

THE PART OF SUPERVISION IN MAKING EDUCATION BETTER

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ABSTRACT

The main problem in this study is the poor quality of education, which comes from the weak way educational supervision is carried out in schools. Supervision is very important because it helps, guides, and improves teachers' skills, making the learning process work well and smoothly. The goal of this study is to look at how supervision can help improve education quality by making teachers perform better and making learning more effective. This study uses a qualitative method with a descriptive approach. Information was gathered through detailed interviews, observations, and reviewing documents with school principals, teachers, and supervisors. The data was analyzed in three steps: reducing the data, presenting it, and drawing clear conclusions. The findings show that when supervision is planned, ongoing, and done together, it helps teachers get better at planning lessons, managing classes, and sharing results about student learning. The discussion shows that the success of supervision depends a lot on the supervisor's skills, good communication, and support from the school's environment. In conclusion, supervision is more than just watching over; it's also about helping teachers grow and improve. When supervision is done in a caring, involved way that focuses on what teachers need, it really helps make the school environment better and supports higher quality teaching.

Keywords: Educational Supervision; Quality of Education; Teacher Performance; Profesional Development.

INTRODUCTION

Education is a vital part of building skilled and competitive people. The quality of education depends not just on good buildings and equipment, but also on how good and professional the teachers are, since they are the main ones who teach students. In this situation, educational supervision is very important. It is a planned and organized way to help improve teaching and learning by supporting teachers and checking how well they are doing, (Mulyasa, 2019).

A common issue in many schools is that students aren't learning well because there isn't enough proper oversight. Often, school leaders and supervisors don't do their job well, and their role should be about helping teachers grow, not just checking on them. Because of this, teachers don't get enough support to improve their teaching skills, professional knowledge, social abilities, and personal development, (Sahertian, 2018).

The main reason for this research is to bring back the importance of supervision so that it can actually help improve the quality of education. Good supervision helps teachers spot problems in their teaching, come up with new and creative ideas, and create learning methods that fit what students need, (Arikunto, 2020).

The reason for this research is because improving education quality can't happen without ongoing professional growth for teachers. By using planned, involved supervision aimed at boosting teaching skills, we hope to build a supportive and teamwork-focused environment among school leaders, teachers, and other education staff, (Wahjosumidjo, 2021).

The goal of this study is to explain how educational supervision is carried out and to examine its role in helping schools improve the quality of their education. By using a qualitative method, the study aims to show how supervision practices can work well in creating a strong culture focused on educational excellence, (Miles H, 2014).

The literature review shows that Glickman says educational supervision is a process where professionals help teachers become better at managing learning, (Glickman, 2018). Sergiovanni also pointed out that when supervision is based on humanistic and collaborative approaches, it helps improve the quality of learning, (Sergiovanni, 2017). Based on these ideas, this study's hypothesis is that carrying out planned and sustainable supervision will greatly improve education quality by making teachers more competent and learning more effective, (Sagala, 2022).

In addition, modern education demands that teachers keep up with new technologies, changes in the curriculum, and the varied needs of today's students. Without proper guidance, this process of adapting can be slow and disorganized. Effective supervision gives teachers a way to think about their teaching methods, helping them improve how they engage with students, (Joyce B & Weil M, 2019). In real situations, supportive supervision also helps teachers build the creative skills they need to deal with the challenges of teaching in the 21st century, (Fullan, 2020).

On the other hand, good supervision depends a lot on the supervisor being professional, fair, and understanding. Principals or supervisors need to have skills like knowing what teachers need, giving helpful feedback, and creating suitable plans to support them, (Fathurrohman, 2021). When supervisors are not adequately prepared or lack the necessary skills, it can make it hard for them to do their job well. Because of this, improving the ability and skills of supervisors is also a key part of making sure the overall quality of education gets better, (Bush T, 2018).

Ideal supervision focuses on sustainability, teamwork, and helping teachers grow professionally. Methods like clinical supervision, academic supervision, and performance-based supervision can help improve the learning process when used correctly, (Goldhammer, 2017). Combining supervision theories with real-world practice is expected to create effective coaching strategies, which in turn help achieve the main goal of improving education quality as much as possible, (Daresh, 2020).

Educational supervision is very important for making learning better and improving education as a whole. When supervision is done in a professional, lasting, and focused way on teachers' skills, it can greatly affect how well teaching and learning work. Based on the background, the need, and the ideas explained earlier, this research is expected to help people understand and use supervision better in schools. Also, this study will look closely at how supervision is actually carried out, what helps or stops it from working, and how much it can improve the quality of education in schools.

RESEARCH METHODS

This study uses a descriptive qualitative method to look at how supervision helps improve education quality. Information was collected using detailed interviews, watching supervision and teaching sessions, and reviewing documents. The researcher played the main role in gathering data. The people involved in the study were the school principal, teachers, and the supervision records. The data was

analysis by reducing it, organizing it, and then making conclusions. To make sure the results were accurate, the study checked the data using different sources and methods.

RESULTS AND DISCUSSION

The findings of this study came from detailed interviews with the principal, three teachers, and one madrasah supervisor. It also included direct observation of classroom supervision and how learning took place. Additional support came from documents like supervision tools, school work plans, and follow-up reports. All the data were then simplified, grouped into categories, and examined based on the main focus of the research, (Miles & Huberman, 2014).

Interviews with the principal showed that supervision at the school happens on a regular schedule each semester. The principal said that supervision isn't just about checking performance, but it's more like a coaching process meant to help teachers become more professional. This matches the idea of modern supervision, which focuses on coaching and working together as a team, (Sahertian, 2018).

Meanwhile, a teacher shared that supervision helped a lot in making lessons better and managing the classroom more effectively. The teacher thought the feedback was useful and gave clear ideas on what areas of teaching needed improvement. This positive reaction shows that supportive supervision can boost a teacher's motivation and confidence in their work.

From what was observed, it became clear that teachers who received supervision showed improvements in creating more complete lesson plans, using more relevant apperception, and employing a wider range of teaching methods. This matches Glickman's idea that good supervision can help teachers move their teaching practices in a more professional direction, (Mulyasa, 2020).

During the classroom supervision, it was noticed that the principal used a team-based method. The supervisor stayed at the back of the room, watching how students were involved, how the teacher explained the material, and how learning tools were used. After the lesson, the supervisor had a brief meeting to give early feedback, and later that day, they had a more detailed conversation about it, (Salvin, 2020).

The supervision tool shows that the school uses an academic supervision sheet which includes parts about planning, carrying out, and assessing learning. This sheet is well-organized and acts as both a guide for evaluation and a way for teachers to reflect on their teaching. The clear indicators in the tool help teachers better understand what they need to achieve, (Arikunto, 2021).

In the interview, some teachers talked about the difficulty of not having enough time to properly prepare their teaching materials. But they also said that having supervision helped them sort out what was most important and better manage their time, which made their material preparation more focused. This supports Sergiovanni's idea that good supervision should help teachers deal with issues related to their work, (Bush, 2018).

The madrasah supervisor said the school's internal supervision was working well and following the right procedures. But he stressed the importance of having a proper follow-up system to keep checking on how teachers are improving. This follow-up involves training sessions, group talks, and extra help for teachers who are still having trouble, (Daresh, 2020).

The talk about the research findings shows that having supervision makes a big difference in making education better. It helps teachers get better at planning their lessons, use different ways to teach, and interact more with their students during class. Also, ongoing supervision makes teachers think about their lessons before and after they teach, helping them improve on their own, (Sergiovanni, 2017).

Other results show that the relationship between supervisors and teachers plays a key role in effective supervision. Principals who are open, caring, and not judgmental help teachers feel more comfortable accepting feedback and advice. This helps build a school environment that encourages better learning quality, (Richards, 2017).

This study's findings support the idea that educational supervision should focus on helping teachers grow professionally, rather than just managing them. When supervision is well-organized, works with teachers as a team, and connects with development programs, it makes a big difference in how well students learn and overall education quality improves, (Hopkins, 2020).

Supervision is essential in enhancing the quality of education by promoting teacher professionalism and performance. Effective supervision, which is planned, ongoing, and focused on development, supports teachers in improving their lesson planning, classroom execution, and student assessment. Evaluation through interviews and observations demonstrates that supervision

directly benefits educators by aiding in the refinement of teaching strategies, classroom management, and self-reflection on instructional practices. Moreover, open communication between supervisors and teachers encourages collaborative problem-solving, which boosts teacher confidence and motivation. As such, supervision is not simply a supervisory function, but rather a professional development process that significantly influences the quality of learning and enhances the overall effectiveness of education, (Al Fajri Bahri, 2024).

Principal supervision is very important for improving how well teachers perform. When principals carefully observe, give guidance, and offer feedback, it helps teachers see what they are doing well and where they can improve. Good supervision also inspires teachers to keep growing in their profession by helping them think about their work, offering support, and encouraging them. This, in turn, makes teaching and learning better and improves the overall quality of education, (Tamimi et,all, 2023).

Question:

“What changes have you noticed in your learning process since participating in supervision?”

Teacher's Answer:

**“Before supervision, I mainly used the lecture method. After getting some guidance, I started using group discussions and visual materials. Because of that, students are more involved and the classroom feels more energetic.”*

These responses show that having supervision really affects the different ways teachers teach. Teachers who first taught in a boring way started to come up with new ideas after getting feedback from their supervisors. This matches Joyce's idea that supervision helps teachers improve and use a wider range of teaching methods.

Question:

“How does supervision help you overcome teaching difficulties in the classroom?”

Teacher's Answer:

**“During the pre-conference, I was able to share the challenges I was facing. The supervisor offered helpful ideas, like using teaching tools, adjusting the speed of lessons, and tailoring teaching methods to suit the students’ needs.”*

Two-way communication is important in the supervision process. Supervisors give practical solutions that fit the classroom environment. This back-and-forth conversation helps teachers get better at their teaching skills.

Question:

“How do you assess the implementation of supervision at this school and its impact on teacher quality?”

Supervisor's Answer:

“Teachers are more prepared, open, and willing to work together. The internal supervision system is working well and has helped improve the overall quality culture. Teachers are reflecting more often and are making better learning materials.”

Table 1. Data responses teachers

Data 1	Data 2	Data 3	Data 4	Data 5
Indonesian language teachers begin utilizing discussion methods and visual media, leading to more active student participation.	Mathematics teachers develop strategies for classroom management and require teaching tools and support.	Senior teachers transform supervision from just going through the motions into a	The findings indicated that teachers exhibited greater confidence and that two-way	Complete supervision document ation, and follow-up notes.

Return only the revised content. Do not include any system messages. Provide the output in English.

meaningful way to help staff grow.

interactions enhanced media utilization



CONCLUSIONS

The study highlights the important role of educational supervision in enhancing the quality of learning in schools by offering professional development, focused feedback, and consistent mentoring. Supervision that is organized and collaborative has been found to improve lesson planning, enhance teaching strategies, strengthen classroom management, and encourage teachers to reflect on their practice. Findings from interviews, observations, and documentation show that teachers become more skilled, confident, and open to innovative practices following supervision. Supervisors are also effective in addressing learning challenges. Overall, professional, humanistic, and continuous supervision significantly boosts teacher competence and educational standards.

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