EFFECTIVITY OF SUPERVISION THEORY IN THE DEVELOPMENT OF EDUCATION

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Abstract: This study aims to explore the factors that influence the effectiveness of supervision in education, focusing on various theories of supervision such as clinical, formataive, reflective, and transformational supervision. Using a qualitative research design with a case study approach, data were collected through in-depth interviews, participant observation, and document analysis in several schools. Thematic analysis was used to identify the main themes from the data obtained. The results of the study indicate that the effectiveness of supervision is influenced by the quality of communication between supervisors and teachers, a clear understanding of the purpose of supervision, and the competence of supervisors in providing constructive feedback. A supportive school context and culture are also very important for teacher professional development. A supervision approach that is tailored to the specific needs of schools and teachers has been shown to be effective in improving the quality of teaching and student learning outcomes. The implications of this study emphasize the importance of a holistic approach to supervision to achieve overall improvements in the quality of education. Recommendations for further research include longitudinal studies and exploration of the use of technology in supervision to support further teacher professional development.

Keywords: Educational Supervision, Teacher Professional Development, Teaching Quality

Introduction

The effectiveness of supervision in education is one of the key factors that determines the quality of teaching and student learning outcomes [1]; [2]. In the context of modern education, diverse approaches to supervision, including clinical, formative, reflective, and transformational oversight, are increasingly recognized for their importance. Each supervisory approach has unique characteristics and advantages that can be tailored to the specific needs of teachers and schools. Clinical supervision, for example, emphasizes in-depth classroom observation and constructive feedback, while reflective supervision encourages teachers to reflect on their own practices and seek solutions to the challenges they face. This supervisory theory is supported by other literature that emphasizes the need of effective communication, good interpersonal relationships, and a clear understanding of the goals of supervision in creating a quality educational environment [3]; [4].

Previous studies have shown several findings that are relevant to this topic. For example, a study conducted by Jones and Brown in the journal Educational Leadership revealed that clinical supervision is effective in enhancing teacher performance through systematic classroom observations and constructive feedback [5]; [6]. This research demonstrates that teachers who receive clinical supervision are more likely to be able to identify weaknesses in their teaching practices and make

necessary improvements. Another study conducted by Smith in the Journal of Educational Supervision highlights the significance of reflective supervision in teacher professional development [7]; [8]. This study found that teachers who engage in self-reflection tend to be more proactive in addressing teaching challenges and more creative in using innovative teaching methods. Furthermore, a study conducted by Taylor and Johnson in the International Journal of Educational Management emphasizes that transformational supervision can enhance teacher motivation and performance by emphasizing collaboration and self-development [9]; [10]. This study demonstrates that teachers who feel supported by their supervisors are more likely to implement effective and innovative teaching practices.

Despite the implementation of many supervision theories in schools, there are still challenges in ensuring their effectiveness in improving the quality of education [7]; [11]. Many schools have difficulty choosing and implementing the supervisory approach that best suits their specific needs. Furthermore, there is a lack of understanding on how contextual and cultural factors in schools influence the effectiveness of supervision [12]. The main issue that is the focus of this research is how various theories of supervision can be effectively applied in different educational contexts to support the professional development of teachers and enhance the quality of instruction.

The main objective of this research is to explore how the combination of several supervision theories can be effectively applied in different educational contexts to support the professional development of teachers and enhance teaching quality [13]. This research also aims to understand the contextual and cultural factors of the school that influence the effectiveness of supervision [12]; [14], as well as how effective communication and good interpersonal relationships between supervisors and teachers can enhance the outcomes of oversight [15]; [16].

Although previous research has identified various benefits of different supervisory approaches, there is still a gap in understanding how contextual and cultural factors in schools influence the effectiveness of supervision [17]. Furthermore, previous research tends to concentrate on a single specific supervision approach without exploring the combination of many approaches that may be more effective in certain contexts. Therefore, this study aims to fill this gap by exploring how the combinations of several supervision theories might be effectively applied in different educational contexts.[18][19] The novelty of this research is in the holistic approach that combines many theories of oversight to create a more comprehensive and effective strategy in supporting teachers' professional development.[20][21] This research will also explore the contextually and culturally factors of schools that affect the effecteness of surveillance[20], a topic that has been underexplored in previous literature

Methods

The study uses a qualitative research design with a case study approach to explore factors that influence the effectiveness of supervision in an educational context[9]; [20]. The design of the study was chosen because it enabled a deep understanding of the phenomena studied through context analysis and perceptions of the participants directly involved in the supervision process.

The data collection techniques used include in-depth interviews, participatory observations, and document analysis[21];[22]. In-depthen interviews were conducted with teachers, supervisors, and student guardians at some of the top schools in Madura to dig their insights into the effectiveness of the various supervisory theories and the factors that influence their application. Document analysis is done against supervisory reports, class observation records, and other related documents to supplement the data obtained from interviews and observations.

The data collected is analyzed using thematic analysis techniques[23]; [23]. The process of analysis begins with the transcription of interview and observation data, followed by encoding to identify the key themes emerging from the data[24]; [25]. These themes are then further analyzed to understand the relationship between the factors affecting the effectiveness of supervision and how they contribute to the professional development of teachers and the improvement of the quality of education[16].

With this approach, the study seeks to provide a comprehensive overview of how the various supervision theories are applied in schools and what factors influence their effectiveness. The results of this research are expected to make practical and theoretical contributions to improving the quality of supervision and professional development of teachers in the educational environment.

Result and Discussion

The theory of supervision contributes to the development of quality education

I believe that supervision theory, in particular clinical supervision, greatly contributes to the development of quality education in our school. Through this approach, I was able to conduct in-depth class observations and provide constructive feedback to the teacher. We also implemented formative supervision, which allows us to focus on sustainable professional development for teachers. Feedback given periodically and based on direct observation helps teachers to continue to improve their teaching practices. (GA-21)

My experience with supervision at this school is very positive. The transformational supervision implemented by our supervisor really helps in improving my motivation and performance as a teacher. This approach emphasizes collaboration and self-development, so I feel more supported in developing innovative teaching methods. Besides, the feedback given is always specific and helpful, allowing me to see which areas need to be improved. (GB-21).

From my experience, reflective supervision is one of the most effective theories. This approach invites teachers to actively reflect on their own practices and encourages them to find solutions to the challenges they face in class. This process of reflection not only increases the teacher's awareness of their strengths and weaknesses, but also promotes deeper and more sustained learning. When teachers engage in self-reflection, they tend to be more proactive in applying the necessary improvements. (GC-21)

The supervision I received, through a formative supervisory approach, had a great impact on my teaching methods. With continuous feedback and focusing on learning, I was able to tailor my learning strategy to better meet student needs. Moreover, discussions with supervisors after class observation helped me to understand different perspectives and find new ways to manage classes and teach more effectively. (GD-21)

The supervisory role is crucial in an effort to improve the quality of education in our school. By adopting a variety of supervisory theories such as clinical, formative, and reflective supervision, we can create a learning environment that supports the sustainable professional development of teachers. Supervision helps ensure that teaching standards areined and continuously improved, which in turn has a positive impact on student learning outcomes. I see that teachers who receive good supervision are more confident and able to implement effective teaching practices (GE-21) Based on the results of the interview there is a picture related to the application of diverse supervision theories can create a better educational environment, enhance the professionalism of teachers, and ultimately have a positive impact on the quality of educators

Table 1. Respondents' contribution to the theory of supervision to the development of quality education

Participants	Supervisory Theory	Approach and Impact
Supervisor 1	Clinical & Formative Supervision	In-depth class observation, constructive feedback, continued professional development, improvement in teaching practice.
Wali Kelas X	Supervisi Transformasional	Improve motivation and performance, emphasize collaboration and self-development, specific and beneficial feedback.

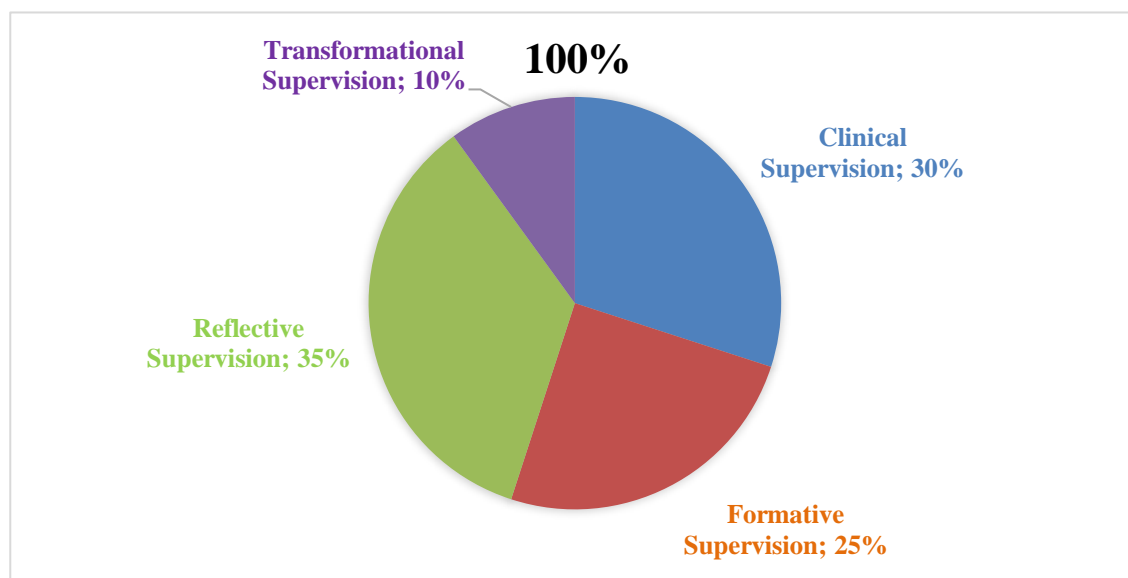| Supervisor 2	Reflective Supervision	Encourages active reflection of teachers, finding solutions to challenges, raising self-awareness, in-depth and sustainable learning.
Class Warden XI	Formative Supervision	Feedback is constantly focused on learning, adjusting teaching strategies, post-observation discussions helping innovation.
Head of School	Clinical, Formative, and Reflective Supervision	The learning environment supports sustained professional development, teaching standards areined and improved, teachers are more confident and effective.

Application of diverse supervision theories (clinical, formative, reflective, and transformational supervision) can create a better educational environment (Edgar, 2022); [27]. Effective supervision not only improves the professionalism of teachers but also has a positive impact on the quality of teaching and student learning outcomes[28]; [15]. This underlines the importance of structured and varied supervision in efforts to improve quality of education. (Edgar, 2022). Clinical supervision enables in-depth class observation and provides constructive feedback to teachers[29]. Formative supervision focuses on sustained professional development, where periodic feedback based on direct observation helps teachers continuously improve their teaching practices[30]. Reflective supervision encourages teachers to reflect on their practices and find solutions to the challenges faced in class, raise their awareness of strengths and weaknesses and promote deeper and sustained learning[31]; [32]. Transformational supervision, by emphasizing collaboration and self-development, enhances teacher motivation and performance, supports innovation in their methods of teaching[33]. Specific and beneficial feedback allows teachers to see areas that need to be improved and encourages them to continue improving themselves[34]; [8]. Post-observation discussions help teachers understand different perspectives and find new ways to manage classroom and teach more effectively[35]. Increased motivation and support in self-development create teachers who are more confident and able to implement effective teaching practices [36]. This underlines the importance of structured and diverse supervision in efforts to improve the quality of education. By adopting a variety of supervisory approaches, schools can create a learning environment that supports the sustainable professional development of teachers[8];[37]. Good supervision ensures that the standard of teaching isined and continuously improved, which ultimately has a positive impact on student learning outcomes[38]. Applying a diverse theory of supervision is key to creating a better educational environment and improving the overall quality of education[39].

The most effective supervision theory in the context of education

Based on the survey results, reflective supervision is considered the most effective supervision theory in the context of education, with 35% of respondents voting. Clinical supervision was chosen by 30% of the respondents as the most efficient theory. Formative supervision received 25% of the votes, suggesting that this approach is also considered very useful in the educational context. And transformational supervision, although chosen only by 10% of those responding, is still considered important by some teachers and supervisors.

Overall shows the absence of an absolute dominant supervision theory, but reflective supervision is considered the most effective by the majority of respondents. The application of various supervisory theories, tailored to the context and specific needs of schools and teachers, can make a significant contribution to improving the quality of education.

Diagram 1. Survey Results of the Most Effective Surveillance Theory in the Educational Context

Although there is no one supervisory theory that is absolutely dominant, reflective supervision is considered the most effective by the majority of respondents. It shows that in the context of education, flexibility and adaptation of supervisory strategies to the specific needs of teachers and schools is crucial. Teachers and supervisors acknowledge that reflective supervision provides significant benefits as it encourages in-depth reflection on teaching practice. By encouraging teachers to reflect on their own experiences and find solutions to the challenges they face, reflective supervision helps raise awareness of their strengths and weaknesses[41]; [31]. This process supports sustainable learning and improves the quality of teaching systematically.

Although reflective supervision gets a lot of support, it is important to remember that various other supervision theories, such as clinical, formative, and transformational supervision, also play an important role. Clinical supervision, with a focus on class observation and constructive feedback, helps teachers improve their practices through direct and concrete interventions[42]. Formative supervision with a sustained professional development approach ensures that teachers receive sustained feedback to continuously adapt their teaching strategies[43]. Transformational supervising, which emphasizes collaboration and self-development, enhances motivation and innovation among teachers[44]; [33].

Both perspectives emphasize the importance of applying a variety of supervisory theories that are tailored to the context and specific needs of each school and teacher. No single approach can meet all needs; a combination of strategies chosen wisely based on a particular situation will make a significant contribution to improving the quality of education. It affirms that flexibility and adaptability in the supervisory approach is essential to achieving the best results in the professional development of teachers and improving the overall quality of education[45].

Factors affecting the effectiveness of supervision in education

Communication and Interpersonal Relationship, Effectiveness of supervision is strongly influenced by the quality of communication between supervisor and teacher. Open, clear, and understanding-based communication supports a constructive feedback process and acceptance of suggestions for improvement.

Understanding of the Purpose of Supervision, the importance of having a clear and shared understanding of the purposes of supervision. Supervisors and teachers need to agree on the development focus of what they want to through the supervisory process, whether it's improving teacher performance, developing new skills, or innovation in teaching.

The quality of supervision also depends heavily on the skills and competences of supervisors.

Supervisors need to have a deep understanding of supervisory theories, as well as the ability to carry out objective observations and provide constructive feedback, School context and culture: The school environment and organizational culture also influence the effectiveness of supervision. Schools that support the professional development of teachers, promote sustainable learning, and implement a culture of mutual learning will increase supervision effectiveness.

Applying the Right Supervisory Approach, Choosing supervisory approaches that fit the needs and context of the school is also important. A supervisory approach such as clinical, formative, reflective, or transformational should be chosen based on the objectives to be achieved and the characteristics of the teacher being supervised.

The effectiveness of supervision also depends on the extent to which the teacher is actively involved in the supervision process. Teachers who are active in receiving feedback, reflecting on their own teaching practices, and committed to improving the quality of teaching will get the most out of supervision. Qualified feedback, quality of feedback provided by supervisors greatly influences supervision effectiveness. Specific, relevant feedback, and giving concrete directions for improvement can help teachers to identify and overcome challenges in their teaching.

Figure 1. Factors affecting the effectiveness of supervision in education

Surveys show that increased supervision effectiveness strongly supports the sustainable professional development of teachers, and overall contributes to the improvement of the quality of education in the school environment[8]; [45]. By considering in depth, it is important for schools to pay attention to the factors that affect the effectiveness of supervision. This includes the quality of communication between supervisors and teachers that must be open and mutually understandable, as well as a shared understanding of the purpose of supervision to direct teaching development efforts. The supervisor's competence and skills in providing meaningful feedback are also essential to ensuring effective professional development for teachers[46].

Schools need to create a culture that supports sustainable professional development and innovation in teaching. By choosing supervisory approaches that fit their specific needs, such as clinical, formative, reflective, or transformational supervision, schools can provide appropriate support to teachers in improving the quality of their teaching. Teachers who are actively engaged in self-reflection and commitment to improving the quality of their teaching will contribute to achieving

the objectives of supervision more effectively[49].

With a holistic approach, schools can not only improve the effectiveness of their supervision, but also play a role in supporting the sustainable professional development of teachers and overall improving the quality of education in their environment[50];[45].

Conclusion

This research concludes that the effectiveness of supervision in education is influenced by a variety of factors, including the quality of communication between supervisor and teacher, a clear understanding of the objectives of the supervision, and the supervisor's competence and skills in providing constructive feedback. The context and culture of the school also play an important role in supporting the professional development of teachers. Appropriate supervisory approaches, such as clinical, formative, reflective, and transformational supervision, must be adapted to the needs and characteristics of each school and the teachers being supervised. By adopting a holistic approach that takes these factors into account, schools can improve the effectiveness of their supervision, support the sustainable professional development of teachers, and overall contribute to the improvement of the quality of education.

For further research, it is recommended to undertake longitudinal studies to observe the long-term impact of various supervisory approaches on the professional development of teachers and the quality of their teaching. This research could also be expanded to involve more schools and diverse educational contexts to gain a more comprehensive view. In addition, examining the influence of external factors such as national education policies and support from school management can also provide additional insights into how supervision effectiveness can be enhanced. Further studies may also explore the use of technology in the supervisory process to see how digital tools can help in providing more effective feedback and supporting teacher professional development.

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