

## Implementation of The Functions and Principles of Educational Supervision in SDN 1 Cilumer Lembang

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### Abstract:

This study presents a unique approach to describing the implementation of educational supervision roles and functions by the principal of SDN 1 Cilumer, Lembang District. Educational supervision is viewed as a strategic tool to enhance teaching quality and teacher performance. A descriptive qualitative approach was used, with data collected through observation, interviews, and documentation. Data were analyzed using Atlas.ti 9 software. The findings indicate that the principal implements both academic and managerial supervision through a reflective coaching approach that empowers teachers. Supervision also serves as a diagnostic tool to identify training needs and foster professional growth. The results show that effective supervision contributes to improved teacher motivation, performance, and instructional effectiveness. The study recommends strengthening data-based supervision systems, continuous training, and the development of teacher learning communities as strategies to improve the quality of basic education.

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## INTRODUCTION

The role of the principal in educational supervision is pivotal. As stated in Permendikbud No 15 of 2018, one of the main tasks of a school principal is to supervise teachers and education personnel. This activity aims to help teachers improve their competence in managing the learning process and improve teacher performance at school. According to Garman in (Sobariyah & Dwikurnaningsih, 2025), one form of academic supervision is through classroom visits, where principals can observe and evaluate teacher performance in teaching and provide the necessary feedback.

Supervision in the world of education is not a one-time event, but a continuous process that is crucial to implement. According to Sugiyono in (Addini et al., 2022), "Academic supervision is a series of activities to help educators and educational staff to



*develop their abilities in managing the learning process to achieve the learning goals. Academic supervision is not an assessment for educator work but helps the educators to develop their professionalism".* This continuous support is needed in the development of the curriculum because it can help teachers and other education personnel develop their abilities and creativity within the school. The curriculum develops by following the times so that the world of education will also be required to improve the quality of teaching and learning. Supervision not only functions as an administrative control tool, but also as a means of continuous coaching to improve the effectiveness of learning in elementary schools (F. Sari & Atikah, 2024)

In addition, principals must also master the 5 principal competencies. One of the competencies that must be mastered is supervision competence, which includes planning and implementing academic supervision programs for teachers in order to improve teacher professionalism using appropriate supervision approaches and techniques, and following up on the results of the supervision. The implementation of supervision within the school or internal school is carried out by the principal and is called a supervisor, where this supervisor is tasked with supervising and controlling teacher performance. Educational supervision will encourage educators to have the ability to educate creatively, actively and innovatively. (Addini et al., 2022)

According to Supadmi in (Sulistiyorini et al., 2021) educational supervision is a service provided to school personnel to improve the learning process. These personnel include principals, teachers, and staff. In carrying out education, these personnel are unlikely to encounter educational problems, so this is where the supervisor's function provides guidance and assistance in terms of administration and learning.

The purpose of educational supervision is not just about improving the quality of teaching, but also about fostering the growth of the teaching profession. This includes the provision of facilities that support the smooth learning process, improving the quality of teachers' knowledge and skills, providing guidance and coaching in terms of curriculum implementation, selection and use of teaching methods, tools, procedures, and teaching evaluation techniques. (Azis, 2016)

In line with this, the operational objectives of educational supervision to be achieved through real supervision activities are: a) Helping teachers to better understand the objectives of education in schools in an effort to achieve these educational goals. b) Helping teachers to better realize and understand the needs and problems faced by their students. c) Helping teachers critically diagnose teaching and student learning difficulties, and helping them plan improvements. d) Increasing teachers' awareness of democratic and cooperative working arrangements and increasing the willingness to help. e) Helping teachers improve their performance skills in front of the class. f) Helping teachers to make better use of their own experiences. g) Introducing new teachers or employees to the situation and conditions of the school and the profession. h) Avoiding teachers from all demands that are beyond their abilities and authority, both demands from within and outside the school. i) Assisting teachers in using modern learning tools. Assisting teachers in using modern learning tools. j) Assisting teachers in assessing progress appropriately. k) Helping teachers utilize learning resources and student learning experiences. (Sukmawati, 2017)

From these two objectives, it is clear that the purpose of supervision is to assist educators and teaching staff in improving their competence, discovering their potential, increasing their knowledge and skills in teaching so that learning objectives can be achieved (Ngole & Mkulu, 2021). A supervisor must understand the functions and principles of supervision as a basis for applying them in the field. The main function of educational supervision is aimed at improving by improving the teaching and learning situation. With this, Piet A. Sahertian suggests that there are 8 supervision functions, namely a) coordinating all school efforts; b) complementing school leadership; c) expanding teacher experience; d) stimulating creative efforts; e) providing continuous facilitation and provision; f) analyzing the teaching-learning situation; g) providing knowledge and skills to each staff member; h) providing broader and integrated insights.(Bintani, 2022)

Meanwhile, the function of supervision according to Mulyasa in(Prasiska & Jarkawi, 2021) a. Coordinate all school efforts b. Expand the teacher's experience c. Stimulate creative endeavors d. Providing facilities and continuous assessment e. Analyzing the learning situation f. Providing knowledge and skills to subordinates. The function of supervision is to improve the climate and learning environment through assistance and improvement of teacher professionalism, in other words, the function of supervision is to provide assistance and opportunities for teachers to learn to improve the quality of themselves so as to make it easier to achieve the learning goals of students. Every educational supervisor must have knowledge and be able to apply supervision according to their duties, both regarding research, evaluation, improvement, and development.(Sulistyorini et al., 2021)

The principle of efficiency, administrators will succeed in their duties in using all available resources, energy, funds and facilities efficiently. 2. Principles of Management Administrators get the most effective and efficient results by doing management work, namely planning, organizing, directing and checking 3. Main Principles of Management Tasks If it is necessary to choose, administrators tend to prioritize surgical work compared to management work. However, it does not have to focus only on surgical work. Because if it only dabbles in operative tasks only, then the work will be abandoned. 4. Principles of Effective Leadership An administrator will succeed in his duties when he has an effective leadership style, which is to pay attention to the relationship between people, task managers and pay attention to the situation and circumstances (Gümüş et al., 2021). An effective leadership style is able to maintain a good relationship with their subordinates. In addition, it should also pay attention to the division and completion of tasks for each member of the organization based on the type of work. 5. Cooperation Principle Administrators say it is successful in performing its duties when it is able to develop cooperation between all members.(Prasiska & Jarkawi, 2021)

From the description above, it is known that the responsibility of a school principal is very large as a supervisor. The description above is in line with that described by Rifai. According to Rifai, to carry out supervision actions, the principal should pay attention to the following principles: 1. Supervision should be constructive and creative, that is, those who are guided and supervised must be able to generate

encouragement to work. 2. Supervision must be based on the actual circumstances and reality (realistic, easy to implement). 3. Supervision must be simple and informal in its implementation. 4. Supervision must be able to provide a feeling of security to the supervised teachers and school employees. 5. Supervision must be based on professional relationships, not on personal relationships. 6. Supervision should always take into account the abilities, attitudes and perhaps prejudices of teachers and staff. 7. Supervision should not be urgent (authoritarian) because it can lead to feelings of anxiety or even antipathy from teachers. Supervision should not be based on the power of rank, position or personal power. 9. Supervision should not be fault-finding and deficient 10. Supervision cannot expect results too quickly, and should not be disappointed quickly. 11. Supervision should also be preventive, corrective and cooperative.

Based on the principles above, a supervisor should not look for gaps in mistakes or make his supervisee uncomfortable so that the supervision process runs organically without being made up. In addition, the main focus in supervision is to correct the shortcomings or mistakes of the supervisee and foster/strengthen what is the strength of the supervisee. Therefore, a principal or supervisor must have a high sense of caring, appreciating the performance of subordinates, engaging communication, motivating and inspiring which is illustrated in the concept of *parigeu*ng. (Darmawan & Nurdin, 2025)

Effective implementation of educational supervision can have a positive impact on teacher performance. Research by Sofyan, Waruwu and Ernawaty (2024) shows that the implementation of educational supervision in primary schools has generally been well implemented, although there are some obstacles in terms of supervisor training and time availability for supervision. Teachers' performance has significantly improved in the aspects of planning, implementing and evaluating learning after supervision. (Syofian et al., 2024)

Based on the background and explanation above, the researcher is interested to see the extent of the implementation of the functions and principles of supervision at SDN 1 Cilumber. SDN 1 Cilumber, located in Lembang sub-district, West Bandung district, is one of the primary schools that tries to implement supervision optimally. As a school located in an area with complex educational dynamics, SDN 1 Cilumber faces its own challenges in implementing educational supervision. Therefore, it is important to examine how the roles and functions of educational supervision are implemented in this school and the factors that influence its effectiveness.

This study aims to analyze the implementation of the roles and functions of educational supervision at SDN 1 Cilumber, Lembang sub-district. The main focus of the research includes the supervision strategies implemented, the challenges faced and the impact on improving the quality of learning. By understanding the implementation of supervision contextually, it is expected to obtain a real picture of the effectiveness of supervision implementation at the primary school level and provide recommendations for future improvements.

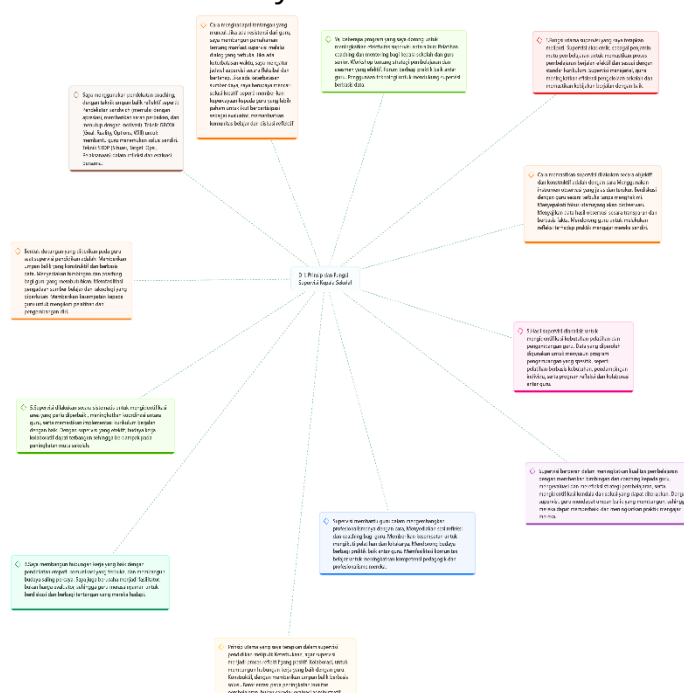
## RESEARCH METHOD

The method used in this research is descriptive qualitative method to obtain an in-depth understanding of the implementation of the role and function of educational supervision at SDN 1 Cilumber Kecamatan Lembang. This approach was chosen because it is considered appropriate to study phenomena contextually with a focus on meaning. Processes and subjective experiences of educational actors (Creswell, 2018). This research was conducted at SDN 1 Cilumber, which is located in Lembang Sub-district, West Bandung Regency. The subjects in this study were the principal and classroom teachers who were directly involved in the educational supervision process. The determination of informants was done purposively by selecting parties who were considered to have relevant and in-depth information related to the implementation of supervision in the school. Data were collected through in-depth interviews conducted with principals and teachers to explore their understanding of the function and role of educational supervision and documentation studies by reviewing supporting documents such as supervision programs, supervision reports and supervision reflection notes. The results of interviews with school principals were processed in the form of visualizations using the Atlas descriptive qualitative data analysis tool.

## RESULT AND DISCUSSION

### Result

This section presents the research results with a focus on the functions and principles of supervision carried out by the head of SDN 1 Cilumber. The visualization below was generated using the Atlas.ti data processing application, effectively illustrating the results of the data analysis.



**Figure 1. Visualization of Research Data Analysis Results**

Based on the results of data analysis using Atlas.ti software, it was found that the implementation of educational supervision at SDN 1 Cilumber is conducted using a

reflective, collaborative and data-based approach. Data were obtained through in-depth interviews with the principal and several teachers, as well as observations of supervision practices in the field. Visualization of the codes showed ten main themes centered on the principles and functions of principal supervision. The ten main themes are:

**Coaching-Based Supervision and Reflection,** Principals actively use coaching and reflection approaches in the supervision process. This approach includes techniques such as GROW (Goal, Reality, Option, Will), the use of reflective feedback as well as the implementation of individual and group coaching sessions. Coaching is intended to help teachers recognize their potential, solve their own learning challenges, design self-directed solutions, and foster a sense of ownership for change. In this case, the principal acts as a coach, who is in charge of exploring all ideas or ideas that come from the teachers themselves. **Strengthening the Role of Academic and Managerial Supervision,** Principals not only supervise teachers' pedagogical aspects but also school management. Supervision of curriculum implementation, planning of learning activities, and evaluation of school work programs are part of the overall supervision practice.

**Use of Data-Driven Supervision,** One of the innovations implemented is the implementation of data-based supervision. Principals use data from classroom observations, student assessment scores and student feedback to design more objective and targeted teacher reinforcement strategies. **Teacher Engagement in Learning Communities,** Principals encourage a culture of collective reflection through strengthening teachers' learning communities. Activities such as lesson study, weekly discussions and good practice sharing forums provide a forum for exchanging ideas that support teachers' pedagogical capacity building.

**Adaptive and Humanistic Supervision Approaches,** Supervision is conducted with attention to teachers' individual needs. Principals provide space for personal consultation and offer constructive feedback. Teachers feel more valued because the supervision approach is non-judgmental. **Utilization of Technology for Supervision,** In this digital era, principals utilize technology as a supporting tool for supervision. The use of online formulars, classroom observation applications (PMM) and digital documentation facilitates the analysis of supervision data and shortens evaluation time. **Supervision as a means of identifying research needs,** Supervision is not only a control tool, but also a diagnostic method. The results of supervision form the basis for developing teacher training programs as needed. Some teachers attend workshops, seminars or training based on real practices (real action) recommended based on the findings in supervision.

**Supervision to Improve Learning Quality,** Supervision directly contributes to improving the quality of the teaching and learning process. Teachers find it helpful to get concrete feedback on lesson planning, implementation and evaluation. **Teacher Empowerment through Supervision,** Teachers are given the opportunity to express their aspirations, discuss the challenges they face, and are encouraged to take part in decision-making regarding supervision practices. This shows the role of the principal as a facilitator, not as a supervisor. **Reinforcement of Instructional Leadership Values,** The

principal acts as a learning leader who directs the school's vision towards promoting a culture of quality. This is realized by building good relationships with teachers and encouraging teachers to become lifelong learners.

## DISCUSSION

The findings reveal that the supervision conducted by the principal of SDN 1 Cilumer demonstrates a progressive and humanistic model of educational leadership. The application of reflective, collaborative, and data-based approaches indicates that supervision is no longer viewed merely as a control mechanism but as a developmental and empowerment-oriented process. This aligns with the modern paradigm of instructional leadership, where the principal functions as a facilitator, coach, and learning leader.

The theme of *coaching-based supervision and reflection* highlights the principal's effort to promote teacher autonomy and professional growth. Through techniques such as GROW and reflective feedback, teachers are guided to analyze their own practices and find solutions independently. This approach fosters intrinsic motivation and builds a stronger sense of ownership toward professional improvement. Supervision as Professional Development, Glickman, Gordon and Ross-Gordon (Glickman et al., 2013) state that effective supervision is one that functions as a process of developing teacher capacity through reflective and facilitative approaches. In the context of SDN 1 Cilumer, the principal has implemented coaching and reflection as the main strategies. The GROW technique used in coaching is in line with the adult learning model (andragogy), where teachers are trained to recognize their strengths and weaknesses and develop a development plan independently.

The strengthening of both academic and managerial supervision shows that the principal's role encompasses a comprehensive scope—covering curriculum management, learning evaluation, and school program planning. The integration of *data-driven supervision* supports transparency and objectivity, allowing decisions to be based on actual classroom performance and student outcomes rather than subjective impressions (Warman et al., 2022). Furthermore, the development of *learning communities* demonstrates a collaborative culture within the school. Regular reflection sessions and sharing forums encourage peer-to-peer learning and the exchange of best practices (Naguit, 2024). This collective learning process contributes to the sustainability of professional development among teachers.

The adoption of *adaptive and humanistic supervision* underscores the principal's awareness of teachers' individual needs. The non-judgmental atmosphere during supervision builds trust and psychological comfort, resulting in more open communication between teachers and supervisors. Meanwhile, *technology utilization* reflects the modernization of supervision practices, enhancing efficiency in data collection, monitoring, and feedback (Ngatini et al., 2025). Another important finding is that supervision also serves as a *diagnostic tool* for identifying teachers' training needs. This shows the dynamic function of supervision as both formative and developmental (D. R. Sari et al., 2025). It directly correlates with the observed improvement in teaching quality, as supervision results are translated into actionable professional learning

activities.

Finally, the themes of *teacher empowerment* and *reinforcement of instructional leadership values* illustrate that supervision at SDN 1 Cilumber emphasizes participatory leadership. Teachers are not passive recipients of evaluation but active agents of change. The principal's role as an instructional leader is evident through efforts to create a school culture centered on continuous learning, reflection, and quality improvement. Overall, these findings demonstrate that effective educational supervision is multifaceted—it integrates reflection, collaboration, data, and empowerment. The case of SDN 1 Cilumber exemplifies how school leaders can transform supervision into a strategic instrument for professional growth and the enhancement of learning outcomes.

## CONCLUSION

Based on the results of the research and data analysis conducted through a qualitative approach using Atlas.ti, it can be concluded that educational supervision implemented at SDN 1 Cilumber has been running functionally although it still faces several technical and cultural obstacles. The principal plays a strategic role not only as a formal supervisor but also as an instructional leader who encourages collaboration, reflection and continuous coaching of teachers. Supervision takes various forms, from classroom observations to individual discussions to informal training, all aimed at improving the quality of learning. Teachers' involvement in the supervision process is participatory and tends to be positive, although there are still challenges such as time constraints, administrative burdens, and teachers' low awareness of the importance of continuous evaluation.

Visualizations from Atlas.ti show a strong correlation between supervision effectiveness and improved teacher professionalism, particularly in lesson planning, classroom management and the use of student-centered methods. Theoretically, this finding is in line with Glickman's view of supervision as a humanistic approach and with Hallinger's principles regarding transformational leadership in schools. Thus, it can be affirmed that the implementation of educational supervision based on constructive intentions and a reflective approach can create a healthy learning culture, increase teachers' work motivation and contribute to the overall quality of education. However, improvement efforts are still needed, especially in building a data-based supervision system, structured professional training and the establishment of sustainable teacher learning communities so that the role of supervision is not only administrative but truly an integral part of developing the quality of education in primary schools.

Based on the above conclusions, several strategic points are recommended to improve the implementation of supervision at SDN 1 Cilumber and similar institutions. By implementing supervision that is more effective and oriented towards developing teacher professionalism, it is hoped that the quality of learning in schools can continue to improve and have a positive impact on students. Supervision should encourage teamwork through learning communities and experience sharing, so that teachers feel supported. Training programs for teachers need to be tailored to specific needs based

on supervision results to be more effective in improving teachers' competencies. The use of technology such as digital platforms for observation, feedback and reflection can improve the effectiveness of supervision and make it easier for teachers to access relevant learning materials. Providing opportunities for senior teachers to act as mentors in supervision will help strengthen a culture of mutual learning in schools.

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