



## **Supervision and Performance of Early Childhood Teachers: An Analysis Across Kindergarten Accreditation Levels**

**Nanda Afriyani Shafira\*<sup>1</sup>, Taopik Rahman<sup>2</sup>, Risbon Sianturi<sup>3</sup>**

<sup>1,2,3</sup>Universitas Pendidikan Indonesia

[nandaafriyanisha@upi.edu](mailto:nandaafriyanisha@upi.edu)<sup>1\*</sup>, [opik@upi.edu](mailto:opik@upi.edu)<sup>2</sup>, [risbonsianturi@upi.edu](mailto:risbonsianturi@upi.edu)<sup>3</sup>

**Abstract:** This study aims to examine the effect of supervision on the performance of kindergarten teachers in Baleendah District, Bandung Regency, by taking into account the schools' accreditation levels. The research is motivated by the issue of kindergarten teachers' performance, which is considered suboptimal, thus requiring managerial strategies such as supervision to improve teachers' work quality. This study employed a quantitative approach, with data collected through questionnaires and interviews with principals and teachers. The results indicate that supervision has a positive and significant effect on kindergarten teachers' performance. Moreover, there are slight variations in the influence of supervision depending on the accreditation level. These findings highlight the crucial role of principals in conducting effective and sustainable supervision, particularly in the context of early childhood education management. It is expected that the results can serve as a reference for school principals and education managers in designing more structured and sustainable supervision programs to directly enhance the quality of kindergarten teachers' performance.

**Keywords:** Supervision, Teacher Performance, Accreditation

**Abstrak:** Penelitian ini bertujuan untuk mengetahui pengaruh supervisi terhadap kinerja guru Taman Kanak-Kanak (TK) di Kecamatan Baleendah, Kabupaten Bandung, dengan memperhatikan tingkat akreditasi sekolah. Latar belakang penelitian ini berangkat dari permasalahan kinerja guru TK yang dinilai belum optimal, sehingga diperlukan strategi manajerial seperti supervisi untuk meningkatkan kualitas kerja guru. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik pengumpulan data berupa angket dan

wawancara kepada kepala sekolah dan guru. Hasil analisis menunjukkan bahwa supervisi memiliki pengaruh positif dan signifikan terhadap kinerja guru TK. Selain itu, terdapat pengaruh yang sedikit berbeda pada supervisi berdasarkan tingkat akreditasi. Hasil ini menunjukkan pentingnya peran kepala sekolah dalam melakukan supervisi secara efektif dan berkelanjutan, terutama dalam konteks pengembangan manajemen pendidikan anak usia dini. Temuan ini diharapkan dapat digunakan oleh kepala sekolah dan pengelola Pendidikan dalam merancang program supervisi yang lebih terstruktur dan berkelanjutan untuk meningkatkan mutu kinerja guru TK secara langsung.

**Kata Kunci:** Supervisi, Kinerja Guru, Akreditasi.

## INTRODUCTION

Education is central to preparing future generations to meet challenges and drive positive change for the nation. (Zenaida et al., 2023). As an essential means of developing human resources, education also determines the quality of life of a prosperous Indonesian society. (Herdiansyah & Kurniati, 2020). The success of education largely depends on the quality of teachers as facilitators of development. However, in practice, many kindergarten teachers still demonstrate suboptimal performance, such as limited initiative in designing creative learning activities and insufficient evaluation of children's developmental progress. These issues directly affect the quality of early childhood education services.

Early Childhood Education (ECE) plays a crucial role in shaping children's character and intelligence; therefore, kindergartens require particular attention to the quality of teaching and teacher development. One determining factor of this quality is school principal supervision, which can enhance teachers' instructional abilities and have a direct impact on the quality of children's learning. In achieving educational goals, teachers' organizational commitment also becomes a critical aspect, as schools are required to work effectively and efficiently as indicators of productivity. Teachers with high performance are expected to demonstrate positive attitudes, strong beliefs, and adherence to organizational values as well as responsibility for their duties, thereby contributing to the success of education in schools.

Research conducted by (Suwondo et al., 2023) showed that effective academic supervision by school principals can significantly enhance

kindergarten teachers' motivation and performance. Similarly, a study conducted by (Esisna et al., 2017) found that academic supervision by principals and teacher development programs have a positive effect on kindergarten teachers' performance. Teachers, as the most essential component of the school organization, are always a central concern throughout the organizational process. The success of school organizations, particularly in terms of student learning outcomes, is consistently associated with teachers' abilities and performance within the organization, as explained in the book (Sianturi & Rusmana, 2020).

This is grounded in the view that competence and performance are crucial in achieving every professional goal established in carrying out the duties and responsibilities of the teaching profession. Teachers are the key to the success of education. Teacher performance can be reflected in the extent to which they demonstrate discipline, honesty, responsibility, and approachability. This also includes physical appearance, such as the way they speak, communicate, dress appropriately, maintain cleanliness, stay healthy, and show enthusiasm.

The success of the educational and learning process of students greatly depends on teachers' performance, as does the task of guiding and developing students' potential. The results, or the overall level of success of an individual over a certain period in completing tasks compared with various possibilities—such as work standards, targets, objectives, or criteria that have been mutually agreed upon—are referred to as performance, as cited in (Setiyadi & Rosalina, 2021).

Teachers have a dual role as both instructors and educators, tasked with guiding students to become intelligent, active, creative, and independent individuals. Thus, only teachers with high performance are able to fulfill these responsibilities effectively. However, teacher performance is often influenced by the quality of principal supervision, which varies according to the school's accreditation level, where kindergartens accredited "A" generally have higher standards compared to those accredited "B" or "C." This condition is further exacerbated by disciplinary issues, such as tardiness, non-compliance with working hours, and learning processes that do not meet established standards. Various internal and external factors affect teacher performance, and one of the most significant external factors is the leadership style of school principals,

as leaders hold the responsibility to motivate, guide, and enhance teacher performance to achieve better outcomes. (Hasanah & Kristiawan, 2019).

School principals play a vital role in improving the quality of education by optimizing their capabilities, particularly through self-development efforts that contribute to enhancing the performance of teachers and educational staff. Improving teacher professionalism and performance is a crucial aspect of educational development, in which supervision serves to assist teachers in solving problems, discovering new methods, and working more effectively and efficiently to achieve optimal outcomes. Based on these considerations, this study aims to examine the effect of supervision on kindergarten teachers' performance in Baleendah District by taking into account differences in accreditation levels, thereby providing a more comprehensive understanding of the role of supervision within diverse educational contexts.

## **METHOD**

This study employed a quantitative approach with an explanatory survey method. This method was used to describe and examine the relationships among variables through data collected from a sample of the population. The research was conducted in several kindergartens accredited A, B, and C in Baleendah District, Bandung Regency, West Java, beginning in February 2025. The study population consisted of teachers teaching at 20 accredited kindergartens (A, B, and C) in Baleendah District, including 10 kindergartens with Accreditation A, 8 kindergartens with Accreditation B, and 2 kindergartens with Accreditation C. The sample was selected using a purposive sampling technique.

## **RESULTS AND DISCUSSION**

Based on the results of the study conducted through questionnaires distributed to kindergarten teachers in Baleendah District, it was found that principal supervision influenced teacher performance; however, this influence did not always show significant differences among schools with varying accreditation levels. These findings indicate that school accreditation is not the sole determinant of teacher performance quality but rather one of many indicators that contribute to the success of early childhood education.

In practice, principals at every accreditation level generally carried out their supervisory functions in the form of planning, implementation, and evaluation. Nevertheless, the intensity and quality of supervision were not always directly proportional to the accreditation level. Some highly accredited schools did not necessarily demonstrate stronger improvements in teacher

performance, while in contrast, several lower-accredited schools showed supervisory practices that more closely addressed teachers' needs in the field. This suggests that the effectiveness of supervision is highly dependent on how principals interpret their managerial roles and their ability to build effective communication and collaboration with teachers.

Furthermore, the questionnaire results also revealed that teacher performance largely depends on individual professional awareness. Many teachers continued to demonstrate high dedication to their work regardless of the accreditation status of their schools. Some were able to show creativity in designing lesson plans, adaptability to curriculum changes, and consistency in conducting learning evaluations and systematically documenting children's development. This highlights that internal factors such as work motivation, sense of responsibility, and professional commitment are crucial elements in determining teacher performance.

These findings also indicate that participatory supervision—in which principals create space for dialogue, listen to teachers' needs, and provide constructive feedback—contributes more to performance improvement than supervision conducted merely as a formality. Communicative and reflective supervision can help teachers recognize their strengths while also identifying areas for improvement, thereby making the teaching and learning process more meaningful for children. (Hasanah & Kristiawan, 2019).

Thus, although accreditation levels may provide a general overview of an institution's quality, they cannot serve as the sole benchmark for assessing teacher performance. Factors such as school leadership, workplace culture, and teachers' personal characteristics also exert a significant influence. Therefore, efforts to improve teacher performance should not focus solely on enhancing accreditation status, but should also emphasize continuous professional development, the reinforcement of humanistic supervision, and the creation of supportive and collaborative work environments.

The results of this study reveal that principal supervision does affect kindergarten teachers' performance; however, this influence does not always align linearly with the school's accreditation level. These findings reinforce the notion that the quality of supervision is not determined solely by institutional status (e.g., Accreditation A, B, or C), but also by how supervision is implemented and the quality of relationships established between principals and teachers.

This is in line with the findings of (Esisna et al., 2017) which states that the effectiveness of supervision is determined more by the approach used by school principals rather than merely by the school's accreditation status. Participatory, transparent, and competency-oriented supervision has been

proven to be more effective in improving teacher performance compared to supervision that is carried out solely as a formality.

Although some highly accredited schools demonstrate good supervisory practices, there are also lower-accredited schools that successfully implement intensive supervision addressing teachers' professional needs. These findings support the argument in the supervision literature (Addini et al., 2022) which explains that the improvement of early childhood education quality does not rely solely on institutional standards but also on the quality of human resources and the managerial strategies implemented by school principals. In addition, internal factors such as teachers' work motivation, professional attitudes, and awareness of self-development also play a major role in shaping their performance. In many cases, highly dedicated teachers are able to maintain optimal performance even in schools with limited resources. These findings are in line with the views of (Novebri & Lubis, 2022) that supervision will have a greater impact when teachers possess the mental readiness and motivation to receive guidance and are able to reflect on their own teaching practices. Supervisory practices that are developmental rather than judgmental become a crucial factor in fostering a conducive working relationship between principals and teachers. Glickman in (Gordon, 2018) emphasized that ideal supervision is collaborative in nature, in which teachers and principals jointly evaluate teaching practices and develop improvement strategies. This approach not only enhances teacher performance but also fosters the creation of a healthy and productive work culture within the school environment (Putri & Jamilus, 2022).

Therefore, it can be concluded that the influence of supervision on teacher performance is indeed evident, but its effectiveness is highly dependent on the context of implementation and the quality of interpersonal interactions. Accreditation levels may serve as a systemic driver in school management, but they are not the sole variable determining the success of supervision and teacher performance. Strengthening principals' competencies in carrying out reflective and participatory supervision is an urgent necessity that must be continuously enhanced.

## CONCLUSION

This study concludes that supervision has a significant effect on the performance of kindergarten teachers in Baleendah District. This significant influence indicates that the quality of supervision plays a strategic role in improving teaching effectiveness and teacher professionalism, regardless of the school's accreditation status. Although accreditation level is not the main

determining factor, the effectiveness of supervision is strongly influenced by the approach used, the quality of the relationship between principals and teachers, and teachers' own professional awareness. Therefore, enhancing the quality of early childhood education requires supervisory practices that are reflective, collaborative, and oriented toward the continuous development of teachers' competencies. This study provides practical contributions for school principals in designing supervisory strategies that are more adaptive and transformative in accordance with the needs of their schools.

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