

Implementation of Educational Supervision in Improving Learning Quality

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ABSTRACT

This research aims to describe the implementation of the educational supervision program in improving the quality of learning at SMPN 1 Ibun, Bandung Regency, through the PDCA (Plan-Do-Check-Act) approach. The research approach used is qualitative with a qualitative descriptive method. Data collection techniques include observation, in-depth interviews, and documentation. The results show that the supervision program is implemented systematically through four stages: planning, execution, evaluation, and follow-up. The planning stage involves teachers in preparing schedules and supervision instruments. In the execution stage, supervision is conducted collaboratively through classroom observation and reflective discussions. Evaluation is based on learning data and teacher reflections, which are then followed by corrective actions in the form of training and mentoring. The entire PDCA-based supervision process has proven effective in improving teachers' competencies, the quality of learning, and a reflective culture in the school environment. This study contributes theoretical insights by enriching the literature on educational supervision, particularly through the application of the PDCA (Plan-Do-Check-Act) model as a systematic guide. From a practical standpoint, the findings of this study provide guidance that can be applied by school principals and supervisors around the world to create more effective, inclusive supervision programs that focus on the professional development of teachers, thereby contributing to the improvement of education quality.

Keywords: Educational Supervision; Learning Quality; PDCA; Teacher



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INTRODUCTION

Education is the main foundation in the development of a nation. In the era of globalization and rapid technological advancement, the education system is required to produce graduates who are not only intellectually intelligent but also possess character, skills, and high competitiveness (Hidayat, 2021). Schools, as formal educational institutions, play a crucial role in achieving these goals. One indicator of a school's success in fulfilling its educational function is the quality of learning that takes place in the classroom (Helmawati *et al.*, 2024). Therefore, various efforts to improve the quality of learning need to be carried out systematically and continuously. One strategy that has proven relevant and important in this effort is the implementation of educational supervision (Mochtar & Diana, 2025).

Educational supervision is a developmental process conducted by direct superiors, such as school principals or supervisors, towards teachers with the aim of improving the quality of the learning process and outcomes (Komara & Mauludin, 2016). According to Glickman *et al.* (2014), educational supervision is a process aimed at helping teachers develop their professional skills through guidance, evaluation, and feedback on teaching practices. In this context, supervision is not only understood as administrative oversight but more as a collaborative and reflective process that enables teachers to grow professionally (Mulyasa, 2022). Sahertian (2010) stated that educational supervision has four main functions: educational, administrative, developmental, and evaluative. These four functions are crucial in creating a conducive, effective, and adaptive learning environment in response to changing times (Sahertian, 2010).

In practice, the implementation of educational supervision is not detached from the legal framework that underpins it. Law Number 20 of 2003 concerning the National Education System explicitly states that education must be carried out systematically and planned to ensure quality, both in terms of process and outcomes. Article 35 of the law states that national education standards include standards for educational personnel, including the ability to carry out supervision. Furthermore, Ministerial Regulation Number 13 of 2007 stipulates that school principals, as learning leaders, must have the competence to carry out academic supervision of teachers to improve the quality of education. Additionally, Ministerial Regulation Number 15 of 2018 emphasizes that the workload of school principals and supervisors includes academic and managerial supervision activities that must be carried out systematically and documented. These regulations strengthen the position of educational supervision as one of the important pillars in improving the quality of learning in schools (Yata, 2024).

Despite being regulated by various regulations and having a strong theoretical foundation, the implementation of educational supervision in the field often has not been optimal (Maudinah *et al.*, 2025). This is also evident at SMPN 1 Ibum, a public junior high school in Bandung Regency that is working to enhance the quality of its education. Although supervision is part of the school's routine activities, the effectiveness of its implementation and its impact on learning quality still need to be studied more deeply. As a public school that serves as a reference in its area, SMPN 1 Ibum is significantly responsible for creating quality learning that adapts to the needs of the times (Neri *et al.*, 2020).

Prastania and Sanoto (2021) found a relationship between academic supervision implementation and teacher professional competence at SD Pangudi Luhur Ambarawa. Tambunan *et al.* (2024) found that effective educational supervision enhances the quality of the learning process, encourages teacher professional growth, and improves the overall quality of education. Teacher performance depends greatly on their ability to apply effective and innovative teaching methods, one of which is educational supervision.

These findings underscore the importance of educational supervision as a component of a school's quality improvement strategy (Putri *et al.*, 2024). While previous research has highlighted the positive relationship between educational supervision and various aspects of teacher performance and educational quality, this study aims to address a distinct research gap. Prastania and Sanoto (2021) and Tambunan *et al.* (2024), for example, emphasize the impact of supervision on teacher competence and the overall quality of education. However, they often focus on quantitative metrics or specific contexts without delving into the lived experiences of educators and the nuanced challenges they face in implementing supervision. This qualitative study of SMPN 1 Ibun aims to address this gap by exploring the subjective experiences and perceptions of teachers and supervisors. This approach provides a richer, context-driven understanding of how educational supervision operates in practice.

Considering various theories, regulations, and research findings, it can be concluded that educational supervision is an essential instrument in developing learning quality (Murtyaningsih & Utami, 2024). However, the success of supervision greatly depends on how the process is carried out in practice (Hanafiah *et al.*, 2022). Therefore, this research will focus on a case study at SMPN 1 Ibun to explore in-depth how educational supervision is implemented, to what extent supervision contributes to improving learning quality, and what obstacles and solutions are encountered in the process. The results of this study are expected to provide empirical insights and practical recommendations for schools and educational stakeholders in optimizing the role of supervision for achieving quality and sustainable learning (Hawana, 2020). A qualitative approach was chosen for this research to gain a deeper understanding of the complexities of educational supervision at SMPN 1 Ibun. Qualitative research allows for exploration of participants' perspectives and experiences and the nuanced dynamics of supervision in a real-world context. This method is particularly effective for examining subjective factors that quantitative methods may overlook, such as educators' attitudes, the school environment's culture, and the interpersonal relationships that influence the supervisory process.

LITERATURE REVIEW

Andira and Aryanto (2019) state that PDCA is an effective methodology for systematic problem solving that is often applied in statistical quality control and continuous improvement. Kurniawan and Azwir (2020), on the other hand, define PDCA as a series of improvement activities carried out repeatedly to find solutions to existing problems. The PDCA method helps identify the root of a problem and ensure that the produced solutions are targeted and effective.

Deming (1986) introduced a cycle known as the Deming Cycle or Deming Wheel. He emphasized that quality can be managed through an ongoing, continuous process known as continuous process improvement (CPI). By applying PDCA (Plan-Do-Check-Act), companies can implement performance improvements in their production processes. Through Deming's cycle approach, companies can achieve comprehensive standardization of quality products, and this pattern will continue in efforts toward continuous improvement. In the context of educational supervision, PDCA can be used as a systematic approach to enhance the quality of the learning process through cycles of planning, execution, evaluation, and corrective actions. The PDCA method helps identify the root of a problem and ensures that the produced solutions are targeted and effective (Bimasakti *et al.*, 2025).

Sagala (2010) states that educational supervision is a professional service that helps teachers improve their teaching quality. He argues that supervision aims to develop teachers' abilities to perform their tasks effectively and efficiently. Supervision is not about finding teachers' mistakes but rather guiding and helping teachers find solutions to the problems they face in the learning process. Sagala also emphasizes that the supervision approach should be conducted with humanistic principles, respecting teachers' dignity and worth as professional individuals.

Learning is a process of interaction between students and educators, as well as learning resources within a learning environment. According to Law Number 20 of 2003 concerning the National Education System, learning is the process of interaction between students and educators, and learning resources in a learning environment. Additionally, learning can be defined as a conscious effort by teachers to enable students to learn, leading to behavioral changes in the students over time due to their efforts. Thus, learning is a process designed to help students acquire knowledge, skills, and attitudes through interaction with educators and learning resources.

RESEARCH METHOD

This research can be classified as qualitative (Komara *et al.*, 2022). This research produces descriptive data that provide a general overview (Yuliani, 2018). The issues to be discussed relate to the quality of education through the implementation of educational supervision in schools, hence the issues being discussed are current and relevant (Septriani *et al.*, 2025).

In this research, the data obtained will be processed according to qualitative descriptive methods, which begin with data collection through interviews and observations (Friantary & Martina, 2018). To obtain the necessary data and information for the research, the researchers determine the appropriate data collection techniques related to the issues to be studied. Three main techniques used in data collection for this research are as follows:

1. In-depth Interviews, aimed at exploring information in-depth from selected participants related to experiences, perspectives, and phenomena occurring before and after the implementation of the cultural climate management program.
2. Observation, a direct observation conducted by researchers to understand the social and cultural context in the school environment being studied.
3. Document Analysis, analyzing pre-existing documents, including written texts from interviews, videos, and other materials.

The research instruments used include open-ended questionnaires, data collected from existing documents and written sources, and tools that measure specific variables. In this research, data credibility checks can be conducted using triangulation techniques, member checks, and peer discussions. The triangulation used in this research includes triangulation of data collection techniques or methods and triangulation of data sources. Triangulation is a technique for verifying data validity by utilizing other sources outside the data for comparison or verification purposes. The most commonly used triangulation technique is verification through other sources.

RESEARCH RESULTS

This research was conducted at SMP Negeri 1 Ibum, located at Jl. Panggilingan Desa Talun, Kecamatan Ibum, Kabupaten Bandung, West Java, Postal Code 40384. This school is a well-known public junior high school in the Bandung Regency area, especially due

to its academic and non-academic achievements and its efforts to implement professional education management.

SMPN 1 Ibum is under the auspices of the Bandung Regency Education Office and has been in operation for decades. This school has a significant number of students and experienced educators, continuously striving to improve education quality by implementing various development strategies, including educational supervision by the principal and supervisors. The strategically located school supports the creation of a conducive and pleasant learning atmosphere.

This research aims to describe the implementation of the educational supervision program in improving learning quality at SMPN 1 Ibum, Bandung Regency, through the PDCA (Plan-Do-Check-Act) cycle approach. Based on observations, interviews with the principal, teachers, and document analysis, the following findings were obtained:

1. Plan (Planning)

In this stage, the principal develops the educational supervision program based on the analysis of teachers' needs and the school's conditions. Key findings include:

- a. The principal designs the supervision program aimed at improving the quality of learning and the professionalism of teachers.
- b. Planning is tailored to the characteristics of early childhood and the needs of each teacher.
- c. Teachers are involved through discussions and reflections when preparing schedules and determining supervision focus.
- d. Factors considered in scheduling supervision include the number of teachers, the readiness of teaching materials, and each teacher's workload.

The planning stage has been participatory and based on real needs in the field. Teacher involvement is key to ensuring that the supervision plan runs as expected.

2. Do (Execution)

In the execution stage, supervision activities are conducted through classroom observation, discussions, and technical guidance.

- a. Findings from the implementation of supervision:
- b. Supervision is carried out routinely every semester and adjusted to specific needs that arise.
- c. The principal provides support in the form of directions, teaching media, and assistance in conducting learning activities.
- d. Teachers participate in the program as planned and feel supported through a nurturing rather than judgmental supervision approach.
- e. The main challenges faced by teachers include time limitations, resources, and adapting to new methods.

The implementation of supervision progresses with a collaborative and supportive approach. The principal's support is felt strongly, although technical challenges still arise.

3. Check (Evaluation)

Evaluation is conducted to assess the success and effectiveness of supervision in improving learning. Findings from the field:

- a. The principal uses indicators such as improvements in teacher competence, learning quality, and student involvement in activities.
- b. Evaluation is conducted through observation, analysis of learning documents, and teacher reflections.
- c. Teachers feel that the evaluation is fair and constructive, although there is room to strengthen the consistency of its implementation.

- d. Feedback provided helps teachers improve their teaching techniques and classroom management.

Evaluation is conducted objectively and provides useful data for improving learning quality. The existence of two-way feedback strengthens the culture of reflection in the school.

4. Act (Follow-up)

Follow-up is an essential part of the PDCA cycle in maintaining sustainability of improvements. Findings from the field:

- a. The principal develops follow-up programs such as training, coaching, and revisions of lesson plans and teaching media.
- b. Teachers are involved in developing improvement steps and encouraged to try new teaching approaches.
- c. Monitoring is carried out through follow-up observations and discussion forums on teachers' progress.
- d. Teachers feel that supervision positively impacts their skills and professionalism.

The follow-up stage shows that continuous corrective actions can enhance teachers' motivation, learning innovations, and ultimately, the education quality at SMPN 1 Ibun.

The implementation of the educational supervision program based on the PDCA approach at SMPN 1 Ibun is effective in improving learning quality at the junior high school level. The PDCA cycle makes the supervision process systematic, reflective, and adaptable to the needs of teachers and students. The program's success hinges on collaboration, continuous evaluation, and a commitment to improvement.

DISCUSSION

The results of the research conducted prove that the implementation of educational supervision positively impacts the quality of learning in schools. This aligns with Glickman *et al.*'s (2014) view that supervision is a professional development process that helps teachers enhance their skills, not merely an oversight activity. An effective supervision process motivates teachers to continuously improve and innovate their teaching methods, which directly impacts student learning outcomes.

The findings of this research are also supported by Sergiovanni and Starratt (2007), who emphasize the importance of dialogical and reflective supervision. This approach helps teachers recognize their strengths and weaknesses in teaching practices, enabling them to design learning strategies that better meet students' needs. Arikunto (2017) explains that clinical supervision conducted through pre-, observation, and post-observation stages helps teachers objectively identify areas for improvement and development.

This research shows that teachers who regularly participate in supervision are better able to create quality lesson plans, choose varied teaching methods, and use appropriate teaching media. These findings align with Komariah and Triatna's (2015) research, which revealed that participatory supervision enhances teachers' creativity and motivation. Additionally, Mulyasa (2022) states that school principals play a crucial role in mentoring teachers through programmed academic supervision, which positively impacts the learning culture in schools.

Based on interviews with the principal and teachers at SMPN 1 Ibun, it is clear that educational supervision at the institution is implemented through a structured, continuous

series of stages: planning, execution, evaluation, and follow-up. Each stage has specific objectives and plays an important role in improving the quality of early childhood learning. At SMPN 1 Ibun, the principal conducts the supervision planning stage with a comprehensive approach. This approach considers the actual needs of teachers in developing their professional skills, identifies the real conditions of teaching and learning activities in the classroom, and designs applicable, contextual programs. In this process, the principal involves teachers through discussion forums and coordination meetings to gather input and ensure that the supervision planning aligns with the development needs in the field. Moreover, the scheduling of supervision is done flexibly yet organized, taking into account teachers' workloads, their psychological conditions, and the daily rhythms of children's activities, so that the implementation of supervision does not disrupt the comfort of the learning process but rather supports and strengthens it.

During the execution stage, SMPN 1 Ibun conducts periodic supervision, not only when problems arise, but also as part of a routine developmental agenda. The principal visits classrooms to observe the learning process, take notes on the implementation of teaching plans, and speak with teachers about the challenges and successes they experience. This supervision takes place in an open and communicative atmosphere. The principal positions himself not only as an evaluator, but also as a supportive partner who is ready to help teachers develop more effective and enjoyable learning strategies for their students. Support is provided in various forms, including verbal guidance, facilities, additional teaching materials, and opportunities for personal discussions. Although some teachers face challenges such as limited time or the need to adapt their teaching styles to different children's characteristics, they show enthusiasm and openness in accepting this supervision process. Nevertheless, they say that supervision greatly helps them build reflective awareness and improve their skills in designing and implementing quality learning.

During the evaluation process, the principal of SMPN 1 Ibun assesses the implementation of supervision and its impact on learning. This evaluation is based on a series of indicators, including the achievement of learning objectives, teacher creativity in classroom management, and increased student participation in the learning process. The evaluation is not rigid or solely based on administrative reports, but rather, it is carried out through a reflective approach with teachers. Teachers are given the opportunity to self-evaluate and receive open feedback from the principal. The evaluation results provide insight into which areas are performing well and which still require improvement. Teachers respond positively to this evaluation process, feeling that it is fair and transparent and provides clear direction for improvement. The feedback is nonjudgmental and delivered using coaching and mentoring approaches, which motivate teachers to innovate and make changes. Two-way communication between teachers and the principal is essential for building trust and creating a mutually supportive work environment in this process.

In the follow-up stage, SMPN 1 Ibun demonstrates its commitment to addressing the results of the supervision evaluation by taking concrete and sustainable steps. The principal holds meetings with teachers to develop joint improvement strategies, such as revising lesson plans, improving teaching methods, and strengthening teachers' professional development and care for students. Teachers are actively involved in this process so that they do not feel like objects of change, but rather as the main subjects responsible for the quality of learning they provide. Many teachers report adjusting their teaching methods after receiving feedback from supervision. These adjustments include increasing play-based learning activities, providing exploration space for children, and enhancing individualized approaches according to each child's needs. They also

experience improvements in self-confidence, self-reflection abilities, and adaptability to classroom dynamics. This indicates that supervision is not merely an administrative process, but an integral part of developing teachers' professionalism and improving student learning outcomes at SMPN 1 Ibun.

The supervision process at SMPN 1 Ibun demonstrates that supervision functions not only as a control or oversight tool for teachers, but also as a comprehensive development system focused on quality improvement. With a participatory, communicative, and sustainable approach, supervision plays an important role in building a positive learning culture, enhancing teachers' professional capacity, and creating an enjoyable, conducive learning environment for early childhood development (Komara, 2017).

CONCLUSIONS

Based on the research results, it can be concluded that educational supervision has been implemented in a planned, structured, and sustainable manner at SMPN 1 Ibun. Supervision is carried out not only as a form of administrative oversight, but also as a process of guidance and mentoring aimed at improving learning quality and teacher professionalism. The principal's active involvement in all stages of supervision—planning, execution, evaluation, and follow-up—is crucial in fostering a collaborative atmosphere and ensuring the optimal achievement of learning objectives.

The specific conclusions of this research are as follows: During the planning stage, the principal of SMPN 1 Ibun develops a supervision program that considers teachers' needs and aligns with field conditions. The primary goal of supervision is to support the development of teachers' competencies and improve the quality of the learning process. During the execution stage, supervision is routinely conducted in a developmental manner. The principal provides support through classroom observations, personal discussions, and by providing necessary resources. Teachers feel that supervision helps them overcome challenges and adapt their teaching methods to meet students' needs. During the evaluation stage, the principal assesses the effectiveness of the supervision process using clear indicators such as increased student participation and teacher creativity. The evaluation process is objective and participatory, providing teachers with the opportunity to reflect on their performance and receive constructive feedback. In the follow-up stage, the principal, together with teachers, formulates improvement steps based on the evaluation results. Teachers make tangible changes in their teaching approaches, enhance their teaching methods, and develop their professionalism as educators. This follow-up positively impacts the quality of learning and the active involvement of children in learning activities.

This study provides a valuable snapshot of an effective supervision model in a specific Indonesian school context. However, its findings are limited by its single-site, qualitative design, which may not be fully generalizable to larger or more diverse educational systems. Future research should explore the long-term sustainability and scalability of this PDCA-based model across different types of schools, assess its impact on student academic achievement using quantitative methods, and investigate how cultural factors in various regions influence the effectiveness of educational supervision programs.

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