



## Functions of Educational Supervision

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### ABSTRAK

Educational supervision plays a very important role in improving the quality of education through various methods or functions, including research, assessment, improvement, and development. The purpose of this article is to thoroughly examine the functions of educational supervision with the aim of improving the quality of teachers' performance. In addition, this research method also employs a literature review by analyzing various reliable sources such as books, scientific journals, and other articles related to the functions of educational supervision. The research results show that educational supervision is not only a control mechanism but also a means of professional development for teachers to enhance their continuous education. The research function helps identify problems and potential in the learning process, in addition, the assessment function provides constructive feedback, the improvement function strives to enhance the quality of student learning, and the coaching function helps teachers develop their potential both academically and in their talents. Effective educational supervision requires collaboration, participation, and an empowering approach aimed at creating a quality educational environment.

## 1. INTRODUCTION

Quality education is the main foundation in building a superior and highly competitive national civilization. Through quality education, smart, creative and globally competent human resources are produced. Good education not only contributes to economic development, but also shapes the character and ethics of the younger generation. Therefore, improving the quality of education must be a priority in every policy and implementation of education programs in Indonesia ([Kurniasih & Sani, 2017](#)). In realizing quality education, various aspects need to get serious attention, one of which is educational supervision. Educational supervision has a strategic role in improving the effectiveness of learning and the professionalism of educators. Supervision does not only serve as a supervisor, but more than

that, it functions as a facilitator, guide, and developer of teacher potential to create an optimal learning process ([Hidayat et al., 2020](#)).

Educational supervision is not an activity that simply assesses teacher performance, but rather a process of providing systematic and sustainable assistance to improve the quality of teaching and the quality of student learning outcomes. Through supervision, teachers receive support in developing innovative learning strategies that are relevant to the needs of students ([Nurhadi, 2020](#)). Educational supervision aims to foster educators to improve their professional skills in carrying out educational tasks effectively. Quality educational supervision plays a role in building a collaborative school culture, encouraging teachers to self-reflect, and developing creative learning practices that are adaptive to changing times ([Sari & Syahril, 2021](#)). Effective supervision is not only oriented towards administrative achievements, but also towards continuous coaching that can improve the quality of learning in real terms.

Educational supervision has several important functions, including the research function, assessment function, improvement function, and coaching function. The research function in supervision encourages innovation and the development of more effective learning methods. The assessment function aims to measure the extent to which the implementation of learning runs according to predetermined standards. The improvement and coaching functions focus on improving skills and strengthening teacher competencies through intensive guidance ([Putra & Mahardika, 2023](#)).

In its implementation, educational supervision must be based on a humanist and participatory approach, so that teachers feel comfortable, open and motivated to continue learning and developing themselves. A democratic and dialogical supervision model will be more effective than authoritarian supervision ([Rahman & Sudrajat, 2019](#)). A harmonious relationship between supervisors and teachers is the key to success in building a culture of continuous improvement in the school environment.

In line with the development of 21st century education that demands critical thinking skills, collaboration, communication and creativity, educational supervision must also be able to adapt to these needs. Supervisors need to guide teachers in integrating technology and relevant learning methods to create meaningful learning ([Fauziah, 2019](#)). Supervision that does not keep up with the times risks becoming stagnant and unable to have a significant impact on the quality of education.

Continuous educational supervision will create a conducive learning environment, supporting the creation of active, creative, effective and fun learning. Thus, the role of supervision not only improves teacher performance, but also has a direct impact on more optimal student learning outcomes ([Yulianti & Wahyudi, 2021](#)). Effective supervision also encourages teachers to conduct classroom action research to improve learning practices contextually. Through a comprehensive understanding of the function and role of educational supervision, it is expected that all stakeholders in the education sector can carry out supervision more professionally and systematically. Well-structured supervision can make a significant contribution to improving the quality of national education and preparing the next generation to excel in the global era ([Nurdin et al., 2020](#)).

With this study, the article aims to deeply analyze the function of educational supervision and how proper implementation can have a real impact on improving the quality of education in Indonesia. Through a collaborative approach and based on the needs of teachers and students, educational supervision can be the driving force of change that brings Indonesian education to a better direction.

## 2. RESEARCH METHOD

This research uses the Library Research method. Data were collected from various reliable sources, such as textbooks, scientific journals, research articles and other publications

relevant to the topic of educational supervision. In addition, references from research reports and education policy documents were also used to enrich the analysis. The collected data were analyzed descriptively qualitatively to identify, classify and interpret the functions of educational supervision. The analysis process involved reviewing the literature, mapping the main themes and comparing concepts from various sources to gain a more comprehensive perspective.

The analysis aims to provide an in-depth and comprehensive understanding of the role of educational supervision in improving learning quality, as well as offering strategic recommendations for the development of teacher performance and the learning process in schools. This is based on the opinions of experts who support the concept of Library Research. One of the expert opinions is Sugiono, he explains that Library Research aims to collect scientific data obtained from various reliable sources related to the object of research, through journals, scientific articles and reference books.

### 3. RESULTS AND DISCUSSION

#### RESULTS

##### a. Functions of Educational Supervision

The basic function of educational supervision is to improve the learning situation in schools for the better. Supervision of the learning process is one form of activity planned to assist teachers in performing their tasks effectively.

The main function of educational supervision is to improve the quality of learning. In addition, educational supervision also plays a role as a change agent, motivator, and other factors to improve the quality of learning and support activities in education. Educational supervision can also serve as a coordinator for all school efforts. The efforts within the school include the efforts of each teacher, the overall efforts of the school, and the efforts for career advancement.

According to Supriadi, he explained that the functions of supervision consist of four main functions, namely: research function, evaluation function, improvement function, and development function. Other supervisory functions include: leadership function, oversight function, and implementation function. ([Supriadi, 2013](#))

Here is an explanation of the four main functions of educational supervision, namely: the research function, the assessment function, the improvement function, and the development function.

##### b. Research Function

The function of research is to find solutions to problems related to the issues being faced. This research is conducted according to scientific procedures, namely formulating the problem to be studied, collecting data, processing data, and performing analysis to draw conclusions. ([Sobry Sutikno, 2022](#))

The process of this research includes several stages: first is the formulation of the problem to be studied, second is data collection, third is data processing, and finally is the conclusion of the research results. ([Emilda Prasiska, 2021](#)) The function of research in educational supervision aims to identify problems and potential student interest in the learning process. With the research on supervision, a supervisor can identify the strengths and weaknesses of the teaching and learning process.

Next, the assessment is carried out in stages and continuously, starting from the process of introduction, understanding, to the final task of the student. Then the results of the research become the foundation for deciding the targeted evaluation recommendation process.

The function of assessment is to measure the desired level of progress, how much has been achieved, and this assessment is carried out in various ways such as tests, setting

standards, evaluating student learning progress, observing the development of school assessment results, and other procedures oriented towards improving the quality of education. ([Inom Nasution, 2021](#))

The function of assessment occupies an integral part of educational supervision. The assessment is carried out by providing positive feedback to teachers about their performance. This feedback is very helpful for teachers in understanding their strengths and weaknesses, and the evaluations that need to be conducted. Assessment in educational supervision must be used objectively, transparently, and have clear sources.

This is done to obtain data on the good and bad aspects of something, so that the good is maintained and the visible shortcomings are addressed to prevent them from recurring. ([Mukni'ah, 2022](#))

### c. Repair Function

The improvement function is one of the important elements in educational supervision that focuses on the continuous enhancement of the quality of the learning process. Supervision is not merely about overseeing teaching and learning activities, but also serves as a means to identify shortcomings and then take strategic steps to improve and refine the educational practices occurring in schools. ([Ara Hidayat and Imam Machali, 2012](#))

Efforts to improve supervision are continuous and systematic. This means that this function is not carried out just once at a single time, but rather becomes a process that is conducted routinely and gradually according to the needs and developments in education. The supervisor and the teacher reflect on the implementation of the learning that has been carried out, then determine concrete steps that can improve the quality of teaching and student learning outcomes. ([Sri Lestari, & Jupriaman, 2024](#))

These improvement steps are usually based on the evaluation results and findings from previous research activities. By referring to data and objective analysis, supervisors and teachers can formulate improvements that are more precise and relevant to the actual conditions on the ground. This is very important because a repair process not based on strong data risks not addressing the root of the actual problem. ([Banatul Khoiriah, et al., 2024](#))

The concrete forms of improvement can take the shape of various activities, such as teaching skills training, intensive supervision by supervisors, competency enhancement workshops, or professional discussion forums among teachers. These activities are designed to help teachers improve their capacity to plan, implement, and evaluate classroom learning.

In addition, the improvement function also requires close collaboration between supervisors and teachers. The role of the supervisor here is not as an overseer looking for mistakes, but rather as a mentor and peer who provides moral and professional support. With a positive and open relationship, teachers will feel more comfortable and motivated to engage in the improvement process.

The function of improvement not only impacts the enhancement of teachers' abilities but also directly influences students' learning development. When teachers are able to implement more effective teaching, students will also gain more meaningful, active, and enjoyable learning experiences. Therefore, improvements in supervision should be directed towards comprehensive efforts that include enhancing the quality of teaching, strengthening student learning motivation, and improving the overall classroom atmosphere.

Thus, it can be concluded that the function of improvement in educational supervision is not merely an evaluation of existing shortcomings, but a developmental process aimed at creating sustainable positive changes in the world of education. This is a tangible form of the joint commitment between supervisors, teachers, and all school components to achieve better educational quality.

#### d. Development Function

According to Syaifuddin, the function of coaching in educational supervision aims to help teachers develop their potential for the long term. Development can be carried out in various ways, namely through mentoring, coaching, and consultation. Then, supervisors can provide relevant support and motivation to teachers to improve their learning quality and develop themselves. ([Rif Shaifudin, 2020](#))

Then, in M. Ngalim's book titled "Administration and Educational Supervision," if applied to schools, it also applies to the principal themselves. Here are the points:

- a) Knowing each student's and teacher/staff's personality well.
- b) Foster a sense of comfort and mutual trust among teachers, staff, and their leaders.
- c) Foster a spirit of mutual assistance.
- d) Strengthening the sense of responsibility among group members.
- e) Act fairly in resolving an issue, then value the opinions of each member.
- f) Master the techniques for leading teachers and meetings or agendas that need to be completed. ([Ngalim Purwanto, 2004](#))

Additionally, many experts have opinions on this function, including Engkoswara and Aan Komariah, who state that educational supervision has the following functions: ([Piet A. Sahertian, 1981](#))

1. The function of research: explaining that a supervisor does not only work based on assumptions but takes the right steps step by step, such as formulating the right steps to address personal issues, then collecting accurate data to obtain valid information related to the problem, such as problem management and drawing conclusions for making appropriate decisions regarding the issue.
2. Evaluation function: the evidence from the research results can be used as material for improvement/evaluation, questioning whether the research object has strengths, weaknesses, or finding the right solution to address a problem.
3. Improvement function: it can be used as a research source to show the strengths and weaknesses that need to be addressed and evaluated immediately, so the supervisor can take strategic and operational steps as an effort to make improvements.
4. Development function: in the conditions faced by the supervisor, there are 2 potentials that can occur, such as the strengths and weaknesses of the personnel's achievements. The shortcomings are evaluated, and the achievements that can be demonstrated by the teachers need to be recognized and developed.

The four functions explained further clarify that the role of educational supervision is oriented towards providing guidance and assistance for the evaluation of teaching in educational institutions, not just merely supervising activities that tend to focus on finding faults in the performance of students or teachers. This can make teachers less creative and innovative in carrying out their duties because they feel constantly monitored by the supervisor. Therefore, based on its various functions, supervision must be able to coordinate efforts and activities in the school. Including efforts to develop the quality and professionalism of teachers to help advance the school. Therefore, coordination with several parties is necessary to effectively support the programs at the school. ([Sulistyorini, 2021](#))

#### Discussion

Educational supervision plays a central role in improving the quality of learning in schools. The main objective is to create more effective and efficient learning conditions through mentoring, coaching, and supervising teachers in carrying out their professional duties.



Educational supervision is not merely about oversight, but more about guidance and providing professional support for teachers. Thus, teachers can develop optimally both in terms of teaching ability and classroom management.

According to Supriadi, there are four main functions of educational supervision, namely: research function, assessment function, improvement function, and development function. In addition, supervision also includes the functions of leadership, oversight, and implementation. The research function in educational supervision focuses on scientific efforts to identify learning problems and seek appropriate solutions based on data and analysis. This process includes problem formulation, data collection, processing, and drawing conclusions. The main objective is to uncover the potential and obstacles in the teaching and learning activities.

With the research, supervisors can make more precise recommendations to improve the learning process. This also serves as the basis for relevant assessment and evaluation steps. This function aims to measure the effectiveness of the processes and outcomes of the learning that has been conducted. Assessment in the context of supervision is used to provide constructive feedback to teachers regarding their performance. This feedback helps teachers understand their strengths and weaknesses, as well as serves as a basis for planning improvements.

Assessment is conducted objectively, continuously, and transparently. The assessment methods can include tests, direct observations, performance standards, as well as reviews of student learning outcomes and overall school achievements. Supervision serves as a tool for making continuous improvements to the quality of the learning process. After conducting research and assessment, the supervisor and the teacher formulate strategic steps to improve the quality of learning. Improvements can take the form of training, workshops, mentoring, or other professional development activities. The ultimate goal is to increase student learning motivation and enhance teacher effectiveness.

The function of coaching in supervision aims to assist teachers in the continuous development of their potential and professionalism. Forms of development can include mentoring, coaching, and consultation. This helps create a comfortable, open, and trust-filled work environment. Coaching also emphasizes the importance of fair, transparent, and supportive leadership. Principals and supervisors are expected to foster a culture of mutual assistance, collective responsibility, and cultivate a positive work environment within the school.

#### **4. CONCLUSION**

Educational supervision plays an important role in improving the quality of education through a series of functions that include research, assessment, improvement, and development. These functions cannot be separated from one another and must be implemented in an integrated manner to achieve optimal results. Effective educational supervision requires collaboration, participation, and empowering approaches to create a quality educational environment. Thus, educational supervision is not merely an oversight activity, but also a means of continuous professional development for teachers.

Based on the literature review that has been conducted, it can be concluded that educational supervision has a significant impact on the improvement of learning quality in schools. The research function helps identify problems and potentials in the learning process, enabling supervisors and teachers to formulate targeted solutions. The assessment function provides constructive feedback to teachers regarding their performance, thereby motivating them to continuously improve their competencies. The improvement function aims to enhance the quality of learning through various planned and directed actions. Meanwhile, the development function helps teachers continuously improve their competencies through mentoring, coaching, and consultation.

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