Indonesian Journal of Education and Psychological Science (IJEPS)
Vol. 3 No. 4, 2025: 499-504

E-Performance-Based Educational Supervision: Efforts to Improve Learning Quality at SMPN 3 Muara Wis, East Kalimantan

Indang Rusmini[1]*, Ediansyah[2], Elvina[3], Warman[4], Masrur[5]
University of Mulawarman
Corresponding Author: Indang Rusmini indangrusmini513@gmail.com

A R T I C L E I N F O
Keywords: Educational Supervision, E-Performance, Learning Quality, Remote Schools, Teacher Professionalism

Received : 22, May
Revised : 24, June
Accepted: 31, July

A B S T R A C T
This study examines the implementation of e-performance-based supervision to improve learning quality at SMPN 3 Muara Wis, a remote school in East Kalimantan. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation. Findings indicate that the system increases teacher engagement in planning, implementation, and evaluation, while also improving accountability and instructional reflection. Despite limited internet access, training and mentoring helped overcome technical challenges. The study concludes that e-supervision is a viable innovation for enhancing education in underdeveloped regions.

DOI: https://doi.org/10.59890/ijeps.v3i4.105
ISSN-E: 3030-8410
https://dmimultitechpublisher.my.id/index.php/ijeps

INTRODUCTION

Educational supervision is a coaching activity aimed at improving teachers' abilities in managing and implementing the learning process. According to Glickman, Gordon, and Ross-Gordon (2018), educational supervision is defined as a series of professional coaching activities intended to improve teachers' skills in organizing and executing learning with the goal of increasing their instructional effectiveness through systematic guidance, support, and evaluation. Mulyasa (2013) states that supervision is a planned and continuous coaching process that helps teachers enhance their capacity to plan, implement, and evaluate learning effectively. Good supervision not only assesses performance but also supports teachers' professional development.

In practice, supervision often faces challenges, especially in 3T regions (Frontier, Outermost, and Disadvantaged), such as limited resources, access, and direct oversight. With advances in information technology, an e-performance approach can transform how supervision is conducted. This data-based electronic system is used to evaluate and monitor the performance of civil servants, including teachers. SMPN 3 Muara Wis in Kutai Kartanegara, East Kalimantan, is striving to implement e-performance as part of education management reform. This article aims to explain how e-performance-based supervision can help improve the quality of learning in educational institutions.

LITERATURE REVIEW

1. *Educational Supervision*

Educational supervision is a structured professional coaching process aimed at improving teacher competencies in planning, implementing, and evaluating learning. Glickman, Gordon, and Ross-Gordon (2018) define supervision as a professional interaction between the supervisor and the teacher to enhance instructional effectiveness through systematic observation and feedback. Mulyasa (2013) also emphasizes that supervision should not only be administrative but also developmental, focusing on continuous professional growth. Academic supervision in particular targets the core aspects of teaching and learning, supporting teachers' reflection and instructional planning.

2. *E-Performance in Education*

The e-performance system is an ICT-based platform developed to evaluate and document the performance of civil servants, including teachers, in real time. As outlined in Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (PermenPAN-RB) No. 8 of 2021, this system aims to enhance transparency, accountability, and effectiveness in performance management. In educational settings, e-performance allows principals to monitor instructional documents such as lesson plans, teaching journals, and evaluations, which can be assessed and responded to digitally. This facilitates a more efficient and evidence-based supervisory process (GTK, 2021).

3. *Related Studies*

Prior research highlights the advantages of digital supervision in increasing instructional accountability and improving teacher responsiveness. Nurkholis (2013) demonstrated that digital systems enable faster and more meaningful

feedback for teachers. Similarly, Gunawan (2020) found that in semi-rural areas, the use of digital tools for supervision led to improved teacher discipline and professional reflection despite infrastructure challenges. However, most of these studies were conducted in urban or well-connected regions. Research focusing specifically on remote or 3T (frontier, outermost, disadvantaged) areas remains limited.

4. Research Gap

Although digital supervision through systems like e-performance shows potential, few studies have explored its application in 3T areas where technological infrastructure is minimal. Moreover, existing studies often focus more on administrative monitoring rather than academic supervision and professional development. This study addresses the gap by exploring how e-performance is implemented in a remote school setting—SMPN 3 Muara Wis—and how it contributes to improving learning quality in such challenging environments.

METHODOLOGY

This study used a descriptive qualitative approach with a case study at SMPN 3 Muara Wis. Qualitative research was applied to explore the social realities at the school, focusing on implementing e-performance-based educational supervision. The study sought to understand meaning, processes, and field dynamics from the perspective of research subjects. The school, located in Kutai Kartanegara District, East Kalimantan Province, represents a 3T region implementing digital supervision. The research took place from June to July 2025. Subjects included the principal (e-performance administrator), teachers (system users), and administrative staff (technical support).

Purposive sampling was used to select informants with the deepest understanding of the phenomenon. Data collection methods included:

- **In-depth interviews** with the principal, teachers, and staff to assess their perspectives on e-performance supervision.
- **Participatory observation** of the supervision process and ICT tool usage.

Document analysis of supervision reports, e-performance formats, learning tools, and school quality management policies.

RESULTS AND DISCUSSION

1. Implementation of E-Performance-Based Supervision at SMPN 3 Muara Wis

SMPN 3 Muara Wis, located in a 3T (frontier, outermost, disadvantaged) region, has implemented e-performance-based supervision despite severe geographical constraints—being accessible only by motorized boats and having limited infrastructure. Since 2023, teachers have been required to upload learning plans, teaching journals, and evaluation documents through the e-performance platform.

The principal conducts supervision digitally by accessing these documents and providing regular feedback. This shift has improved workflow efficiency, reduced manual reporting, and supported real-time data access. As noted by Mulyasa (2013), effective supervision must go beyond administrative

checking and instead focus on systematic guidance, which aligns with the school's current implementation.

This finding supports Glickman et al. (2018), who argue that technology-supported supervision can promote collaborative teacher development and timely feedback. The digital approach also minimizes delays and offers measurable accountability for both teachers and administrators.

2. *Teacher Perceptions toward E-Performance Supervision*

Most teachers acknowledged that the system helps clarify performance expectations and streamlines communication with school leadership. They reported improvements in administrative discipline and teaching preparation, especially in lesson plan development and reflection on teaching outcomes.

However, technical challenges remain, such as unstable internet connectivity, low digital literacy, and increased individual workload in data entry. These issues are consistent with findings from Gunawan (2020), who observed similar barriers in semi-rural schools using ICT-based supervision systems.

The shift toward digital supervision also altered the perception of evaluation. While some teachers felt more "monitored," others viewed it as an opportunity to engage in self-reflection and professional growth—an outcome in line with the principles of formative supervision as advocated by Sergiovanni and Starratt (2007).

3. *Impact of Digital Supervision on Learning Quality*

Observation and document analysis indicate a measurable improvement in how teachers design and deliver instruction. The availability of structured feedback led teachers to develop more coherent lesson plans and reflect more frequently on student learning outcomes.

This aligns with Nurkholis (2013), who stated that ICT tools, when used effectively, enhance professional teaching behavior and planning. The principal at SMPN 3 Muara Wis noted that teachers became more proactive in updating documents and participating in digital evaluations, signaling an internalization of accountability and instructional responsibility.

Moreover, the e-performance system provided a database of performance evidence, enabling targeted coaching interventions. For example, teachers who underperformed in classroom management received focused support sessions. This approach reflects a shift from punitive to developmental supervision, emphasizing teacher growth rather than compliance.

4. *Reflection and Strategic Insight*

While the use of e-performance has positively influenced teacher accountability and professionalism, it is important to note that technological infrastructure in 3T areas remains a critical constraint. Thus, a blended supervision model (online and offline) may be more realistic.

Furthermore, this study suggests that the success of digital supervision is highly dependent on leadership commitment, technical support, and ongoing training. These elements are essential to prevent the digital divide from further marginalizing schools in remote regions.

Furthermore, this study suggests that the success of digital supervision is highly dependent on leadership commitment, technical support, and ongoing training. These elements are essential to prevent the digital divide from further marginalizing schools in remote regions.

CONCLUSIONS AND RECOMMENDATIONS

This section may discuss any limitations encountered during the research and provide recommendations for future studies. Authors are encouraged to be transparent about constraints that may have influenced the study's results or scope.

FURTHER STUDY

Prior research highlights the advantages of digital supervision in increasing instructional accountability and improving teacher responsiveness. Nurkholis (2013) demonstrated that digital systems enable faster and more meaningful feedback for teachers. Similarly, Gunawan (2020) found that in semi-rural areas, the use of digital tools for supervision led to improved teacher discipline and professional reflection despite infrastructure challenges. However, most of these studies were conducted in urban or well-connected regions. Research focusing specifically on remote or 3T (frontier, outermost, disadvantaged) areas remains limited.

ACKNOWLEDGMENT

The author thanks everyone who helped them write this article. Thank you to the speakers and respondents who have taken the time and provided valuable information. Additionally, I would like to thank my colleagues and academic advisors who have provided advice, guidance, and assistance during the process of compiling this article. We hope that this article will contribute positively to the development of science.

REFERENCES

Arikunto, S. (2010). *Research Procedure: A Practical Approach* (Revised edition). Jakarta: Rineka Cipta.

Directorate General of Teachers and Education Personnel (GTK). (2021). *Technical Guidelines for the Use of E-Performance for Teachers and School Principals*. Jakarta: Ministry of Education.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *Supervision and Instructional Leadership: A Developmental Approach* (10th ed.). Boston, MA: Pearson Education.

Gunawan, I. (2020). *Qualitative Research Method: Theory and Practice*. Jakarta: Bumi Aksara.

Kemendikbud. (2023). *Guidelines for Implementing the Merdeka Curriculum*. Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Ministry of Administrative and Bureaucratic Reform [PermenPAN-RB]. (2021). *Regulation No. 8 of 2021 on Civil Servant Performance Management System*. Jakarta: State Secretariat.

Mulyasa, E. (2013). *Educational Supervision and Leadership*. Bandung: Remaja Rosdakarya.

Nurkholis. (2013). The role of ICT in improving teacher professionalism: An exploratory study. *Journal of Education and Culture*, 19(3), 359–371.

Sergiovanni, T. J., & Starratt, R. J. (2007). *Supervision: A Redefinition* (8th ed.). Boston, MA: McGraw-Hill.

Sugiyono. (2017). *Educational Research Methods: Quantitative, Qualitative, and R&D*. Bandung: Alfabeta.

Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). Thousand Oaks, CA: SAGE Publications.