Culturally Based School Supervision: A Literature Review on Its Impact in Realizing High Performing Schools

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ABSTRACT

This study explores the role of culture-based educational supervision in improving the quality of learning and teacher professionalism. Supervision is not merely an administrative instrument but also a strategic process that integrates school culture, values, and local wisdom into educational practices. Using a qualitative literature review method, this research analyzes 13 selected articles published within the last five years, focusing on themes such as supervision strategies, school culture dimensions, and their impact on school performance. The findings show that culturally responsive supervision positively influences teacher competence, motivation, and professionalism by aligning monitoring practices with the norms and values embraced in schools. Supervision conducted collaboratively and contextually fosters a conducive school climate, encourages professional dialogue, and enhances teacher engagement in developing relevant learning materials. Moreover, culture-based supervision strengthens school culture, promotes inclusivity, and supports the creation of safe and meaningful learning environments. It also contributes to literacy improvement, multicultural understanding, and character development. However, challenges remain, including the limited cultural sensitivity of some principals, inadequate training, and the lack of clear operational guidelines. Overall, culture-based supervision proves to be a strategic necessity for realizing high-performing schools that are academically strong, socially cohesive, and adaptive to contemporary educational challenges.
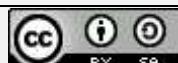
INTRODUCTION

High-quality education is crucial to achieving educational goals (Cahayati & Rizqa, 2024). Every stakeholder in education must work to improve teaching standards in a systematic, long-term, and directed manner to achieve this goal. Education is a process in which students, teachers, and learning materials interact with each other to teach and learn. These three main factors have a

significant impact on the quality of education, which is also influenced by the environment and community (Cahayati & Rizqa, 2024). It is hoped that all educators and educational staff will understand the importance of educational supervision in the learning process to encourage improvements in the quality of education.

The improvement of education quality is a primary focus in the development of the education system in Indonesia (Zulkarnain, 2022). One important strategy to achieve this goal is to implement effective educational supervision. Educational supervision serves as a tool to guide and enhance teachers' abilities, as well as to ensure that the learning process takes place in accordance with the established standards (Rizqa et al., 2024). In this context, supervision not only functions as an evaluation tool but also as a means for the professional development of teachers and the overall enhancement of learning quality.

One of the main priorities in the effort to achieve the current national education goals is to improve educational standards. Educational supervision is one of the important factors that contributes to enhancing educational standards (Tambunan et al., 2024). Amid rapid changes, educational supervision is crucial for maintaining and even improving the quality of learning (Soro et al., 2023). This is in line with the opinion of Addini et al. (2022), who assert that implementing supervision in the education sector has become very important as it will affect teacher performance, which ultimately will impact the quality of education and students' academic outcomes. According to Zulkarnain (2022), to improve the quality of teaching, educational supervisors provide criticism and useful recommendations to teachers. Moreover, educational supervision helps educators identify deficiencies in their teaching and offers appropriate solutions to rectify them.

Educational supervision also plays a significant role in enhancing the quality of teaching and learning in schools (Ferina et al., 2024). Through supervision, teachers can receive guidance in designing efficient teaching strategies, utilizing technology in learning, and effectively managing classrooms. Additionally, supervision encourages teachers to continually learn and develop themselves through training and other professional development programs (Sari & Asmendri, 2022). Thus, supervision contributes to the improvement of student learning outcomes and creates a supportive learning environment.

According to Fauziah et al. (2021), values, paradigms, habits, educational regulations, and individual behavior within organizations all contribute to the formation and development of cultural characteristics that are distinctive to

each school. Rokhmah & Munir (2021) also stated that schools are organizations specifically devoted to education. The culture practiced in schools can provide a unique personality when carrying out educational tasks. Students can learn successfully and efficiently in a supportive learning environment. A conducive learning environment must be established so that students can fulfill their educational potential, and school culture is essential to create the desired learning environment (Suwarni, 2022).

The research by Miyono & Widiastuti (2021) shows that in public junior high schools in Semarang Regency, the impact of academic supervision and school culture on teacher professionalism is 95.8%. With this percentage result, it can be concluded that academic supervision and school culture help improve the quality of education in the realm of teacher professionalism. This is in line with the findings of Palupi et al. (2023), which indicate that in public junior high schools in Batang District, school culture and the academic supervisor of the principal contribute 43.5% to the quality of learning. In addition, the research by Qorimah & Laksono (2023) on the principal's strategies in supervision through culture-based education can enhance cooperation, enforce school discipline, and shape student character.

Thus, supervision based on school culture contributes to long-term improvements in the quality of education. It creates a supportive and cohesive environment where professional development is not only encouraged but also deeply ingrained in the collective identity of the school. The alignment between supervision and culture enhances organizational coherence and builds a shared vision for academic excellence. Therefore, culture-based supervision should be regarded as a strategic priority in educational leadership, especially in diverse school settings where contextual understanding is crucial. By integrating supervision into the school's cultural structure, leaders can more effectively drive improvements and achieve sustainable educational outcomes.

This research aims to identify the influence of school culture-based supervision implemented by the school to realize high-performing schools in order to improve the quality of education amidst the rapid development of the era and technological advances that can affect the quality of education in the school environment.

RESEARCH METHOD

This study employs a qualitative literature review approach, focusing on the analysis and synthesis of previous research related to culturally responsive supervision and its impact on school performance. The literature review aims to identify key concepts, theoretical frameworks, and empirical findings that

contribute to a deeper understanding of school-based supervision aligned with school culture. The sources used in this review are peer-reviewed journal articles, national and international academic publications, as well as conference proceedings published in the last five years. The data collection process involves identifying relevant keywords such as 'school culture', 'instructional supervision', 'culturally responsive supervision', 'school performance', and 'educational leadership'. These terms are used to search for literature that aligns with the objectives of this research. The inclusion criteria for selecting articles include: (1) relevance to the research topic, (2) empirical or theoretical contribution to understanding supervision and school culture, and (3) publication within the last five years.

In addition to the inclusion criteria, this study also establishes exclusion criteria, namely to exclude articles that are merely opinions without empirical data support, popular non-academic publications, and literature that is not available in full text format. Based on the selection process, a total of 13 articles that meet the criteria for further review were obtained. To analyze the collected literature, this study uses content analysis. Content analysis is conducted by classifying the main findings from each article into specific categories, such as supervision strategies, dimensions of school culture, and school performance indicators. To maintain the validity of the review process, validation steps were taken. The analysis results were checked through peer review by involving two academic colleagues in the field of educational management.

RESULT AND DISCUSSION
Research results

This literature review explores the concepts and implementation of school-based cultural supervision, based on the latest empirical and theoretical studies. This analysis reveals how supervision practices that align with the shared values, norms, and beliefs of the school community can significantly contribute to improving the quality of education and institutional performance. By reviewing various sources published in the last five years, this study identifies recurring themes such as cultural alignment in leadership, teacher professional development, collaborative decision-making, and the role of school norms in shaping the effectiveness of supervision. Table 1 presents these findings in thematic categories to illustrate how cultural foundations influence the design and impact of school supervision.

Tabel 1.

Summary of the Study Results on School-Based Cultural Supervision and Its Impact on Performance and School Culture

No	Title	Researchers and Year	Supervision Focus	Cultural Approach/ Supervision Strategy	Main Impact
1.	*Peningkatan Kompetensi Penyusunan Silabus Berbasis Pendidikan Budaya dan Karakter Bangsa Melalui Supervisi Akademik*	(Bukhori, 2021)	Character-based syllabus development	Academic supervision through national character education	To make teachers more motivated and competent in developing syllabi based on cultural values.
2.	*Implementasi Model Supervisi Kepala Sekolah Berbasis Kearifan Lokal dalam Meningkatkan Kinerja Guru di Sekolah SMA Negeri 1 COT Girek Kabupaten Aceh Utara*	(Misrianto et al., 2024)	Performance of high school teachers	School head supervision through local wisdom	Improving teacher performance and fostering harmonious relationships.
3.	*Peran Supervisi Kolaboratif dalam Membangun Budaya Pembelajaran Profesional di Madrasah*	(Fauzi, 2024)	Professional learning culture	Collaborative supervision	More techniques and knowledge in learning, and teachers are more involved in their work.
4.	*Pengaruh Implementasi Budaya Positif dalam Supervisi Akademik terhadap Kualitas Pengembangan Profesionalisme Guru di Sekolah Menengah*	(Sigalingging et al., 2024)	Professional development of teachers	Positive culture, appreciation, empathy, and openness	Improving the professionalism of teachers
5.	*Supervisi*	(Sulandra et	School	Participatory	Improving the

No	Title	Researchers and Year	Supervision Focus	Cultural Approach/ Supervision Strategy	Main Impact
	Akademik dalam Penguatan Budaya Mutu di Sekolah Dasar Negeri	al., 2023)	quality culture	supervision that is directly conducted by the school principal	quality culture of the school along with training and workshops can support development.
6.	*Supervisi Gerakan Literasi Madrasah Berbasis Wall Magazine di MAN Insan Cendikia Aceh Timur*	(Nurbaiti & Yusrianti, 2024)	Student literacy	Wall magazine-based supervision	Can enhance students' interest and talents in literacy.
7.	*Supervisi Kepala Sekolah kepada Guru dan Tenaga Kependidikan Melalui Gaya Komunikasi yang Baik di Madrasah*	(Aziz & Isroani, 2022)	Competence of teachers and educational staff	Supervision using interpersonal communication style	Teachers are encouraged to improve their skills independently.
8.	*Strategi Kepala Sekolah dalam Memaksimalkan Supervisi melalui Pendidikan Berbasis Budaya*	(Qorimah & Laksono, 2023)	Cultural-based supervision strategy	Cultural-based learning, thematic curriculum, school cultural activities	Building a school culture and learning that is rooted in the local context.
9.	*Supervisi Kepala Sekolah Berbasis Kearifan Lokal dalam Meningkatkan Kinerja Guru pada SD Negeri 7 Simpang Keuramat dan Sd Negeri 11 Kutamakmur Kabupaten Aceh Utara*	(Bakar et al., 2024)	The performance of elementary school teachers	Supervision through local cultural values	Improving the character and quality of teachers.

No	Title	Researchers and Year	Supervision Focus	Cultural Approach/ Supervision Strategy	Main Impact
10.	*Supervisi Pendidikan dalam Pendidikan Multikultural*	(Munira et al., 2024)	Multicultural education	Collaborative supervision on a multicultural curriculum	An inclusive curriculum that is tolerant of diversity.
11.	*Supervisi Klinis untuk Menguatkan Budaya Literasi Melalui Karya Tulis Sederhana Non Ilmiah Siswa Kelas VII SMP*	(Astuti, 2022)	Student literacy culture	Clinical supervision, teacher training, and school principal training	Improving literacy through students' non-scientific writing.
12.	*Supervisi Akademik Kepala Sekolah dalam Upaya Menanamkan Nilai Sikap Nasionalisme melalui Pembelajaran PPKN di SMA Darma Yudha*	(Lianisari et al., 2022)	Cultivation of nationalist values	Academic supervision on PPKn teachers.	It can foster a sense of nationalism in the school environment.
13.	*Pelaksanaan Supervisi oleh Kepala Sekolah dalam Mewujudkan Lingkungan Belajar Aman dan Nyaman serta Inklusif di SMP Negeri 2 Banda Aceh*	(Asmanijar et al., 2023)	Inclusive learning environment	Collaborative supervision, structured oversight.	A comfortable and safe learning environment that values diversity.

Discussion

According to Rizqa et al. (2024), all support provided by school administrators to enhance the leadership of teachers and other staff in achieving academic goals is referred to as supervision. As key participants in the learning process, educators are trained and their abilities are developed as part of

educational supervision, which goes beyond evaluation. Teachers are expected to enhance their pedagogical skills in order to provide more relevant learning experiences for students through planned and continuous supervision (Ferina et al., 2024). In the study by Misrianto et al. (2024), to carry out monitoring, school principals often organize culturally relevant events, such as celebrations of significant traditional days and competitions. Besides fostering relationships within the school, these events provide opportunities for teachers and students to reflect on the value of preserving and appreciating local knowledge in everyday life.

The key components in achieving the vision, mission, and objectives of the school are the school culture and the support from the school community, which are essential for fostering this culture. All members of the school community must be aware and motivated to create a positive school culture. Religious character, responsibility, discipline, and care are important components of school culture. The success in establishing a school culture depends on the interactions between the principal and each member of the school community (Miyono & Widiastuti, 2021). Effective leadership from the principal or other school leaders can significantly impact the development and implementation of the school culture. Teachers and high-achieving students can receive support and recognition from the principal, who can also create appropriate programs and policies as well as provide clear direction and goals. To enhance educational standards, the principal can also establish collaborations and alliances with the community and other stakeholders (Suwarni, 2022).

The results of the literature review indicate that a culture-based supervisory approach has a significant impact on improving teacher performance. Bukhori (2021) demonstrates that through academic supervision that integrates the values of national character, teachers become more competent and motivated in designing syllabi based on local culture. Teachers feel emotionally and intellectually engaged in the learning process because the materials they develop reflect the values they are familiar with and adhere to daily. In another study by Misrianto et al. (2024), the implementation of principal supervision based on local wisdom in North Aceh was able to significantly improve teacher performance while also strengthening the relationship between teachers and school leadership. This strategy provides a space for dialogue, collaboration, and appreciation of local culture, making the supervisory process more meaningful rather than merely administrative.

School culture-based supervision also impacts the formation and strengthening of the overall school culture. School culture, as a set of values and

norms that exist within the school community, does not develop on its own but needs to be consciously and sustainably cultivated. In this context, supervision plays a crucial role as a medium for cultural development. Research by Sulandra et al. (2023) found that through participatory supervision conducted directly by school principals, the quality culture of elementary schools can be significantly improved. Supervision not only targets the technical aspects of learning but also fosters a collegial work climate, commitment to continuous improvement, and collective awareness of the importance of quality in education. Training, workshops, and regular discussions framed within the school's values serve as effective means to instill a healthy work culture.

The role of supervision in shaping a culture of professional learning is also highlighted by Fauzi (2024), who researched collaborative supervision practices in madrasas. The findings indicate that supervision conducted openly, participatively, and focusing on the professional development of teachers can create a strong learning culture. Teachers become more active in evaluating their teaching practices, open to criticism, and willing to learn from their peers. Such a work environment is crucial in building authentic and sustainable teacher professionalism.

In addition to enhancing performance and work culture, culture-based supervision also contributes to the creation of an inclusive and diverse learning environment. In schools located in multicultural settings, diversity becomes an inevitability that must be managed wisely. Asmanijar et al. (2023) in their research at SMP Negeri 2 Banda Aceh emphasized that supervision carried out collaboratively and with an approach that understands diversity can realize a safe, comfortable, and inclusive learning environment. Teachers and students feel valued in their existence, thus increasing participation in learning.

Another dimension that arises from the culturally-based supervision approach is the reinforcement of cultural literacy. Literacy is not only understood as the technical ability to read and write but also as the capacity to comprehend the values, symbols, and cultural narratives that shape the identity of learners. In this context, supervision can be directed to guide teachers in creating culturally relevant literacy programs. Nurbaiti & Yusrianti (2024) demonstrate that the madrasah literacy movement based on wall magazines, supported by the supervision of school principals, has successfully increased student engagement in literacy activities. They not only read but also write and express themselves through works that reflect local cultural values. Similarly, Astuti's findings (2022), emphasize that clinical supervision aimed at strengthening literacy culture through the non-scientific writings of seventh-

grade junior high school students is capable of fostering a spirit of literacy and critical thinking skills among students.

Despite various studies showing positive outcomes, the implementation of school culture-based supervision also faces challenges (Warhamni et al., 2024). One of these is the lack of understanding among school principals regarding a contextual supervision approach rooted in local culture. Not all principals possess cultural sensitivity or the skills to effectively apply this approach. Furthermore, not all teachers are prepared to accept a shift from a formal supervision model to a more flexible and collaborative one. Another challenge is the absence of clear operational guidelines on how culture-based supervision should be executed. Much supervision continues to operate in a formalistic format, without addressing the cultural aspects that are the strengths of the school.

Nevertheless, this approach has great potential in transforming schools into learning institutions that excel not only academically but also are strong socially and culturally. Culturally-based supervision can be a driving force for educational change if implemented consistently, supported by training for school principals and supervisors, and guided by adaptive educational policies. When supervision is grounded in a deep understanding of school culture and local values, the coaching process will not feel like an administrative burden, but rather as a part of the process of building a strong learning community.

Thus, school culture-based supervision can be said to be a monitoring method that considers the values, customs, and behaviors that emerge in the school environment alongside the technical components of learning. This strategy aims to create a supportive and cooperative work atmosphere that encourages continuous professional growth for educators. It emphasizes the importance for school leaders to understand the school culture and to use it as a tool to enhance student learning and teacher effectiveness. This is supported by Asmanijar et al. (2023) in their research on the implementation of supervision to realize a safe, comfortable, and inclusive learning environment. Their study demonstrates that school principals can succeed in supervision through the application of guidance, oversight, and by fostering good relationships with all members of the school community.

CONCLUSION

School culture-based supervision is a strategic approach that integrates educational oversight practices with the values, norms, and local traditions that flourish within the school ecosystem. Through this literature review, it has been found that culture-sensitive supervision approaches consistently contribute

positively to teacher performance, the strengthening of school culture, and the enhancement of learning quality. Supervision is not merely positioned as an administrative instrument for evaluating teacher performance but also as a collaborative and reflective process that fosters healthy interpersonal relationships, facilitates open professional dialogue, and promotes the sustainable empowerment of teachers.

Findings from various studies indicate that when supervision is designed in alignment with the cultural characteristics of the school, the results are significantly more effective and have long-term impacts. Teachers feel more valued and engaged in the development process, as the values utilized in supervision are relevant to their daily context. Models of supervision that are based on local wisdom, collaborative approaches, and strategies that emphasize appreciation of diversity have all proven to strengthen teachers' work ethic and professionalism. Culturally-based supervision also facilitates behavioral changes and competency improvements that are not only technical but also address aspects of attitudes and humanitarian values.

Moreover, responsive supervision towards culture contributes to creating an inclusive and supportive school atmosphere. Values of togetherness, openness, and collective responsibility become part of the school culture, which indirectly strengthens the relationships among school members. This culture is essential for encouraging students to learn in a safe, comfortable, and meaningful environment. The principal, as the instructional leader and primary supervisor, plays a strategic role in ensuring that supervision is conducted not only for evaluation but also to empower, motivate, and align the school's vision with tangible actions on the ground.

Nevertheless, the implementation of culturally-based supervision also faces several challenges, including the limited understanding of school principals regarding the local cultural context, the lack of specialized training on contextual supervision, and the absence of operational technical guidelines. Therefore, it is important for policymakers and educational institutions to provide training and competency development opportunities for principals and supervisors so that this supervisory approach can be optimally implemented. Culturally-based supervision is not an alternative approach, but rather a strategic necessity in facing the complexities of an increasingly diverse and dynamic education sector.

In conclusion, school-based cultural supervision is an important pillar in realizing high-performing schools. It bridges the gap between managerial policies and the emotional-social needs of school members, creating synergy between local values and efforts to improve the quality of education. In this

context, strengthening culture through supervision not only supports professionalism but also shapes a resilient, adaptive, and competitive school character and identity in the face of contemporary challenges.

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