JAHPB: Journal of Social Humanities, Education and Business
Volume 1 Number 2, July (2026)
DOI:



THE IMPACT OF EDUCATIONAL SUPERVISION ON TEACHER PERFORMANCE AT SDN RAGUNAN 01

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Riwayat Artikel
Dikirim: 03 July 2026
Direvisi: 02 July 2026
Diterima: 04 July 2026
Dipublikasi: 05 July 2026

Keywords:
Educational supervision; supervisor; performance.

Abstract

Educational supervision is an activity carried out by superiors(supervisor) to guide teachers on an ongoing basis with the aim of evaluating or improving the teaching system implemented so that changes occur so that educational goals can be achieved optimally. Educational supervision has a big impact on school principals, especially teachers. With educational supervision, a teacher is able to evaluate the learning activities he carries out in the classroom. The main aim of holding educational supervision is to improve the quality of education in educational units, therefore the educational supervision program should become a routine program for educational units to evaluate the performance of both school principals from the managerial aspect and teachers from the academic aspect. The aim of this research is to determine the extent of the impact of educational supervision on teacher performance at SDN Ragunan 01. This research uses a qualitative method in the form of a literature study(library research) by using a study of various existing writings in the form of books, journals, articles and other sources. Apart from using library research(library research) The author also uses interview techniques with Supervisors, School Principals and Teachers to obtain information regarding the implementation of educational supervision and its direct impact.

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INTRODUCTION

Education is a mandate that has been given by the 1945 Constitution of the Republic of Indonesia. Every citizen has the right to receive education and the government is obliged to finance it and strive for and implement a national education system, meaning that all Indonesian people regardless of ethnicity, religion, race , and groups have the right to enjoy education provided by education.

The implementation of education is a measure of whether a country has a good level of human quality. Because providing good education can produce a quality generation of the nation. Education is a long-term investment that is very valuable and of noble value, especially for the nation's generation who will determine the progress and decline of the nation's civilization.

The implementation of education in Indonesia must be carried out using a good system and be able to achieve educational goals as explained in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 which reads*"The National Education System is all educational components that are interconnected in an integrated manner to achieve national education goals"*. The aims of national education are formulated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is stated that the aim of national education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty.

In realizing national education goals as mandated in Law Number 20 of 2003 concerning the National Education System, components are needed that can support the implementation of national education goals. One component that is very influential is educators. Educators are professional staff who have the task of planning and implementing all forms of learning processes, assessing learning outcomes, providing guidance and training, as well as conducting research and community service,

especially for educators in higher education (Dahniar, 2021).

Educators or better known as teachers are the caretakers of learning activities. A teacher must have competencies that can support learning activities. Based on the competence possessed, a teacher is able to carry out learning activities in accordance with the learning plan that has been prepared. Teacher as*stakeholder* in learning, it is almost certain to experience problems in teaching and learning activities. The problems faced must be resolved by a teacher through input, assistance and opinions from other people, be they fellow teachers, school principals or even education supervisors. This must be done because if no one provides enlightenment or solutions to teachers to overcome learning problems automatically this will have an impact on teaching and learning activities, in this case the interaction between teachers and students, so that the goals of education itself will not be achieved (Shaifudin, 2020).

The role of educational supervision is very important in the learning process in an educational institution. Because, so far educational supervision has been considered trivial in several educational institutions on the grounds that educational supervision only prioritizes administrative assessment. In fact, educational supervision has the function of not only correcting the administration that has been made by the teacher, but also correcting overall deficiencies in the learning process from start to finish as well as harmony between the administration made and the learning process in the field. Therefore, the author is interested in examining the extent of the role of educator supervision in research institutions with a research focus on*"The Impact of Educational Supervision on Teacher Performance at SDN Ragunan 01"*.

METHODE

This research was conducted using qualitative methods in the form of literature study*(library research)* by using a study of various existing writings in the form of books, journals, articles and other sources. Apart from using library research*(library research)* The author also uses interview techniques with supervisors, school principals and teachers to obtain information regarding the implementation of educational supervision and its direct impact.

In qualitative research, the subject's condition is not touched at all by treatment or*treatment* controlled by researchers. The researcher only functions as a motivator and facilitator for these activities to take place, and the researcher uses most of his time to collect data directly and the data collected is obtained based on the perspective of the subject being studied.

RESULTS AND DISCUSSION

1. Definition of Educational Supervision

Educational supervision comes from English which consists of two words, namely*super* and*vision*. *Super* has the above meaning whereas*vision* means to look, observe, and watch. This is still synonymous with the words inspection, examination, supervision and supervision, in the sense of activities carried out by a superior regarding everything under him. So supervision means looking, observing and supervising from above. Supervision is a supervisory activity that has a more human nature. This activity is carried out not to look for other people's mistakes but rather as individual coaching carried out by a superior (Maryance et al., 2022).

Semantically, educational supervision is coaching carried out through guidance aimed at improving the educational situation in general and increasing the quality of learning. Researchers provide several definitions related to supervision, but they have the same core meaning. According to scientist Good Carter, the meaning of supervision is an effort by superiors to mobilize all the potential of teachers or teaching staff which aims to improve the teaching and learning process by providing

guidance, providing positive stimulation to teachers, as well as controlling the learning process and making revisions if there are problems. -things that conflict with the rules formulated by the education supervisor (Hasibuan et al., 2022).

Boardman explained that educational supervision itself is an effort to stimulate, coordinate and guide the continuous growth of teachers or educational personnel in schools, whether carried out individually or collectively, with the aim of better understanding and being more effective in realizing all teaching functions. In this way, they can stimulate and guide the continuous growth of each student, and be able and more capable of participating in a modern democratic society. Ngalim Purwanto stated that educational supervision is a coaching activity planned in educational units to assist teachers and school employees in carrying out their work effectively (Tursina, 2017).

Burton in his book*"Supervision a Social Process"*, He stated the meaning of supervision as follows:

"Supervision is an expert technical primary aimed at studying and improving co-operatively all factors which affect child growth and development".

In accordance with Burton's formulation, then:

a. Good supervision aims to direct attention to the basics of education and ways of learning and their development in achieving general educational goals.

b. The aim of educational supervision is to improve the teaching and learning process in total, this means that the aim of supervision is not only to improve the quality of teacher teaching, but also to foster the growth of the teaching profession in a broad sense including the provision of facilities that support the smooth teaching and learning process, improving the quality of knowledge and skills. teachers, providing guidance and coaching in terms of curriculum implementation, selection and use of teaching methods, teaching tools, procedures and teaching evaluation techniques and so on.

c. Focus supervision on*setting for learning*, not to a person or group of people. Everyone, such as teachers, school principals, and other employees are colleagues who share the aim of developing a situation that allows the creation of good teaching and learning activities (Maisaroh & Danuri, 2020).

Based on the several meanings above, a conclusion can be drawn that educational supervision is an activity carried out by superiors*(supervisor)* to guide teachers on an ongoing basis with the aim of evaluating or improving the teaching system implemented so that changes occur so that educational goals can be achieved optimally.

2. Objectives of educational supervision

The aim of implementing educational supervision is to provide services and assistance to develop the teaching and learning situations carried out by teachers in the classroom (Sudadi, 2021). In general, supervision provides technical assistance and guidance to teachers and school staff so they can improve the quality of their performance. Specifically, supervision aims as follows:

a. Helping teachers to better understand the goals of education in schools, and the function of schools in efforts to achieve these educational goals.

b. Helping teachers so that they are able to realize and understand every need and problem faced by

students so that they can help and direct students better.

c. Carrying out effective leadership in a democratic manner in order to improve professional activities in the school and cooperative relationships between staff to jointly improve each other's abilities.

d. Discover the abilities and strengths possessed by teachers and be able to utilize and develop these abilities by assigning tasks and responsibilities that are tailored to their abilities.

e. Assist teachers in finding student learning problems and planning corrective actions.

Educational supervision is guidance towards improving the educational situation in general and improving the quality of teaching and learning in particular. Even though the ultimate goal is focused on student learning outcomes, what is prioritized in supervision is assistance to the teacher. The teaching and learning situation in schools will be better depending on the supervisor's skills as a leader (Maisaroh & Danuri, 2020).

3. Educational Supervision Function

Educational supervision has several functions as stated by E. Mulyasa, including:

a. Coordinate all school efforts.

b. Expanding the teacher's experience.

c. Stimulate creative efforts.

d. Provide facilities and continuous assessment.

e. Analyze learning situations

f. Provide knowledge and skills to subordinates.

Jerry and Makawimbang's relatively more operationally effective educational supervision has 9 (nine) functions:

a. Discipline

The implementation of educational supervision is said to be disciplined if its implementation is in accordance with the plans set out in the school principal's continuous work program.

b. Give teachers a sense of security

The implementation of educational supervision carried out by the school principal as supervisor must be constructive and family friendly.

c. Constructive

Supervisors, in this case school principals, are expected to be able to contribute thoughts and concepts to direct teachers to increase their competence.

d. Creative

The creative indicators referred to here are the competencies that school principals must have to package supervision activities with several new, more creative concepts.

e. Realistic

The implementation of educational supervision carried out by the supervisor must be carried out in accordance with the facts that occurred during the assessment process and convey to the teacher concerned the results of the supervision in accordance with the existing facts.

f. Simple

Educational supervision activities are carried out without burdening the teachers who will be supervised. Teachers are expected to be as natural as the learning process is usually carried out.

g. Professional Relationships

In carrying out educational supervision, school principals use standard supervision assessment guidelines from the government. Starting from planning, implementation and evaluation of learning carried out by the teacher.

h. Proportional

Proportionality in educational supervision means that the implementation of educational supervision is carried out on the basis of existing provisions.

i. Independence

Educational supervision emphasizes the abilities possessed by teachers without assistance from any party in designing learning (Nahrowi, 2021).

4. Scope of Educational Supervision

Government Regulation Number 19 of 2005 concerning National Education Standards article 57 which states "Supervision which includes managerial supervision and academic supervision is carried out regularly and continuously by supervisors or education unit supervisors and heads of education units. Based on this juridical basis, the scope of educational supervision is managerial supervision and academic supervision.

a. Managerial Supervision

Managerial supervision is supervision that refers to the principal as the leader of the educational unit. According to Henry Fayol, there are 4 (four) functions of managerial supervision, planning, organizing, leadership, and controlling.

Managerial supervision has a work target that must be achieved. These work targets are contained in 8 (eight) educational standards. This work target has been set by the Government of the Republic of Indonesia based on Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, which states 8 (eight) education standards. With this managerial supervision, it is hoped that schools will be able to implement School-Based Management, known as SBM. The implementation of this MB must follow the 8 (eight) National Education Standards (SNP), namely: (1) content standards; (2) process standards; (3) graduate competency standards; (4) standards

for educators and education personnel; (5) standards of facilities and infrastructure; (6) management standards; (7) financing standards; (8) educational assessment standards (Wahzudik et al., 2026).

Managerial supervision is useful for improving the performance or quality of schools by carrying out supervision. If there is a shortage of human resources at the school, the supervision will carry out training.

b. Academic Supervision

Academic supervision is important to improve the quality of learning through competent teaching staff or teachers. Academic supervision is a series of activities to help teachers develop their abilities to achieve learning goals. Efforts to develop teacher capabilities must continue to be carried out by school principals as leaders of educational institutions so that learning objectives can be achieved.

Academic supervision activities are carried out not only to assess the performance of teaching staff in the category of capable or incapable, professional or not and do not just stop there, but academic supervision is carried out to help teachers develop their professional abilities. Teachers are the main target in academic supervision activities. Increasing and developing the competence of teaching staff will have an influence on student learning achievement. Thus, through academic supervision, it is hoped that teaching staff will be able to manage the learning process well.

According to Glickman, at al (2007) quoted by Sudiyono et al (2011:82), it is stated that in order for the implementation of academic supervision to run effectively, the skills, concepts and techniques of a school principal are needed. Thus, school principals must have and master the concept of academic supervision, namely the meaning, objectives, functions, principles and techniques of academic supervision (Ridwan, 2026).

5. Model of Educational Supervision

In the process of implementing educational supervision, there are several supervision models that can be used, including:

a. Conventional Model

Conventional or traditional supervision is the idea of supervisors having the authority to decide the future of school principals and teachers. In this supervision model, principals, teachers and employees will make mistakes during supervision and supervisors will continue to supervise them. This supervision model assumes that a supervisor will always find problems in the individual being supervised. The result that will arise is that the supervisor will always reject any ideas and ideas that the individual being supervised has, even though the ideas and ideas are reasonable.

Mufidah (2009) explains that this model is nothing more than a reflection of the situation in a particular civilization. Authoritarian and corrective leader behavior will be influenced by authoritarian and feudal power structures. Leaders tend to criticize, carrying out checks to look for and find mistakes is a supervisory activity. Occasionally take actions*nooper vision* namely spying. This habit of pointing out mistakes and limiting the authority of subordinates still occurs today. This is not correct and should be done this way. This kind of supervision procedure is the norm when providing supervision. This does not prevent teachers from displaying errors. The problem is how to convey what is meant in this way (Syukron et al., 2023).

b. Scientific Model

Educational supervision must be academic and therefore must be carried out scientifically. John D. Mc Neil stated that there are at least 3 (three) views regarding scientific supervision, namely:

1) Scientific supervision is seen as supervision that is influenced by the development of scientific management in the industrial world.

2) Scientific supervision is seen as the application of scientific research and scientific problem solving methods to resolve problems faced by teachers in learning.

3) Scientific supervision is seen as a democratic ideology, meaning that every assessment and consideration of the merits and demerits of a teacher in teaching must be based on research and statistical analysis found in research on learning problems faced by teachers (Hidayanti et al., 2024).

c. Clinical Model

Clinical supervision focuses on developing performance through a systematic cycle of intensive and comprehensive planning, observation and analysis of real teaching performance, also aimed at realizing rational change. Clinical supervision is a process to help teachers minimize the gap between actual teaching performance and ideal teaching performance. Based on the theory put forward by Munjiatun, clinical supervision focuses on five things, namely: the clinical supervision process, teacher and student interactions, teacher teaching performance, teacher and supervisor relationships, and data analysis based on real conditions in the classroom.

In line with what Munjiatun stated, Asrul da Syarafuddin described the meaning of clinical supervision as professional assistance provided to teachers in dealing with learning problems so that they are able to overcome these problems with systematic steps.

The characteristics of clinical supervision are as follows:

1) The assistance provided to teachers is not in the form of instructions. In this way, good human relations are created and provide a sense of security to teachers.

2) The need for supervision must arise from the teacher's own hopes and encouragement, in the form of a need for help. The teacher's learning behavior is an integrated unit, so that specific abilities and skills that need to be improved can be easily identified.

3) Supervision must be carried out in a friendly, warm and familiar manner.

The principles of clinical supervision are:

1) Teacher initiative is highly prioritized as the basis for implementing clinical supervision.

2) Creating relationships between humans that are interactive and have a sense of equality.

3) Creating an open atmosphere where everyone is free to do and express what they are experiencing.

4) The object of study of clinical supervision is the need for teacher professionalism.

5) It is Emphasis is focused on certain elements that must be improved.

According to Siamat in his book entitled Institutional Management, there are two objectives in implementing clinical supervision, namely professional development and work motivation. Meanwhile, Marnis and Priyono stated that clinical supervision has 4 (four) steps in its implementation, namely:

1) Session planning

   The steps taken in planning the session include:

   a) Determine the focus of observation (general approach, direct information, collaboration, or direct contact).

   b) Determine the method and form of observation.

   c) Set the time of observation and the next session.

2) Observation

   The steps in carrying out observations are:

   a) Selecting observation tools

   b) Carrying out observations

   c) Verify and confirm the results of observations to the instructor at the next meeting.

   d) Analyze verification results and interpret them, and

   e) Choose an interpersonal approach at the next meeting.

3) Next meeting

   The steps at the next meeting are to determine the focus and time.

4) Reflection together

   The joint reflection steps are:

   a) What values were found?

   b) Which values are less valuable?

   c) What are your suggestions? (Muslimin, 2023).

6. Interview Result

Based on the results of direct research in the field through interviews regarding the impact of educational supervision, the following results were obtained:

The first participant was a supervisor. He said that educational supervision was very important as a tool to control learning activities in the classroom. Supervision activities are usually carried out to observe teacher activities starting from preparation for learning administration up to action teacher in the classroom. Supervision is carried out to assess teacher competence which includes pedagogical,

social, personality and professional competence. The main aim of carrying out this supervision is to improve the quality of educators and the result is that after carrying out educational supervision there is a change for the better in teachers.

The second participant is a school principal. He believes that the implementation of educational supervision in educational units is important to know the extent of teaching and learning activities in the classroom, so that if things are found that are not appropriate, they can be immediately handled by the teacher. Supervision assessments are usually carried out to determine the suitability of teacher preparation included in the learning implementation plan (RPP) with implementation in the classroom as well as evaluating the conditions and situations of teaching and learning activities. Based on the results of educational supervision carried out, most of the changes occur in teachers, these changes occur as a result of the findings contained in the supervision process and the suggestions submitted.supervisor.

The third participant is the Deputy Principal for Curriculum. He believes that educational supervision activities need to be carried out to determine the strengths and weaknesses of a teacher in managing learning. If the implementation of learning is good, then the teacher is directed to maintain the learning that has been done. On the other hand, if there are deficiencies in the implementation of learning, the teacher will be directed and given guidance so that the quality of implementing learning can be even better. The implementation of educational supervision in the classroom is not limited to just observing, but rather supervisor tasked with checking the administration made by the teacher and checking learning preparation instruments. Apart from that, the assessment process is also carried out by monitoring teacher interactions with leaders, colleagues, students and also the community.

The fourth participant is a class teacher. He believes that with educational supervision, teachers can identify deficiencies in the learning process that has been implemented, with these deficiencies the teacher will improve the next learning process with the aim of ensuring that the learning process can be carried out better and learning objectives can be achieved. After carrying out learning, teachers are usually required to make changes in carrying out learning activities. Teachers make improvements based on the results of educational supervision so that learning objectives can be achieved optimally.

The fifth participant is a subject teacher. He said that educational supervision activities need to be carried out as a reminder for teachers to package learning well in the classroom. The implementation of educational supervision itself is carried out to identify deficiencies in learning activities and receive input on deficiencies that occur both in terms of administration and the process of implementing learning in the classroom. The benefits of implementing educational supervision for a teacher are enormous, namely making the teacher an orderly individual in carrying out learning administration and motivating the teacher to use or apply whatever methods are acceptable to students in learning activities.

Based on the results of interviews with all participants, a conclusion can be drawn that the implementation of educational supervision is very important for both supervisor as well as for the teacher himself. As a person supervisor, supervisors and school principals have the duty to carry out assessments of teachers. This is a form of performance that must be carried out by a supervisor and school principal to prove that he or she is a professional figure. Supervisors and school principals are tasked with carrying out administrative evaluations and learning evaluations of teachers in each educational unit, the aim of which is to measure the extent of teacher readiness in designing and implementing learning as well as knowing the competency performance of each teacher.

For a teacher, educational supervision is a tool to determine the effectiveness of the learning that has been designed and implemented by the teacher. The implementation of supervision itself is usually

carried out to measure the accuracy of learning implementation with the design that the teacher has prepared in the learning implementation plan (RPP). Through observations made by supervisor in the classroom, a teacher will know the advantages and disadvantages of the learning process that has been implemented, and will usually be given suggestions and input by supervisor to make improvements and improve the quality of teaching.

CONCLUSION

Educational supervision is an activity that is a routine agenda in educational units starting at the PAUD, Elementary School, Middle School and High School levels. This is done to evaluate the learning carried out by the teacher in the classroom. Educational supervision activities aim to determine the quality of education in educational units as seen from the performance of the school principal and the teacher's ability to carry out learning. If educational supervision shows good results, it can be said that an educational unit has good quality, and conversely, if educational supervision produces evaluation records of both the performance of the principal and the performance of teachers, it can be interpreted that the quality of education in that educational unit is not good. Educational supervision has a very important role in improving the managerial performance of school principals, especially improving teacher performance in implementing learning in the classroom.

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