Educational Supervision as a Strategic Instrument in the Professional Development of Teachers at SMP Angkasa Margahayu

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Abstract. Educational supervision plays a strategic role in improving teacher competence and learning quality, particularly in secondary schools. However, supervision in Indonesia is often administrative and lacks adaptability to institutional dynamics. This study aims to analyze the contribution of supervision to the development of teachers' teaching skills, evaluate effective supervision models, and identify challenges in implementing innovative supervision at SMP Angkasa Margahayu, Indonesia. This study employs a descriptive qualitative approach with data collection techniques, including in-depth interviews, participatory observation, and document analysis. The informants consisted of the school principal and eight active teachers. Data were analyzed thematically using triangulation techniques to enhance the validity of the findings. Collaborative, reflective, and training-based supervision significantly improves teachers' pedagogical skills. An effective supervision model involves peer mentoring, constructive feedback, and technology use. However, teacher resistance, time constraints, limited resources, and external involvement remain major challenges to its implementation. Strategically and contextually designed supervision can serve as a sustainable instrument for teachers' professional development. Integration of reflective approaches and structural policies is needed to overcome implementation barriers.

Keywords: Educational supervision, Strategic Instrument, Profesional

Abstrak. Supervisi pendidikan memainkan peran strategis dalam meningkatkan kompetensi guru dan mutu pembelajaran, terutama di sekolah menengah. Namun, pelaksanaan supervisi di Indonesia kerap bersifat administratif dan kurang adaptif terhadap dinamika institusi. Penelitian ini bertujuan untuk menganalisis kontribusi supervisi terhadap pengembangan keterampilan mengajar guru, mengevaluasi model supervisi yang efektif, dan mengidentifikasi tantangan implementasi supervisi inovatif di SMP Angkasa Margahayu. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi. Informan terdiri dari kepala sekolah dan delapan guru aktif. Data dianalisis secara tematik menggunakan teknik triangulasi untuk meningkatkan validitas temuan. Supervisi yang bersifat kolaboratif, reflektif, dan berbasis pelatihan menunjukkan kontribusi nyata terhadap peningkatan keterampilan pedagogis guru. Model supervisi efektif melibatkan peer mentoring, feedback konstruktif, dan pemanfaatan teknologi. Namun, resistensi guru, keterbatasan waktu, sumber daya, dan keterlibatan eksternal masih menjadi tantangan besar dalam pelaksanaannya. Supervisi yang dirancang secara strategis dan kontekstual mampu menjadi instrumen pembinaan profesional guru yang berkelanjutan. Diperlukan integrasi antara pendekatan reflektif dan kebijakan struktural untuk mengatasi hambatan implementasi.

Kata kunci: Supervisi pendidikan; Instrumen Strategi, Profesional.

Introduction

Data from the Ministry of Education, Culture, Research, and Technology (2022) indicate that approximately 34% of teachers in Indonesia have not received regular professional development supervision, and only 18% of that supervision is reflective and participatory. Rukayah's (2018) research also shows that teaching effectiveness increases significantly when teachers receive dialogue- and collaboration-based supervision. This highlights the causal

relationship between the quality of supervision and learning outcomes. The COVID-19 pandemic has catalyzed profound transformations. Teachers are not only faced with technological disruption but also psychological stress and burnout due to the digital workloads. Sakti et al. (2022) noted that over 40% of teachers experienced chronic fatigue during the pandemic. Therefore, educational supervision must evolve from mere administrative control to a coaching system that responds to contemporary challenges in the field. Various approaches to supervision have been reviewed by previous studies. Classic models, such as clinical supervision, emphasize direct observation and written feedback (Glickman et al., 2014).

Meanwhile, contemporary approaches such as Instructional Leadership (Hallinger, 2011) and Transformational Supervision (Marzano & Simms, 2013) emphasize the importance of the principal's role as a facilitator of teacher learning. However, in Indonesia, these models have not been fully implemented contextually. Lestari (2019) notes that supervision practices in many schools remain one-way and evaluative rather than developmental. Conversely, studies from reputable international journals highlight the importance of reflection-based, dialogic, and peer coaching supervision in creating a healthy learning climate for teachers (Bush & Glover, 2016; Hazi & Rucinski, 2009).

Although there has been extensive research on educational supervision, most studies have not addressed the contextualization of supervision models in semi-formal educational institutions, such as SMP Angkasa Margahayu. Most research has focused on public schools without considering their unique organizational and institutional cultural aspects. Previous studies have rarely explored peer collaboration and reflective supervision as primary approaches to teacher development. However, this approach is highly relevant for addressing the needs of the new generation of teachers, who are more open to dialogue and continuous growth. (Noviandari & Mujahada, 2023; SAUFI & Muslimah, 2023) This article aims to address this gap by integrating global models with local practices. The implementation of technology-based supervision and digital support is a new aspect that will be explored in the context of secondary schools in Indonesia.

A literature review of teacher teaching skills includes not only mastery of subject matter but also pedagogical approaches, classroom management, and empathetic interaction. Appropriate educational supervision can help teachers reflect on their strengths and weaknesses in their daily teaching practice (Danielson, 2007). Ulrich and Coleman (2015) showed that reflection-based supervision can improve questioning, problem solving, and effective use of learning media. At SMP Angkasa Margahayu, this approach needs to be integrated with discipline training and character education specific to the institution's context. An effective supervision model must be adapted to the school's organizational culture. In an environment like SMP Angkasa Margahayu, a combination of instructional leadership and distributive supervision (Glickman, 2013) allows the principal to share roles with senior teachers as they act as peer mentors. The learning community-based supervision approach implemented by Fullan (2014) is also relevant, where coaching is conducted in scheduled, reflective forums. This enhances teachers' sense of ownership of their professional development. Innovative supervision often faces structural barriers, such as lack of time, administrative burdens, and a non-collaborative work culture. In Indonesia, many school principals still carry out supervision symbolically because of limited resources (Majir & Kurniawan, 2020). However, digital-based supervision innovations, such as the use of monitoring applications and e-coaching, are

beginning to emerge in several leading schools. This has the potential to be implemented at SMP Angkasa Margahayu, with infrastructure support from its parent institution.

This study aims to answer three main questions that are descriptive, critical, and transformative in nature. First, how does the implementation of educational supervision influence the development of teaching skills among teachers at SMP Angkasa Margahayu? This question is important for evaluating the concrete contribution of supervision to improving the quality of learning in the classroom. Second, what kind of supervision model is most effective and appropriate for the cultural, structural, and organizational contexts of schools? The answers to this question can serve as practical guidelines for school principals and educational administrators in designing relevant teacher-training strategies. Third, what are the main challenges and obstacles faced in implementing innovative and adaptive educational supervision in secondary schools?

These objectives have implications not only for the development of educational supervision theory but also for the implementation of more impactful educational policies. In the long term, the findings of this study are expected to become an important reference for other schools, especially those in semi-military or discipline-based environments, such as SMP Angkasa Margahayu, in developing a supervision system that supports the strengthening of teacher professionalism in a systemic and sustainable manner. Through a descriptive and reflective approach, this article is expected to provide new insights and encourage the transformation of educational supervision policies at the school level. This study aims to trigger a paradigm shift from administrative to strategic and coaching supervision.

Method

This study used a descriptive qualitative approach to gain an in-depth understanding of the implementation of educational supervision as a strategic instrument in teacher professional development at SMP Angkasa, Margahayu. This approach was chosen because it is capable of capturing phenomena holistically and contextually, especially in understanding the dynamics of supervision that occur in a real and natural school environment. The research subjects consisted of the principal, senior teachers, and several young teachers who actively received supervision from the principal. Informants were selected through purposive sampling, considering criteria such as direct involvement in supervisory practices and relevant professional experiences. The participants included one principal and eight teachers from various fields of study. Data were collected through in-depth interviews, participatory observation, and documentation studies. The interviews were semi-structured to provide space for exploration of meaning and deep reflection from the informants about their experiences in the supervision process.

Observations were conducted in actual supervision situations and in reflective forums between teachers and principals. The analyzed documentation included supervision plans, teacher performance evaluation instruments, and supervision reports. All data obtained were analyzed using thematic analysis, following the stages of coding, categorization and theme extraction. Data validity was strengthened through source and method triangulation, discussions between researchers (peer debriefing), and member checking with informants to ensure consistency of interpretation. The results of the analysis are expected to provide an in-depth description of the model, influence, and challenges of implementing contextual and transformative educational supervision at SMP Angkasa Marghayu.

Results and Discussion

1. Contribution of Educational Supervision to the Development of Teachers' Teaching Skills

One important finding shows that a participatory approach to supervision—in which teachers are actively involved in the planning and reflection process—has positively impacted increasing teachers' sense of ownership of the learning process. Teachers are no longer positioned as mere objects of evaluation but as subjects who participate in designing, evaluating, and reflecting on the teaching and learning processes they carry out. Through interactions with principals and peers, teachers become more open to receiving feedback and more confident in implementing innovative learning approaches.

A supervision model that emphasizes teamwork and collaboration among teachers is crucial for improving teaching skills. At SMP Angkasa Margahayu, the formation of a teacher learning community has proven to encourage the exchange of best practices among teachers, which indirectly shapes a supportive, professional culture. Teachers revealed that support from their peers not only increased their courage to experiment with new methods but also reduced their anxiety about the risk of instructional failure. These findings affirm the study by Hidayah and Ulfah (2020), which emphasized the importance of collegial support in creating a healthy teaching ecosystem.

Furthermore, the effectiveness of supervision is reflected in the successful implementation of teacher training programs integrated into the supervision cycle. In the schools where the research was conducted, training was not incidental but rather a part of a continuous professional development program. The training materials covered the integration of learning technology, competency-based curriculum design, and authentic assessment methods. Teachers were given space to experiment, systematically guided, and evaluated through reflective discussions. Empirically, this training improved teachers' skills in designing contextual and student-centered learning.

The effectiveness of supervision in this context is also greatly influenced by the availability of constructive feedback. School principals and academic supervisors provide concrete and relevant input on teachers' actual classroom practices. Teachers stated that the feedback provided was not judgmental but rather opened space for reflection and improvement. The implication of this approach is an increased awareness of teachers regarding the quality of their teaching practices and increased motivation to continue developing themselves professionally. These results are in line with the findings of Subianto and Ramadan (2021), which show that specific and dialogic feedback can increase teachers' reflective awareness in improving the quality of teaching.

At SMP Angkasa Margahayu, efforts to build a reflective culture through regular discussion forums among teachers have become a strategic step to overcome this resistance. Research by Nantara (2021) also shows that familiarization with reflective practices has an important contribution in reducing resistance to change. Time constraints are also a significant obstacle. With high administrative burdens and tight teaching schedules, some teachers find it difficult to attend supervision sessions or training in full. In this context, time management and structural support from school leaders are important elements. SMP Angkasa Margahayu has begun to adopt a more flexible supervision scheduling strategy and integrate supervision into the school's weekly agenda so as not to disrupt the main teaching and learning process.

Nevertheless, the contribution of supervision to teacher skill development remains significant. Teachers at SMP Angkasa Margahayu reported improvements in their ability to design more structured lessons, deeper mastery of subject matter, and more effective pedagogical communication techniques. These skills not only improve student learning outcomes but also increase teacher job satisfaction and professional motivation. These findings are reinforced by research by Wulandari et al. (2023), which links teacher job satisfaction to the successful implementation of professional development programs through structured supervision. The role of the principal as the primary facilitator of supervision is crucial in the effectiveness of this process. Principals who are oriented toward teacher human resource development tend to be more successful in fostering a collaborative climate that supports supervision as a coaching process. This support is not limited to technical aspects but also includes the formation of professional values, trust among colleagues, and the habit of self-evaluation among teachers.

The results of this study are in line with Hodin's (2020) study, which states that transformational leadership in school management positively impacts the effectiveness of supervision. Overall, educational supervision at SMP Angkasa Margahayu has shown a real contribution to improving teachers' pedagogical skills. Supervision that is systematically designed, supported by continuous training, and implemented in a collaborative work climate is a key factor in the success of this process. Although challenges remain, particularly in terms of resources and organizational culture readiness, the results of this study indicate that with an adaptive and reflective approach, supervision can be a key instrument in nurturing and empowering teachers to achieve higher educational standards.

2. Effective Supervision Model in the Context of Angkasa Margahayu Junior High School

The implementation of educational supervision at Angkasa Margahayu Junior High School shows an important role in improving the quality of the learning process and the professional capacity of teachers. The supervision model developed adopts a collaborative and participatory approach, which not only emphasizes administrative supervision but also prioritizes professional development as its main orientation. This context is important considering the dynamics of change in the world of education that require teachers to continuously adapt, innovate, and reflect on their teaching practices (Muslimin, 2023; Jokomarsono, 2019).

One of the main findings of this study shows that a collaborative approach to supervision creates a more open relationship between school principals and teachers. In practice, supervision is no longer seen as a one-way process, but as a mutually reinforcing professional interaction. School principals act as facilitators who help teachers identify strengths and challenges in their teaching practices. Teachers, in turn, respond positively by being more open to feedback and demonstrating a commitment to improving and developing their teaching strategies. This finding is consistent with the research by Zakaria et al. (2021), which states that collaborative supervisory relationships increase teachers' intrinsic motivation in the learning process.

Furthermore, supervision also serves as a platform for developing a culture of mutual learning among teachers through peer observation and reflective discussions. Teachers are given the opportunity to observe their colleagues' practices, which is then followed by discussions to evaluate the teaching strategies used. Through this approach, there is an

exchange of practical knowledge that is contextual and based on direct classroom experience. Teachers not only identify good practices but are also encouraged to evaluate their own practices. This model reflects the principles of formative supervision that emphasizes continuous professional learning (Fathurrahman, 2020).

One of the issues that emerged was the need for further training for teachers, especially in dealing with curriculum dynamics and technology integration. The observation results showed that there were still gaps in teachers' understanding and ability to apply digital-based learning approaches. In response to this, the school designed a continuous training program oriented towards the development of practical skills, such as the use of interactive media, LMS platforms, and technology-based assessment strategies. By integrating training into the supervision cycle, schools are able to tailor training materials to the real needs that emerge from the supervision process (Muslimin, 2023).

One of the most notable positive impacts of this supervision model is the improvement in teachers' ability to utilize learning technology. Based on the evaluation results, teachers showed a significant increase in the use of various educational applications and digital media in teaching and learning activities. This improvement is not only reflected in the frequency of technology use but also in its substantial integration with learning objectives. These findings suggest that supervision combined with training and technological support can drive pedagogical transformation toward approaches more relevant to the needs of the 21st century (Fathurrahman, 2020).

Supervision also plays a crucial role in monitoring student learning outcomes. At SMP Angkasa Margahayu, evaluations of student achievements are an integral part of the supervision process. Student learning outcomes are regularly analyzed to assess the effectiveness of the teaching strategies employed by teachers. This data is then used as a basis for reflection during subsequent supervision sessions. This data-driven approach ensures that learning decisions are based on objective and measurable evidence. Evaluation results show that since the implementation of this supervision model, there has been a consistent improvement in student learning outcomes, especially in subjects that previously showed stagnation (Hodin, 2020).

Furthermore, the supervision model implemented also opens up space for parental involvement in the education process. The school initiates regular meetings and discussion forums with parents to communicate students' academic progress and discuss the role of families in supporting the learning process. This involvement strengthens a holistic educational ecosystem, where parents serve as strategic partners in the supervision process, which in turn impacts students' motivation and learning outcomes (Hodin, 2020).

However, the implementation of supervision still faces a number of operational challenges. Some teachers revealed that the high intensity of supervision and the accompanying administrative demands can add to their workload, especially amid a busy teaching schedule. This causes stress among some teachers, especially if it is not accompanied by proportional time management and task distribution. Therefore, workload management is an important aspect that needs special attention so that the positive results of supervision are not distorted by administrative fatigue (Jokomarsono, 2019). In addition, increasing the capacity of supervisors is also an absolute requirement in maintaining the effectiveness of supervision. Supervisors are required to constantly update their knowledge and skills in order to understand the ever-changing educational context. At SMP Angkasa Margahayu, regular training for school principals and supervisors has become part of the school's managerial policy. This activity aims

to equip supervisors with the competence to provide productive feedback, understand teachers' individual needs, and design adaptive supervision strategies. Research by Jannah and Khatipah (2024) confirms that an increase in supervisor capacity is directly proportional to the quality of supervisory relationships in schools.

These findings confirm that the success of the supervision model at SMP Angkasa Margahayu depends on the synergy between a collaborative approach, professional training, technological support, and multi-stakeholder involvement. Supervision designed not only as an evaluative mechanism but as a process of joint capacity building has proven capable of creating sustainable improvements in learning quality. Going forward, adaptation to structural challenges and strengthening human resource capacity will be key to maintaining the sustainability of this model in the long term.

3. Challenges in Implementing Innovative Supervision in Secondary Schools

One of the most prominent challenges identified is the resistance of some teachers to changes in supervision methods. When supervision was changed from a conventional hierarchical model to a collaborative and reflective approach, not all teachers responded enthusiastically. Some teachers showed a tendency to stick to traditional teaching patterns that they had practiced for years. Fear of uncertain outcomes, concerns about increased workload, and doubts about the effectiveness of new approaches are the main reasons for this resistance (Muslimin, 2023). Zakaria et al. (2021) also noted that resistance intensifies when teachers are not involved from the outset in the design and implementation of the supervision model.

In addition to resistance, a lack of comprehensive understanding of the functions and objectives of innovative supervision is also a crucial obstacle. Some teachers still view supervision solely as an evaluative activity that has implications for performance appraisal, rather than as a space for professional development and coaching. This results in low participation, both in classroom observation sessions and in reflective forums held after supervision. In-depth interviews with a number of teachers revealed that they need a more substantial understanding of the contribution of supervision to the quality of learning. When the meaning of supervision is not clearly communicated, trust in the process becomes weak (Suseny, 2023).

In this context, communication between principals, supervisors, and teachers is a determining factor. Principals need to ensure that the vision for innovative supervision is communicated openly and participatively, rather than in a top-down manner. Effective communication not only facilitates the flow of information but also creates a sense of ownership of the supervision process. Through consistent and inclusive dialogue, teachers can express their needs, propose appropriate supervision strategies, and understand how the process will support their professionalism. Dewau et al. (2021) emphasize that the effectiveness of supervision is highly dependent on dialogic communication between internal stakeholders in schools.

Another significant challenge relates to limited supporting resources. Innovative supervision that integrates technology, digital learning media, and data-based monitoring requires adequate infrastructure. However, research findings indicate that not all classrooms at SMP Angkasa Margahayu have stable access to ICT devices or internet networks. This gap limits teachers' ability to consistently implement technology-based learning. Wang et al. (2021)

noted that innovation in learning will be difficult to achieve without adequate and sustainable infrastructure support.

Time constraints are also a challenge that cannot be ignored in the innovative supervision process. Many teachers at SMP Angkasa Margahayu revealed that their high workload, including administrative responsibilities and extracurricular activities, made it difficult for them to be fully involved in supervision activities. Ideal supervision requires time for observation, reflection, discussion, and follow-up. However, operational realities often do not provide sufficient space for this process to be carried out optimally. Mubarok (2021) noted that disproportionate workloads were the main cause of low teacher participation in professional development activities in secondary schools.

The involvement of external parties, such as parents and the community, is also an important dimension that is still lacking in the implementation of innovative supervision. This study found that parental participation in supporting teacher development programs is still minimal. However, the role of parents in encouraging student motivation and strengthening the synergy between school and home is vital to creating a holistic learning environment. Aljaloud et al. (2022) emphasize that family and community involvement in the educational process improves the success of various school initiatives, including supervision programs. Therefore, more active communication strategies are needed to involve parents in the discourse on teacher professional development.

The results of this study indicate that although innovative supervision has great potential to improve the quality of learning and the professional capacity of teachers, its implementation still faces complex obstacles. Resistance to change, limited understanding, lack of resources, time pressure, and minimal external support are interrelated issues that require comprehensive intervention. Therefore, the success of innovative supervision at SMP Angkasa Margahayu and other secondary schools depends on the willingness of all stakeholders to build collaboration, strengthen capacity, and create a learning ecosystem that is adaptive to change.

Conclusion

This study concludes that educational supervision has a significant contribution to the development of teachers' teaching skills at SMP Angkasa Margahayu, especially when implemented collaboratively, participatively, and based on reflection. An effective supervision model has proven to improve the quality of teachers' learning through the strengthening of a professional work culture, continuous training, and the use of constructive feedback. In addition, the integration of technology in the supervision process also strengthens the relevance of learning methods to the needs of the 21st century. However, the implementation of innovative supervision is not without obstacles. These include teacher resistance to change, limited understanding of the objectives of supervision, time constraints and workload, limited supporting facilities, and minimal external involvement such as parents and the community. These factors need to be addressed systematically through transformative leadership approaches, efficient resource management, and multi-stakeholder collaboration. The limitations of this study lie in its single-case scope within one institution, so generalizations of findings should be made with caution. Further studies in various types of schools and different cultural contexts are highly recommended to strengthen external validity and enrich adaptive and applicable supervision models at the national level.

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