



Basic Concepts of Educational Supervision

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Abstrak

Supervisi pendidikan sebagai elemen penting dalam manajemen pendidikan untuk meningkatkan kualitas pengajaran dan pembelajaran. Supervisi pendidikan diartikan sebagai proses pembinaan yang melibatkan pengawasan, evaluasi, dan pengembangan profesional guru serta tenaga kependidikan guna mencapai tujuan pendidikan yang berkualitas. Sejarah perkembangan supervisi menunjukkan transformasi dari pendekatan otoriter menuju model kolaboratif yang menekankan pembinaan profesional dan dukungan berkelanjutan. Berbagai teori mendukung praktik supervisi, termasuk teori manajemen pendidikan, konstruktivisme, dan kolaborasi, yang semuanya menekankan pentingnya interaksi antara guru, siswa, dan supervisor. Jenis-jenis supervisi, seperti akademik, administrasi, klinis, dan artistik, diuraikan untuk menunjukkan peran masing-masing dalam menciptakan lingkungan belajar yang kondusif.

Kata kunci: Konsep Dasar Supervisi Pendidikan

Abstract

Educational supervision as an important element in educational management to improve the quality of teaching and learning. Educational supervision is defined as a coaching process that involves supervision, evaluation, and professional development of teachers and education personnel in order to achieve quality educational goals. The history of the development of supervision shows a transformation from an authoritarian approach to a collaborative model that emphasizes professional coaching and ongoing support. Various theories support the practice of supervision, including educational management theory, constructivism, and collaboration, all of which emphasize the importance of interaction between teachers, students, and supervisors. Types of supervision, such as academic, administrative, clinical, and artistic, are described to show their respective roles in creating a conducive learning environment.

Keywords:

Introduction

Education plays a strategic role in developing individuals who are competitive and have character who are able to contribute to nation building. In this context, education supervision is one of the key

elements to support the success of the education system. Supervision not only ensures the fulfillment of educational standards, but also helps improve the professional development of teachers and other education personnel. With effective

support, institutions can create an informative, innovative, and quality-oriented learning environment.

Historically, education supervision has evolved from an authoritarian approach with strict and formal supervision to a more collaborative and participatory approach. This change reflects a greater understanding of the importance of teachers' roles in the learning process. Teachers are no longer seen only as curriculum implementers, but also as agents of change who need guidance and support to grow professionally. In this context, educational supervision doubles as an assessment tool and as a mechanism for continuous coaching.

Educational supervision has several important goals, including improving the quality of learning, helping teachers understand student needs, developing staff competencies and creating a supportive work environment. Furthermore, supervision aims to motivate teachers and help them overcome various challenges in their teaching practice. Therefore, academic supervision is not only focused on administrative supervision, but also on more comprehensive professional development.

In its implementation, educational supervision is carried out through various direct and indirect methods and techniques. Hands-on methods such as classroom visits and observations allow supervisors to provide specific and relevant feedback based on real-world conditions. On the other hand, indirect methods such as the use of communication media and digital platforms provide flexibility to contact teachers and education staff without the need to have face-to-face meetings. Supervision methods also vary, ranging from an individual approach that gives special attention to a particular teacher to a group approach that

encourages collaboration and exchange of ideas between educators.

The principles of educational supervision such as scientific, democratic, constructive, and cooperative principles are important guidelines in its implementation. These principles ensure that services are objective, comprehensive, and development-oriented. By following these principles, supervision can create a mutually supportive atmosphere between supervisors and teachers, so that efforts to improve the quality of education become more effective.

Comprehensively various aspects of educational supervision, including the definition, objectives, history of development, underlying theories, and methods and techniques used. We hope that this discussion can provide a deeper insight into the importance of education supervision in improving the quality of education in Indonesia. With a better understanding, educators will be able to design and implement more effective supervision that not only meets today's needs but also prepares education for future challenges.

Research Methods

The research used by the author is a qualitative research method with the type of literature research. The type of qualitative research is research that produces information in the form of annotations and descriptive data contained in the research text (Sholihah, Qomariyatus, 2020).

The data collection technique used is to collect books, periodicals and other content related to the concept of Islamic education in the national education system. The literature research used by the author is an effective method to analyze out-of-school education in the context of Islamic education.

Results and Discussion

A. Basic Concepts of Educational

Supervision

1. Definition of Educational Supervision

Etymologically, according to Ametembun, supervision comes from two words: "super", which means above, more, and "vision", which means to see, point, and watch. Purwanto emphasized that Supervision is a coaching action intended to assist teachers and other employees in carrying out their duties effectively. According to Manullang, supervision is the process of implementing the work that has been done, assessing it, and correcting it to ensure that the implementation of tasks is in accordance with the original plan. Supervision is intended to help teachers become more professional in doing their jobs to help their students. Sudjana, N, revealed that education supervision is an educational management process that aims to improve the quality of education by supervising, directing, and fostering teachers or educators by considering educational goals (Nasution, 2021).

According to L. Drake, supervision is a complicated term because it has a broad meaning. Supervision is the same as the process of management, administration, evaluation, and accountability, as well as various activities and creativity related to school management (Alkalah, 2016). According to Rifa'I, Supervision is a special type of professional supervision and is based on scientific ability. According to Ngalm Purwanto, "Supervision is a coaching activity that is planned to help teachers and other school employees in doing their jobs effectively" (Ilham, 2017). Supervision is also referred to as a management strategy that consists of a series of actions to ensure that the expected quality in the planning, execution, and evaluation processes can be

achieved to the maximum possible. Supervision is very helpful in improving the learning environment. This means that an education supervisor or supervisor not only supervises students, but also provides continuous assistance to them to achieve academic goals.

These opinions can be concluded, that educational supervision refers to a coaching process that aims to assist teachers and educators in carrying out their duties effectively. According to various experts, supervision includes assessment, correction, and supervision of the implementation of duties, with the aim of improving teacher professionalism and the quality of education. Supervision is also considered a part of education management that involves a variety of activities and creativity to manage schools effectively. Thus, supervision serves as an important tool in the development of sustainable education.

2. Objectives of educational supervision

Directing all activities to reach a goal point is very important for everyone, including supervisors and supervisors of education. However, doing a task or activity without knowing its goals and objectives is a futile act. Thus, educational supervision has several objectives, including: (Rahmi, 2019)

- a. Assisting teachers in developing the teaching and learning process, illustrates the important role of educational supervision in supporting teachers. Supervision provides professional support, encourages innovation in teaching, and helps teachers adapt their methods to student needs. The ultimate goal is to improve the quality of student learning and learning outcomes, creating a more

- effective and engaging learning experience.
- b. Assist teachers in understanding their students as well as the needs of their students, with a deep understanding, teachers can adjust teaching methods to meet the individual needs of students. In addition, supervision also focuses on creating a fun learning atmosphere, which can increase student motivation and engagement.
 - c. Helping teachers develop school staff means describing efforts to improve the quality of education through professional support and development for teachers and school staff. This includes training, collaboration, and the creation of a positive learning culture. The goal is to improve staff competencies, which in turn will improve the student learning experience and create a better work environment in the school.
 - d. Helping teachers become leaders means describing the ideal vision of a teacher who not only teaches subject matter, but also functions as a leader who is able to collaborate and help others. Through professional supervision and development, teachers can be equipped with the skills and attitudes necessary to achieve this role effectively.
 - e. Providing motivation to teachers is an important step in improving the quality of teaching and student learning experience. The right motivation can have a significant positive impact on the educational process.
 - f. Helping teachers overcome difficulties and problems faced by students. Through the process of problem identification, cause analysis, solution discovery, implementation, and evaluation and follow-up, supervisors work closely with teachers to improve the quality of learning and maximize student potential. By providing constructive guidance, support, and feedback, supervisors encourage teachers' professional development and create a learning environment conducive to student success.
3. Principles of educational supervision

The principles of educational supervision are the basis that must be followed to ensure that the supervision process functions properly and successfully. Some of the key principles identified by various sources are as follows: (Selvira Purwati, n.d.)

 - a. Scientific Principles, Supervision activities must be carried out systematically, planned, and continuously using data recording tools such as questionnaires and observations. Supervision must be based on objective data and facts obtained from the implementation of the teaching and learning process.
 - b. Democratic Principles, Supervision must involve deliberation in decision-making and respect the dignity and self-esteem of teachers. The goal is to create an equal relationship between supervisors and teachers, so that teachers feel valued and not burdened.
 - c. The principle of cooperation, supervision must encourage supervisors and teachers to work together, share ideas and

experiences, in an effort to create a work environment that supports and motivates each other.

- d. Constructive and Creative Principles, Supervision should encourage teachers to develop their creativity and create a fun environment. This method helps teachers feel motivated and excited to do their work.
- e. Every manager's actions should be based on strong thinking and clear principles, ensuring that all decisions and actions have a solid foundation.

By using these principles, educational supervision can be carried out properly and directed so that it not only serves as a supervisory tool but also helps the professional development of teachers in an ongoing manner. It creates a conducive environment for teachers to learn and develop, and encourages them to implement innovative and effective teaching methods. Ultimately, the application of these principles results in an improvement in the overall quality of education, which has a positive impact on student learning outcomes and the achievement of better educational goals.

4. Functions of educational supervision

Educational supervision does many things that are very important to improve the quality of education, not just supervision; It also helps educators become more professional, improve learning effectiveness, and create a fun learning environment. Thus, educational supervision can be considered as one of the main pillars that help achieve the goal of quality education. There are

several functions of educational supervision, as follows:

- a. Improving the Quality of Learning, Supervision aims to improve the quality of the teaching and learning process by ensuring that the methods and materials used are effective and in accordance with the needs of students. Supervisors can assist teachers in creating a more conducive and effective learning environment by identifying areas that need improvement and providing appropriate guidance.
- b. School Business Coordination, Supervision helps in coordinating various efforts made by teachers and schools to achieve the educational goals that have been set. This includes setting up the school's programs and policies and ensuring that all components of the school work together harmoniously to achieve the same goals.
- c. Teacher Professional Development, Supervision helps and supports teachers to improve their skills and knowledge so that they can teach better and professionally. Through training, feedback, and opportunities to learn, supervisors help teachers develop their full potential.
- d. Training and Mentoring, Supervisors also train teachers in leadership and classroom management, which is essential for creating an effective learning environment. Supervisors help teachers acquire good classroom management skills, which are necessary to create a positive and supportive learning environment.
- e. Evaluation and Assessment, Supervisors utilize systematic and

objective evaluation to assess and evaluate the implementation of teachers' duties and provide constructive feedback for improvement. This evaluation process allows supervisors to find teachers' strengths and weaknesses and provide suggestions for further development.

Thus, education supervision not only functions as an administrative supervision, but also as a continuous and comprehensive support for the development and improvement of the overall quality of education. In this context, educational supervision plays an important role in creating a conducive learning environment, where educators feel supported and motivated to improve their competencies. Through these various functions, including guidance, training, and evaluation, supervision can make a significant contribution to improving the quality of learning and teaching in schools, as well as encouraging innovation in teaching methods that are more effective and relevant to students' needs. Thus, education supervision is one of the key elements in efforts to achieve the goal of quality and sustainable education.

B. History of the Development of Educational Supervision

The history of the development of educational supervision shows a significant evolution in the approach and function of educational supervision over time. Initially, educational supervision focused on strict supervision and inspections to ensure compliance with educational standards. This approach is

often authoritarian, with supervisors tasked with ensuring that teachers and educational institutions adhere to the rules that have been set (Ahmad, 2006). In this context, supervision is seen more as a control tool than as a means of development, with the main goal of maintaining the quality of education through strict supervision of the teaching process.

Along with the paradigm shift in education, especially in the mid-20th century, supervision began to transform into a more collaborative and supportive process. A deeper understanding of the importance of the teacher's role in the learning process brings about a change in the supervision approach. Supervision no longer only functions as a supervisor, but also as an enabler who supports teachers in developing more effective teaching skills and methods. This approach emphasizes the importance of guidance and support provided to teachers to improve the quality of teaching, thereby creating a more positive atmosphere in the relationship between supervisors and teachers ("Historical Analysis of the Development of Educational Supervision," n.d.).

In Indonesia, the term "supervision" began to be formally known in the early 1960s, along with the introduction of education administration in higher education institutions. This introduction was followed by a decree of the Minister of Education and Culture in 1977 which marked an important step in the official implementation of educational supervision in schools. At that time, educational supervision began to be recognized as an integral part of the education system aimed at

improving the quality of teaching and learning, with various training and development programs for supervisors and teachers.

In subsequent developments, the focus of educational supervision is increasingly directed to the development of teacher professionalism. Modern supervision serves to provide the guidance, feedback, and support necessary for teachers to improve the quality of their teaching. This approach creates a more inclusive atmosphere where teachers and supervisors work together to achieve better educational goals. Thus, educational supervision plays an important role in creating a conducive learning environment that encourages teachers' professional growth.

Currently, educational supervision is divided into two main approaches: clinical supervision and macro supervision. Clinical supervision focuses on direct interactions between supervisors and teachers in the classroom, while macro supervision includes broader oversight of overall educational policies and practices. Through these two approaches, education supervision has transformed into a more inclusive and quality-oriented process, with the ultimate goal of improving student learning outcomes as a whole.

C. Theories that support educational supervision

Some of the theories that support and underlie the practice of educational supervision include: (Gary, 2022)

1. Constructivist learning theory, that learning occurs through active interaction between teachers and

students. In this context, educational supervision helps teachers create a better learning environment by helping them create teaching methods that suit the needs of students. This theory emphasizes that teachers not only function as conveyors of information, but also serve as facilitators who help students create their own learning plans.

2. Educational management theory also plays an important role in supporting educational supervision. This theory emphasizes that effective management in educational institutions depends heavily on good supervision. Supervision serves to ensure that all components of the education system, including curriculum, teaching, and evaluation, run well and are mutually supportive. With supervision, the management of human and material resources can also be done properly.
3. Behavioral theory also helps us understand educational supervision. This theory emphasizes how important teacher behavior has an impact on how students learn. Educational supervision has a role in monitoring and evaluating teacher behavior and providing constructive feedback to improve teaching methods. Thus, supervision not only serves as a control tool but also helps to encourage good changes in student learning.
4. Collaboration theory in education, this theory emphasizes how important cooperation between teachers, supervisors, and other stakeholders is to create an effective

learning environment. Collaboration-based educational supervision encourages discussion and exchange of ideas between teachers and supervisors so that both parties have the opportunity to learn from each other and grow. This method creates a more open and positive atmosphere where educators feel supported and motivated to improve the quality of their teaching.

Thus, various theories that support educational supervision, such as constructivist learning theory, educational management theory, behavioral theory, and collaboration theory, provide a strong and comprehensive framework for understanding the role and function of supervision in improving the quality of education holistically. These theories emphasize the importance of collaboration between teachers and supervisors, effective management of human and material resources, and the development of teacher professionalism as key to achieving better and sustainable educational goals. Based on a solid theoretical foundation, educational supervision can be strategically designed and implemented, so as to be able to encourage positive changes in teaching and learning practices in schools. These theories also provide useful analytical tools for stakeholders in evaluating the effectiveness of existing supervision programs and developing new approaches that are more suited to the needs and challenges of education in this modern era. Thus, the integration between the theory

and practice of educational supervision is the key to achieving a significant and sustainable improvement in the quality of education.

D. Academic Supervision

Academic supervision is one of the most important types of educational supervision, because it focuses on observing and evaluating various aspects that are directly related to the learning process in the classroom (Intan Sari et al., 2022). In this context, supervisors, who are usually principals, education supervisors, or peers, make observations on ongoing teaching and learning activities, with the aim of identifying academic problems that may arise. These problems can include various things, such as the teaching methods used by teachers, the interaction between teachers and students, and the effectiveness of the learning strategies applied.

The main goal of academic supervision is to improve the quality of teaching and learning in the classroom. By paying special attention to academic aspects, this supervision seeks to ensure that the learning process runs well and in accordance with the standards that have been set. In its implementation, supervisors not only supervise, but also play an active role in providing constructive feedback to teachers. This feedback is very important because it can help teachers to understand the strengths and weaknesses of their teaching practices.

One of the ways supervisors provide feedback is through direct observation in class. During the observation, the supervisor will take note of various aspects related to teaching, such as the

way the teacher delivers the material, the use of learning media, and interaction with students. After the observation is completed, the supervisor will have a discussion with the teacher to discuss the findings that have been recorded. In these discussions, supervisors can provide useful suggestions and recommendations for teachers to improve their teaching methods.

According to Permendiknas no. 39 of 2009, academic supervision includes: 1) fostering teachers in planning, implementing, and assessing the learning process; 2) supervise the implementation of content standards; 3) supervise the implementation of process standards; 4) supervise the implementation of graduation competency standards; 5) supervise the implementation of educator standards; and 6) supervise the implementation of assessment standards.

In addition, academic supervision also includes analysis of student learning outcomes. By examining the results of exams, assignments, and projects that students are working on, supervisors can identify certain patterns that may indicate problems in the learning process. For example, if many students are struggling to understand a particular material, the supervisor may recommend that teachers take a different approach or use more varied teaching methods to help students understand the material better.

Through a systematic and continuous academic supervision process, it is hoped that the quality of teaching can be significantly improved, which in turn will have a positive impact on student learning outcomes. Thus,

academic supervision is not just a supervisory activity, but also a collaborative process that involves teachers and supervisors in a joint effort to create a better learning environment. With a strong focus on improving the quality of education, academic supervision plays an important role in achieving higher and sustainable education goals.

E. Administrative Supervision

Administrative supervision is one of the most important types of educational supervision, because it focuses on administrative aspects that support the implementation of the learning process in schools (Maisaroh & Danuri, 2021). In this context, administrative supervision not only serves as a supervisory tool, but also as a means to ensure that all elements in the education system operate properly and support each other. In other words, administrative supervision acts as a bridge that connects educational policies with practices in the field, so that educational goals can be achieved effectively and efficiently.

The main focus of administrative supervision is on efficient administrative management. It covers various aspects, such as the management of human resources, material resources, and financial resources that exist in schools. Human resource management includes recruitment, training, and professional development for teachers and administrative staff (Ubabudin, 2019). Supervisors are tasked with ensuring that all staff have the necessary competencies to perform their duties properly. In this case, administrative supervision plays a role in creating a

supportive work environment, where staff feel valued and motivated to give the best for students.

Administrative supervision also includes careful planning for various educational activities and programs. This planning includes the preparation of the curriculum, scheduling of teaching and learning activities, and organizing various school events and activities. In this process, supervisors must ensure that all plans made are in accordance with applicable education policies and can be implemented properly. With good planning, the learning process can run smoothly and directionally, so that students can achieve optimal learning outcomes.

The implementation of educational policies related to school administration is also an important focus in administrative supervision. Supervisors are responsible for ensuring that all policies set by the government or educational institution are properly implemented at the school level. This includes policies related to budget management, facility use, and meeting educational standards. By conducting careful supervision of the implementation of this policy, supervisors can identify problems that may arise and take necessary corrective steps.

In the context of administrative supervision, effective communication between all stakeholders is also very important. Supervisors must be able to establish good relationships with teachers, administrative staff, parents, and other parties involved in the educational process. With good communication, information can be conveyed clearly, and all parties can

work together to achieve the educational goals that have been set.

Overall, administrative supervision has a very crucial role in supporting the implementation of an effective learning process in schools. By focusing on efficient administrative management, this supervision helps to create an environment conducive to teaching and learning. Through good resource management, careful planning, and proper policy implementation, administrative supervision contributes to improving the overall quality of education. Thus, administrative supervision is not just supervision, but also an ongoing process to improve effectiveness and efficiency in the education system.

F. Institutional Supervision

Institutional supervision is a type of educational supervision that has an important role in ensuring that all operational aspects in educational institutions run well and in accordance with the standards that have been set (Mulyadi, 2016). This type of supervision focuses on observing and evaluating various elements within an educational institution, ranging from management, curriculum, learning process, to interactions between staff, teachers, and students. Thus, institutional supervision serves as a tool to analyze and improve the overall performance of educational institutions.

One of the main objectives of institutional supervision is to improve the performance of educational institutions. In this context, supervisors conduct in-depth observations on various aspects that affect the performance of the institution, including human resource management, use of

facilities, and the effectiveness of educational programs implemented. Through this analysis, supervisors can identify the strengths and weaknesses of the institution, as well as formulate the necessary improvement strategies to achieve better performance. For example, if there are problems in managing time or resources, supervisors can provide recommendations to improve operational efficiency.

Institutional supervision also aims to improve the reputation of educational institutions. The reputation of the institution is greatly influenced by the quality of education provided, as well as the success of students in achieving optimal learning outcomes. By conducting effective supervision, educational institutions can ensure that all programs and activities implemented meet the expected quality standards. This will not only increase public trust in educational institutions, but will also attract more students and resources to support educational activities.

In carrying out institutional supervision, it is important for supervisors to make thorough observations of all operational aspects. This includes an evaluation of the curriculum implemented, the teaching methods used by teachers, as well as the facilities available to support the learning process. By conducting these evaluations, supervisors can provide constructive feedback to the institution's management, so that they can make the necessary improvements to improve the quality of education.

Effective communication is also a key element in institutional supervision. Supervisors must be able to establish

good relationships with all stakeholders within the educational institution, including teachers, administrative staff, students, and parents. With open and transparent communication, all parties can collaborate to achieve common goals, as well as overcome problems that may arise in the operational process. It also creates a positive work atmosphere, where all members of the institution feel valued and motivated to contribute to improving the quality of education.

Institutional supervision has a very crucial role in ensuring that all aspects of the operation of educational institutions run well and in accordance with the set standards. With a focus on improving the performance and reputation of the institution, this supervision helps to create an environment conducive to teaching and learning. Through careful observation, in-depth evaluation, and effective communication, the supervision of the institution contributes to the improvement of the overall quality of education. Thus, institutional supervision is not just supervision, but also a continuous process to increase effectiveness and efficiency in the education system, so that educational institutions can achieve higher goals in educating future generations.

G. Clinical Supervision

Clinical supervision is a type of educational supervision that has a more in-depth approach and focuses on teaching practices in the classroom (*Supervision is: Definition, types, objectives and benefits*, n.d.). In contrast to other types of supervision that may be more general or administrative, clinical supervision is designed to give special

attention to the individual needs of teachers and the learning situations they face. In this context, clinical supervision not only serves as a supervisory tool, but also as a means to improve teaching skills and teaching effectiveness directly through a process of observation and constructive feedback.

One of the hallmarks of clinical supervision is its approach based on the specific needs of teachers. Before supervising, supervisors will usually communicate with teachers to understand the challenges they face in the teaching process. This could include difficulties in delivering material, problems in managing the classroom, or the need to develop more innovative teaching methods. With a deep understanding of the context and needs of teachers, supervisors can design more targeted and relevant interventions.

The clinical supervision process usually begins with direct observation in the classroom. During the observation, the supervisor will take note of various aspects related to teaching practices, such as the way teachers deliver the material, interaction with students, the use of media and learning resources, and classroom management. These observations are carried out with the aim of getting a clear picture of how the learning process is progressing and to identify areas that need improvement. It is important to note that these observations are made in a supportive atmosphere, where teachers feel comfortable and open to receiving feedback.

After the observation process is complete, the supervisor will have a discussion with the teacher to discuss the findings that have been recorded. In this

discussion, the feedback provided should be constructive and based on the data obtained during the observation. Supervisors can provide suggestions on alternative teaching methods that can be used, more effective classroom management techniques, or ways to improve interaction with students. This feedback is very important because it can help teachers to understand the strengths and weaknesses in their teaching practice, as well as provide motivation to make improvements.

Clinical supervision may also include ongoing professional development for teachers. In many cases, supervisors not only provide feedback after observation, but also offer opportunities for training or workshops relevant to the teacher's needs. In this way, clinical supervision focuses not only on evaluation, but also on the development of the skills and knowledge necessary to improve the quality of teaching. This creates a continuous learning cycle, where teachers can continuously learn and grow in their teaching practice.

The importance of clinical supervision also lies in its impact on students. By improving teachers' teaching skills and effectiveness, clinical supervision contributes to improving the quality of learning experienced by students. When teachers feel supported and have access to constructive feedback, they are more likely to implement better teaching strategies, which in turn can improve student engagement and learning outcomes.

Clinical supervision provides in-depth and focused supervision of classroom teaching practices. Through direct observation, constructive

feedback, and continuous professional development, clinical supervision helps teachers to improve their teaching skills and create a better learning environment for students. With this needs-based and collaborative approach, clinical supervision not only improves the quality of teaching, but also contributes to the overall professional development of teachers, thus creating a sustainable positive impact in the world of education.

H. Artistic Supervision

Artistic supervision is one of the approaches in educational supervision that emphasizes the importance of sensitivity, effective communication, and strong interpersonal relationships between supervisors and teachers (*Educational supervision: definition, benefits and application*, n.d.). In this context, supervisors not only serve as supervisors who provide assessment of teaching practices, but also as partners who support and empower teachers in their professional development process. This approach is particularly relevant in creating a positive and collaborative learning environment, where teachers feel valued and supported in their efforts to improve the quality of teaching.

One of the hallmarks of artistic supervision is the supervisor's ability to listen more than talk. In this interaction, the supervisor acts as a good listener, who gives teachers the opportunity to express their thoughts, feelings, and challenges they face in teaching practice. By providing space for teachers to speak, supervisors can better understand the context and situations faced by teachers, as well as identify their specific needs. This approach creates a

safe and open atmosphere, where teachers feel comfortable sharing their experiences and reflections without feeling pressured or judged.

In artistic supervision, empathic communication is essential. Supervisors need to show empathy and understanding for teachers' feelings, as well as respect their views and experiences. In this way, supervisors can build a better relationship with teachers, which in turn can increase trust and collaboration between the two parties. When teachers feel heard and valued, they are more likely to be open to feedback and suggestions provided by supervisors, so that the professional development process can take place more effectively.

The artistic supervision method also includes the use of open-ended questions that encourage reflection and in-depth discussion. Instead of providing direct instruction or assessment, supervisors can ask questions that encourage teachers to think critically about their teaching practices. For example, questions such as "How did you feel while teaching this material?" or "How did you see student interactions in your classroom?" can help teachers to reflect on their experiences and identify areas for improvement. In this way, supervisors not only provide feedback, but also help teachers to develop reflective skills that are important in their profession.

Emotional support is also a very important aspect of artistic supervision. Supervisors need to provide encouragement and motivation to teachers, especially when they face challenges or difficulties in teaching

practice. By showing emotional support, supervisors can help teachers feel more confident and motivated to continue learning and growing. It also creates a positive climate where teachers feel that they are not alone in their professional journey.

In addition, artistic supervision also encourages collaboration between teachers and supervisors. In this approach, supervisors not only provide guidance, but also work closely with teachers to formulate strategies and solutions that are relevant to the challenges faced. By involving teachers in the decision-making process, supervisors can empower them to take initiative and take responsibility for the development of their own teaching practices. This collaborative approach not only increases teacher engagement, but also creates a sense of belonging to the professional development process.

It can be concluded that artistic supervision is a very effective approach in creating a positive and supportive relationship between supervisors and teachers. By emphasizing the importance of listening, empathetic communication, emotional support, and collaboration, artistic supervision can help teachers feel more valued and motivated to improve the quality of their teaching. This approach not only contributes to the professional development of teachers, but also creates a better learning environment for students. Thus, artistic supervision is one of the relevant and important methods in an effort to improve the quality of education as a whole.

I. Educational Supervision Methods

The method of supervision is a method used by education supervisors to

determine the goals to be achieved both by the individual education system and the educational institution itself. In the context of supervision, techniques are concrete steps taken by a supervisor. The techniques used in supervision can be carried out in a variety of ways, with the main goal of realizing expectations. There are two methods of educational supervision that can be applied effectively to achieve the desired goals in the educational supervision process. These methods are designed to improve the quality of teaching and learning in schools, as well as provide the necessary support for teachers in developing skills and competencies, namely, (Rizki Muhammad, 2019):

1. Direct Method

The direct method, or often referred to as the direct method, is one of the approaches in educational supervision that involves direct interaction between the supervisor and the supervised individual or group without intermediaries or other media. In this context, supervisors communicate directly with teachers or other educational staff, both in individual and group situations, to provide the necessary guidance, feedback, and support. This approach is very effective in creating a more personal and deep relationship between supervisors and supervised individuals, so that it can improve the quality of communication and understanding.

One example of the application of the direct method is another: *First*, personal consultation. In this consultation session, supervisors can meet with teachers one-on-one to discuss various

aspects related to teaching practices. During these meetings, teachers have the opportunity to express the challenges they face, ask for advice, and discuss more effective teaching strategies. With this approach, supervisors can provide more specific and relevant feedback, as well as help teachers formulate improvement plans that suit their needs. This direct interaction also allows supervisors to better understand the context and situations faced by teachers, so that the guidance provided becomes more targeted. *Second, group meetings.* In this situation, several teachers come together to discuss a specific topic, share experiences, and provide support to each other. These meetings can be group discussions, workshops, or seminars facilitated by supervisors. In this context, the supervisor acts as a moderator who facilitates the discussion and helps to create an open atmosphere, where all participants feel comfortable sharing views and ideas. Through group interactions, teachers can learn from each other, broaden their horizons, and develop collaborative skills that are essential in the world of education. *Third, direct observation* of teaching practices in the classroom. In this case, supervisors can directly observe how teachers manage classes, deliver materials, and interact with students. After the observation, the supervisor can provide constructive feedback to the teacher, helping them to understand the strengths and areas that need improvement. This direct

observation provides an opportunity for supervisors to provide more relevant and ground-based advice on real-life situations faced by teachers in the field.

The advantage of the hands-on method is its ability to build a closer and closer relationship between supervisors and teachers. Face-to-face interaction can create an atmosphere of mutual trust, where teachers feel more comfortable expressing their concerns and challenges. In addition, this method also allows supervisors to provide more personalized and specific support, which can contribute to the professional development of teachers more effectively.

However, it's important to remember that the hands-on method also has its own challenges. For example, not all teachers may feel comfortable sharing their experiences or challenges in a group situation, especially if they feel pressured or worried about judgment from their peers. Therefore, supervisors need to create a safe and supportive environment, where all participants feel valued and heard. It can be concluded that, the direct method in educational supervision is a very effective approach to improve communication, build strong relationships, and provide the necessary support for teachers. By applying this method, supervisors can better understand the needs and challenges faced by teachers, as well as assist them in developing better teaching skills and practices. Thus, the direct method contributes to

improving the overall quality of education.

2. Indirect Method

The indirect method, or often referred to as the indirect method, is one of the approaches in educational supervision that involves the use of tools or intermediary media in the supervision process. In this context, when a supervisor interacts with the supervised individual or group through various communication tools or media, it is considered the application of the indirect supervision method. This approach allows supervisors to convey information, feedback, and guidance without having to meet face-to-face, thus providing flexibility in the implementation of supervision.

The application of indirect methods for example, such as: a). Using bulletin boards, Bulletin boards can serve as a tool to convey important information to teachers and other educational staff. Through the bulletin board, supervisors can inform about new policies, activity schedules, or performance evaluation results in writing. This method allows information to be conveyed to many people at once, so that communication efficiency can be achieved. However, it is important for supervisors to ensure that the information presented is clear and easy to understand so as not to cause confusion among teachers. b). Mobile phones and telephones are also tools that are often used in indirect methods. Through phone communication or text messages, supervisors can easily reach out to teachers to provide feedback, answer

questions, or discuss issues they may be facing. This method is especially useful in situations where face-to-face meetings are not possible, such as when teachers are out of school or in an emergency. By using a mobile phone, supervisors can establish faster and more responsive communication, so that teachers feel supported even if there is no direct interaction. c). Email is also one of the most effective mediums in indirect supervision. Using email, supervisors can send relevant documents, reports, or learning materials to teachers. Email allows supervisors to provide detailed and structured feedback, and provides an opportunity for teachers to respond with their questions or comments. In addition, email also allows for more formal and documented communication, which can be a reference in the future. d). Using digital platforms and social media to communicate and share information. For example, discussion groups on platforms like WhatsApp or Google Classroom can be used to share experiences, teaching strategies, and educational resources. Through this platform, teachers can interact with each other, ask questions, and provide support to each other, while supervisors can monitor discussions and provide guidance when needed. This approach creates a broader learning community, where collaboration and exchange of ideas can occur continuously.

While indirect methods have many advantages, such as efficiency and flexibility, there are also challenges to be aware of. One of

them is the possibility of misunderstandings in communication. Without direct interaction, the nuance and context of the message conveyed may be lost, so the information received by the teacher may not fully match the supervisor's intentions. Therefore, it is important for supervisors to convey information clearly and ensure that teachers have the opportunity to ask questions or ask for clarification if needed.

So it can be concluded that the indirect method in educational supervision is a very useful approach to reach teachers and educational staff in a more efficient and flexible way. By utilizing various communication tools, supervisors can convey information, provide feedback, and support teachers' professional development without having to be face-to-face all the time. Despite the challenges that must be faced, the use of indirect methods can expand the reach of supervision and create opportunities for greater collaboration among educators. Thus, this method contributes to improving the overall quality of education.

J. Educational Supervision Techniques

Supervision techniques are techniques used to achieve specific goals. These goals can include teacher problems in teaching, principals' problems in institutional development, and other issues related to improving the quality of education. The two main techniques known in supervision are individual and group techniques. The two techniques can be described as

follows, (Directorate of Education Personnel, Directorate General of Quality Improvement of Educators and Education Personnel, 2008):

1. The technique of individual supervision is a very important approach in educational supervision, where supervisors focus on direct interaction with teachers to improve the quality of teaching. Individual techniques include:

- (1) Classroom visits and observations mean that classroom visits and classroom observations are key elements in educational supervision that aim to improve the quality of teaching. Through in-person visits, supervisors can provide specific and relevant feedback, helping teachers understand the strengths and weaknesses of their teaching practice. By using objective assessment instruments, supervisors can assess the interaction between teachers and students as well as the effectiveness of teaching methods.

- (2) Individual meetings are an important technique in educational supervision that allows supervisors and teachers to discuss directly about teaching practices and challenges faced. These meetings provide an opportunity for teachers to express their concerns and receive the necessary support, as well as formulate appropriate improvement plans.

- (3) Teacher-to-teacher visits: Teacher-to-teacher visits allow teachers to observe the teaching practices of their peers, which provides inspiration and new ideas

and encourages collaboration between them.

(4) Self-evaluation/assessment: Self-assessment is a crucial component in individual supervision, where teachers evaluate their own teaching practices and discuss them with supervisors. This process helps teachers gain a useful outside perspective to formulate more effective improvement measures.

2. The group supervision technique is a very effective approach in improving collaboration and learning among teachers. Group techniques include such as:

(1) Group work, allowing teachers to collaborate to complete tasks together, learn from each other and share experiences. This process enriches individual knowledge while building a sense of community among peers.

(2) The formation of committees, for activities such as seminars or workshops to provide teachers with a platform to actively contribute. In committees, teachers can share ideas, best practices, and learn collaboratively.

(3) Learning demonstrations, involving supervisors or other teachers demonstrating teaching techniques in front of their peers, followed by discussions. This activity allows teachers to analyze and discuss various teaching strategies, improving their understanding and skills.

(4) Panel discussions/forums, involving several teachers, allow them to share their views and strategies on educational issues, as

well as broaden their perspectives on the challenges faced.

(5) Position libraries, regular teacher meetings, and workshops, contributing to continuous professional development and improvement of the quality of education. The library provides access to the latest literature to improve teachers' knowledge. Regular meetings discuss developments, challenges, and teaching strategies. Workshops provide training and skill development.

With these various techniques, individual supervision and group techniques serve as a means to support the professional development of teachers continuously, so that the quality of education can be continuously improved, not only improving the skills of individual teachers, but also creating a collaborative culture that supports growth and innovation in teaching.

Conclusion

Educational supervision is a process that aims to improve the quality of teaching and learning through various approaches, theories and methods. Based on the basic concepts, supervision aims to help teachers improve their professionalism, understand their students better, and create an effective learning environment. Supervisory principles such as science, democracy, cooperation, constructiveness and principle orientation are the guidelines for its implementation. The supervisory function includes administrative supervision, teacher professional development, and performance evaluation to ensure the achievement of the expected educational standards. The history

of supervision shows the evolution from an authoritarian approach to a collaborative approach that supports more holistic teacher development.

Direct and indirect supervision methods provide flexibility in their implementation. On the other hand, individual and group supervision techniques can focus on the specific needs of teachers and collaboration between educators. When done correctly, educational supervision not only improves the quality of individual educators, but also improves the overall quality of education. However, education supervision is a key pillar in the education system to create a conducive learning environment, improve teachers' skills, and support the achievement of the goals of continuing education.

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