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Implementation Of Teacher Performance Management Through Academic Supervision Based On Classroom Observation In Enhancing Teacher Professionalism

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Abstract:
Teacher professionalism is a critical determinant of educational quality, yet teacher performance management is often implemented primarily as an administrative evaluation rather than as a continuous process of professional development. Academic supervision based on classroom observation has the potential to bridge this gap by connecting performance assessment with authentic evidence of teaching practice, constructive feedback, and targeted professional development. This study aims to examine how teacher performance management can be implemented through academic supervision based on classroom observation to enhance teacher professionalism. The study employed a conceptual literature review by synthesizing eleven relevant scholarly publications obtained from recognized academic indexing systems and journals with valid ISSN, including sources indexed by Scopus, SINTA, and the Directory of Open Access Journals (DOAJ). The literature was analyzed thematically across five dimensions: performance management cycles, classroom observation, performance assessment, feedback and professional dialogue, and professional development. The synthesis indicates that academic supervision becomes more effective when integrated into a continuous performance management cycle rather than conducted as an isolated annual evaluation. Classroom observation serves as an evidence-based mechanism for identifying instructional strengths and development needs, while constructive feedback transforms performance evidence into reflective learning. Differentiated professional development further enables schools to respond to teachers' varying levels of experience and performance. The novelty of this study lies in integrating performance management, academic supervision, classroom observation, feedback, and professional development within a unified conceptual framework for strengthening teacher professionalism. The study concludes that supervision oriented toward evidence, reflection, and continuous development can transform teacher performance management from administrative compliance into a strategic mechanism for sustainable professional improvement.

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Introduction (مقدمة)

Educational quality is fundamentally shaped by the quality of teachers who design, facilitate, assess, and continuously improve the learning process. From a resource-based view, organizational sustainability depends on resources that are valuable, rare, difficult to imitate, and effectively organized (Barney, 1991). Within educational institutions, teacher competence, professional commitment, pedagogical expertise, and the capacity to improve practice constitute strategic resources that directly influence institutional performance. Teacher development, therefore, should not be positioned merely as an administrative responsibility but as a strategic process through which schools build and sustain the quality of teaching. The way schools manage, assess, supervise, and develop teacher performance consequently becomes an important determinant of educational quality (Silalahi et al., 2026).

Teacher performance management provides a framework for connecting individual professional performance with institutional objectives through a continuous cycle of planning, implementation, monitoring, assessment, feedback, and follow-up development. Performance appraisal represents only one component of this broader process. Effective performance management requires the availability of credible evidence of professional practice, meaningful feedback, opportunities for reflection, and appropriate developmental interventions. Such a perspective shifts performance management from a predominantly evaluative mechanism toward a developmental system in which performance evidence becomes the basis for professional learning and improvement. Within this framework, academic supervision has strategic significance because it provides a direct mechanism for examining teaching practices while simultaneously creating opportunities for teachers to reflect on and improve their professional performance (Istiqomah et al., 2026; Sari, 2025).

Academic supervision, however, does not always operate according to this developmental logic. In many educational settings, supervision remains strongly associated with periodic administrative compliance. Teachers may be required to prepare complete instructional documents, participate in scheduled classroom observations, receive scores on standardized observation forms, and complete the supervision cycle after the evaluation has been documented. Classroom observation can consequently become a procedural activity rather than an instrument for understanding the complexity of teaching practice. The limited space for professional dialogue after observation further reduces the possibility of transforming performance evidence into meaningful teacher development. Such practices create a fundamental tension between the accountability function of supervision and its developmental function. A supervision process that primarily produces assessment scores without systematic feedback, reflection, and follow-up may document teacher performance without necessarily improving it (Fitriani et al., 2026; Ramadan & Soro, 2025).

Classroom observation has greater potential when it is positioned as an evidence-based component of teacher performance management rather than as an isolated supervisory event. Observation enables supervisors to examine instructional planning, classroom interaction, pedagogical decision-making, student engagement, assessment practices, classroom management, and teachers' responses to learning needs through direct evidence. The value of observation, nevertheless, depends not only on what is observed but also on what happens before and after the observation. Pre-observation preparation can clarify instructional objectives and performance expectations, while post-observation dialogue can transform observed evidence into reflection, feedback, and concrete improvement strategies. A continuous cycle of observation, feedback, reflection, and follow-up therefore provides a stronger foundation for professional development than a one-time evaluative observation (Fadhilah & Wasliman, 2026; Najwa et al., 2025).

The integration of performance management and academic supervision is also consistent with the principle that human resource practices generate stronger organizational outcomes when they function as an interconnected system rather than as isolated interventions. The high-performance work system perspective emphasizes the importance of mutually reinforcing human resource practices in improving organizational capability (Ansori & Nugraha, 2026). In educational organizations, performance assessment and professional development constitute important components of human resource management because teacher performance cannot be separated from the institutional mechanisms that support learning, feedback, and career development. A systematic review by Galorio et al. (2024) similarly identifies performance assessment and professional development as important dimensions of educational human resource management. The human resource architecture perspective further suggests that employees with different levels of expertise and organizational roles may require differentiated management approaches (Widiyanti et al., 2026). Teacher performance management should therefore recognize differences in professional experience, competence, developmental needs, and career stages rather than applying uniform supervisory treatment to all teachers (Lorensius et al., 2022).

Feedback represents a critical mechanism connecting performance evidence with professional improvement. The job demands–resources perspective conceptualizes supervisor support and feedback as job resources that can reduce the negative effects of occupational demands while strengthening work engagement and professional functioning (Bakker & Demerouti, 2017). Research on teacher well-being likewise indicates that leadership support constitutes an important factor in teachers' professional and psychological well-being (Lemon & Turner, 2024; Nwoko et al., 2023). Supportive and authentic leadership practices have also been associated with more positive teacher well-being outcomes (Imani et al., 2026; Nuraini, 2026). These perspectives indicate that the effectiveness of supervision cannot be determined solely by the frequency of classroom observations or the completeness of evaluation instruments. The quality of interpersonal interaction, feedback, professional dialogue, and developmental support surrounding the observation process is equally important (Nuraini, 2026).

The existing literature provides substantial evidence regarding teacher performance management, academic supervision, classroom observation, feedback, and professional development, yet these dimensions are frequently examined as separate practices. Research on academic supervision tends to emphasize its contribution to instructional quality and teacher competence, while studies of performance management commonly focus on appraisal, target achievement, and organizational alignment. Classroom observation research often concentrates on the reliability of observation instruments or the improvement of specific teaching practices. A more integrated understanding of how classroom observation can function as an evidence-generating mechanism within a broader teacher performance management system remains comparatively underdeveloped. The research gap therefore lies not simply in the absence of studies on academic supervision or teacher performance, but in the limited conceptualization and empirical examination of their integration as a continuous developmental system (Nugroho et al., 2026; Rina Miftakhi & Yopi Malagola, 2025; Shofiah & Macariola, 2025).

The novelty of the present study lies in positioning academic supervision based on classroom observation as an integral mechanism within teacher performance management, rather than treating supervision as an independent evaluation activity. The proposed perspective connects four interrelated processes: establishing performance expectations, obtaining authentic evidence through classroom observation, conducting constructive feedback and professional reflection, and implementing follow-up development based on identified needs. This integration places classroom observation at the center of a continuous performance improvement cycle in which assessment evidence is not merely used to determine teacher performance but is

transformed into a basis for professional learning and development. The approach also emphasizes the developmental function of supervision by recognizing feedback and supervisory support as resources that can strengthen teachers' capacity to improve their professional practice (Natalia et al., 2026; Nugroho et al., 2026).

The significance of this approach becomes particularly evident when teacher professionalism is understood as a dynamic capacity rather than a fixed attribute. Professionalism encompasses not only mastery of subject matter and pedagogical competence but also reflective practice, responsiveness to students' learning needs, commitment to continuous improvement, and the ability to translate feedback into better instructional decisions. A performance management system that produces evaluation results without creating mechanisms for professional learning is therefore unlikely to generate sustainable improvements in professionalism. Classroom observation becomes meaningful when the evidence obtained from actual teaching practice is systematically interpreted, discussed with teachers, and followed by targeted developmental actions.

The present study examines the implementation of teacher performance management through academic supervision based on classroom observation in enhancing teacher professionalism. The study specifically seeks to understand how performance management is operationalized through the supervision process, how classroom observation is used to generate evidence of teacher performance, how feedback and follow-up are implemented, and how these processes contribute to the development of teacher professionalism. The study is expected to contribute theoretically by strengthening the conceptual connection between performance management and academic supervision, while providing practical insights for schools seeking to develop a more evidence-based, reflective, and developmental approach to teacher performance improvement.

Method (منهج)

This study employed a conceptual literature review approach to examine the implementation of teacher performance management through academic supervision based on classroom observation in enhancing teacher professionalism. The literature reviewed consisted of eleven relevant scholarly publications selected purposively according to their relevance to teacher performance management, academic supervision, classroom observation, feedback, professional development, and teacher professionalism. The literature search focused on scholarly articles published in journals indexed by recognized academic databases and indexing systems, including Scopus, SINTA, and the Directory of Open Access Journals (DOAJ), as well as journals published by recognized academic or professional publishers and possessing valid International Standard Serial Numbers (ISSN). The selection emphasized the relevance, academic credibility, publication recency, and accessibility of the sources to ensure that the literature synthesized provided an adequate foundation for developing the conceptual framework of the study (Al Jaber et al., 2025; Permadi & Sya'ban, 2025; Sugari & Hilalludin, 2025).

The literature was analyzed using thematic synthesis to identify recurring concepts, relationships, and patterns relevant to the implementation of teacher performance management through academic supervision. The analytical process involved identifying relevant arguments and findings from each selected publication, comparing similarities and differences among the sources, organizing the findings into interconnected themes, and synthesizing the relationships among those themes. Five principal themes were identified: performance management cycles, classroom observation, performance assessment, feedback and professional dialogue, and professional development. These themes were analyzed as interconnected components of a continuous performance improvement process, with particular attention to the position of

classroom observation as a source of authentic evidence of teacher performance and the role of feedback and professional dialogue in transforming observation findings into professional development (Farid et al., 2024; Musyaffa et al., 2024; Shafi et al., 2024).

The final stage involved developing a conceptual implementation model based on the results of the literature synthesis. The model integrates performance planning, classroom observation, evidence-based assessment, constructive feedback, reflective dialogue, and targeted professional development into a continuous cycle for strengthening teacher professionalism. Practical components presented in the proposed model, including examples of performance objectives, classroom observation indicators, feedback mechanisms, and assessor calibration procedures, constitute the authors' conceptual synthesis of the reviewed literature and are not derived from primary empirical data. The resulting model is therefore positioned as a theoretically grounded framework for guiding schools in transforming academic supervision from a predominantly evaluative activity into an evidence-based, reflective, and developmental component of teacher performance management (Hilalludin, 2024; Hilalludin & Althof, 2024).

Result (نتائج)

Performance Management Cycle through Academic Supervision

The literature synthesis indicates that teacher performance management becomes more meaningful when academic supervision is positioned as an integral component of a continuous performance management cycle rather than as an annual evaluation activity. The reviewed literature consistently points to the importance of connecting performance planning, implementation, observation, assessment, feedback, and follow-up development within a coherent system. Academic supervision consequently functions not only as a mechanism for monitoring instructional practice but also as a managerial process for identifying performance priorities and determining appropriate professional development (Smagina & Stich, 2026).

The synthesis identifies performance planning as the initial stage of the implementation cycle. Performance targets need to be aligned with school priorities while remaining specific, measurable, realistic, and achievable within a defined period. The targets should also be established through professional dialogue between school leaders and teachers. One relevant example is the improvement of formative assessment practices, which can be operationalized through indicators such as the regular use of formative assessment during learning units and the documented follow-up of assessment results. Evidence may include assessment instruments, records of follow-up actions, and classroom observation findings (Peters-Hawkins et al., 2018; Yirci et al., 2023).

The literature further suggests that student learning outcomes should be interpreted as contextual evidence rather than treated as the sole indicator of teacher performance. Student achievement is influenced by multiple factors beyond the direct control of teachers, including student characteristics, family background, learning resources, school conditions, and broader educational circumstances. A fair performance management system therefore requires a balanced consideration of instructional processes, professional responsibilities, contextual conditions, and learning outcomes. Such an approach strengthens the developmental character of performance management while reducing the risk of attributing complex educational outcomes solely to individual teachers (Ghazali et al., 2021; Yirci et al., 2023).

The resulting performance management cycle can be represented as a continuous process in which performance expectations are established, teaching practice is observed, evidence is

assessed, feedback is provided, and professional development is implemented. The cycle subsequently returns to performance monitoring and observation in the next period. The synthesis therefore positions academic supervision as the operational bridge connecting teacher performance assessment with continuous professional improvement.

Classroom Observation as an Evidence-Based Performance Assessment Mechanism

Classroom observation emerged from the literature synthesis as the central mechanism through which academic supervision obtains direct evidence of teacher performance. Unlike administrative document reviews that primarily demonstrate preparation and compliance, classroom observation provides access to actual instructional practices. The evidence generated through observation may include the clarity of learning objectives, teacher–student interaction, student engagement, questioning practices, formative assessment, classroom management, and the teacher's responsiveness to students' learning needs (Grooms et al., 2026; Peters-Hawkins et al., 2018).

The quality of classroom observation is strongly influenced by the design of the observation instrument. The synthesis identifies four important characteristics of an effective instrument. First, observation indicators should represent relevant pedagogical and professional competencies. Second, descriptors should focus on observable teacher behaviors rather than subjective characteristics such as whether a teacher is "creative" or "enthusiastic." Third, factual evidence should be recorded separately from evaluative judgments to minimize premature interpretation. Fourth, the number of indicators should remain manageable so that observers can document instructional evidence accurately during the lesson (Fusarelli et al., 2018; Meyer & Richter, 2025).

A four-level rubric can be used to organize evidence across several dimensions, including learning objectives, student engagement, questioning quality, formative assessment, and classroom climate. The observation process is most effective when organized through a clinical supervision sequence consisting of pre-observation discussion, systematic classroom observation, evidence analysis, and post-observation dialogue. The pre-observation stage establishes the instructional context and observation focus, while the observation stage generates evidence of actual practice. Evidence analysis then compares observed practice with agreed performance indicators, and the post-observation stage transforms the evidence into reflection and improvement planning (Piodena et al., 2026).

The synthesis also indicates the importance of distinguishing formative and summative observation. Formative observations can be conducted periodically with a developmental focus and without immediately attaching formal performance scores. Summative observation can subsequently employ a more comprehensive rubric as part of formal performance assessment. This distinction provides teachers with a safer professional space to identify weaknesses, experiment with new instructional strategies, and discuss difficulties without assuming that every developmental observation will directly affect their formal evaluation. Classroom observation thus becomes both a source of performance evidence and a mechanism for professional learning.

Feedback and Professional Development as Drivers of Teacher Professionalism

The literature synthesis demonstrates that observation alone does not guarantee improvement in teacher professionalism. The transformative element of academic supervision lies in the capacity to convert observation evidence into constructive feedback, reflective dialogue, and targeted professional development. Feedback therefore functions as the connecting mechanism between performance assessment and professional improvement. The reviewed literature suggests that feedback is more productive when it begins with teacher reflection, refers

to specific evidence, avoids judgmental language, identifies a limited number of improvement priorities, and results in a concrete follow-up plan (Li et al., 2026; Rhodes & Brundrett, 2009).

A developmental feedback process can be organized into six interconnected stages: establishing a psychologically safe conversation, inviting teachers to reflect on their own practice, presenting observation evidence objectively, exploring possible explanations through reflective questions, agreeing on one or two priority areas, and developing a specific follow-up plan. The follow-up plan should identify the improvement focus, development strategy, required support, expected completion period, and evidence of progress. This structure prevents post-observation meetings from becoming merely evaluative conversations and instead positions them as professional learning encounters (Harnano et al., 2026).

The synthesis further reveals that professional development should be differentiated according to evidence of teacher performance and professional needs. Teachers who demonstrate specific weaknesses in formative assessment, for example, may benefit from focused training followed by guided practice, peer learning, or lesson study. Beginning teachers may require structured induction and mentoring, whereas highly proficient teachers can be provided with enrichment opportunities and peer-leadership responsibilities. Teachers demonstrating persistent performance difficulties may require a structured improvement plan accompanied by intensive support, periodic monitoring, and subsequent evaluation. This differentiation reflects the principle that teacher development should respond to evidence rather than rely on uniform training programs (Geletu, 2026).

The integration of feedback and professional development ultimately strengthens the developmental function of academic supervision. The literature suggests that teachers are more likely to perceive supervision as meaningful when evaluation is accompanied by support, opportunities for reflection, and realistic pathways for improvement. Professionalism is therefore conceptualized not as a static level of competence but as an ongoing capacity to reflect on instructional practice, respond to evidence, improve pedagogical decisions, and engage in continuous professional learning. The findings indicate that teacher performance management contributes most effectively to professionalism when classroom observation, feedback, and professional development operate as interconnected stages within a continuous cycle.

Table 1. Synthesis of the Implementation of Teacher Performance Management through Academic Supervision

Stage	Main Focus	Evidence/Activity	Expected Output	Contribution to Teacher Professionalism
Performance Planning	Establishing teacher performance targets	Agreed performance objectives, indicators, and success criteria	Individual performance targets	Clear professional direction and accountability
Pre-Observation	Establishing observation context and focus	Learning objectives, instructional plans, agreed observation focus	Observation agreement	Teacher readiness and reflective awareness
Classroom Observation	Obtaining authentic evidence of teaching practice	Observation notes, student engagement, questioning, assessment,	Evidence-based performance record	Awareness of actual instructional practice

		classroom management		
Evidence Analysis	Comparing observed practice with performance indicators	Observation rubric and documented evidence	Identified strengths and improvement priorities	Recognition of professional development needs
Post-Observation Feedback	Transforming evidence into reflection	Reflective dialogue, evidence-based feedback, improvement discussion	Agreed improvement priorities	Reflective practice and professional learning
Professional Development	Addressing identified performance needs	Training, mentoring, lesson study, peer learning, or coaching	Individual development plan	Improvement of pedagogical and professional competence
Follow-Up Observation	Assessing progress and sustainability	Subsequent observation and progress evidence	Evidence of improvement	Continuous performance improvement
Performance Review	Evaluating the overall cycle	Performance evidence accumulated throughout the period	Developmental and/or summative evaluation	Integration of accountability and professional growth

Overall, the results of the literature synthesis reveal that the implementation of teacher performance management through academic supervision is most effective when it operates as a continuous and interconnected cycle rather than as a series of separate administrative activities. Performance planning establishes direction, classroom observation provides authentic evidence, feedback transforms evidence into reflection, and professional development converts identified needs into improvement actions. The cycle is subsequently evaluated through follow-up observation and performance review. This configuration places classroom observation at the center of the relationship between performance management and teacher professionalism while maintaining a balance between accountability and professional development.

Discussion (مناقشة)

Integrating Academic Supervision into the Teacher Performance Management Cycle

The literature synthesis demonstrates that academic supervision has greater potential to improve teacher professionalism when it is integrated into a continuous teacher performance management cycle. The reviewed literature indicates that performance management should not be reduced to periodic appraisal but should encompass performance planning, monitoring, assessment, feedback, development, and follow-up. Within this framework, academic supervision provides an operational mechanism through which the school can connect institutional expectations with actual classroom practice. The synthesis therefore identifies a shift from supervision as a periodic inspection activity toward supervision as an integrated performance development process (Sakka et al., 2026).

The authors argue that this integration is important because teacher performance is multidimensional and cannot be adequately represented by a single performance score. Teaching

involves planning, pedagogical decision-making, classroom interaction, assessment, classroom management, professional responsibility, and responsiveness to students. A performance management system that focuses primarily on final outcomes risks overlooking the processes through which teachers produce those outcomes. Academic supervision based on classroom observation addresses this limitation by generating direct evidence of instructional practice and connecting that evidence with subsequent developmental decisions (Afrilyasanti et al., 2026; Nasution et al., 2026).

This finding is consistent with the resource-based view, which conceptualizes valuable organizational resources as sources of sustainable advantage when they are effectively organized and utilized (Barney, 1991). Teacher competence can be regarded as a strategic educational resource, but its value does not emerge automatically from individual teacher capability. Schools need organizational mechanisms that identify, develop, and retain such capabilities. Teacher performance management consequently represents an organizational architecture for converting individual competence into sustained institutional capacity. Academic supervision becomes particularly important within this architecture because it enables school leaders to recognize existing capabilities, identify performance gaps, and design appropriate developmental responses.

The human resource architecture perspective further strengthens this interpretation by emphasizing that different categories of employees may require different management approaches according to their knowledge, skills, and strategic value (Lepak & Snell, 1999). Applied to teacher management, the finding suggests that supervision should not treat beginning teachers, experienced teachers, highly proficient teachers, and teachers requiring intensive support as homogeneous groups. The performance management cycle should accommodate differentiated development pathways. Beginning teachers may require mentoring and structured guidance, experienced teachers may benefit from collaborative professional learning, and highly proficient teachers may be encouraged to assume mentoring or instructional leadership roles (Cansoy et al., 2025).

The high-performance work system perspective also provides a useful explanation for why isolated supervision is insufficient. Organizational performance is more likely to improve when human resource practices operate as mutually reinforcing systems rather than as disconnected activities (Appelbaum et al., 2000). In the context of education, performance planning, classroom observation, feedback, and professional development should therefore be designed as complementary practices. The value of classroom observation is limited when its findings are recorded but not discussed, while professional development becomes less targeted when it is not informed by authentic evidence of classroom performance (Cansoy et al., 2025).

The authors consequently conceptualize academic supervision as the operational bridge between teacher performance management and professional development. Performance planning establishes the direction of improvement, classroom observation produces evidence, feedback interprets the evidence, and professional development responds to the identified needs. The cycle is then repeated through follow-up observation and performance review. This configuration represents an important conceptual contribution because it reframes academic supervision from a stand-alone supervisory activity into an integral mechanism within teacher performance management.

Classroom Observation as an Evidence-Based Mechanism for Improving Teacher Performance

The second major finding concerns the strategic position of classroom observation in the supervision process. The literature synthesis indicates that classroom observation provides a more authentic source of performance evidence than approaches that rely predominantly on administrative documentation or generalized performance judgments. Observation allows

supervisors to examine what teachers actually do during instruction, including how learning objectives are communicated, how students are engaged, how questions are formulated, how assessment is conducted, and how teachers respond to classroom dynamics (Caspillo, 2025).

The authors' analysis indicates that the effectiveness of classroom observation depends substantially on the quality of the observation framework. An observation instrument should not merely produce a numerical score but should enable the systematic collection of observable evidence. This distinction is critical because a score without supporting evidence provides limited information about what teachers should maintain, change, or improve. The use of behavioral descriptors, concise indicators, and explicit performance criteria can reduce subjective interpretation and strengthen the developmental value of observation (Geletu, 2026).

A four-level observation rubric, for example, can organize evidence across dimensions such as clarity of learning objectives, student engagement, questioning strategies, formative assessment, and classroom climate. The value of such a rubric lies not in the numerical classification itself but in its capacity to establish a shared reference point between observer and teacher. The observation process can consequently follow a clinical supervision sequence consisting of pre-observation discussion, systematic observation, evidence analysis, and post-observation dialogue. Such a sequence transforms observation from an event into a structured professional learning process (Cansoy et al., 2025).

The distinction between formative and summative observation is another important finding. The literature synthesis suggests that combining developmental and evaluative purposes within the same observation event may create tension. Teachers who perceive every observation as an assessment may be less willing to expose difficulties, experiment with new strategies, or openly discuss instructional challenges. Separating formative observations from formal summative evaluation can create a more psychologically supportive environment for professional learning while preserving accountability through periodic formal assessment (Octaviani, 2026).

This finding can be interpreted through the job demands–resources perspective. Feedback and supervisory support function as job resources that can help employees manage work demands and maintain engagement (Bakker & Demerouti, 2017). Classroom observation can become either a resource or a demand depending on how it is designed and experienced. Observation accompanied by clear expectations, constructive feedback, and developmental support may strengthen teachers' professional resources. Observation perceived primarily as surveillance, judgment, or administrative control may instead increase psychological demands and reduce its developmental value.

The issue of assessor bias further demonstrates why evidence-based observation is necessary. Performance judgments may be affected by halo and horn effects, leniency or severity, central tendency, recency effects, and similarity bias. Such biases can undermine perceived fairness and reduce teachers' trust in the supervision system. The authors therefore identify assessor calibration as an important supporting mechanism. Shared interpretation of observation criteria, independent assessment of common teaching samples, comparison of judgments, moderation discussions, and periodic recalibration can increase consistency among assessors (Rakhmi F et al., 2026).

The resulting conceptual position is that classroom observation should function as an evidence-generation mechanism rather than merely a scoring mechanism. The distinction has significant implications for teacher professionalism. When teachers receive specific evidence about their instructional practice, they are better positioned to reflect on professional strengths and limitations. Observation therefore contributes to professionalism not because teachers

receive a score, but because the evidence generated becomes the basis for informed reflection, dialogue, and subsequent improvement.

From Feedback to Professional Development: Strengthening Teacher Professionalism

The third finding demonstrates that the relationship between supervision and teacher professionalism is mediated by what occurs after classroom observation. Observation alone does not constitute professional development. The literature synthesis indicates that the critical transformation occurs when performance evidence is converted into constructive feedback, reflective dialogue, and targeted professional development. Feedback therefore occupies a strategic position between performance assessment and professional improvement (Solihah et al., 2024; Supriatna et al., 2021).

The authors argue that effective feedback should begin with reflection rather than judgment. Teachers should first be given an opportunity to explain their instructional decisions and identify aspects of the lesson that they consider successful or challenging. Supervisors can then introduce specific evidence from the observation and use reflective questions to explore possible improvements. The conversation should lead to a limited number of clearly defined priorities rather than an excessive list of weaknesses. A follow-up plan should subsequently specify the development strategy, support required, timeframe, and evidence of progress.

This approach is consistent with the job demands–resources framework, which places supervisory support and feedback among resources that can strengthen employee functioning and engagement (Bakker & Demerouti, 2017). The implication for teacher supervision is substantial: feedback should not be conceptualized merely as information about whether performance meets a standard. Feedback should function as a professional resource that helps teachers understand their practice and identify feasible pathways for improvement. Research on teacher well-being similarly highlights the importance of leadership support and positive supervisory relationships in teachers' professional experiences (Nwoko et al., 2023; Lemon & Turner, 2024). Supportive leadership therefore provides an important contextual condition for making supervision developmental rather than threatening.

The literature also supports the argument that teacher professional development should be differentiated according to evidence of performance. A teacher who demonstrates difficulty in formative assessment may require focused training and guided practice, while a beginning teacher may benefit more from induction and mentoring. Experienced and highly proficient teachers may require enrichment opportunities and opportunities to support colleagues through peer mentoring or instructional leadership. Persistent performance difficulties may require a structured improvement plan accompanied by intensive support and periodic review. Such differentiation is consistent with the human resource architecture perspective, which emphasizes differentiated employment and development arrangements based on the characteristics and strategic contribution of different employee groups (Juliantika et al., 2024; Junaidi, 2025; Mahmud et al., 2024).

The connection between performance management and professional development also has implications for teacher retention. When teachers perceive school leadership as a source of professional support rather than merely a mechanism of control, supervision can contribute to a more supportive organizational environment. Recent research has highlighted the relationship between school leadership and teachers' decisions to remain in the profession, particularly in challenging educational contexts (Lochmiller et al., 2024). Professional development derived from authentic performance evidence can therefore serve two functions simultaneously: improving instructional competence and strengthening teachers' experience of institutional support.

The authors' synthesis leads to a broader conceptual interpretation of teacher professionalism. Professionalism should not be understood as a fixed condition measured only through competence scores or compliance with professional standards. It represents an ongoing capacity to examine one's own practice, respond constructively to evidence, acquire new knowledge, adapt instructional strategies, and participate in continuous professional learning. Academic supervision contributes to this process when it creates a recurring relationship among evidence, reflection, feedback, development, and reassessment (Khoirunisa et al., 2026).

The three findings collectively establish the conceptual model underlying this study. Teacher performance management provides the system, academic supervision provides the managerial mechanism, classroom observation provides authentic evidence, feedback provides the transformation mechanism, and professional development provides the pathway toward stronger teacher professionalism. The novelty of this synthesis lies in connecting these elements within a single continuous cycle rather than treating performance appraisal, supervision, observation, and professional development as separate administrative practices. The proposed model consequently shifts the orientation of academic supervision from inspection toward development, from scoring toward evidence, and from one-time evaluation toward continuous professional improvement. This integrated orientation provides a stronger conceptual basis for schools seeking to improve teacher professionalism through systematic and evidence-based performance management.

Conclusion (خاتمة)

This study concludes that teacher performance management can be strengthened when academic supervision is positioned as an integrated and continuous mechanism for professional improvement rather than merely as a formal evaluation activity. The conceptual synthesis demonstrates that the effectiveness of supervision depends on its ability to connect performance expectations with authentic evidence of teaching practice and meaningful professional development. Such an approach enables schools to build a more coherent system in which teacher performance is understood through evidence, interpreted through professional dialogue, and followed by appropriate developmental action. The central implication is that improving teacher professionalism requires a shift in the managerial orientation of supervision from administrative compliance toward continuous professional growth.

The conceptual model developed in this study offers a practical framework for schools to design more transparent, evidence-based, and development-oriented teacher performance management. Its implementation requires school leaders to maintain fairness in assessment, provide constructive supervisory support, and ensure that professional development responds to teachers' actual needs. The model also highlights the importance of maintaining a balance between institutional accountability and teachers' professional autonomy. Future empirical research is needed to test the proposed framework across different school contexts and to examine its effects on teacher performance, professional learning, and student learning outcomes.

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