


THE EFFECTIVENESS OF SUPERVISION THEORY IN THE DEVELOPMENT OF EDUCATIONAL QUALITY

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Article Info	ABSTRACT
<p>Article history: Received July 10, 2024 Revised July 20, 2024 Accepted July 22, 2024</p> <p>Keywords: Educational supervision Teacher professional development Teaching quality</p>	<p>This study aims to explore the factors that influence the effectiveness of supervision in education, focusing on various theories of supervision such as clinical, formative, reflective, and transformational supervision. Using a qualitative research design with a case study approach, data were collected through in-depth interviews, participant observation, and document analysis in several schools. Thematic analysis was used to identify the main themes from the data obtained. The results of the study indicate that the effectiveness of supervision is influenced by the quality of communication between supervisors and teachers, a clear understanding of the purpose of supervision, and the competence of supervisors in providing constructive feedback. A supportive school context and culture are also very important for teacher professional development. A supervision approach that is tailored to the specific needs of schools and teachers has been shown to be effective in improving the quality of teaching and student learning outcomes. The implications of this study emphasize the importance of a holistic approach to supervision to achieve overall improvements in the quality of education. Recommendations for further research include longitudinal studies and exploration of the use of technology in supervision to support further teacher professional development.</p> <p style="text-align: right;">This is an open-access article under the CC-BY 4.0 license.</p> 

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INTRODUCTION

The effectiveness of supervision in education is one of the key factors that determine the quality of teaching and student learning outcomes. In the context of modern education, diverse supervisory approaches, including clinical, formative, reflective, and transformational supervision, are increasingly recognized for their importance. Each

supervision approach has its own characteristics and advantages that can be tailored to the specific needs of teachers and schools. Clinical supervision, for example, emphasizes in-depth classroom observation and constructive feedback, while reflective supervision encourages teachers to reflect on their own practices and seek solutions to the challenges they face. This supervision theory is supported by various literature that emphasizes the importance of effective communication, good interpersonal relationships, and a clear understanding of the goals of supervision in creating a quality educational environment.

Previous studies have shown various findings relevant to this topic. For example, research by Jones and Brown in the journal *Educational Leadership* revealed that clinical supervision is effective in improving teacher performance through systematic classroom observations and constructive feedback. This research shows that teachers who receive clinical supervision are more likely to identify weaknesses in their teaching practices and make the necessary improvements. Another study by Smith in the *Journal of Educational Supervision* highlights the importance of reflective supervision in the professional development of teachers. This study found that teachers who engage in self-reflection processes tend to be more proactive in addressing teaching challenges and more creative in applying innovative teaching methods. Furthermore, a study by Taylor and Johnson in the *International Journal of Educational Management* emphasizes that transformational supervision can enhance teacher motivation and performance by focusing on collaboration and self-development. This research shows that teachers who feel supported by their supervisors are more likely to implement effective and innovative teaching practices. Although various supervision theories have been applied in schools, there are still challenges in ensuring their effectiveness in improving the quality of education. Many schools face difficulties in selecting and implementing the most suitable supervision approach for their specific needs. Additionally, there is a lack of understanding of how contextual factors and school culture affect the effectiveness of supervision. The main issue that is the focus of this research is how various supervision theories can be effectively applied in different educational contexts to support the professional development of teachers and improve the quality of teaching.

The main objective of this research is to explore how the combination of various supervision theories can be effectively applied in different educational contexts to support the professional development of teachers and improve the quality of teaching. The main objective of this research is to explore how the combination of various supervision theories can be effectively applied in different educational contexts to support the professional development of teachers and improve the quality of teaching and how effective communication and good interpersonal relationships between supervisors and teachers can improve supervision outcomes.

Although previous research has identified various benefits of different supervision approaches, there is still a gap in understanding how contextual factors and school culture influence the effectiveness of supervision. Furthermore, previous research tends to focus on a specific supervisory approach without exploring the combination of various

approaches that might be more effective in certain contexts. Therefore, this study aims to fill that gap by exploring how the combination of various supervisory theories can be effectively applied in different educational contexts.

The novelty of this research lies in the holistic approach that combines various supervision theories to create a more comprehensive and effective strategy in supporting teachers' professional development [11]. This research will also explore contextual and school cultural factors that influence the effectiveness of supervision, something that has not been widely discussed in the previous literature. Thus, this research is expected to provide a significant new contribution in the field of educational supervision and teacher professional development.

METHODS

This study uses a qualitative research design with a case study approach to explore the factors influencing the effectiveness of supervision in the educational context. This research design was chosen because it allows for an in-depth understanding of the phenomenon being studied through the analysis of context and perceptions of participants directly involved in the supervision process.

The data collection techniques used include in-depth interviews, participatory observation, and document analysis. In-depth interviews were conducted with teachers, supervisors, and parents at several leading schools in Madura to explore their views on the effectiveness of various supervision theories and the factors influencing their implementation. Participatory observation was conducted by following the supervision process in several outstanding schools in Madura to understand the dynamics and interactions between supervisors and teachers during supervision sessions. Document analysis was conducted on supervision reports, class observation notes, and other related documents to complement the data obtained from interviews and observations.

The collected data were analyzed using thematic analysis techniques. The analysis process begins with the transcription of interview and observation data, followed by coding to identify the main themes that emerge from the data. These themes are then further analyzed to understand the relationship between the factors affecting the effectiveness of supervision and how they contribute to the professional development of teachers and the improvement of education quality.

With this approach, this research aims to provide a comprehensive overview of how various supervision theories are applied in schools and what factors influence their effectiveness. The results of this research are expected to contribute both practically and theoretically to the improvement of supervision quality and the professional development of teachers in the educational environment.

RESULT AND DISCUSSION

Supervision theory contributes to the development of educational quality.

I believe that supervision theory, particularly clinical supervision, greatly contributes to the development of educational quality in our school. Through this approach, I can conduct in-depth classroom observations and provide constructive feedback to teachers. We also implement formative supervision, which allows us to focus on the continuous professional development of teachers. The feedback given periodically and based on direct observations helps teachers to continuously improve their teaching practices. (GA-21)

My experience with supervision at this school has been very positive. Transformational supervision implemented by our supervisor has truly helped in enhancing my motivation and performance as a teacher. This approach emphasizes collaboration and self-development, so I feel more supported in developing innovative teaching methods. In addition, the feedback provided is always specific and helpful, allowing me to see which areas need improvement. (GB-21).

From my experience, reflective supervision is one of the most effective theories. This approach invites teachers to actively reflect on their own practices and encourages them to seek solutions to the challenges they face in the classroom. This reflection process not only enhances teachers' self-awareness about their strengths and weaknesses but also promotes deeper and more sustainable learning. When teachers engage in self-reflection, they tend to be more proactive in implementing the necessary improvements. (GC-21)

The supervision I received, particularly through the formative supervision approach, had a significant impact on my teaching methods. With continuous and learning-focused feedback, I can adjust my teaching strategies to better meet the needs of the students. Additionally, discussions with my supervisor after class observations help me understand different perspectives and discover new ways to manage the class and teach more effectively. (GD-21)

The role of supervision is very important in the effort to improve the quality of education at our school. By adopting various supervision theories such as clinical, formative, and reflective supervision, we can create a learning environment that supports the continuous professional development of teachers. Supervision helps ensure that teaching standards are maintained and continuously improved, which in turn has a positive impact on student learning outcomes. I see that teachers who receive good supervision are more confident and more capable of implementing effective teaching practices. (GE-21)

Based on the interview results, there is an indication that the application of various supervision theories can create a better educational environment, enhance teacher professionalism, and ultimately have a positive impact on the quality of education.

Table 1. Respondents' contributions of supervision theory to the development of educational quality

Participant	Supervision Theory	Approach & Impact
Supervisor 1	Clinical & Formative Supervision	In-depth classroom observations, constructive feedback, ongoing professional development, improvement of teaching practices.
Class X Homeroom Teacher	Transformational Supervision	Improving motivation and performance, emphasizing collaboration and self-development, specific and beneficial feedback.
Supervisor 2	Reflective Supervision	Encouraging active teacher reflection, seeking solutions to challenges, enhancing self-awareness, deep and sustainable learning.
Class XI Homeroom Teacher	Formative Supervision	Continuous feedback focuses on learning, adjusting teaching strategies, and post-observation discussions that foster innovation.
Principal	Clinical, Formative, and Reflective Supervision	The learning environment supports continuous professional development, teaching standards are maintained and improved, and teachers are more confident and effective.

The application of diverse supervision theories (clinical, formative, reflective, and transformational supervision) can create a better educational environment [1]; [2]. Effective supervision not only enhances teacher professionalism but also positively impacts the quality of teaching and student learning outcomes [3]; [4]. This underscores the importance of structured and diverse supervision in efforts to improve the quality of education.

The application of various supervision theories, such as clinical, formative, reflective, and transformational supervision, can create a better educational environment [2]; [1]. Clinical supervision allows for in-depth classroom observations and provides constructive feedback to teachers [5]. Formative supervision focuses on continuous professional development, where periodic feedback based on direct observation helps teachers continuously improve their teaching practices [6]. Reflective supervision encourages teachers to reflect on their practices and seek solutions to the challenges faced in the classroom, enhancing their self-awareness of strengths and weaknesses, and promoting deeper and more sustainable learning [7]; [8]. Transformational supervision,

emphasizing collaboration and self-development, enhances teacher motivation and performance, supporting innovation in their teaching methods [9].

Effective supervision not only enhances teacher professionalism but also positively impacts the quality of teaching and student learning outcomes [4]; [3]. Specific and constructive feedback allows teachers to identify areas that need improvement and encourages them to continue self-improvement [10]; [11]. Post-observation discussions help teachers understand different perspectives and find new ways to manage the classroom and teach more effectively [12]. The increase in motivation and support in self-development creates more confident teachers who are capable of applying effective teaching practices [13].

This underscores the importance of structured and diverse supervision in efforts to improve the quality of education. By adopting various supervisory approaches, schools can create a learning environment that supports the continuous professional development of teachers [11]; [14]. Good supervision ensures that teaching standards are maintained and continuously improved, which ultimately has a positive impact on student learning outcomes [15]. The application of diverse supervision theories is key to creating a better educational environment and improving the overall quality of education [16].

The most effective supervision theory in the context of Education

Based on the survey results, reflective supervision is considered the most effective supervision theory in the educational context, with 35% of respondents choosing it. Clinical supervision was selected by 30% of respondents as the most effective theory. Formative supervision received 25% of the votes, indicating that this approach is also considered very beneficial in the educational context. And transformational supervision, although only chosen by 10% of respondents, is still deemed important by some teachers and supervisors.

Overall, it shows that there is no single absolutely dominant supervision theory, but reflective supervision is considered the most effective by the majority of respondents. The application of various supervision theories, tailored to the specific context and needs of schools and teachers, can make a significant contribution to the improvement of education quality.

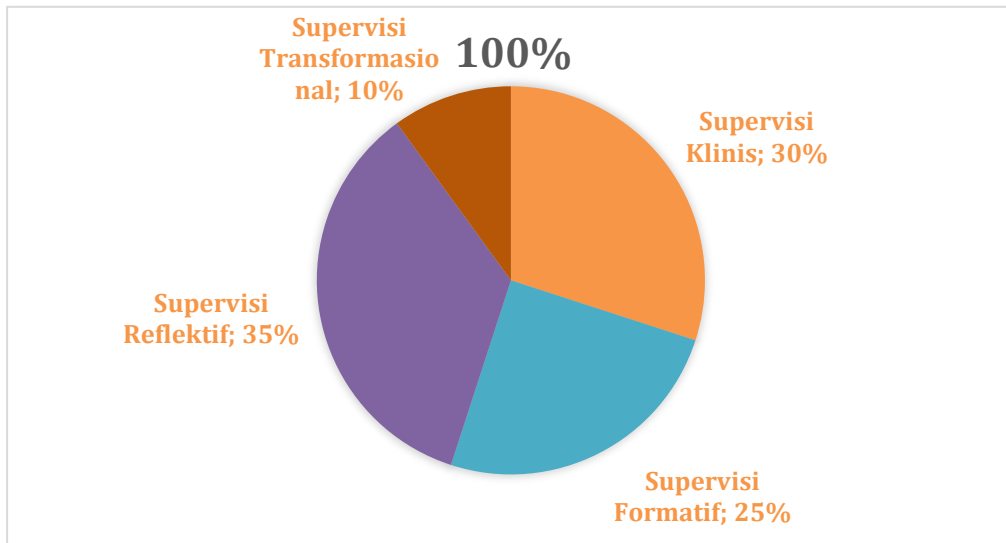


Diagram 1. Survey Results of the Most Effective Supervision Theory in the Context of Education

Although there is no single absolutely dominant supervision theory, reflective supervision is considered the most effective by the majority of respondents. This shows that in the context of education, flexibility and the adjustment of supervision strategies according to the specific needs of teachers and schools are very important. Teachers and supervisors acknowledge that reflective supervision provides significant benefits because it encourages deep reflection on teaching practices [17]. By encouraging teachers to reflect on their own experiences and seek solutions to the challenges they face, reflective supervision helps enhance their self-awareness of their strengths and weaknesses [18]; [7]. This process supports continuous learning and systematic improvement in teaching quality.

Although reflective supervision receives a lot of support, it is important to remember that various other supervision theories, such as clinical, formative, and transformational supervision, also play significant roles. Clinical supervision, with its focus on classroom observation and constructive feedback, helps teachers improve their practices through direct and concrete interventions [19]. Formative supervision, with a continuous professional development approach, ensures that teachers receive ongoing feedback to continuously adjust their teaching strategies [20]. Transformational supervision, which emphasizes collaboration and self-development, enhances motivation and innovation among teachers [21]; [9].

Both perspectives emphasize the importance of applying various supervision theories tailored to the specific contexts and needs of each school and teacher. There is no single approach that can meet all needs; a combination of strategies wisely chosen based on specific situations will significantly contribute to the improvement of educational quality. This underscores that flexibility and adaptability in supervision

approaches are crucial to achieving the best results in teacher professional development and the overall enhancement of educational quality [22]

Factors that influence the effectiveness of supervision in education

Communication and Interpersonal Relationships, The effectiveness of supervision is greatly influenced by the quality of communication between the supervisor and the teacher. Open, clear, and understanding-based communication supports the process of constructive feedback and the acceptance of improvement suggestions.

Understanding the Purpose of Supervision, The Importance of Having a Clear and Shared Understanding of the Purpose of Supervision. Supervisors and teachers need to agree on the focus of development they want to achieve through the supervision process, whether it is improving teacher performance, developing new skills, or innovating in teaching.

Skills and Competencies of Supervisors, The quality of supervision also greatly depends on the skills and competencies of the supervisor. Supervisors need to have a deep understanding of supervision theories, as well as the ability to conduct objective observations and provide constructive feedback. School Context and Culture: The school environment and organizational culture also influence the effectiveness of supervision. Schools that support the professional development of teachers, promote continuous learning, and implement a culture of mutual learning will enhance the effectiveness of supervision.

Implementation of the Right Supervisory Approach, Choosing a supervisory approach that aligns with the needs and context of the school is also important. Supervision approaches such as clinical, formative, reflective, or transformational should be chosen based on the goals to be achieved and the characteristics of the teacher being supervised.

Active Involvement of Teachers in the Supervision Process, The effectiveness of supervision also depends on the extent to which teachers are actively involved in the supervision process. Teachers who are active in receiving feedback, reflecting on their own teaching practices, and are committed to improving the quality of their teaching will gain maximum benefits from supervision.

Quality Feedback, The quality of feedback provided by supervisors greatly influences the effectiveness of supervision. Specific, relevant feedback that offers concrete directions for improvement can help teachers identify and address challenges in their teaching.

Chart 1. Factors Affecting the Effectiveness of Supervision in Education

Surveys show that increased supervision effectiveness greatly supports the continuous professional development of teachers and overall contributes to the improvement of education quality in the school environment [11]; [22]. Considering thoroughly, it is important for schools to pay attention to the factors that influence the effectiveness of supervision. This includes the quality of communication between supervisors and teachers, which must be open and understanding, as well as a mutual understanding of the goals of supervision to guide teaching development efforts. The competence and skills of supervisors in providing meaningful feedback are also important to ensure effective professional development for teachers [23].

Schools need to create a culture that supports continuous professional development and innovation in teaching [24]. By choosing a supervision approach that aligns with their specific needs, such as clinical, formative, reflective, or transformational supervision, schools can provide the right support to teachers in improving the quality of their teaching [25].

The active involvement of teachers in the supervision process is key to maximizing the benefits of the supervision program. Teachers who are actively engaged in self-reflection and committed to improving the quality of their teaching will contribute to achieving the supervision goals more effectively [26].

With a holistic approach, schools can not only enhance the effectiveness of their supervision but also play a role in supporting the continuous professional development of teachers and overall improving the quality of education in their environment [27]; [22].

CONCLUSION

This research concludes that the effectiveness of supervision in education is influenced by various factors, including the quality of communication between supervisors and teachers, a clear understanding of the objectives of supervision, and the competence and skills of supervisors in providing constructive feedback. The context and culture of the school also play an important role in supporting the professional development of teachers. The appropriate supervision approaches, such as clinical, formative, reflective, and transformational supervision, must be tailored to the needs and characteristics of each school and the teachers being supervised. By adopting a holistic approach that takes these factors into account, schools can enhance the effectiveness of their supervision, support the continuous professional development of teachers, and overall contribute to the improvement of education quality.

For future research, it is recommended to conduct longitudinal studies to observe the long-term impacts of various supervision approaches on teachers' professional development and the quality of their teaching. This research could also be expanded by involving more schools and diverse educational contexts to obtain a more comprehensive picture. In addition, examining the influence of external factors such as national education policies and support from school management can also provide additional insights into how the effectiveness of supervision can be improved. Further studies could also explore the use of technology in the supervision process to see how digital tools can help provide more effective feedback and support teachers' professional development.

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