

Scope of Supervision in Educational Institutions

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ABSTRACT

In this article, various aspects of educational supervision are discussed, including basic concepts and scope. The data collected for the literature study in this article were collected through a qualitative approach. The Systematic Literature Review (SLR) method is also used, which means gathering relevant research materials first. Supervision is a training activity that aims to help teachers, employees, and others who work in schools do their jobs well and achieve good results. Supervision aims at quality control, professional development, and motivation. Leadership, inspection, research, training and guidance, and evaluation are some of the actions involved in educational supervision. It is hoped that educational supervision will help maintain educational standards and improve the performance of every aspect of educational institutions.

INTRODUCTION

Teachers are really required to be professional in doing their professional duties in accordance with their field of knowledge because they provide the world of education to their students. Appearance in class always reflects his overall attitude to life, which has an impact on the learning process due to significant experience (Muslim 2010).

The basic concept of educational supervision, also called educational supervision, provides a basic explanation of the concept. Education is different from teaching. Education is a process of maturing students by providing them with stimulus to improve their cognitive, affective, and psychomotor abilities. While teaching only includes cognitive, teaching is a process of knowledge transfer without affecting students' attitudes or creativity (Aprilia and Nur Hadi 2024). As a result, education must be supervised or supervised by a supervisor, such as a principal and other supervisors. They strive to improve the performance of educators and other school supervisors by providing good guidance and direction as well as input on professional educational methods.

Supervision in this situation is essential for developing teacher professionalism because it allows for the improvement of learning processes and outcomes, which requires strong teacher encouragement. A supervisor must make various efforts to demonstrate the professionalism of the teachers they supervise.

LITERATURE REVIEW

Basic Concepts of Educational Supervision

A supervisor is a person who is responsible for supervising others. The English term "supervision" comes from two words, "super" and "vision", and it means to see the whole work. Since the words "super" and "vision" mean "seeing", Suharsimi explained that supervision as a whole aims to see from above. As the official in charge of the teacher, the principal can supervise to see the overall work or supervise the performance of the teacher (Kristiawan et al.).2019.

Supervision is the process of assessing and correcting work to fit the initial plan to help teachers, employees, and other staff members in the school perform their duties in an effective manner and produce good results (Manullang 2005). Supervision is the process of helping teachers to improve their abilities. This includes the teacher's knowledge, teaching skills, and commitment or motivation. Therefore, the purpose of supervision related to cognitive, psychomotor, and affective aspects is to improve and improve school management to achieve the best conditions for teaching and learning activities (Yulia Fitriani 2018). Supervision not only supervises teachers and other employees, but also evaluates whether the work has been done properly and in accordance with the requirements. Supervision also offers solutions and looks for ways together to improve work better and in accordance with requirements (Saidah 2020).

According to Hariwung, supervision is carried out for quality control, professional development, and teacher motivation. As a quality control, the principal is responsible for overseeing the teaching and learning process in the school by visiting classes and talking to teachers who can be expected to assess and know the abilities of the students.

However, according to Wahyudi (2012), educational supervision is intended to improve the educational process in schools through improving the professional and technical abilities of teachers, principals, and other school staff members. Compared to coercion and compliance, educational supervision is primarily based on cooperation, participation, and collaboration. Therefore, school awareness will increase, as well as employee efforts and innovations (Astuti, Saputri, and Noviani, 2023).

In addition, educational supervision has five tasks, namely:

1. Consider it as leadership
Educational supervision is leadership that aims to increase the accountability of teachers and encourage them to become leaders in their field.
2. Control in the form of supervision
Once the data is found, an inspection is carried out to ensure that the work has been done correctly, appropriately, and capably.
3. Control as a study
Supervisory research can be used as a tool to collect data on teacher professional development programs through training and mentorship.
4. Control as a guideline and exercise
After getting a training and mentorship program, teachers should be encouraged and trained to do their jobs better according to their jobs. The data from the inspection will be able to be used to provide instruction and training to teachers to improve their professional abilities.
5. Control as an evaluation
To measure the success that has been achieved, evaluation is required (Muslim 2010).

Educational Institution Management Area

As the world of education develops, education leaders make various theories. Purwanto said supervision is a type of exercise that aims to help teachers and other employees in schools do their jobs well. Manullang states that supervision is the process of applying tasks, grading tasks, and changing tasks to ensure that tasks are performed according to the original plan. Educational supervision aims to improve the ability of teachers and education personnel to achieve quality education goals. Supervisors' efforts to improve the quality of education include providing encouragement, guidance, and opportunities to educators and education personnel (Basuki 2020).

The scope of academic supervision is determined by Permendiknas no. 39 of 2009 as follows: 1) providing assistance to teachers in planning, implementing, and assessing the learning process; 2) monitor the implementation of content standards; 3) monitoring the implementation of process standards; 4) monitoring the implementation of graduation competency standards; 5) monitor the implementation of educator standards; and 6) monitoring the implementation of assessment standards.

Supervision concentrates on improving teachers and other school employees to achieve educational goals. In situations like these, supervision can be done with encouragement, direction, and opportunity. Educational supervision includes:

1. Supervision of the Curriculum Field:
Involves supervising the implementation of the curriculum; The purpose of the curriculum supervision program is to help students who are having learning difficulties.
2. Curriculum Conformity with National Standards:
Ensure that the curriculum meets the applicable educational requirements, such as the Independent Curriculum or the 2013 Curriculum in Indonesia.
3. Preparation of Curriculum Documents:
Assess the preparation of curriculum documents, which include curriculum structure, syllabus, Learning Implementation Plan (RPP), and other teaching tools.
4. Integration of Values and Character:
Ensures that the curriculum contains values, religions, and traits that are in line with the school's goals.
5. Student Learning Outcome Analysis:
Evaluate the results of formative and summative assessments to find out how effective the curriculum is in improving student learning outcomes.

Supervision of the curriculum field is essential to ensure that the curriculum implemented is relevant, effective, and has the ability to improve the quality of education. With good supervision, educational institutions have the ability to continue to change and adapt their curriculum to the development of the times and the needs of students.

Supervision of Student Affairs: Aims to organize various student activities so that learning runs smoothly at school. It includes a number of elements that need to be monitored, such as: 1) Guidance and Counseling: Management of counseling services that assist students in academic, social, and emotional development; 2) Developing Character and Discipline: Designing character education programs and monitoring the student discipline system; 3) Extracurricular and Self-Development: Evaluating talent development activities and programs that are in line with students' interests; 4) Supervision of the Personnel Sector: Providing guidance and technical instructions to employees, preparing for development, and supervising the competency standards of the position. 5) Supervision of Facilities and Infrastructure: This includes supervision

of educational facilities and infrastructure, such as the management of learning environments and facilities.

Adequate facilities and infrastructure are essential for successful learning. This evaluation includes: 1) Classroom Conditions and Learning Facilities: Consider the availability and condition of libraries, laboratories, and classrooms and other educational facilities; 2) Utilization of Educational Technology: See how students benefit from technologies such as computers, projectors, and the internet; 3) School Environment Cleanliness and Health: Maintaining school health and hygiene facilities so that the learning environment becomes comfortable; 4) Financial Supervision Matters: This includes school administrative tasks such as recording, planning, implementation, and financial accountability; 5) Public Relations Supervision: Supervise public relations or public relations activities in educational institutions.

The interaction between private educational institutions and the community greatly affects the sustainability and quality of education. This evaluation includes: 1) Relationship with Students' Parents: Evaluation of parental participation in school activities and communication between school and guardians; 2) Partnerships with External Parties: Supervision of cooperation with other educational institutions, business communities, or social institutions when developing educational programs; 3) School Promotion and Branding: Maintaining marketing strategies and the image of the school community to increase the competitiveness of private institutions; 4) Supervision of the Administrative Sector: Supervising administration and administrative activities in educational institutions (Nurkarim et al., 2020). When these areas are combined, educational supervision can help maintain the quality of education and improve the performance of the entire school section.

METHODOLOGY

Literature study data collection techniques and the Systematic Literature Review (SLR) method were used in writing this article. First, information for the research was collected regarding the basic concepts of educational supervision. This includes the definition, functions, and objectives of educational supervision, as well as its scope.

RESEARCH RESULT AND DISCUSSION

Supervision is a training activity that aims to help teachers, staff, and other staff members in educational institutions perform their duties well and achieve good results. Supervision objectives include leadership, inspection, research, training and mentorship, evaluation, and professional development, and quality control. It is hoped that educational supervision will help maintain educational standards and improve the performance of every aspect of educational institutions. Educational supervision includes curriculum, students, staff, facilities and infrastructure, finance, public relations, and administration.

The discussion emphasized that the scope of educational supervision is not only limited to supervision of teaching and learning activities, but includes broader aspects, namely:

1. **Supervise Academics.**
This supervision includes guidance to teachers in designing, implementing, and evaluating learning. This activity is carried out through class observation, reflective discussions, and providing feedback to improve the quality of the learning process.
2. **Academic Supervision.**
Focus on supervision of the implementation of administrative tasks by teachers and other education personnel, including the preparation of learning tools, activity reports, and compliance with school regulations.
3. **Clinical Supervision.**
A collaborative approach between supervisors and teachers to systematically analyze teaching practices. The goal is to identify learning problems firsthand and find solutions together.
4. **Supervision of Teacher Professional Development.**
The discussion showed that supervision also includes facilitating teacher competency development through training, workshops, mentoring, and other activities that encourage continuous learning.
5. **Managerial Supervision.**
It includes supervision of managerial aspects in schools, including curriculum management, infrastructure, finance, and community relations.
6. **Supervision Approach.**
7. The journal discusses several approaches that can be used in supervisory practices, such as democratic, authoritarian, and laissez-faire approaches, with an emphasis that participatory approaches are more effective in building healthy relationships between supervisors and teachers.

The scope of educational supervision is very broad and integral in improving the quality of education. Supervision should not be interpreted only as control, but rather coaching and development. Therefore, education supervisors are expected to have good pedagogic, managerial, and interpersonal competencies to create a conducive and progressive learning environment.

CONCLUSIONS AND RECOMMENDATIONS

Based on a study conducted through the Systematic Literature Review (SLR) method on various academic literature related to supervision in educational institutions, it was found that the scope of supervision includes various main dimensions, namely: academic supervision (curriculum, teaching and learning process, and evaluation), administrative supervision (school management, finance, and infrastructure), and supervision of the behavior and discipline of educators and students. SLR shows that the effectiveness of supervision is greatly influenced by the clarity of the organizational structure, supervisory competence, and the use of collaborative and reflective approaches. In addition, the integration of technology in surveillance systems is starting to become a trend to improve the efficiency and accuracy of monitoring.

ADVANCED RESEARCH

Still conducting further research to find out more about the Scope of Supervision in Educational Institutions

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