student outcomes.

One important strategy for improving teacher performance is effective academic supervision. Academic supervision is a professional assistance process carried out by supervisors to help teachers improve the quality of teaching and learning through guidance, monitoring, and constructive feedback (Singerin, 2021). Through supervision, teachers are expected to develop their pedagogical competence and improve their instructional practices. Among various supervision approaches, clinical supervision has been widely recognized as an effective strategy for supporting teacher professional development.

Clinical supervision is a reflective, collaborative process that focuses on improving teaching quality through systematic observation and feedback. This approach generally consists of three main stages: pre-observation, observation, and post-observation. Through these stages, teachers receive structured feedback that helps them reflect on their teaching practices and identify strategies for improvement (Muzayyin et al., 2021; Wulandari et al., 2022). Previous research has shown that implementing clinical supervision can significantly improve teachers' pedagogical competence, instructional creativity, and classroom management skills (Wahib, 2024).

In addition to the supervision process itself, supervisors' knowledge and competence are essential factors that influence the effectiveness of supervision practices. Supervisors who possess strong knowledge of educational management, curriculum implementation, and teaching strategies are better able to provide professional guidance and constructive feedback to teachers (Praing et al., 2023). Adequate supervisory knowledge allows supervisors to analyse classroom practices critically and provide recommendations that support teachers' professional growth. Studies have also shown that supervisors with strong pedagogical and

managerial knowledge contribute positively to improving teacher performance and instructional quality (Victorynie & Othman, 2023).

Furthermore, in the context of contemporary education, supervision is no longer viewed merely as an evaluative activity but as a continuous professional development process. Effective supervision emphasizes collaboration, reflection, and capacity building, where supervisors act as facilitators of teacher learning rather than inspectors. This shift highlights the importance of integrating supervisors' professional knowledge with structured supervision practices to create meaningful learning experiences for teachers. As a result, supervision becomes a strategic approach not only to monitor teacher performance but also to foster long-term professional growth and improve overall educational quality.

However, in practice, supervision in many schools remains suboptimal. Teachers often report receiving limited professional guidance from supervisors, while supervisors themselves may face time constraints, heavy workloads, and limited professional development opportunities. As a result, supervision activities sometimes become administrative routines rather than professional learning processes that support teacher development (Yolviansyah et al., 2025). This situation indicates the need to strengthen supervisors' knowledge and to implement systematic clinical supervision to improve teacher performance.

Although previous studies have examined the role of supervision in improving teacher performance, empirical research investigating the combined influence of supervisor knowledge and clinical supervision remains relatively limited, particularly in the context of senior high schools in regional areas such as Kapuas Hulu Regency. Understanding the relationship between these variables is important because effective supervision depends on the supervision process itself and on the professional competence of the supervisors who implement it.

Therefore, this study aims to examine the influence of supervisor knowledge and clinical supervision on teacher performance in senior high schools in Kapuas Hulu Regency. Specifically, this study investigates whether supervisor knowledge, and clinical supervision, individually and simultaneously, influence teacher performance. The findings of this research are expected to provide empirical evidence to support the development of more effective supervision practices and to improve teacher performance and educational quality.

Literature Review

Teacher performance in educational organizations

Teacher performance is a critical factor influencing the effectiveness of the educational process and the overall quality of learning outcomes. Teacher performance refers to teachers' ability to fulfil professional responsibilities effectively, including lesson planning, classroom instruction, classroom management, and the evaluation of student learning outcomes (Hidayat et al., 2023). High levels of teacher performance contribute to improved instructional quality and better student achievement.

Recent studies emphasize that multiple factors, including leadership support, professional development opportunities, and school supervision practices influence teacher performance. Effective teaching practices require teachers to continuously develop

their pedagogical, professional, social, and personal competencies to respond to evolving educational demands (Ventista & Brown, 2023). Teachers who receive adequate professional support from school leaders and supervisors tend to demonstrate stronger instructional performance and higher levels of professional engagement (Li et al., 2023).

Furthermore, research highlights that teacher performance is closely linked to professional learning and collaborative practices in schools. Professional support systems, including supervision and mentoring, enable teachers to reflect on their teaching practices and implement improvements that enhance student learning outcomes (Gore et al., 2021). Therefore, strengthening institutional support mechanisms for teachers is essential for improving educational quality.

Supervisor knowledge and instructional leadership

Supervisor knowledge plays an important role in improving teacher performance through effective supervision practices. Supervisors who possess strong knowledge of curriculum implementation, pedagogical strategies, and educational management are better equipped to provide meaningful guidance and professional feedback to teachers (Leithwood et al., 2020). Such knowledge enables supervisors to identify instructional challenges and support teachers in developing effective teaching practices.

Instructional leadership research also emphasizes that supervisors act as professional mentors who guide teachers in improving instructional quality. Supervisors with strong pedagogical knowledge can facilitate reflective dialogue with teachers, analyze classroom practices, and provide recommendations that support professional learning (Hallinger, 2019). This professional interaction helps teachers improve their instructional competence and adapt to changes in curriculum and teaching strategies.

Moreover, supervisors' competence influences the effectiveness of supervision in schools. Research shows that supervisors who possess adequate professional knowledge and leadership skills contribute positively to teachers' professional development and instructional improvement (Robinson et al., 2020). Therefore, strengthening supervisors' professional competence is an important strategy for enhancing the quality of supervision and teacher performance in schools.

Clinical supervision and teacher professional development

Clinical supervision is widely recognized as an effective approach to improving teacher performance through reflective, collaborative supervision practices. Clinical supervision focuses on improving teaching quality through systematic observation, professional dialogue, and constructive feedback between supervisors and teachers (Zepeda, 2022). This process generally involves three main stages: pre-observation, classroom observation, and post-observation reflection.

Through clinical supervision, teachers can evaluate their instructional practices and identify areas that require improvement. Reflective feedback provided during supervision sessions encourages teachers to develop more effective teaching strategies and improve

classroom management (Permatasari et al., 2024). As a result, clinical supervision supports continuous professional development and enhances instructional quality in schools.

Recent studies have shown that clinical supervision contributes significantly to improving teachers' pedagogical competence and professional engagement. For example, research by Chaula (2023) indicates that clinical supervision practices strengthen teachers' professional motivation and emotional engagement in teaching. Similarly, technology-supported supervision models have been shown to enhance reflective teaching practices and facilitate continuous professional learning among teachers (Lahade et al., 2023) which in turn leads to improved student outcomes and greater overall effectiveness in the classroom. Therefore, clinical supervision serves as an important mechanism for improving teacher performance and fostering sustainable professional development.

The relationship between supervision practices and teacher performance

The relationship between supervision practices and teacher performance has been widely discussed in educational research. Effective supervision provides teachers with professional guidance, constructive feedback, and opportunities for reflection that support the improvement of instructional practices (Zepeda, 2022). When supervision is implemented systematically and collaboratively, it contributes to improving teachers' professional competence and instructional effectiveness.

Recent studies highlight that supervision practices influence teacher performance through professional learning and reflective teaching processes. Supervisors who actively guide teachers through observation and feedback sessions help teachers identify instructional challenges and develop strategies for improvement (Chaula, 2023). This reflective process encourages teachers to improve classroom management, teaching strategies, and student engagement.

Furthermore, supervision practices contribute to building professional relationships between supervisors and teachers. Supportive supervision creates a professional learning environment that encourages teachers to share experiences, collaborate with colleagues, and continuously improve their teaching practices (Lahade et al., 2023). Therefore, effective supervision practices improve teacher performance and strengthen professional learning cultures within schools.

Methodology

Research design

This study employed a quantitative research design and a survey to examine the influence of supervisor knowledge and clinical supervision on teacher performance. A quantitative design was considered appropriate because the study aimed to measure the relationships between variables and determine the magnitude of their influence through statistical analysis. The research focused on identifying whether supervisor knowledge and clinical supervision significantly affect teacher performance both individually and simultaneously.

Research site and participants

The research was conducted in public senior high schools located in Kapuas Hulu Regency, Indonesia. The population of this study consisted of all civil servants and honorary teachers working in public senior high schools in the region, totalling 557 teachers across 32 schools. From this population, a purposive sample of 209 teachers was selected. This sampling technique was used to ensure that respondents met the criteria relevant to the study's objectives. These teachers were actively involved in teaching and had experience interacting with school supervisors through supervision activities.

Research instruments

Data were collected using structured questionnaires and teacher performance documentation. The questionnaire was designed using a five-point Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree). It measured two independent variables: supervisor knowledge and clinical supervision.

Supervisor knowledge was measured through indicators related to supervisors' understanding of educational policies, supervisory techniques, curriculum implementation, and instructional improvement strategies. Clinical supervision was measured across key stages of the process, including pre-observation, classroom observation, and post-observation feedback.

The dependent variable in this study was teacher performance. Data on teacher performance were obtained from school-based assessments of teacher performance. These assessments evaluate several aspects of teacher performance, including lesson planning, classroom instruction, classroom management, and evaluation of learning outcomes.

Before data collection, the research instruments were tested for validity and reliability to ensure that they accurately measured the intended constructs.

Data collection procedure

Data collection was conducted after the research instruments had been validated and confirmed to be reliable. The questionnaires were distributed to teachers in the selected schools, and respondents were asked to respond based on their experiences related to supervision and professional practice. Teacher performance data were obtained from school documentation related to teacher performance evaluations.

Data analysis

The collected data were analysed using statistical techniques in SPSS. Descriptive statistics were first used to characterise the research variables. Prior to hypothesis testing, several classical assumption tests were conducted to ensure that the data met the requirements for regression analysis. These tests included the normality test, multicollinearity test, and linearity test.

After the assumptions were satisfied, hypothesis testing was performed using simple and multiple linear regression analyses. A simple regression analysis was used to examine the independent effects of supervisor knowledge and clinical supervision on teacher performance. Multiple regression analysis was then used to determine the simultaneous influence of both independent variables on teacher performance.

The results of the regression analyses were interpreted based on the significance values and coefficients of determination to determine the extent to which supervisor knowledge and clinical supervision contributed to improvements in teacher performance.

Findings

Normality test

The normality test was conducted using the Kolmogorov–Smirnov test to determine whether the research data were normally distributed. Data are considered normally distributed if the significance value (Asymp. Sig.) is greater than 0.05. The results of the normality test are presented in Table 1.

Table 1. *Summary of normality test results*

Variables	KS Statistic	Sig.	Interpretation
Supervisor Knowledge	0.059	0.080	Normal
Clinical Supervision	0.056	0.200	Normal
Teacher Performance	0.050	0.200	Normal

Table 1 shows that the significance values for all variables are greater than 0.05. Therefore, the data for supervisor knowledge, clinical supervision, and teacher performance are normally distributed. This indicates that the data meet the assumptions required for regression analysis.

Multicollinearity test

The multicollinearity test was conducted to determine whether there was a high correlation between the independent variables. A regression model is considered free from multicollinearity if the tolerance value is greater than 0.10 and the Variance Inflation Factor (VIF) value is less than 10. The results of the multicollinearity test are presented in Table 2.

Table 2. *Summary of multicollinearity test results*

Variables	Tolerance	VIF	Interpretation
Supervisor Knowledge	0.290	3.448	No multicollinearity
Clinical Supervision	0.290	3.448	No multicollinearity

Table 2 indicates that the tolerance values for both independent variables are greater than 0.10, and the VIF (Variance Inflation Factor) values are below 10, which suggests that there is no multicollinearity between the variables. These results confirm that there is no multicollinearity between supervisor knowledge and clinical supervision.

Linearity test

The linearity test was conducted to examine whether the relationship between the independent variables and the dependent variable follows a linear pattern. The results of the linearity test are presented in Tables 3 and 4.

Table 3. *Linearity test between supervisor knowledge and teacher performance*

Sources	Sum of Squares	df	Mean Square	F	Sig.
Deviation from Linearity	0.026	15	0.002	1.200	0.275
Within Groups	0.227	191	0.001		

The significance value of 0.275 is greater than 0.05, indicating that the relationship between supervisor knowledge and teacher performance is linear.

Table 4. *Linearity test between clinical supervision and teacher performance*

Sources	Sum of Squares	df	Mean Square	F	Sig.
Deviation from Linearity	0.042	25	0.002	1.551	0.054
Within Groups	0.196	181	0.001		

Table 4 shows that the significance value is 0.054, which is greater than 0.05. Therefore, the relationship between clinical supervision and teacher performance is also linear.

Hypothesis testing

Influence of supervisor knowledge on teacher performance

The first hypothesis tested whether supervisor knowledge significantly influences teacher performance. The results of the correlation and regression analysis are presented in Table 5.

Table 5. *Correlation between supervisor knowledge and teacher performance*

Models	R	R-squared	Adjusted R-square	Std. Error
1	0.822	0.675	0.674	0.038

The correlation coefficient (R) between supervisor knowledge and teacher performance is 0.822, indicating a strong positive relationship. The coefficient of determination (R^2) is 0.675, which means that supervisor knowledge explains 67.5% of the variance in teacher performance. To test the significance of this relationship, regression analysis was conducted. The results are presented in Table 6.

Table 6. *Regression significance test for supervisor knowledge*

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.632	1	0.632	428.762	0.000
Residual	0.304	206	0.001		
Total	0.935	207			

Table 6 shows that the significance value is 0.000, which is less than 0.05. This indicates that supervisor knowledge has a significant positive effect on teacher performance.

Influence of clinical supervision on teacher performance

The second hypothesis tested whether clinical supervision significantly influences teacher performance. The results are presented in Table 7.

Table 7. *Correlation between clinical supervision and teacher performance*

Model	R	R-Squared	Adjusted R-squared	Std. Error
1	0.863	0.746	0.744	0.033

The correlation coefficient between clinical supervision and teacher performance is 0.863, indicating a very strong relationship. The coefficient of determination (R^2) is 0.746, meaning that clinical supervision explains 74.6% of the variance in teacher performance. Regression analysis results are shown in Table 8.

Table 8. *Regression significance test for clinical supervision*

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.697	1	0.697	603.674	0.000
Residual	0.238	206	0.001		
Total	0.935	207			

The significance value of 0.000 indicates that clinical supervision significantly affects teacher performance.

Combined influence of supervisor knowledge and clinical supervision on teacher performance

Multiple regression analysis was conducted to determine the simultaneous influence of supervisor knowledge and clinical supervision on teacher performance.

Table 9. *Multiple correlation analysis*

Model	R	R Square	Adjusted R Square	Std. Error
1	0.881	0.776	0.774	0.031

The results show a multiple correlation coefficient (R) of 0.881 and a coefficient of determination (R^2) of 0.776. This means that 77.6% of teacher performance is explained by supervisor knowledge and clinical supervision simultaneously. The regression significance test is presented in Table 10.

Table 10. *Multiple regression significance test*

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.726	2	0.363	355.570	0.000
Residual	0.209	205	0.001		
Total	0.935	207			

The significance value of $0.000 < 0.05$ indicates that supervisor knowledge and clinical supervision simultaneously have a significant effect on teacher performance. Further analysis shows that clinical supervision contributes more strongly to teacher performance compared to supervisor knowledge, indicating that the implementation of effective clinical supervision plays a dominant role in improving teacher performance.

Discussion

The results of this study demonstrate that supervisor knowledge and clinical supervision significantly influence teacher performance in senior high schools in Kapuas Hulu Regency. The findings indicate that both variables play an important role in improving teachers' professional practices, instructional effectiveness, and overall performance in the educational process.

Influence of supervisor knowledge on teacher performance

The findings reveal that supervisor knowledge significantly influences teacher performance, with a coefficient of determination of 67.5%. This result indicates that supervisors who possess strong knowledge of educational management, curriculum

implementation, and instructional strategies are better able to support teachers in improving their professional practices. Supervisors with adequate knowledge can provide constructive feedback, identify instructional challenges, and guide teachers toward more effective teaching strategies.

This finding is consistent with recent studies emphasizing that the competence and professional knowledge of supervisors are key factors in improving teacher performance. Supervisors who possess strong pedagogical and managerial knowledge can provide more meaningful guidance and professional support for teachers (Leithwood et al., 2020). Similarly, research by Hidayat et al. (2023) indicates that supervisors' professional competence contributes significantly to teachers' instructional quality and professional development.

Supervisors with strong knowledge are also able to interpret classroom practices more critically and provide evidence-based feedback that supports teachers' professional learning. According to Hallinger (2019), effective instructional supervision requires supervisors to possess profound knowledge of curriculum content, pedagogical approaches, and learning assessment strategies. Without sufficient knowledge, supervision activities may become merely administrative rather than developmental, leading to missed opportunities for meaningful teacher growth and ultimately hindering student learning outcomes.

In addition, supervisor knowledge also plays a crucial role in fostering a culture of continuous professional learning within schools. Supervisors who are knowledgeable are more likely to encourage reflective practices, peer collaboration, and evidence-based teaching among teachers. This not only improves individual teacher performance but also strengthens the overall instructional climate of the school. When supervisors actively engage in professional dialogue and mentoring, teachers become more confident in experimenting with innovative teaching strategies, which ultimately contributes to sustained improvements in instructional quality and student learning outcomes.

Furthermore, the findings of this study support the argument that supervisors function as instructional leaders who guide teachers in improving the quality of teaching and learning. Instructional leadership research highlights that supervisors who demonstrate strong knowledge and leadership skills contribute significantly to improving teacher effectiveness and student learning outcomes (Robinson et al., 2020). Therefore, strengthening supervisors' professional knowledge through training and professional development programs is essential to enhance the effectiveness of supervision practices in schools.

Influence of clinical supervision on teacher performance

The results of this study also indicate that clinical supervision has a significant influence on teacher performance, with a contribution of 74.6%. This finding indicates that systematic supervision practices, particularly those involving structured observation and feedback processes, play a crucial role in improving teachers' instructional competence.

Clinical supervision focuses on improving teaching practices through reflective dialogue, classroom observation, and constructive feedback. Through this process, teachers are able to identify strengths and weaknesses in their teaching and develop strategies to improve their instructional practices (Sergiovanni & Starratt, 2019). The structured nature of clinical

supervision enables supervisors to guide teachers more effectively in refining teaching methods and classroom management techniques.

Previous research supports the positive relationship between clinical supervision and teacher performance. For instance, [Chaula \(2023\)](#) found that clinical supervision practices significantly improve teachers' professional competence and emotional engagement in teaching. Similarly, studies by [Permatasari et al. \(2024\)](#) indicate that reflective feedback in clinical supervision promotes teachers' learning agility and adaptability in responding to changes in educational practices.

Clinical supervision also encourages collaborative learning between supervisors and teachers. Through reflective discussions following classroom observations, teachers gain new insights into their instructional practices and receive guidance on improving teaching strategies ([Lahade et al., 2023](#)). These kinds of interactions between professionals create a supportive work environment that encourages teachers to always do better.

Moreover, clinical supervision supports the development of reflective practitioners by promoting self-evaluation and critical thinking among teachers. Through structured observation and feedback, teachers are encouraged to analyze their own teaching practices and identify areas for improvement independently. This reflective approach helps teachers become more autonomous and adaptive in responding to diverse classroom situations. As a result, clinical supervision not only improves immediate teaching performance but also builds long-term professional competence and resilience in the teaching profession.

Moreover, clinical supervision contributes to strengthening teachers' professional motivation and confidence. Research by [Wulandari et al. \(2022\)](#) demonstrates that teachers who participate in regular clinical supervision activities show higher levels of pedagogical competence and professional engagement. Therefore, effective implementation of clinical supervision can serve as a powerful mechanism for improving teacher performance and instructional quality.

Combined influence of supervisor knowledge and clinical supervision on teacher performance

The results of multiple regression analysis indicate that supervisor knowledge and clinical supervision simultaneously explain 77.6% of the variance in teacher performance. This finding suggests that the interaction between supervisors' professional competence and effective supervision practices significantly contributes to improving teacher performance.

The combination of strong supervisor knowledge and systematic clinical supervision creates a comprehensive professional development process for teachers. Supervisors who possess strong knowledge are better able to implement clinical supervision practices effectively, while clinical supervision provides opportunities for teachers to apply feedback and improve their instructional practices ([Zepeda, 2022](#)).

Furthermore, the integration of supervisor knowledge and clinical supervision creates a synergistic effect that enhances the effectiveness of supervision practices. When supervisors possess strong knowledge and apply it through systematic clinical supervision, they are able to provide more targeted and context-specific feedback to teachers. This synergy ensures that supervision is not only theoretically grounded but also practically relevant to classroom

realities. Consequently, teachers receive more meaningful support, which accelerates their professional growth and leads to more significant improvements in teaching performance.

These findings align with contemporary perspectives on instructional supervision that emphasize the importance of both supervisor competence and reflective supervision practices. Effective supervision requires technical knowledge and the ability to guide teachers through collaborative professional learning processes (Fullan, 2020). When supervisors possess strong knowledge and apply systematic supervision approaches, teachers are more likely to experience meaningful professional growth.

The results also indicate that clinical supervision provides a stronger contribution to teacher performance compared to supervisor knowledge alone. This finding suggests that practical supervision activities—such as classroom observation, feedback, and reflective dialogue—play a particularly important role in improving teachers' instructional practices. Overall, the findings reinforce the view that supervision should be understood as a professional learning process rather than merely an administrative evaluation. Modern supervision practices emphasize mentoring, reflection, and collaboration between supervisors and teachers to support continuous professional development. Therefore, strengthening both supervisors' professional knowledge and the implementation of clinical supervision practices is essential for improving teacher performance and enhancing educational quality.

Conclusion

This study examined the influence of supervisor knowledge and clinical supervision on teacher performance in senior high schools in Kapuas Hulu Regency. The results of the analysis demonstrate that both supervisor knowledge and clinical supervision significantly contribute to improving teacher performance. First, supervisor knowledge was found to have a significant positive effect on teacher performance. Supervisors who possess strong knowledge of educational policies, curriculum implementation, and instructional strategies are better able to provide professional guidance and constructive feedback to teachers. This support enables teachers to improve their instructional practices and professional competence in the teaching and learning process.

Second, clinical supervision also showed a significant influence on teacher performance. The structured process of clinical supervision, which includes pre-observation, classroom observation, and post-observation feedback, allows teachers to reflect on their teaching practices and identify areas for improvement. Through this reflective process, teachers can develop more effective teaching strategies and improve classroom management and instructional quality. Third, the results indicate that supervisor knowledge and clinical supervision simultaneously have a substantial influence on teacher performance. The combined contribution of these two variables suggests that effective supervision practices require both strong supervisory competence and systematic supervision procedures. Supervisors who possess adequate professional knowledge and apply structured clinical supervision are more capable of supporting teachers' professional development.

Overall, the findings of this study highlight the importance of strengthening supervisors' professional knowledge and implementing systematic clinical supervision practices in schools.

Improving these aspects can enhance teacher performance and contribute to improving the overall quality of education.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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