

## **Analysis of School Principals as Supervisors in the Implementation of Educational Supervision in Schools**

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<b>Keywords:</b>	<b>Abstract</b>
<i>Educational Supervision, School Principal, Teacher Professionalism, Instructional Leadership, Quality of Education</i>	<p><i>This study aims to analyze the role of school principals as supervisors in the implementation of educational supervision, with a focus on exploring the concept, functions, objectives, principles, and implementation of educational supervision in improving the quality of learning in schools. This research employs a qualitative method combined with a library research approach, where data were collected from primary and secondary sources, including scientific journals, books, and relevant articles, supplemented by direct observation at one of the schools. Data analysis was conducted using a content analysis technique through three sequential stages: data reduction, data display, and conclusion drawing and verification, with triangulation of sources applied to strengthen the validity and credibility of the findings by cross-validating data obtained from literature and field observations. The findings reveal that educational supervision has four key functions as a coordinator, consultant, team leader, and evaluator and the principal, as the central supervisor, holds a pivotal role in guiding educators to carry out their duties in accordance with educational standards. Effective supervision encompasses academic, administrative, and clinical supervision, with academic supervision contributing most significantly to improving teacher professionalism. The study also identifies twelve key supervisory responsibilities that principals must carry out systematically, while noting that implementation faces four main obstacles: cultural, regulatory, human resource, and infrastructure and funding challenges. It is concluded that the principal as supervisor plays a decisive role in shaping school culture, improving teacher performance, and ensuring that the teaching and learning process aligns with national education goals, as effective educational supervision guided by scientific, democratic, cooperative, and constructive-creative principles serves as a strategic instrument for achieving sustainable quality improvement in education.</i></p>
<b>Kata Kunci:</b>	Penelitian ini bertujuan untuk menganalisis peran kepala sekolah sebagai pengawas dalam pelaksanaan pengawasan

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Pengawasan  
Pendidikan, Kepala  
Sekolah,  
Profesionalisme  
Guru,  
Kepemimpinan  
dalam Pengajaran,  
Kualitas Pendidikan

pendidikan, dengan fokus pada pengkajian konsep, fungsi, tujuan, prinsip, dan implementasi pengawasan pendidikan dalam meningkatkan kualitas pembelajaran di sekolah. Penelitian ini menggunakan metode kualitatif yang dikombinasikan dengan pendekatan penelitian perpustakaan, di mana data dikumpulkan dari sumber primer dan sekunder, termasuk jurnal ilmiah, buku, dan artikel relevan, serta dilengkapi dengan observasi langsung di salah satu sekolah. Analisis data dilakukan menggunakan teknik analisis konten melalui tiga tahap berurutan yang diusulkan: reduksi data, penyajian data, dan penarikan kesimpulan serta verifikasi, dengan penerapan triangulasi sumber untuk memperkuat validitas dan kredibilitas temuan melalui validasi silang data yang diperoleh dari literatur dan pengamatan lapangan. Temuan menunjukkan bahwa pengawasan pendidikan memiliki empat fungsi utama sebagai koordinator, konsultan, pemimpin tim, dan evaluator, dan kepala sekolah sebagai pengawas utama memegang peran sentral dalam membimbing pendidik untuk melaksanakan tugas mereka sesuai dengan standar pendidikan. Pengawasan yang efektif mencakup pengawasan akademik, administratif, dan klinis, dengan pengawasan akademik memberikan kontribusi paling signifikan dalam meningkatkan profesionalisme guru. Studi ini juga mengidentifikasi dua belas tanggung jawab pengawasan utama yang harus dilaksanakan secara sistematis oleh kepala sekolah, sambil mencatat bahwa implementasinya menghadapi empat hambatan utama: hambatan budaya, regulasi, sumber daya manusia, serta infrastruktur dan pendanaan. Disimpulkan bahwa kepala sekolah sebagai pengawas memainkan peran yang menentukan dalam membentuk budaya sekolah, meningkatkan kinerja guru, dan memastikan bahwa proses pembelajaran dan pengajaran selaras dengan tujuan pendidikan nasional, karena pengawasan pendidikan yang efektif yang didasarkan pada prinsip-prinsip ilmiah, demokratis, kooperatif, dan konstruktif-kreatif berfungsi sebagai alat strategis untuk mencapai peningkatan kualitas pendidikan yang berkelanjutan.

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## 1. Introduction

Education today is very important because it has a strategic role in improving the quality of human resources, or what is often called human resources (Kokkinopoulou et al., 2025). This is in line with the purpose and role of national education contained in Law Number 20 of 2003 concerning the National Education System, especially Article 3. In the law, it is explained that education has an important purpose (Republik Indonesia, 2003). Supervision in the context of education is important because it has a significant impact on teachers' work outcomes and student learning outcomes (Espiritu & Espiritu, 2025). Indeed, supervision is a process that contributes to improving the quality of education. Supervision helps improve teacher performance through observation, feedback

and coaching. Supervision provides opportunities for educators to improve and develop their teaching skills. Thus, teachers can become more competent, creative and effective in carrying out their functions as educators.

Supervision also has an impact on students' academic performance; teachers who are more competent and motivated tend to create a more effective learning environment (Reyes & Oropa, 2025). They can teach subjects better, interact positively with students, and design appropriate learning strategies. All of these factors contribute to increased student understanding and success (Zhang & Hu, 2025). Therefore, monitoring is a very important tool in efforts to improve the quality of education in general. This not only helps teachers improve their performance but also improves student learning outcomes, so that it has a positive impact on the development of education as a whole.

Supervision is very relevant in the educational process because there are fundamental factors that affect it, such as curriculum development. As time goes by, the curriculum continues to evolve and change. As the program develops, teachers also need to constantly update and improve their teaching skills and methods. Monitoring helps teachers understand these changes, provide support, and ensure that they can integrate curriculum changes into the learning process (Amemasor et al., 2025). Therefore, supervision plays an important role in maintaining the quality of education and ensuring that teachers remain relevant and effective in educating students.

Teachers' participation has a significant impact on the educational process, and their role in student progress is crucial. Therefore, the implementation of educational supervision is a means to provide opportunities for educators to carry out their duties more effectively and focus on increasing their effectiveness in developing learning programs (Abdurahman et al., 2025). Continuous supervision through a structured program for teachers is very important and is carried out by the principal, who acts as a supervisor. In this case, supervisors play an important role as supervisors and managers of teacher activities.

This supervision and management are intended to ensure that teachers carry out their functions as teachers or educators without any violations or deviations in teaching practices (Kaomaroeng et al., 2024). Teachers face the need to continuously improve their performance and be creative in the learning process. However, to achieve these improvements and developments, teachers often encounter a number of obstacles. One of the main obstacles is the teacher's teaching ability, including their knowledge and skills in the learning process.

In this context, supervision plays an important role in helping teachers overcome these obstacles. Supervisors provide the necessary guidance, supervision, and support to help teachers improve their teaching skills and overcome obstacles that may arise so that they can achieve better efficiency and develop their character. Creativity in teaching. This teacher support program is a series of very important actions in education management. This means that it is designed to provide regular guidance, supervision, and feedback to teachers.

Through a targeted and systematic approach, school leaders can help teachers develop skills, improve performance, and better achieve learning goals. Thus, teacher supervision programs not only help teachers improve the quality of their teaching but also contribute to creating a more effective and efficient educational environment in schools. This structured and continuous supervision is at the heart

of successful education management, which aims to ensure that the learning process is optimized and delivers the best possible outcomes for students.

The principal must have the necessary abilities or qualifications, and one of them must be able to carry out the supervision function. The principal's main job is to play a leadership role in running the school and be responsible for the various activities that take place in the school. One of his responsibilities is to monitor and evaluate the performance of teachers and school staff. In other words, the principal must be able to supervise, provide input, and guide teachers and staff so that they can carry out their duties properly (Dwikurnaningsih, 2020). This is an important part of the leadership role to ensure schools operate effectively, meet set standards, and provide quality education.

The principal is responsible for monitoring and controlling various aspects of the school with the aim of improving teacher performance. This means that the principal must be able to monitor the work of teachers, provide constructive input, and provide guidance that can improve the quality of teaching and student learning outcomes (Maryati, 2022). Therefore, the role of school principals in educational supervision is very important in realizing an effective and efficient teaching and learning environment in schools.

Principals carry out various types of supervision, including academic supervision, administrative supervision, and clinical supervision. Academic supervision is a type of supervision that contributes to improving the professionalism of teachers in carrying out the learning process (Tidjani & Lailiyah, 2023). In other words, academic supervision is the principal's effort to support and guide teachers so that they can become more competent and effective educators. Through this supervision, the principal will focus on academic aspects such as teaching methods, curriculum, assessment and teacher skill development. The main objective is to ensure that the educational programs provided by teachers meet the set standards and are in the best interests of the students.

In addition, supervision activities also provide guidance and direction for teachers so that they can carry out their duties properly and in accordance with world education standards. An important aspect of this supervision is to support teachers to carry out their duties more effectively, especially through monitoring and guidance on learning that takes place in the classroom. In other words, this supervision aims to enable teachers to provide better and more effective teaching and deliver learning materials to students, thereby improving the overall quality of education.

Supervision and control in the context of education are a preventive effort. The goal is for teachers not to take actions that are contrary to the guidelines or laws that are currently in force, but rather to be more careful and disciplined in carrying out their role as educators (Dianingsih *et al.*, 2025). In other words, this supervision serves to prevent the possibility of deviations or mistakes in the teacher's duties as educators, so that a higher level of professionalism is created in the educational process (Maryati, 2022). This professionalism will lead teachers to become ideal educators who can be trusted by the parents of students.

## 2. Methods

This research uses a qualitative method and library research approach to explore an in-depth understanding of the concept of educational supervision. The qualitative method is an approach that focuses on in-depth observation and analysis of the cases raised in the

research, enabling the researcher to capture the complexity and contextual nuances of educational supervision as it occurs in real school settings (Creswell, 2018). The library research method is an approach that collects data from written sources such as scientific journals, books, articles, and other reports that are relevant to the topic of study (Snyder, 2019). The author also employs the literature study method by analyzing in depth the facts that occur in the surrounding environment, studying from journals and books that are relevant to educational supervision, as well as conducting direct observations at one of the schools.

In terms of data analysis, this research applies content analysis technique as the primary analytical tool. Content analysis was conducted systematically by identifying, coding, and categorizing key themes and patterns derived from the collected literature and observational data (Krippendorff, 2013). The analytical process followed three sequential stages as proposed by (Miles et al., 2014): (1) data reduction, in which relevant information was selected and condensed from various literary sources and field observations; (2) data display, in which the reduced data were organized into structured narratives, matrices, and thematic frameworks to facilitate interpretation; and (3) conclusion drawing and verification, in which findings were synthesized into coherent conclusions that were cross-validated against multiple sources to ensure credibility. To ensure the trustworthiness of the findings, triangulation of sources was applied by comparing data obtained from scientific journals, books, and direct school observations, thereby strengthening the validity and reliability of the analytical conclusions presented in this study (Carter et al., 2014).

### **3. Result and Discussion**

#### *3.1. Concept of Educational Supervision*

Supervision comes from the English word "supervision", which is made up of two words: "super" and "vision". Super refers to the ability to see very closely or at a certain level of excellence, while vision refers to the ability to observe or monitor. The term educational supervision has many different definitions that cover several important aspects. More broadly, Bright describes supervision as an activity that coordinates, stimulates, and guides teacher development. This means that supervision helps guide teacher development to achieve better quality teaching. Neagley and Evans argue that educational supervision is an effort to improve the quality of teachers' teaching skills through the process of supervision and guidance. Supervision is intended to support teachers in developing their teaching skills as much as possible. Meanwhile, according to Wiles, supervision is also interpreted as a form of support aimed at improving learning conditions. In other words, supervision helps to increase the effectiveness of the educational process, thereby making the learning situation more effective (Yusuf, 2019).

Supervision can be interpreted as very careful observation or supervision carried out with a certain level of excellence. In education, supervision refers to actions taken by a supervisor, usually a principal or someone in a higher position than a teacher, whose purpose is to carefully and thoroughly monitor and evaluate student activities. In the context of education, supervision should be interpreted as an effort to train educators, not just an inspection process that focuses on finding errors. Meanwhile, educational supervision is a form of supervision activity that aims to improve the condition of the workforce, facilities, and infrastructure to create a better learning environment and achieve the desired educational goals. This supervision is an effort to train and develop teachers to improve professionalism and the quality of learning. The principal plays a central role in this supervision function, supporting teachers in carrying out their duties and designing supervision well so that its implementation is effective.

The traditional concept of supervision leads to the view that a supervisor is someone who monitors teachers with the goal of detecting and correcting their mistakes. This causes stress, fear and a lack of freedom in work among teachers, where supervisors are seen as people who only look for faults and make judgments. But a more modern approach to supervision, in line with the era of education reform, changed this paradigm. Supervision is now considered a form of guidance and professional development for teachers. The goal is to help teachers improve their capacity, improve the quality of teaching and achieve better learning outcomes (Tenha & Makamure, 2024). Teacher professional development is an important aspect in improving the quality of education. A professional teacher not only has in-depth knowledge of the subjects he teaches, but also has skills in classroom management, designing diverse learning methods, and understanding the individual needs of students. The development of the teacher profession includes not only training but also continuous supervision and guidance, helping teachers to continue to develop and contribute to the development of better education (Seprudin, 2024).

Supervisors work closely with teachers, providing constructive feedback, encouraging them and supporting their development. Therefore, the monitoring activities carried out today support the understanding that teachers are partners who need help and support in their efforts to improve the quality of education. Supervision includes observation, feedback, and teacher professional development support. Thus, supervision in education is a process of supervision and guidance carried out by the authorities (supervisors) to ensure better quality education through supervision and support of teachers in carrying out their duties effectively (Astari, 2024).

### 3.2. *Principal as Supervisor*

The role of the principal is so important in every educational institution; he is a key figure who plays the role of a mover, leader and decision-maker of school political policies. The principal plays a central role in determining what the goals of the school and education in general can look like. The principal is responsible for articulating the school's vision and mission, developing key policies, and ensuring that the school's resources and workforce are appropriately developed to achieve educational goals (Fadila *et al.*, 2024). The principal also serves as a leader who directs, encourages and inspires staff and students. In addition, the principal acts as a liaison between the school and external parties such as parents, the community, and other educational institutions.

In other words, the principal is a key leader who has an important role to play in shaping the school culture, creating a supportive learning environment and ensuring that the education provided by the school meets high-quality standards. The decisions and policies they take have a significant impact on the quality and direction of education in schools. School principals as supervisors who carry out educational supervision are expected to have the skills and ability to supervise and control in order to improve the teaching and learning process in schools. In the process of carrying out supervision work, the principal has several important tasks: planning tasks, where they act as guides in policies and programs that will be implemented in schools; administrative tasks involving decision-making and coordination through conferences and consultations; and program development,

including setting educational goals and selecting learning content (Khoironi et al., 2023).

In the process of building a supervision program, the principal, as the supervisor, includes the vice principal and teachers. The educational supervision activities carried out by the principal are divided into two main aspects: first, supervision related to teacher management, which includes all the preparations that teachers must make before starting the teaching process; and second, monitoring that involves the learning process itself, including direct observation and evaluation of the way teachers deliver learning to students (Astriani et al., 2021). Usually, before carrying out supervision, the principal prepares a schedule first. This program contains information about the date and time of supervision, tools or methods used in supervision, the goals that the supervision wants to achieve, and the plan to develop teachers' professional capacity so that the educational supervision process can run effectively and according to plan.

The learning program developed by the principal and teacher is an effort that is interdependent and influences each other. Through systematic implementation, all components of the curriculum will synergize with each other and be well coordinated. This helps reduce potential obstacles that may arise during the learning process. An intensive approach means that the program is implemented seriously and focused, and the results of the educational program are more likely to be achieved according to the expectations and goals that have been set (Maryati, 2022).

From the results of interviews at one of the schools, it was found that the duties of the principal as a driving force for educational supervision are carried out through twelve key responsibilities: planning supervision activities systematically; communicating with all education staff to explain the purpose of supervision; coordinating supervision schedules with teachers and other staff; conducting periodic observations of the learning process; collecting and analyzing monitoring data; organizing staff training and development activities; providing support to teachers in overcoming learning challenges; ensuring educational policies and standards are effectively implemented; ensuring teachers understand and follow applicable teaching guidelines and curriculum; building and maintaining a positive learning culture; being involved in curriculum development; and conducting periodic evaluations of the effectiveness of the teaching system and school management. By carrying out these tasks, the principal can become an effective agent of change in improving the quality of education. Effective supervision can help in strengthening teachers' professional growth, improving student achievement, and strengthening the foundation of education in schools.

### *3.3. Educational Supervision Function*

Regarding the function of education supervision, experts have different opinions. The author draws conclusions from the opinions of several experts that the main function is to improve the quality of teaching. In Piet A. Sahertian's view, quoting Franset Jane, the main function of educational supervision is to manage existing teaching programs as best as possible with the aim of improving their quality. This means that supervision aims to design, support, and supervise the implementation of existing learning programs to achieve better levels on a sustainable basis.

The results of this study show that educational supervision has four key functions. First, as a coordinator, the supervisor is in charge of managing and harmonising academic programs, staff assignments, and various activities between teachers, including organising and coordinating various aspects related

to teaching and learning activities. Second, as a consultant, the supervisor's job is to help and advise teachers in solving various problems, both individually and in groups, using monitoring techniques to help teachers overcome difficulties and improve the quality of learning. Third, as a team leader, the supervisor guides and directs the teaching staff to develop their collective potential, including working together to develop curriculum, subjects, and meet the professional needs of teachers. Fourth, as an evaluator, supervision helps teachers evaluate learning outcomes and progress, and supervisors participate in evaluating the curriculum developed, providing constructive feedback and contributing to continuous improvement (Suparliadi, 2021).

The research function requires supervisors to follow sequential procedures, identifying problems, collecting data, and drawing conclusions as a basis for decision-making. The evaluation function draws conclusions from research findings to assess strengths and weaknesses in an individual's performance or an educational program. The function of improvement is related to actions taken when research or evaluation findings indicate deficiencies that need to be addressed, requiring the supervisor to plan and implement strategic measures. Finally, the development function concerns both correcting performance gaps and acknowledging achievements, providing individuals with opportunities for further growth and recognition (Seprudin, 2024).

#### 3.4. *Purpose of Educational Supervision*

The main purpose of supervision, as explained by Arikunto, is to improve the quality of learning with the ultimate goal of achieving better learning outcomes for students. This improvement is not only focused on one aspect but involves all components that participate in the learning process, including students, teachers and other staff, the equipment and facilities used, the management of the teaching and learning process, and the environment in which learning takes place (Addini *et al.*, 2022). Educational supervision also aims to support and improve school management in three main aspects: cognitive aspects (understanding and knowledge), psychomotor (skills and practice), and affective aspects (values, attitudes, and motivation). Supervision helps ensure that the educational process takes place effectively and efficiently, so that students can achieve optimal learning outcomes.

The concrete objectives of educational supervision encompass eleven dimensions: guiding teachers to understand teaching objectives better; helping teachers guide students' learning experiences; facilitating the use of modern learning media and innovative teaching patterns; helping teachers evaluate students' progress; supervising the implementation of technical aspects of education in schools; ensuring all school activities conform to applicable regulations; evaluating the results and achievements of the school; improving the efficiency and effectiveness of the learning process; providing direct guidance in overcoming mistakes and problems; developing a better learning environment through teacher training; and helping teachers minimize distractions that may hinder quality improvement (Seprudin, 2024). In conclusion, the purpose of educational supervision is to ensure that the teaching and learning process aligns with the goals of national education, by supporting teachers to understand, improve and contribute to the quality of education and student development.

### 3.5. *Principles of Educational Supervision*

In its implementation, supervisors need to pay attention to the principles of supervision so that the process is effective and achieves the main goal of improving the quality of learning and education in general. Four key principles guide effective educational supervision (Baidowi & Syamsudin, 2022). The scientific principle is characterized by the use of objective data obtained from the reality of the learning process, collected through instruments such as questionnaires, observations, and personal interviews, with each stage carried out in a structured, planned, and continuous manner. The democratic principle emphasizes the creation of warm and friendly human relationships that provide comfort and security for teachers, treating every individual with respect and equality regardless of rank or status. The principle of cooperation involves co-development through sharing ideas and experiences, supporting and challenging teachers so they feel they are growing together, and fostering active collaboration. The constructive and creative principle emphasises that supervision should create a pleasant, positive work environment that motivates teachers to explore creative ideas and innovate, recognising that constructive approaches are more effective than fear-based ones.

### 3.6. *Implementation of Educational Supervision in Improving the Quality of Education*

Supervision is a process that aims to help teachers improve the quality of their competencies in three main aspects: knowledge, teaching skills, and commitment. Knowledge refers to the teacher's understanding of subjects, curriculum, and teaching methods. Teaching skills include how teachers communicate subject content, interact with students, and create an effective learning environment. Through supervision, teachers can receive constructive feedback to improve their teaching techniques. A teacher's involvement or motivation refers to their passion and dedication to their profession. Supervision can motivate teachers by supporting, appreciating, and guiding them through the difficulties they may face. Overall, supervision is intended to help teachers become more competent and motivated educators, able to provide quality education to their students (Inom Nasution et al., 2022).

In its implementation, supervision in schools often encounters various obstacles. Cultural problems relate to the actions and norms of individuals or groups involved in the supervision process, beliefs, and cultural norms that can influence or hinder the effective implementation of supervision. Regulatory problems arise from gaps between existing regulations and reality, a lack of clarity in regulations, or the application of regulations that are inconsistent with the purpose of supervision. Human resource problems relate to aspects of qualifications, skills, number, and training of supervisors and staff, concerning how existing human resources can manage and meet the demands of educational development. Infrastructure and funding problems are related to limitations in facilities, equipment, and financial budgets that affect the implementation of educational supervision, requiring efforts to ensure that adequate facilities and funding are available to support the monitoring process effectively (Turmidzi, 2021).

From the analysis of the results of this study, the author found that schools vary in how they supervise and in the strategies supervisors use. The results confirm that educational supervision functions as a coordinator, consultant, team leader,

and evaluator. In this supervision activity, the principal as a supervisor has a very important role in regulating and guiding educators so that they can carry out their duties better according to educational standards. To improve the quality of learning, it is also necessary to develop educator resources, since professional teachers are the key to improving learning quality. A professional teacher must understand what to do to improve the quality of learning. To launch educational supervision successfully, every educational institution needs to observe clear principles that create the conditions for effective supervision to flourish.

#### 4. Conclusion

Based on research and analysis of the concept of educational supervision, the principal as a supervisor plays an important role in its implementation. Likewise, with teachers, the principal is involved in the implementation of educational supervision, along with the deputy principal and teachers. Principals are key leaders, who have an important role in shaping the school's culture, creating a supportive learning environment and ensuring that the education the school provides meets high-quality standards. The main function of this educational supervision is to improve the quality of education, and its purpose is to ensure that the state of the teaching and learning process is in line with the goals of national education. In educational supervision, there are principles that support the implementation of educational supervision, namely, scientific principles, democratic principles, cooperative principles, constructive and creative principles. The obstacles or problems in implementing education supervision include cultural, regulatory, human resources, infrastructure, and funding.

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