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Improving the Effectiveness of Education Supervision School Basis, Practice and its strategy

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Abstract: This study examines the effectiveness of the educational supervision based on school practice and its strategies. The aim of this study is to pinpoint the gap and issues related to the foundational aspects of the existing schools in the area. This research employs qualitative analysis through online library research, paraphrasing, and gathering relevant information from websites and books, as well as various references related to the topic. This information is then analyzed and selected by Turnitin. The findings of this study initially suggest a persuasive strategy that includes an objective for both the sender and the advisor. Secondly, communication serves as a means to reach the goal. Third: the recipient's message must be a matter of free will (i.e., harm from physical threats, and the receiver cannot comply and is typically viewed as coerced rather than persuasive). If that's the case, persuasive is neither an accident nor coercive. Wholly as connective. There are three categories for the aim of supervision: 1. Academic guidance is offered to assist teachers in enhancing their skills, adopting effective teaching methods, comprehending academic styles, improving classroom approaches, and applying various techniques, among other things. 2. Academic oversight established to oversee and facilitate the teaching and learning process within the school. 3. Academic supervision to support teachers in applying their competencies in fulfilling their responsibilities as educators, to enhance the teachers' own skill levels, and to assist them in instructing students during classroom learning activities.

Keywords: Supervision, Effectiveness, Strategy, School principle, Teachers, Students, Concepts.

INTRODUCTION

School based educational supervision is one of the key components in improving the quality of education in Indonesia. Through effective supervision, school principals, school supervisors, and other educational stakeholders can collaborate to identify school needs, develop appropriate strategies, and implement best practices that contribute to overall school improvement.

The term supervision originates from the English word supervision, which is derived from the verb supervise, meaning "to observe and direct the execution of a task or activity performed by another person" (Smith, 2004) pointed out in *The Concise Oxford English Dictionary*, 11th ed.). As a noun, supervision refers to the process of overseeing or directing the work of others. In the context of management, supervision involves the act, manner, or practice of managing, handling, directing, monitoring, and controlling organizational activities, as well as providing careful oversight and guidance. As Soukhanov and Jost (1991) define it: "The act, manner, or practice of managing; handling, supervision, or control; watchful care or management supervision."

When applied to the field of education, supervision refers to the processes of organizing, coordinating, monitoring, controlling, and evaluating educational activities within a school or other educational institution. Educational supervision primarily concerns the work of school leaders, supervisors, and teachers who are responsible for planning, implementing, and evaluating teaching and learning activities for students in educational institutions such as elementary schools, junior high schools, senior high schools, and other levels of education. Effective educational supervision supports school personnel in carrying out their professional roles and responsibilities. As Miserentino and Hannon (2022) state: "Appropriate supervision for school counselors assists them in fulfilling those roles and duties."

According to Somody (2008), as cited in Miserentino and Hannon (2022), appropriate supervision is not always readily available for school counselors, even when they express a need or desire for supervisory support. The quality and availability of supervision may vary depending on numerous factors within a school system. For example, some school counselors are supervised by school personnel who have little or no professional experience in school counseling. In addition, some school districts employ only a limited number of counselors to serve large student populations, resulting in high student-to-counselor ratios. Such conditions may reduce the effectiveness of supervision and limit the professional support available to school counselors.

Understanding the Roles and Responsibilities of the School Principal

The school principal is the central figure in driving educational development within a school and is responsible for overseeing all school activities and operations. This responsibility includes supervising teachers, students, administrative personnel, and all school facilities under the principal's authority and management.

As the leader of the school, the principal is responsible for ensuring the quality of teaching and learning, effective school management, and the professional development of staff. School principals also play a crucial role in fostering collaboration and effective communication among all educational stakeholders. Without proper supervision and management, it would be difficult for a school to maintain an effective and sustainable teaching and learning process under the leadership of its principal.

Schools are expected to maintain and continuously improve the quality of education because they carry the noble responsibility of contributing to the intellectual development of the nation. This responsibility is reflected in the fourth paragraph of the Preamble to the 1945 Constitution of the Republic of Indonesia (People's Consultative Assembly of the Republic of Indonesia (MPR RI, 2020), Article 59 of the Constitution of the Democratic Republic of Timor-Leste concerning Education and Culture (Sections 1 and 2, Constitution of the Democratic Republic of Timor-Leste (2002, p. 20), and the national commitment to improving the quality of human resources (Astuti, 2019). Therefore, the school principal serves as the primary leader responsible for planning, organizing, managing, and ensuring the sustainability of a high-quality educational institution that is capable of competing at both regional and national levels.

A school principal is an educational leader appointed by the Ministry of Education and Culture to administer, manage, and lead a school. Principals are entrusted with the authority

and responsibility to govern their schools based on their professional competence, leadership skills, and managerial capabilities. According to Astuti (2019), the term leadership is derived from the word leader, meaning "a person who leads," while the verb to lead means "to guide or direct others." Leadership has become a distinct field of study within management science. Most leadership theories define leadership as an intentional process through which an individual exerts influence over others in order to guide, organize, structure, and facilitate activities and relationships within a group or organization. Although definitions vary, they generally differ in terms of who exercises influence and the intended outcomes of that influence (Astuti, 2019, p. 436).

According to Soerjono Soekanto, leadership is the ability of an individual (the leader) to influence others (followers) so that they behave in accordance with the leader's expectations and objectives. Consequently, as the leader of an educational institution, the school principal bears full responsibility for all school activities. The principal possesses both the authority and the accountability to organize, direct, and manage all educational programs and operations within the school under his or her leadership.

The principal's leadership strategy involves influencing and guiding teachers, staff members, and other school personnel toward achieving educational goals. Bambang Wiyono, as cited in Fauzan and Ahmad (2023), defines leadership as the process of directing, guiding, motivating, and collaboratively solving problems in order to achieve organizational objectives. Therefore, leadership can fundamentally be understood as a deliberate effort to provide direction, guidance, motivation, and collective problem-solving throughout the process of accomplishing an organization's goals. In the context of educational institutions, effective school leadership is essential for promoting school improvement, enhancing teacher performance, and achieving high-quality educational outcomes.

The Effectiveness of Educational Supervision

Based on the primary duties and functions of school supervisors, (Shulhan, 2012) states that supervisors are expected to perform at least three essential responsibilities:

1. To provide guidance and support for improving school quality, including enhancing the performance of school principals, teachers, and all school staff.
2. To conduct monitoring and evaluation of school programs and oversee the implementation of school development initiatives.
3. To assess both the implementation process and the outcomes of school development programs collaboratively with school stakeholders.

These perspectives indicate that the concept of supervision encompasses a broad range of meanings while maintaining the same fundamental purpose. Supervision implies providing assistance, professional support, guidance, evaluation, coaching, improvement, development, and continuous quality enhancement. In contrast, supervision should not be interpreted as merely monitoring, controlling, inspecting, punishing, judging, criticizing, or assigning blame. Therefore, the concept of educational supervision differs fundamentally from the concepts of controlling, inspection, and directing (Shulhan, 2012, pp. 5–6).

Historically, the term supervision was relatively new in Indonesian education. According to Arikunto (1988, p. 152), as cited in Shulhan (2012), the concept began to gain recognition in the early 1960s. The term became more widely known following the introduction of Educational Administration as a subject in several Institutes of Teacher Training and Education (IKIP) in Indonesia. Subsequently, Educational Administration was incorporated into the curriculum and national examinations for teacher-training schools (SGA/SPG) during the 1965–1966 academic year. Consequently, it is not surprising that many educators, particularly before the 1970s, were still unfamiliar with the concept of educational supervision, both in secondary teacher education and higher education institutions (Shulhan, 2012, p. 10).

Fry, Ketteridge, and Marshall (2009) argue that, in supporting academic staff in curriculum development, the curriculum model originally proposed by Cowan and Harding (1986) remains highly valuable. The model illustrates the logical process of curriculum development and highlights several important considerations.

First, the shaded area surrounding the curriculum development diagram should not be interpreted as incidental or insignificant. Instead, it represents uncertainty and the contextual factors that influence curriculum development. These contextual elements have a substantial impact on what is possible within both institutional settings and broader learning communities. Second, the arrows pointing inward from the shaded area illustrate the contributions of colleagues and external stakeholders, including employers and representatives of professional bodies who have a vested interest in the curriculum being designed. Their participation helps ensure that the curriculum remains relevant, responsive, and aligned with professional and societal needs (Fry, et al., 2009, p. 52).

Furthermore, Fry (et al., 2009, p. 156) identify four key supervisory practices that should guide the planning, delegation, and supervision of staff responsibilities:

1. Establishing and agreeing upon the overall educational goals.
2. Determining and agreeing upon specific objectives, supported by appropriate formative assessment data.
3. Agreeing on clear performance targets and expected outcomes.
4. Reviewing and developing a shared understanding of the evaluation criteria that will be used to assess performance and achievement.

Fry (et al., 2009) further explain that the University of Auckland (New Zealand) offers an annual Postgraduate Certificate in Academic Practice focusing on university teaching and learning. Completion of this program requires participants to submit a professional teaching portfolio that demonstrates reflective practice, scholarly engagement, and evidence-based teaching across a range of educational topics.

Curriculum planning and curriculum development constitute one of the major themes within the program. These topics are explored through practice-based learning using educational models that integrate theoretical knowledge with professional experience, thereby enabling educators to continuously improve the quality of teaching and learning (Fry, et al., 2009)

The School Principal as a Supervisor and Planner

Educational supervision is fundamentally directed toward improving the teaching and learning process. According to Syafaruddin and Asrul (2014), supervision consistently focuses on enhancing instructional practices. In this context, the teaching and learning process is closely related to other important aspects of school improvement, including strengthening teachers' personal and professional development, enhancing their communication and interpersonal skills with members of the school community and society, improving their welfare, and ultimately achieving the school's primary goal of producing high-quality graduates.

Sabandi (2013b) argues that supervisors play a vital role in improving teachers' professional competence so that they are able to deliver higher-quality instruction. Within schools, supervisory responsibilities are carried out by both school principals and school supervisors. The supervisory role of school principals is regulated by the Regulation of the Indonesian Minister of National Education (Permendiknas) No. 13 of 2007 concerning Standards for School/Madrasah Principals. As the highest educational leader within the school, the principal is expected to possess the professional abilities and competencies required to perform managerial and instructional leadership responsibilities. One of these essential competencies is the ability to design and implement an academic supervision program.

Furthermore, Sabandi (2013b) explains that educational supervision continues to evolve alongside advances in science, technology, socio-economic conditions, and cultural development. Consequently, educators are expected to adapt their teaching practices to meet the changing demands of scientific and technological progress as well as the social and cultural contexts in which students live. Likewise, school principals and school supervisors are expected to provide continuous professional development and training for teachers so that they can improve their instructional competence and produce students who are knowledgeable, skilled, and prepared for future challenges (Vioetha, 2018).

In addition to serving as a supervisor, the school principal also functions as a planner who develops systematic plans for implementing school programs and supervisory activities. According to Syafaruddin and Asrul (2014), supervisors must prepare comprehensive work plans to carry out their supervisory responsibilities effectively. They are also responsible for preparing documentation, compiling reports for every supervisory activity, and developing effective systems for managing supervision data. Effective supervision depends upon careful planning. Therefore, several important principles should be considered when planning supervisory activities.

There Is No Standard Supervisory Plan

Every teacher possesses different strengths, weaknesses, professional competencies, and instructional needs. Consequently, each teacher requires different forms of guidance and support depending on his or her individual circumstances. Educational supervision is intended to assist teachers in improving their professional competence and instructional performance according to their specific needs and work environment. Therefore, supervisory plans should be individualized rather than standardized.

Supervisory Planning Requires Creativity

Every school operates within a unique context characterized by different conditions, challenges, and educational priorities. Efforts to improve educational quality should therefore be aligned with students' needs, the school's educational objectives, the competencies of its staff members, and the institution's available resources and facilities. These contextual factors should serve as the foundation for designing an effective school supervision program.

Supervisory Planning Must Be Comprehensive

Improving the quality of teaching and learning involves numerous interconnected factors that cannot be considered separately. Teacher competence, instructional materials, teaching methods, physical learning environments, student characteristics, and the leadership attitudes of the school principal all influence one another. Consequently, supervisors should organize supervisory activities systematically so that educational goals can be achieved progressively through well-planned and coordinated stages.

Supervisory Planning Must Be Collaborative

Educational supervision is not an individual responsibility but a collaborative process involving the entire school community. The quality of teaching and learning is influenced not only by individual teachers or the school principal but also by all members of the educational institution. Therefore, supervisors should actively involve teachers, administrative staff, and other relevant stakeholders when planning and implementing supervisory activities. As planners, supervisors should function as leaders and facilitators of teamwork rather than as sole decision-makers or isolated implementers of supervisory programs.

Supervisory Planning Must Be Flexible

An effective supervision plan should provide sufficient flexibility to accommodate changing circumstances and emerging educational needs. Wise supervisors do not rigidly adhere to predetermined procedures; instead, they continuously adapt their supervisory strategies to respond to new situations and challenges while maintaining focus on the intended educational objectives. Flexibility in planning does not imply that supervisory goals should be vague or ambiguous. Rather, supervisory objectives should remain clear, specific, and measurable while allowing appropriate adjustments in implementation to ensure that the desired outcomes are achieved effectively (Syafaruddin & Asrul, 2014).

Strategic Management and the Principal's Supervisory Role

National education serves as a strategic instrument for transforming a nation's culture and ensuring its continued existence and progress. This role has become increasingly important in the information age, where technological advancement—particularly in information and communication technology as well as transportation—plays a vital role in social and economic development. Scientific knowledge and technological innovation enable individuals to perform complex tasks more effectively and efficiently, while also preparing society to meet the challenges of a modern and globalized world.

Within the educational context, the school principal functions not only as a supervisor but also as the manager responsible for administering the school. In this capacity, the principal oversees the management of school personnel, educational programs, and school facilities while ensuring that all school activities are implemented effectively and systematically. As a supervisor, the principal organizes and coordinates school management practices through sound strategic management to promote continuous school improvement.

According to Kholis and Mansury (2014), the term management is derived from the English verb to manage, which means to organize, administer, or direct. Citing Hasibuan, they define management as both the science and the art of effectively utilizing human resources, supported by other organizational resources, to achieve predetermined objectives. Management generally encompasses two fundamental systems: the organizational system and the administrative system.

Strategy and the Concept of Strategy

Smith (et al., 2004), define strategy as a carefully prepared plan designed to achieve specific long-term objectives. Historically, the concept of strategy originated in the military, where it referred to the art of planning military operations during armed conflict and was often distinguished from tactics or operational techniques.

Similarly, Kholis and Mansury (2014), explain that the word strategy originates from the Greek term *strategos*, derived from *stratos* (army) and *ago* (to lead). In its original military context, strategy referred to generalship—the ability of military leaders to formulate plans for defeating opponents and winning battles. Success therefore depended upon careful planning, strategic thinking, and effective execution. Several scholars have further defined the concept of strategy from organizational and managerial perspectives.

Cravens (2001), describes strategy as an integrated and coordinated plan that connects an organization's competitive advantages with effective implementation in response to changing environmental conditions. Strategy begins with the effective utilization of organizational resources to achieve sustainable success.

Kotler (2004), defines strategy as the process of positioning an organization by establishing organizational goals, considering both internal strengths and external opportunities and challenges, formulating appropriate policies and operational methods, and ensuring effective implementation so that the organization's mission and objectives can be successfully achieved.

Aliminsyah and Pandji (2004), define strategy as a systematic and well-directed plan designed to achieve maximum results. Accordingly, strategy represents the organization's overall plan for accomplishing its long-term objectives.

Within this context, the school principal plays a central role in managing the school in collaboration with school counselors (Somody, 2008), teachers, administrative staff, and school supervisors appointed by regional or national educational authorities. Effective collaboration among these stakeholders contributes significantly to the achievement of educational goals and continuous school improvement.

Mart (2007), in *A Handbook of Higher Education Theory and Research* (Vol. XXII), explains that supervisors frequently work closely with teachers by observing classroom practices and providing constructive personal feedback through professional supervision. Such supervisory relationships encourage reflective teaching and continuous professional development.

Mart further identifies three levels of instructional effectiveness—high, moderate, and low—based on students' average responses to instructional practices. In his study, each instructor was observed for approximately 18 to 24 hours over a three-month period. Their instructional behaviors were evaluated using an observation instrument consisting of approximately sixty behavioral indicators. These indicators covered several dimensions of effective teaching, including verbal communication, non-verbal behavior, and explanation of subject matter, classroom organization, student engagement, interpersonal relationships, task orientation, and student participation. Each indicator represented a measurable aspect of instructional performance, allowing evaluators to summarize each instructor's effectiveness across multiple classroom observations.

Achieving effective teaching and learning depends greatly upon sound educational management and professional supervision. One of the most important components of school management is an effective supervisory system that promotes accountability, transparency, and continuous improvement while preventing managerial irregularities. Fauzan and Ahmad (2023), argue that educational management is one of the most essential elements of the education system because it provides the organizational framework necessary for maintaining educational quality.

Educational management has become an important indicator of educational quality. Although it is not the sole determinant of educational success, the quality of educational institutions is often reflected in the effectiveness of their management practices. Therefore, continuous efforts to improve educational management are essential for enhancing the overall quality of education.

Within strategic management, strategy refers to a deliberate and systematic effort undertaken by organizational members to prepare, organize, and coordinate resources efficiently in order to achieve shared organizational goals. Effective strategic planning enables organizations to maximize efficiency and effectiveness while achieving collective objectives. In the context of educational supervision, supervisory strategies cannot be separated from the broader framework of strategic management.

According to Nur Kholis (et al., 2014), strategic management is an approach used to direct and control organizations effectively and efficiently from the planning stage through operational implementation so that organizational goals and objectives can be achieved optimally. The application of strategic management aims to improve organizational quality, optimize efficiency in budgeting and resource allocation, maximize the utilization of available resources, strengthen program evaluation and performance monitoring, and improve the quality of organizational reporting to support sound decision-making.

In today's modern educational environment, educational institutions are expected to implement sustainable, transparent, effective, and efficient management systems that support continuous learning and organizational development. Such management practices contribute

to the development of knowledgeable, competent, and ethical citizens who are capable of advancing society and strengthening national development. In Indonesia, these educational aspirations are aligned with the national philosophy of Pancasila, which emphasizes the development of an intelligent, prosperous, and morally responsible society.

David (as cited in Akdon, 2006), and Kholis (et al., 2014), defines strategic management as: the art and science in formulating, implementing, and evaluating the various decisions across functions which enable an organization to achieve its objectives. As has been mentioned that the strategic management focus on integration on various of the functional organizations, as such management, marketing, financial and accounting, production or operation, research and developing, also computer information systems as useful to achieve organizational objectives.

The Principal and Teachers in Implementing Educational Approaches

The school principal, acting as the instructional supervisor, should collaborate closely with teachers to implement appropriate approaches that prevent arbitrary or unfair treatment of students. These approaches should emphasize persuasive, communicative, and collaborative learning strategies, thereby fostering a positive, respectful, and supportive learning environment.

According to the learning theories discussed, educational approaches can be classified into three major theoretical foundations proposed by Judee K. Burgoon, Michael Burgoon, and Gerald R. Miller (Burgoon et al., 1981). The first is the stimulus-response (connectionist) approach, a cognitive theory suggesting that the brain functions as a highly interactive neural network with multiple interconnected pathways, enabling learning through associations and responses to stimuli (Smith, 2004). The second is the stochastic approach, which applies probabilistic models and statistical analysis to explain phenomena that cannot be predicted with absolute precision. This approach is closely related to mathematical modeling and cybernetics the science of communication and automatic control systems in both machines and living organisms.

The stimulus-response model discussed in this study incorporates four major learning models:

1. Classical conditioning;
2. Contiguity (association) theory;
3. Instrumental conditioning; and
4. Drive-reduction theory.

Furthermore, Dainton (2004), explains that the persuasive approach is commonly defined as "human communication designed to influence others by changing their beliefs, values, or attitudes" (Simons, 1976, p. 21). O'Keefe (1990) argues that both the message sender (teacher) and the message receiver (student) must be considered in any persuasive communication process. First, persuasion involves a specific objective that the sender intends to achieve. Second, communication serves as the primary means of accomplishing that objective. Third, the receiver must retain freedom of choice. Physical threats, coercion, or intimidation are not considered forms of persuasion; rather, they constitute coercive communication. Therefore, genuine persuasion is fundamentally communicative rather than coercive in nature.

In classroom instruction, teachers should pay careful attention to pedagogical principles when delivering learning materials. Every teacher is expected to employ a communicative approach (Swan, 2014; Azimosa, 2019; Jabeen, 2014), as effective communication is a crucial factor in teaching all subjects. Teachers should also apply the translation method whenever foreign-language words or sentences appear in instructional materials to ensure that students clearly understand the content.

Supervision Theory and Educational Effectiveness

Hoy and Forsyth (2017), argue that both the theory and practice of effective educational supervision are founded on several assumptions that must first be made explicit before developing an appropriate supervisory model. They propose the following principles as the foundation for improving instructional practice:

1. Only teachers themselves are ultimately capable of developing and improving their own professional competence.
2. Teachers require the professional freedom to develop instructional models and teaching practices that reflect their own expertise and creativity.
3. Certain improvements in teaching behavior require social support, intellectual stimulation, and professional encouragement.
4. Supervision that is primarily characterized by constant monitoring and pressure is generally ineffective in promoting instructional improvement.
5. Instructional improvement is more likely to occur in a non-threatening environment where teachers collaborate with colleagues rather than relying solely on directives from superior officers. Professional growth is enhanced when teachers are encouraged to exercise professional judgment, engage in experimentation, and continuously improve their instructional practices.

Similarly, the concept of authority should be understood as an integral component of school life. Relationships among teachers and students, teachers and administrative staff, as well as teachers and supervisors, are all influenced by the appropriate exercise of authority. However, the concept of authority is often misunderstood and frequently misused. Authoritarianism, arbitrariness, and dictatorial behavior should not be regarded as synonymous with legitimate authority. Authentic educational authority is exercised through professional leadership, mutual respect, responsibility, and collaborative decision-making rather than through domination or coercion.

Authority exists within a school when there is a shared belief in the legitimacy of exercising power as being rightful, appropriate, and justified. In this context, authority in school organizations originates from two primary sources: formal authority and informal authority. Formal authority derives its legitimacy from institutionalized values that are embedded in organizational positions, policies, rules, and regulations. It is officially conferred upon individuals by virtue of the positions they hold within the school's organizational structure and serves to ensure the orderly administration and effective functioning of the institution.

In contrast, informal authority derives its legitimacy from shared norms, mutual trust, professional competence, and interpersonal relationships that develop spontaneously within work groups. Rather than being granted through official positions, informal authority emerges naturally as individuals earn the respect, confidence, and recognition of their colleagues through their expertise, leadership, and collaborative behavior. (Hoy dan Forsyth 2017:3,4,5).

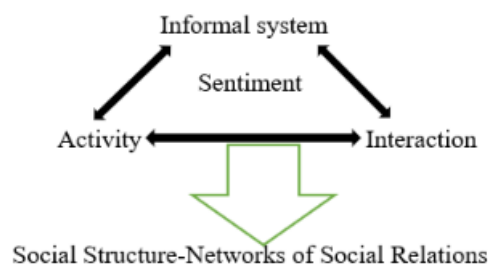


Figure 1. Redesigned by the researcher based on the conceptual framework of Hoy and Forsyth (2017, p. 115)

Similar to the concept of leadership, leadership effectiveness is a complex construct that has been defined in various ways. According to Hoy and Forsyth (2017), leadership effectiveness may be evaluated from several perspectives, including (1) group or teacher performance, and (2) the satisfaction and morale of organizational members.

According to Shulhan (et al., 2013), in *Educational Supervision: Theory and Practice of Supervision in Developing Teacher Resources*, the primary purpose of academic supervision is to assist teachers in developing the competencies necessary to achieve the instructional objectives established for their students (Glickman, 1981). Through effective academic supervision, the quality of teachers' instructional practices is expected to improve continuously (Neagley, 1980).

The development of teachers' professional competence should not be interpreted narrowly as merely improving their pedagogical knowledge and teaching skills. Rather, it should also encompass strengthening teachers' professional commitment, willingness, and motivation, because improvements in both competence and work motivation contribute significantly to enhancing the quality of classroom instruction.

Furthermore, Sergiovanni (1987), as cited in Shulhan (et al., 2013), identifies three principal objectives of academic supervision:

1. To enhance teachers' professional competence. Academic supervision is conducted to help teachers improve their professional capabilities in understanding curriculum and instructional content, managing classroom learning, developing effective teaching skills, and applying these competencies through appropriate supervisory techniques.
2. To monitor the teaching and learning process. Academic supervision is intended to observe and evaluate instructional activities within the school. Such monitoring may be carried out through classroom observations conducted by the principal while teachers are teaching, individual conferences with teachers, discussions with colleagues, and interactions with students.
3. To encourage teachers' professional growth and commitment. Academic supervision aims to motivate teachers to apply and further develop their professional competencies in carrying out instructional responsibilities. It also seeks to inspire teachers to perform their duties enthusiastically, particularly in classroom teaching, while fostering a strong sense of professional commitment and responsibility toward their educational roles.

According to Alfonso, Firth, and Neville (1981), as cited in Shulhan (et al., 2013), effective academic supervision is supervision that successfully fulfills all of these objectives simultaneously. Academic supervision cannot be considered successful if it focuses exclusively on one objective while neglecting the others. Only by integrating these three objectives can academic supervision effectively influence and improve teachers' instructional behavior.

Ultimately, positive changes in teachers' instructional practices will lead to higher-quality student learning behaviors and improved educational outcomes. Alfonso, Firth, and Neville (1981), illustrate this system of influence in academic supervision through the model presented in the following figure.

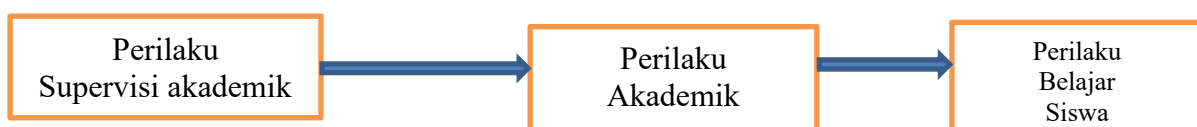


Figure 2, Source: Alfonso, R.J., Firth, G.R., & Neville, R.F. 1981 (Shulhan, 2013:42).

METHODS

This study employed a qualitative descriptive analysis approach. The research involved describing, explaining, and analyzing relevant issues through an extensive review of scholarly literature, including books, peer-reviewed journal articles, and other academic sources available through reputable online databases and websites (library research).

The availability of digital libraries, academic databases, and scholarly websites provides researchers with broad access to reliable references, thereby reducing the risk of plagiarism and supporting the production of high-quality academic writing. The use of credible and properly cited sources enhances the professionalism, originality, and readability of the study, making it valuable to both national and international audiences.

Furthermore, scholarly publications contribute to the advancement of knowledge by encouraging readers to broaden their perspectives, develop innovative ideas, and cultivate a research-oriented mindset. Such contributions play an important role in promoting scientific innovation and expanding global knowledge in an increasingly dynamic and interconnected world.

RESULTS AND DISCUSSION

The findings of this study indicate that educators, particularly those responsible for instructional supervision and classroom teaching, according to Mart (2007), should employ the following educational approaches:

First, the persuasive approach. Persuasion involves establishing a clear educational objective and communicating with the intention of achieving specific instructional goals (Littlejohn and Foss, 2009). In this process, the teacher serves as the message sender, guiding students toward desired learning outcomes through positive influence rather than coercion.

Second, the communicative approach. Effective communication functions as the primary means of achieving educational objectives. Constructive interaction between teachers and students promotes mutual understanding, active participation, and meaningful learning experiences.

Third, respect for students' freedom of choice. Persuasive communication requires that students retain the freedom to make their own decisions. Any form of physical threat, intimidation, or coercion should not be regarded as persuasion but rather as coercive behavior. Genuine persuasion is fundamentally communicative, respectful, and voluntary, enabling students to respond based on understanding rather than fear or compulsion (Littlejohn & Foss, 2009). Therefore, persuasive, communicative, and collaborative approaches should be integrated into educational supervision and classroom instruction to create a positive, supportive, and student-centered learning environment.

CONCLUSIONS

This study concludes that school administrators constitute the foundation and driving force behind the successful operation and sustainable development of educational institutions within society. Consequently, the school principal, as the instructional supervisor, bears primary responsibility for ensuring the continuous growth and improvement of the school by providing effective leadership and fostering high-quality educational practices that prepare students to contribute meaningfully to society.

To achieve these goals, school principals should establish strong professional relationships with teachers, administrative staff, students, and parents. Such collaborative partnerships promote institutional stability, enhance educational quality, and strengthen the school's reputation, thereby attracting and retaining prospective students.

As instructional supervisors, school principals should consistently implement collaborative, communicative, and persuasive leadership approaches in their interactions with teachers, students, and parents. These approaches foster mutual trust, professional cooperation,

and shared responsibility, all of which contribute to improving teaching effectiveness, student learning outcomes, and the overall quality of education at both the national and international levels.

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