



Transformation of Educational Supervision in Improving School Quality Between Classical Theory and Contemporary Practice

Purnawati^{1*}, Hamidah², Apriliyani³, Warman⁴

Universitas Mulawarman

Corresponding Author: Purnawati: purnatarna23@gmail.com

ARTICLE INFO

Keywords: Educational Supervision, Classical Theory, Contemporary Practice, Quality Management, Principal

Received : 20, May

Revised : 23, June

Accepted: 26, July

©2025 Purnawati, Hamidah, Apriliyani, Warman (s): This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Educational supervision plays a strategic role in improving the quality of learning processes and outcomes in schools. This article aims to examine the transformation of the supervisory approach from classical, authoritative theory to contemporary practices that are more collaborative, reflective, and data-driven. The study was conducted using a descriptive qualitative approach using library research methods, utilizing academic literature, scientific journals, and relevant educational policies. The results indicate that contemporary supervision positions teachers as professional partners and integrates the coaching process with the principles of Total Quality Management (TQM). This paradigm shift requires principals to act as instructional leaders capable of creating a reflective and innovative culture within the school environment. Despite implementation challenges, supervision that is carried out in a targeted, collaborative, and data-driven manner has been proven to encourage improvements in teacher professionalism and overall school quality.

INTRODUCTION

Education is one of the main foundations of a nation's development. The quality of education is highly determined by the quality of the learning process that takes place within educational institutions, which in turn is strongly influenced by the performance of teachers as the front-liners of education in the classroom. Therefore, efforts to improve teacher quality cannot be separated from an educational supervision mechanism that is planned, systematic, and continuous. Supervision not only functions as an evaluation tool but also serves as a professional development process aimed at enhancing teacher competence and improving student learning outcomes.

Initially, educational supervision was developed within a hierarchical and authoritative framework, where principals and supervisors acted as unilateral controllers and evaluators of teachers. However, with the development of educational management theories and the emergence of new paradigms in quality education management, the supervision approach has undergone significant transformation. Supervision is no longer viewed merely as oversight but as an integral part of educational management that is collaborative, reflective, and data-driven. This transformation aligns with the spirit of educational reform, which positions teachers as the main subjects in the process of quality improvement.

In the context of modern educational management, supervision is one of the strategic pillars for realizing the school as a learning organization. Principals are not only expected to be capable administrators but also instructional leaders who can facilitate teacher learning, create a reflective culture, and build professional learning communities. This places the role of supervision as no longer merely administrative but more pedagogical and transformative. Effective supervision can create a healthy dialogue space, encourage learning innovation, and foster professional accountability among educators.

In Indonesia, the role of educational supervision has been regulated by various policies, such as the Ministry of Education and Culture Regulation No. 15 of 2018 concerning the duties of school principals, which emphasizes the function of principals as academic supervisors. However, in its implementation in the field, several challenges are still encountered, ranging from low supervisor competence and high administrative workload to the lack of teacher awareness of the importance of supervision as a developmental process. Therefore, there is a need for a new approach in viewing and implementing educational supervision that is adaptive to changing times and teachers' needs.

Based on this background, this article aims to explore more deeply the transformation of educational supervision from classical approaches to contemporary practices and its relevance in improving school quality. This study will also compare theories of educational supervision with field practices and provide reflections on the challenges and opportunities for supervision development in the future.

THEORETICAL FRAMEWORK

Definition of Educational Supervision

Educational supervision is defined as a series of professional assistance activities provided by supervisors, whether school principals or school inspectors, to teachers and educational staff to improve the quality of teaching and the professional development of teachers (Glickman et al., 2014). These activities include planning, observation, evaluation, reflection, and providing feedback aimed at improving classroom learning quality. In its implementation, supervision emphasizes a developmental rather than punitive approach and focuses on the continuous improvement of teacher performance.

More than just administrative oversight, educational supervision is an integral part of school management strategies for creating an effective, adaptive, and responsive learning environment. Supervision serves to build a culture of reflection and collaboration among educators, encourage instructional innovation, and strengthen professional accountability. Therefore, a deep understanding of the meaning, objectives, and approaches of supervision is essential for every educational leader in their efforts to improve the quality of educational processes and outcomes in schools.

Theories of Educational Supervision

Educational supervision, as part of the managerial process in schools, is built upon various theoretical foundations. Each theory contains different assumptions, approaches, and strategies in the implementation of supervision. Understanding these theories is important to ensure that supervision practices are aligned with the needs, characteristics of teachers, and school organizational culture.

1. Traditional Supervision

This theory represents the earliest approach in the history of supervision, where the supervisor acts as the sole controller of teacher performance. Its main focus is to assess whether the teacher complies with established standards and procedures. This approach is often top-down and evaluative in nature, providing little room for dialogue between teacher and supervisor. The main weakness of this approach is that it tends to create resistance from teachers, who feel monitored rather than guided (Nolan & Hoover, 2011).

2. Clinical Supervision

Developed by Robert Goldhammer and later expanded by Cogan and Anderson, this model emphasizes a professional relationship between supervisor and teacher. The process consists of five stages: pre-observation conference, classroom observation, data analysis, post-observation conference, and follow-up. Clinical supervision seeks to create a space for mutual reflection, where teachers can understand their strengths and weaknesses in teaching and receive constructive feedback. This model is particularly suitable for teachers undergoing professional development.

3. Collaborative Supervision

This theory emerged as a response to the limitations of traditional and clinical supervision, which still positioned the supervisor as the dominant actor. In the collaborative approach, the teacher is considered an equal partner in the

supervision process. Teachers have the opportunity to express their needs, design learning strategies, and engage in critical reflection together with the supervisor. This approach fosters a sense of ownership over the development process and creates a healthy and productive professional relationship (Glickman et al., 2014).

4. Reflective and Artistic Supervision

This theory views teaching and supervision practices as forms of art and professional expression that cannot be entirely standardized. Every teacher has unique teaching styles, values, and needs. Therefore, the supervisor must have sensitivity, empathy, and the ability to adapt their supervision approach to the teacher's context. Reflective approaches also prioritize critical thinking, self-awareness, and the development of professional autonomy in teachers as they evaluate and improve their own practices (Sergiovanni & Starratt, 2007).

5. Data-Driven Supervision

In the current era of digitalization and school autonomy, a supervision approach has emerged that emphasizes the use of objective data to design teacher development interventions. The data used include student learning outcomes, classroom observation notes, teacher self-evaluations, and recordings of instructional practices. This approach allows the supervision process to be more transparent, measurable, and accountable. Principals who apply data-driven supervision are better able to set development priorities and make targeted managerial decisions (Marzano, 2012).

2.3 Supervision in the Context of Quality Management (TQM)

Educational supervision cannot be separated from managerial efforts to achieve sustainable education quality. In the context of quality management, supervision serves as a quality control instrument for the learning process within educational institutions. Effective supervision acts as a bridge between quality policies and real-world practices by emphasizing continuous improvement, total involvement, and data-based decision making.

The concept of education quality management refers to the principles of Total Quality Management (TQM), initially developed by W. Edwards Deming. In its application to the education sector, TQM emphasizes the importance of collaboration among stakeholders, commitment to a shared vision, and continuous development of human resources—especially teachers (Sallis, 2002). Supervision becomes an integral part of the quality management cycle, which includes quality planning, quality control, and quality improvement.

Through academic supervision, school principals can identify teachers' development needs, analyze strengths and weaknesses in the learning process, and design targeted professional development strategies. Supervision also allows for reflective dialogue between teachers and supervisors, fostering a culture of deep and productive self-evaluation. This aligns with the principle of empowerment, where teachers are not merely implementers of policy but are positioned as key agents in the quality improvement process.

In a data-driven quality framework, supervision must be accompanied by accurate documentation and reporting systems. The data obtained from supervision activities can serve as the basis for designing teacher training programs, developing internal curricula, and making strategic decisions by

school leaders and management teams. Therefore, supervision should not be viewed as an incidental activity but as a component of an integrated quality system aligned with the school's vision, mission, and educational goals.

Furthermore, supervision in the context of quality management also requires an evaluation of the supervision's own effectiveness. This means that principals and school supervisors need to conduct meta-supervision—or supervision of the supervision process itself—to ensure that the approaches, techniques, and outcomes genuinely impact teacher practices and improve student learning outcomes. In this way, supervision becomes not just an administrative obligation but a strategic tool for building a living and sustainable quality culture within the school environment.

METHODOLOGY

Research Approach and Type

This study is presented as a conceptual paper based on library research using a descriptive-analytical qualitative approach. The study aims to describe, interpret, and analyze in depth various theories and practices of educational supervision while linking them with the quality management paradigm in the school context. This approach is chosen to address academic needs in strengthening the theoretical and conceptual foundation for the paradigm shift from conventional supervision models to contemporary models focused on ongoing professional development.

As a conceptual article, this study does not aim to test hypotheses or measure specific variables but rather to build a critical and reflective understanding of existing scholarly literature. Therefore, the outcomes are argumentative, interpretive, and transformative in developing new ideas and frameworks regarding supervision practices relevant to 21st-century education quality demands.

Data Sources and Literature Search Techniques

The data in this study are derived from secondary sources that are scholarly and relevant to the focus of the study, including:

Academic textbooks written by experts in the fields of educational management, supervision, and quality education;

National and international scholarly journal articles indexed in databases such as Scopus, SINTA, ProQuest, and Google Scholar;

Dissertations, theses, and research reports that have undergone academic validation;

Official policy documents and regulations from the Ministry of Education and Culture of the Republic of Indonesia (e.g., Regulation No. 15 of 2018).

The literature is selected based on the following criteria: (1) substantial relevance to the theme of educational supervision and quality management; (2) strong theoretical and methodological foundation; (3) published within the last 15 years, except for classic literature that remains paradigmatically relevant; and (4) sourced from credible and accountable academic institutions.

The literature search is conducted systematically using keywords such as *educational supervision*, *instructional leadership*, *school quality management*, *collaborative supervision*, and *TQM in education*. The selection process considers the

richness of perspectives, breadth of context, and depth of argumentation in each source.

Data Analysis Techniques

Data analysis is carried out using a content analysis approach, which is a systematic process for identifying, categorizing, and synthesizing key themes within the reviewed literature. The analysis process includes several stages:

1. Data Reduction – selecting the most relevant information in accordance with the study's focus;
2. Thematic Categorization – grouping information based on sub-topics such as supervision theory, field practices, and implications for education quality;
3. Critical Synthesis – comparing various scholarly perspectives, both classical and contemporary;
4. Conceptual Interpretation – building a comprehensive theoretical argument based on the analyzed literature data.

This approach allows the researcher to conduct an in-depth review of the dynamics of educational supervision within the context of school managerial practices and explore theoretical connections between supervision practices and educational quality achievement.

Academic Validity and Writing Ethics

To ensure academic validity, this article adopts the principle of theory triangulation, which involves the use of various scholarly sources from different backgrounds and schools of thought. Content validity is maintained through critical evaluation of the arguments made by the authors of the reviewed sources, along with explicit citations for every quote and idea developed within the article's narrative.

Academic writing ethics are upheld throughout the entire process of writing this article, by avoiding plagiarism, using citations proportionally, and ensuring the originality of the knowledge synthesis created by the author.

Research Limitations

As is typical of literature-based studies, this research has limitations in the absence of empirical field data that could enrich the practical contextual validation. However, the depth of theoretical analysis in this study still provides significant scholarly contributions, particularly in strengthening the conceptual foundation for developing more adaptive, reflective, and quality-oriented educational supervision practices.

RESULTS AND DISCUSSION

This section presents the results of the literature synthesis and conceptual discussion regarding the transformation of educational supervision theories and practices in the context of quality management. The discussion is divided into four main sub-themes based on literature findings and conceptual synthesis: (1) the development of supervision theories, (2) paradigm shifts in supervision

practices, (3) the relationship between supervision and quality management, and (4) challenges and recommendations for implementing contemporary supervision.

The study findings indicate that educational supervision theories have undergone a paradigmatic evolution—from authoritative approaches to more collaborative and reflective models. In the early stages, supervision was seen as a hierarchical control mechanism to ensure teachers fulfilled administrative standards. This aligns with the traditional supervision approach, which focuses on performance evaluation through one-way classroom observations and direct feedback (Nolan & Hoover, 2011).

Later, clinical supervision emerged, introduced by Goldhammer (1969), offering a more structured observation model and reflective dialogue between supervisor and teacher. This model began to involve teachers as active participants in the planning and reflection of the teaching process. Subsequent developments saw the rise of collaborative and reflective supervision, as advanced by Glickman et al. (2014) and Sergiovanni & Starratt (2007), emphasizing teachers' active involvement in the supervision process, fostering professional learning communities, and enhancing teacher autonomy in evaluating their own practices.

Thus, supervision is no longer merely aimed at ensuring compliance, but has become a strategic tool to support teachers' continuous professional growth. In practice, the transformation of educational supervision is reflected in changes in how school principals support teachers. Principals are no longer just administrative managers but act as instructional leaders who facilitate improved teaching quality. Contemporary supervision practices include several key stages: (1) identifying teacher needs through reflection or self-assessment, (2) conducting classroom observations using objective instruments, (3) holding post-observation meetings with reflective discussions, and (4) follow-up through training, mentoring, or professional learning communities.

Several studies (Marzano, 2012; Bush, 2019) indicate that schools implementing data-driven and collaborative supervision models tend to show significant improvements in instructional quality and teacher satisfaction with professional development processes.

However, the success of supervision practices is highly influenced by the leadership competency of school principals, the presence of a school climate that supports professional dialogue, and the availability of time and resources. In some contexts, supervision is still carried out as a formality without meaningful follow-up.

The study also highlights the critical role of supervision within the educational quality management system, particularly within the framework of Total Quality Management (TQM). TQM principles emphasize that quality is not the responsibility of individuals alone but is the result of collective work within a continuously improving process. Effective supervision connects the school's quality vision, teaching implementation, and student learning outcomes. In the context of quality management, supervision functions as a mechanism for monitoring and improving the learning process. Its main roles are to identify

quality gaps, design improvement plans, and ensure systematic follow-up. Supervision data serves as a basis for more accurate decision-making in teacher development, school work plan formulation, and the strengthening of an evidence-based quality culture.

Studies by Sallis (2002) and Hoy & Miskel (2013) emphasize the importance of the principal's role as a learning leader who can use supervision not just to evaluate, but to empower teachers to become quality change agents in their schools.

Although supervision paradigms have shifted toward professional development, real-world implementation still faces several challenges, including:

- A dominant evaluative and administrative approach in supervision practices;
- Limited time and heavy workloads for school principals;
- Lack of intensive training for principals in implementing reflective supervision models;
- School cultures that do not yet fully support openness and collaboration.

In response to these challenges, the following recommendations are proposed:

1. Continuous training for school principals in learning-based supervision, coaching, and reflective dialogue;
2. Strengthening collaborative school cultures where teachers feel safe to receive feedback and engage in shared reflection;
3. Utilizing digital supervision technologies, such as online observation tools and information system-based documentation;
4. Integrating supervision with quality planning systems so that supervision outcomes directly inform school improvement cycles.

CONCLUSION

This study shows that educational supervision has undergone a significant paradigmatic transformation—from hierarchical traditional approaches to more contemporary, collaborative, reflective, and teacher-empowering models. Supervision is no longer merely an administrative evaluation tool but has evolved into a strategic instrument for enhancing instructional quality and building a culture of quality within schools.

Theories such as clinical, collaborative, and reflective supervision serve as essential foundations for modern supervisory practices that position teachers as professional partners. In the context of educational quality management, supervision drives continuous improvement through a systematic, data-driven coaching cycle integrated with school management systems.

However, the success of supervision is largely determined by the leadership capacity of principals, the collaborative climate of the school environment, and the alignment of policy, resources, and a quality-driven culture. Therefore, transforming supervision requires changes not only in theory and method but also in mindset and the collective commitment of all education stakeholders.

RECOMMENDATIONS

Based on the findings and discussions presented, the following recommendations are offered for various stakeholders involved in the management and development of educational quality through supervision:

1. For School Principals and Supervisors

Enhance professional capacity in supervision, particularly in clinical, collaborative, and reflective approaches. Ongoing training in data-based supervision strategies and instructional coaching is essential to ensure supervision moves beyond administrative routines and effectively drives behavioral change and instructional improvement.

2. For Teachers as Supervision Partners

Teachers are encouraged to be open to feedback and to foster a culture of reflection in their daily teaching practices. Active participation in the supervision process is a key factor in achieving professional growth and optimal learning outcomes.

3. For Policy Makers and Education Authorities

Develop supervision policies that go beyond administrative compliance and focus on building a participatory, adaptive, and outcome-based professional development ecosystem. Furthermore, the integration of supervision with internal quality assurance systems (SPMI) must be strengthened.

4. For Researchers and Academics

Further research – both quantitative and qualitative – is needed to explore the effectiveness of various supervision models at the school level. Studies on digital supervision innovations and their impact on teacher performance and student learning outcomes are also highly relevant in addressing the challenges of supervision in the digital era.

With well-directed implementation and support from all stakeholders, educational supervision can serve as a foundational pillar in improving instructional quality and institutional performance in education.

REFERENCES

- Bush, T. (2019). *Theories of educational leadership and management* (5th ed.). SAGE Publications.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014). *SuperVision and instructional leadership: A developmental approach* (9th ed.). Pearson.
- Goldhammer, R. (1969). *Clinical supervision: Special methods for the supervision of teachers*. Holt, Rinehart and Winston.

Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill Education.

Marzano, R. J. (2012). *Effective supervision: Supporting the art and science of teaching*. ASCD.

Nolan, J., & Hoover, L. A. (2011). *Teacher supervision and evaluation: Theory into practice* (3rd ed.). John Wiley & Sons.

Permendikbud No. 15 Tahun 2018. (2018). *Tentang Pemenuhan Beban Kerja Guru, Kepala Sekolah, dan Pengawas Sekolah*. Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Retrieved from <https://peraturan.bpk.go.id>

Sallis, E. (2002). *Total quality management in education* (3rd ed.). RoutledgeFalmer.

Sergiovanni, T. J., & Starratt, R. J. (2007). *Supervision: A redefinition* (8th ed.). McGraw-Hill Education.