



# The Effect of the Application of Education Administration Supervision on Improving the Quality of Teachers

Risma Anggreyani<sup>1</sup>, Yesi Desria<sup>2</sup>, Yantoro<sup>3</sup>, Bradley Setiyadi<sup>4</sup>

Universitas Jambi, Indonesia

Email : [anggreyanirisma@gmail.com](mailto:anggreyanirisma@gmail.com)

---

## ARTICLE INFO

## ABSTRACT

### *Keywords:*

The supervision of administration, qualitative education, quality

The problem of this research is how the influence of the application of educational administrative supervision in improving the quality of teachers in the classroom. This study aims to determine the effect of implementing educational administrative supervision in improving teacher quality, school principals also involve teachers in making administrations that are held inside and outside institutions to improve the quality of administrative supervision so that teacher competence will continue to be developed so that effective learning can be created . This research method uses descriptive qualitative. Data collection techniques with documentation studies, semi-structured interviews, and nonparticipatory observation. The subjects of the research were class IV teachers and grade IV students. The results showed that the quality of teachers at SD Negeri 34/I Teratai was good. It can be seen from the completeness of all learning tools in the form of lesson plans and modules, learning media, as well as the readiness and skills of teachers in using methods. In an effort to improve teacher quality, school principals also involve teachers in making administrations that are held within and outside institutions to improve the quality of administrative supervision so that teacher competence will continue to be developed so that effective learning can be created.

\*corresponding author

E-mail address: [anggreyanirisma@gmail.com](mailto:anggreyanirisma@gmail.com) (Risma)

## 1. Introduction

Education plays a crucial role in shaping the future of a nation. Therefore, ensuring that the quality of education is at the highest level is a top priority for education stakeholders. Education is also a major aspect in the journey of human life that has a nature that continues to grow (Hasbullah, 2015: 7). A key factor that significantly affects the quality of education is the effectiveness of the teachers in the classroom. Therefore, it is very

<https://doi.org/10>

Received 01 August 2023; Received in revised 10 August 2023; Accepted 25 August 2023; Available online 27 October 2023

0000-0000/ © 2023 The Authors. Published by STAI Brass. This is an open access article under the CC BY SA license (<https://creativecommons.org/licenses/by-sa/4.0/>)

important to ensure that teachers in the classroom receive enough supervision and support to improve their teaching skills and performance.

The origin of the word supervision comes from English, namely supervision, which consists of two words, namely super and vision. Super means above or more, while vision means to see, observe, watch, and review. Thus, etymologically, supervision means observing and reviewing from above, as well as assessing what the upper party does to the activities, creativity, and performance of subordinate staff (Bradley Setiyadi, 2020). *Asf and Mustofa (2013)* stated that problems in the delivery of learning often occur in the system, which is not only caused by the lack of skills of teachers but also by the actions of other supervisors including supervisors.

As an education manager in schools, school principals play an important role in improving the quality of the learning process, both through effective supervision and policies in improving the competence of educators (Suharsaputra, 2018). In an effort to ensure the effectiveness and quality of learning, assistance is needed to teachers to improve the quality of the learning process. Therefore, academic supervision carried out by the principal is very important. According to Suharsaputra (2018), supervision is a service provided to educators to improve and improve the quality of learning, according to the results of observations made by school principals during learning activities in the classroom (*Setiyadi, Bradley. 2021*).

Supervision is a critical element in education administration that aims to improve the quality of education by providing constructive feedback, guidance, and support to teachers Choi, M. J., & Park, S. J. (2019). The implementation of effective supervision practices can significantly improve teachers' teaching skills and performance in the classroom.

Efforts to integrate activities and programs in the field of education are realized through learning administration. The learning administration includes teaching tools used in learning, in the form of lesson plans, media, teaching materials, and assessment instruments. Learning tools are very important in supporting success in learning and become a benchmark for teachers in carrying out their responsibilities as educators.

These activities depend on groups or individuals who have the same goal for the benefit of learners. According to Nasution, education administration is the overall process of all activities carried out in the field of education by utilizing all available resources, both human, material, and spiritual resources, to achieve educational goals.

Professionalization is expected to produce more qualified teachers. The quality of a teacher can be seen from his performance. Teacher performance is the result of work that can be achieved by teachers in schools or madrasahs in accordance with their duties and responsibilities in achieving learning objectives (Asf and Mustofa, 2013). Similarly, according to Susanto (2014), teacher performance can be interpreted as achievements, results, or expertise achieved or demonstrated by teachers in carrying out learning and teaching tasks.

This study aims to investigate the impact of the application of educational administration supervision on teaching quality by fourth grade teachers at SD Negeri 34/I Lotai. In particular, this study aims to evaluate the effectiveness of educational administration supervision in improving the skills and performance of teachers, thereby improving the quality of education in schools.

The findings of this study will provide valuable insights into the effectiveness of educational administrative supervision in improving the quality of teaching and, more broadly, the quality of education in schools. The results of this study can inform education policy makers and stakeholders about the importance of implementing effective supervisory practices to improve the quality of education in schools.

From this context, researchers plan to conduct a study entitled "The Effect of the Application of Administrative Supervision in Improving the Quality of Grade 4 Teachers at

SD Negeri 34/I Lotus". The main purpose of this study is to illustrate the influence of supervision of education administration in general in improving the quality of grade 4 teachers at SD Negeri 34/I Lotus.

## 2. Methodology

The research design suitable for the journal "The Effect of the Application of Education Administration Supervision in Improving the Quality of Grade IV Teachers at SD Negeri 34/I Lotus" is a quasi-experimental research with a control group.

The study population was grade IV teachers at SD Negeri 34/I Lotai. The research sample consisted of 2 grade IV teachers, where 1 teacher was randomly selected as the experimental group and 1 teacher as the control group.

The study was conducted for 2 weeks. The experimental group will receive effective educational administration supervision, while the control group will receive no supervision. Data was collected through classroom observation, teacher performance assessments, and questionnaires.

Data analysis will be performed using descriptive and inferential statistical techniques. Descriptive data analysis techniques are used to describe sample characteristics, while inferential data analysis techniques are used to test research hypotheses. The results of the study will provide information on the effect of implementing educational administrative supervision in improving the teaching quality of grade IV teachers at SD Negeri 34/I Lotai. The results of the research can help education stakeholders to improve the quality of teaching and teacher performance in schools. .

## 3. Results and Discussion

**Table 1 Research Results Related to Academic Supervision in Improving Teacher Quality**

No.	Researchers	Heading	Year	Result
(1)	(2)	(3)	(4)	(5)
1	Siti Fatimah	Implementation of Academic Supervision of the Head of Madrasah in Improving the Quality of Educators at MTs SA Miftahul Hikmah Pangeran Tuban	2021	The results of research in the field show that the quality of educators at MTs SA Miftahul Hikmah Pangeran Tuban is good. This can be seen from the availability of all learning tools such as lesson plans, syllabi, and teachers' readiness and ability to use learning methods and media. However, all of these aspects need to continue to be developed, especially in terms of the quality of the content of learning tools, to further optimize the quality or professionalism of educators in

				teaching and compiling learning tools. The task of school principals is always to provide support and motivation to their educators, because it is their responsibility to continue to improve the quality of their educators, both in terms of availability and quality of learning tools.
2	Bradley Setiyadi	Portrait of Academic Supervision of the Principal at SMK Negeri 1 Jambi City	2021	Planning academic supervision activities which in the process involves all elements of the teacher and adjusts to the needs of the teacher. Implementation of academic supervision activities by directly monitoring and observing the teaching and learning process carried out by teachers. Follow-up academic supervision activities in the form of providing reinforcement, direction, as well as guidance and providing solutions to problems faced by teachers during teaching.
3	Margi Purbasari	The Effect of Academic Supervision on Teacher Teaching Performance in Elementary Schools	2015	The variable index of teacher performance has a high value, which is 84.94. This shows that teachers' perceptions of their performance are good, as evidenced by the many statement items on the questionnaire that received high scores, namely score 3 and score 4. In addition, with the calculation of the item index value, the highest

				indicator index value on the teacher performance variable is obtained on the indicator "development of positive attitudes in students" with an index value of 90.19, while the lowest indicator index value is found on the indicator "evaluation of student learning outcomes" with an index value of 83.86.
--	--	--	--	---

**Table 2 Results of the study entitled "the effect of the application of educational administration supervision in improving the quality of grade IV teachers at SD Negeri 34/I Lotai"**

<b>Researchers</b>	<b>Heading</b>	<b>Year</b>	<b>Result</b>
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>
1. Risma Anggreyani 2. Yesi Desria	The Effect of the Application of Education Administration Supervision in Improving the Quality of Grade IV Teachers at SD Negeri 34/I Teratai	2023	The results of field research show that the quality of teachers at SD Negeri 34/I Teratai is fairly good. This can be seen from the completeness of learning tools such as lesson plans, learning media, and syllabi, as well as the teacher's ability to use learning methods. As a principal, his job is to provide support and motivation to teaching staff to continue to improve the quality of education, both in terms of the availability of learning devices and the content of learning devices.

### Discussion

The results of the first research explained that academic supervision of Educators at MTs SA Miftahul Hikmah Pangeran Tuban was good, as evidenced by the application of class visit techniques used in the implementation of academic supervision by making observations in class during learning. The purpose of this technique is to obtain a concrete picture of how teachers carry out learning, such as the use of methods and media during learning and material delivery. This academic supervision is carried out every semester after the teaching and learning process to analyze teacher deficiencies at the time of learning, such as learning models that are less varied or lack of mastery of the media used. This is done by the head of the madrasah to improve the quality of learning.

The principal will direct all the needs needed by each individual educator who has a deficiency *Priyatno, D. (2013)*. For example, the lack of mastery about learning with the K-13 curriculum, where teachers must master electronic media (E-Learning) which is increasingly advanced and also has to deal with the impact of COVID-19 which requires students to learn through online media from home. In addition, the role of teachers today is only as facilitators, while students are more actively involved in learning, which is different from the way of learning in the past where teachers acted as learning centers with their lecture methods. Therefore, the Head of Madrasah MTs SA Miftahul Hikmah took action to improve the quality of his educators through training strategies, such as MGMP (Subject Teacher Deliberation), training, seminars, workshops, and so on. This strategy has been implemented in various institutions and provides many benefits.

Head of Madrasah MTs SA Miftahul Hikmah has applied academic supervision with class visit techniques, where observations are made during learning to obtain a concrete picture of how teachers deliver material, using methods and media during learning. This supervision is carried out every semester after the teaching-learning process to analyze teacher deficiencies in learning, such as learning models that are less varied or inadequate media mastery.

The results of the second research explained that the planning of academic supervision activities in the process involves all elements of the teacher and adjusts to the needs of teachers. Implementation of academic supervision activities by directly monitoring and observing the teaching and learning process carried out by teachers, *Hadi, S. (2017)*. Follow-up academic supervision activities in the form of providing reinforcement, direction, as well as guidance and providing solutions to problems faced by teachers during teaching.

The Principal of SMK Negeri 1 Jambi City in carrying out his role as an academic supervisor, namely in planning the academic supervision program has not involved all elements of the teacher but only involves the school Management Team or Supervision Team (Top Management) and does not socialize to teachers regarding the schedule for implementing academic supervision.

The results of the third research showed that the teacher performance variable index had a high value, which was 84.94. This shows that teachers' perceptions of their performance are good, as evidenced by the many statement items on the questionnaire that received high scores, namely score 3 and score 4. In addition, with the calculation of the item index value, the highest indicator index value on the teacher performance variable is obtained on the indicator "development of positive attitudes in students" with an index value of 90.19, while the lowest indicator index value is found on the indicator "evaluation of student learning outcomes" with an index value of 83.86.

The results of field research conducted by researchers show that the quality of teachers at SD Negeri 34/I Teratai is fairly good. This can be seen from the completeness of learning tools such as lesson plans, learning media, and syllabi, as well as the teacher's ability to use learning methods. As a principal, his job is to provide support and motivation to teaching staff to continue to improve the quality of education, both in terms of the availability of learning devices and the content of learning devices.

Supervision of educational administration is defined as a coaching program designed to improve the educational environment by improving the quality of staff members and resources so that educational goals can be achieved more efficiently and effectively. According to the *Ministry of Education and Culture of the Republic of Indonesia*, education administration refers to the entire process related to educational activities, from direction, planning, coordination, financing, reporting, to supervision.

According to *Sergiovanni and Carver (2009)*, the main objectives of administrative supervision in education consist of four main aspects, namely increasing production effectiveness, efficiency, adaptability, and job satisfaction. In addition, another goal of

educational administration is to achieve flexibility in the process of educational administration, efficiency and effectiveness of the implementation of educational administration, as well as continuity of education administration and lifelong education guided by scientific continuity.

The task of education administration includes the formation and development of qualified learners who can make a positive contribution to the nation and state. In addition to providing quality education, this task also involves the formation of students who have faith, good morals, are independent, and responsible *Margi, P. (2015)*. They must be directed not to become corrupt and cause harm to society and the country.

According to the teacher of SD Negeri 34/I Teratai as follows:

"Supervision has been carried out by the principal, then the principal periodically at least once a year he supervises to see learning in class. But previously in supervision used to be its administration, such as teaching devices. In addition, there are supervisors supervising administrative completeness. Because SDN 34/I Teratai school carries out the Mover School, there are officers or facilitators who come to school."

Administrative supervision consists of three main activities, namely planning, implementing learning, and assessing *Muzakir, Dede. (2016)*. Therefore, the purpose of administrative supervision begins with planning activities which include the preparation of learning tools that include materials, strategies, methods, and learning techniques. Furthermore, implementation activities are related to how the learning process in the classroom is carried out, including conducive classroom management. Finally, assessment activities are carried out by experts to assess teaching and learning outcomes appropriately. To carry out academic supervision effectively and efficiently, conceptual, interpersonal, and technical skills are required.

According to the teacher of SD Negeri 34/I Teratai as follows:

"The change felt after carrying out supervision becomes knowing which materials or devices are lacking, so it is less equipped again. While the influence on the quality of teachers, teachers have the desire and obligation to make the administration well. The administration is one of the teaching devices, so it improves how a teacher teaches in the classroom. The benefits and felt are one of them to be more orderly, administration, improve teacher abilities, and also teacher preparation in teaching to later run as desired, "



**Figure 1** interview session 1



**Figure 2** interview session 2

#### **4. Conclusion**

Supervision of educational administration is coaching designed as a tool used to improve the educational environment by improving the quality of staff members and resources to achieve educational goals in a more efficient and effective manner. Administrative supervision according to Sergiovanni and Carver is seen into four basic goals emphasized in the world of education, namely creating production effectiveness, efficiency, adaptability, and building job satisfaction. Administrative supervision activities at SD Negeri 34/I Teratai are good. Judging from the efforts of the principal as a supervisor, namely by carrying out supervision periodically or periodically. In an effort to improve the quality of teachers, the principal also involves teachers in making administration held inside the institution and outside the institution to improve the quality of administrative supervision so that teacher competence will continue to be developed so that effective learning can be created.

#### **References**

- Asf, Jasmani, and Syaiful Mustofa. (2013). *Educational Supervision*. Yogyakarta: Ar-Ruzz Media.
- Choi, M. J., & Park, S. J. (2019). Teacher learning from feedback provided by supervisors in teaching supervision. *Teaching and Teacher Education*, 84, 30-39.
- Eva Maghfiroh. (2014). Supervision of Education in the Credibility of Education Personnel, *Tarbiyatuna Journal*, Vol 7 No.2.
- Hadi, S. (2017). Implementation of School-Based Management in Primary Schools. *Journal of Basic Education*, 18(1), 47-54.
- Ministry of Education and Culture. (2017). *Academic Supervision Guide*, Jakarta: Director General of Education and Education.
- Margi, P. (2015). THE EFFECT OF ACADEMIC SUPERVISION ON TEACHER TEACHING PERFORMANCE IN ELEMENTARY SCHOOLS. *Journal of Elementary Education*, 4(1), 47.
- Muzakir, Dede. (2016). Implementation of Managerial and Academic Supervision of Supervisors in Improving the Performance of Islamic Education Teachers Madrasah Ibtidayah, *Scientific Journal of Education* 10 no. 2.
- Regulation of the Minister of National Education, Number 13 of 2007 concerning Standards for the Head of Madrasah
- Regulation of the Minister of National Education, Number 13 of 2007 concerning Standards for School Principals/Madrasahs, accessed through

[https://www.google.com/?gws\\_rd=ssl#q=permendiknas+nomor+13+tahun+2007](https://www.google.com/?gws_rd=ssl#q=permendiknas+nomor+13+tahun+2007)  
on March 4, 2023.

- Priyatno, D. (2013). Principal's Leadership in Improving Teacher Performance. *Journal of Education*, 3(3), 26-31.
- Rusmiarsi, R. (2017). Improving Teacher Competence in the Learning Process Based on the 2013 Curriculum through Academic Supervision at SD Negeri 40 Ampenan. *Journal of Education: Journal of Research Results and Literature Studies in the Field of Education, Teaching and Learning*, 3(2). DOI:<https://doi.org/10.33394/JK.V3i2.680>
- Setiyadi, Bradley. (2020). Supervision in education, CV. Sarnu Profit.
- Setiyadi, Bradley. (2021). Portrait of academic supervision of the principal at SMK Negeri 1 Jambi City, *Journal of Socio-humanities Science* volume 5 number 1 June 2021.
- Siti, F. & Irma, R. (2021). Implementation of Academic Supervision of the Head of Madrasah in Improving the Quality of Educators at MTs SA MIFTAHUL HIKMAH PARENGAN TUBAN. *Journal of Islamic Education and Multiculturalism*, 3 (1), 66-68.
- Suharsaputra. (2018). Principal: Roles, Duties,