The Important Role of Academic Supervision in Improving the Quality of Education

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ABSTRACT

This article discusses the important role of academic supervision in improving the quality of education. Education has a key role in the development of a nation. Through education, the country can create a competent generation and have a positive impact on its future. Academic supervision is an important element in improving the quality of education. Supervision is not only concerned with teachers, but also pays attention to students, helping to build an efficient learning atmosphere. motivate students. This article explores various aspects of educational supervision, including the basic concept, meaning, scope, role, function, characteristics, objectives, principles and steps of educational supervision. This information can be an important guide in overcoming issues related to educational supervision and is useful as a reference for all people involved in the educational realm. By increasing understanding of educational supervision, it is hoped that it can strengthen the educational system and its contribution to achieving educational goals. holistically, in line with Law Number 20 of 2003 concerning the National Education System, emphasizing that educational supervision has an important role in improving the quality of education and stimulating sustainable growth.
Keywords: Academic Supervision, Improving Quality of Education

INTRODUCTION

Education is a key role in the progress of a nation. Through the education process, a country has the opportunity to produce competent gender that will have a positive impact on its future. According to Sutrisman(2019)that education is a deliberate and conscious effort to change human behavior for the better at the individual and group level, with the aim of developing individual maturity through learning and training as part of the process. One important element that influences the quality of education is academic supervision. Through academic supervision, teachers can receive useful feedback regarding their teaching methods, helping them recognize strengths and weaknesses in the teaching approaches they use. According to Putri(2019)stated that the main focus of supervision is to improve the

quality of teaching carried out by educators. aims to achieve overall school goals.

In this context, academic supervision also functions to verify the conformity of the curriculum taught in educational institutions with established educational guidelines. Supervision is a crucial component in achieving educational goals(Shaifudin, 2020). Academic supervision does not just focus on the teacher aspect, but also involves attention to students. Teachers who receive quality academic guidance are able to motivate students more effectively. They are able to create an interesting and supportive learning environment, thereby providing encouragement that increases students' enthusiasm for learning.

With feedback from supervisors, teachers can try new and more effective teaching methods. This can result in better curriculum development, the use of technology in learning,

and the use of more creative strategies in teaching. With regular monitoring and evaluation, educational institutions can ensure that teachers and educational staff are responsible for the quality of the education they provide. According to Article 40 paragraph 2 point b Chapter XI Law Number 20 of 2003 concerning the National Education System, it is stated that educators and education personnel have a professional responsibility to improve the quality of education.

Based on the things that have been explained previously, this article will focus on the aspects and scope that are the focus of the research, which are then formulated as the main problems, including: 1). Fundamental principles in educational supervision. 2). Definition and scope of educational supervision. 3). The role and function of supervisors in the field of education. 4). Characteristics and objectives of supervisors in the field of education. 5). Principles of educational supervision. 6). Educational supervision measures. The problem statement serves as a guide for addressing issues in educational supervision, making it a useful reference source for all individuals involved.

METHOD

This research applies a qualitative approach in research methodology. The research category used is descriptive verification, which aims to describe and explain the concept of the role of improving the quality of education through academic supervision. Data was collected through recording evaluations and document review. Data analysis was carried out using a descriptive verification approach, and conclusions were drawn based on the findings of this research. Secondary data sources are used to complete the research, involving books, articles, literature, journals and websites that are relevant to the theme of this research.

RESULT and DICUSSION
A. Basic Concepts of Educational Supervision

Historically, the initial idea of educational supervision began with a traditional or conventional supervision model, which involved the act of inspection, namely supervision aimed at finding errors with the intention of improvement (through punishment), and when in accordance with the rules, rewards would be given. The origin of the word "inspection" comes from the Dutch word "inspectie," which means to make observations to find deficiencies(Nahrowi, 2021). The term supervision refers to the act of assessing, checking, and supervising, reflecting a hierarchical relationship from the leader to the team members. This concept of conventional supervision is known as "investigative supervision," which refers to the responsibility of monitoring to detect errors. However, over time and the evolution of human thinking, the traditional concept of supervision has changed towards a more scientific and more humane approach(Muflihin, 2018).

In a more contemporary perspective, Kimball Wiles (1967) put forward the concept of supervision by detailing it as follows: Supervision involves providing support for the improvement of the learning environment for teachers. Supervision is an effort to help improve learning conditions to be more optimal. Another opinion from Olivia in Neagley and Evans (1980) is that Supervision is perceived as a service to educators, both on an individual basis and within group settings. It serves as a method of providing teachers with specialized assistance to enhance instructional practices in(Kotirde & Yunos, 2014).These two perspectives state that supervision is a type of service that provides support to teachers, both individually and in groups, involved with the aim of improving and enhancing the learning process. to achieve better improvements.

Even though the concepts of supervision in classical and modern forms

have significant differences, society generally still has a negative perception of supervision at this time. In fact, when the principal or supervisor visits the class, there is often a feeling of tension and fear towards superiors during the supervision process, which inhibits openness in dealing with real problems in the class. In fact, the essence of supervision is to supervise with the aim of controlling, which aims to optimize the implementation of the learning program which is the responsibility of the educator. Supervisors play an important role in developing strategies for improving the supervision program in the future. Zebua(2022)stated that the supervisor is in a position that plays a dual role, namely as part of a government institution and as a professional. Therefore, it is recommended that supervisors carry out the following roles: 1) Act as an intermediary in conveying the interests of students, parents and school programs to the government. 2) Monitoring the utilization and results obtained from learning resources. 3) Design programs to address emerging educational needs in the educational population. 4) Create new initiatives to adapt to the possibility of new roles emerging through aligning programs proposed by the government.

B. Definition and Scope of Educational Supervision

1. Understanding Educational Supervision

The importance of supervision in the realm of education has emerged as a crucial element in achieving educational goals. To understand the concept of supervision, it can be seen through three aspects, namely the origin of the word (etymology), the linguistic structure (morphology), and the meaning implied in the word (semantics). In the context of speech structure, "supervision" comes from English which consists of two elements, namely "super" which indicates above, and "vision" which refers to seeing, monitoring

and supervision.(Maryance et al., 2022). According to(Sahertian, 2000), supervision is defined as an effort to provide services to educators, both individually and in groups, with the aim of improving the quality of teaching.

According to Peter and Robert in (2022) explains that: Supervision involves guiding educational practices through instructional leadership by connecting perspectives to actions, considering purpose, aiding and endorsing organizational initiatives, orchestrating interactions, ensuring enhancement and upkeep of instructional programs, and evaluating the attainment of goals. Supervision is instructional leadership that links viewpoints to behavior, focuses on achieving goals, participates in organizational actions, coordinates interactions, supports improvement and maintenance of instructional programs, and assesses goal achievement. Supervision is a process in which teachers are involved in dialogue regarding teaching, with the aim of improving the quality of teaching and achieving more optimal learning achievements for students(Faiqoh, 2019).Supervision can be defined as a coaching effort provided to all school staff members with the aim of increasing their abilities in developing superior learning conditions. Meanwhile, Awaluddin Sitorus (2018) Overall, supervision refers to the actions of observing, monitoring, guiding, and encouraging activities carried out by other individuals with the intention of achieving improvement.Meanwhile, according to Erwina (2019) Supervision is a series of actions that involve providing support to educators within the scope of professional services provided by a supervisor, with the aim of improving the quality of learning processes and outcomes.In the Big Indonesian Dictionary (KBBI), supervision is a form of in-depth supervision, the highest level of control and supervisory activities. Generally,

supervision is carried out by superiors towards subordinates. The purpose of supervision is to improve the performance and quality of an organization. Supervision is used to provide support to educators so that they continue to improve their abilities by paying attention to advances in science in general and especially in the field of education, they can increase the effectiveness of implementing the learning process in the school environment (Purwanto, 2019).

The word "educational supervision" consists of two components, namely "supervision" and "education." In the educational context, this term refers to "academic supervision," a series of activities aimed at providing support to educators. in improving their skills in organizing the teaching-learning process to achieve learning goals. According to Purwanto(Purwanto, 2019)There are two forms of supervision that can be distinguished, namely general supervision and supervision that focuses oneducation. General supervision focuses on supervision and guidance in general work contexts outside the realm of education, such as office and financial administration, human resource management, projects, and so on. Meanwhile, academic supervision is a process of supervision and guidance provided by educational leaders to educators with the aim of improving the quality of learning in educational institutions.(Akhmad, 2022)

According to(Wahyudin, 2020)argue that educational supervision is often interpreted as an action to improve the quality of the learning process and achievement with the help of guidance from school supervisors who have professional expertise.According to(Aidin et al., 2023), Academic supervision refers to a series of actions aimed at providing support to educators in improving their skills in organizing the learning process with the intention of achieving learning goals.

According to toSuwarno(Suwarno, 2021)stated that educational supervision is "a day-to-day guidance of all education operations, coordination of the detailed work and cultivation of good working relationships among all the people involved in the teaching-learning process". Basically, educational supervision emphasizes guidance, direction and coordination of the learning and teaching processes carried out in the educational sphere. According to(Kompri, 2015)Educational supervision can be explained as efforts or actions carried out by educational leaders with the aim of improving the quality of education, especially in the context of improving teacher performance in implementing the learning process, so that the process can run with optimal efficiency and effectiveness.Academic supervision is an effort to provide support to teachers in improving their skills to achieve learning goals. Thus, the focus of academic supervision does not aim to assess teacher performance in managing the learning process, but rather to assist teachers in developing their professional abilities.

Educational supervision generally aims to achieve or improve the quality of better learning situations. In the supervision process, it is necessary to consider two aspects, namely 1) the implementation of the teaching and learning process and 2) the elementselementsupporter in the learning process(Kristiawan et al., 2019). From this explanation, it can be concluded that the main concern in educational supervision is improving learning. This means that educational supervision covers all aspects of the learning situation, which can be illustrated as follows(Nasution, 2021).

Figure 1. Educational Supervision Services

2. ScopeSupervision Education

Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter XIX article 66 concerning supervision. The Big Indonesian Dictionary (KBBI), explains the meaning of supervision is; 1. Monitoring and supervision, 2. Monitoring and regulating company/organization implementation policies.

Supervision is used to prevent or correct errors, deviations, non-conformities, or behavior that is not in accordance with predetermined duties and authority. The aim of supervision is to achieve optimal results in carrying out tasks with efficiency and effectiveness, exactly according to the plans that have been prepared. Law Number 19 of 2005 concerning National Education Standards, article 57 states that supervision, which includes managerial supervision and academic management supervision, must be carried out on a scheduled and ongoing basis by supervisors or supervisors at educational institutions and by heads of educational institutions.

According to Minister of National Education Regulation Number 41 of 2007 concerning Standard Content, in Rumawi V sub B it is stated: (1) Implementation of the learning process occurs through the stages of planning, implementation and assessment of learning outcomes., (2) supervision of learning is carried out through methods of providing examples, discussions, training , and consultation, (3) this supervision activity is carried out by the head and supervisor of the education unit. According to the Republic of Indonesia Minister of National Education Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards, in the School Principal Supervision Competency section it is stated that: (1) It is necessary to plan an academic supervision program as an effort to increase teacher professionalism, (2) it is necessary to carry out academic supervision of teachers by implementing an approach and appropriate supervision techniques, (3) it is necessary to follow up on the results of academic supervision of teachers with the aim of increasing teacher professionalism.

In the National Education Standards Law, it is stated that there are two types of supervision, namely managerial supervision and administrative supervision in an academic context, or what is known as academic supervision. One of the obligations of supervision, both managerial supervision and academic supervision, is explained in

the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies.

a. Managerial Supervision

Managerial supervision is a type of supervision related to managerial functions. In managerial supervision, managers in their role as superiors will supervise and provide guidance to their subordinates by utilizing management principles. Henry Fayol explained that management has 4 functions, namely according to Rahadiarta(2021), there are four basic functions in management:

1) Planning: Is the process of defining goals, setting strategies and designing action plans to manage various activities.
2) Organizing: Involves determining the tasks that must be completed, how to carry them out, and who is responsible for carrying them out.
3) Leadership (Leading): Related to activities of encouraging, leading, and carrying out other actions that involve involvement with other people.
4) Supervision (Controlling): Involves monitoring activities to ensure that everything goes according to plan.

Managerial supervision aims to achieve work targets which include 8 educational standards. According to Republic of Indonesia Government Regulation no. 19 of 2005 concerning National Education Standards, there are 8 National Education Standards (SNP) that must be met in the implementation of School Based Management (MBS). These standards involve content standards, process standards, graduate competency standards, education and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

b. Academic Supervision

According to the Big Indonesian Dictionary (KBBI), academy can be defined as 1) a higher education institution with a duration of around 3 years, which provides education to professional staff, 2) a group of individuals who are considered to be prominent and wise figures. According to Glen G. Eye and Lanore A. Netzer quoted by(Olorode & Adeyemo, 2012)states as follows: Academic supervision is the aspect of school administration focused primarily on formulating suitable and specific instructional standards for educational services. Translated as academic supervision, it is a phase in school administration that primarily focuses on developing appropriately selected instructional expectations for educational services. According to(Aidin et al., 2023) Essentially, academic supervision aims to guide teachers with the aim of improving the quality of the learning process.

Academic supervision is an activity related to all aspects of learning in educational institutions or organizations. This includes the teaching preparation stage, learning implementation, and also assessment and evaluation after the teaching process in class takes place. Academic supervision aims to improve the quality of learning through an approach that involves teaching methods and techniques, learning objectives, and overall evaluation of the learning process. According to the Minister of National Education Regulation Number 13 of 2007 concerning school principal standards, it is stated that one of the competencies that school principals must have is supervision competency. Activities covered by this competency include: a) Planning an academic supervision program; b) Carrying out academic supervision activities for educators; c) Take follow-up steps to the results of academic supervision. Bafadal, as quoted by Danuri(2020), states that the scope of educational supervision covers various aspects, including curriculum, student affairs, personnel, administration, finance, and facilities and infrastructure.

c. Function And The Role of Educational Supervision

The main function of educational supervision, as explained by Sahertian in 2010, includes eight important points. First, coordinating all efforts made in the school to create an effective learning environment. Second, strengthening leadership within the school environment, which is critical to ensuring the effectiveness of teaching and learning. Third, stimulate creative initiative, both from students and teachers, to support innovative learning. Fourth, provide adequate facilities and carry out ongoing assessments to monitor progress. Fifth, carry out an in-depth analysis of learning conditions to ensure that the methods and approaches used are the best. Sixth, provide the necessary knowledge and skills to all staff members, so that they can improve the quality of learning. Seventh, provides comprehensive insight in setting educational targets, which helps in long and short term planning. Lastly, improving the teaching skills of educators, which is the core of the learning process itself.

In their study, Aidin(2023)highlights four key aspects of educational supervision aimed at improving and enhancing quality. First, the research function, which involves efforts to find solutions to the challenges faced in education. Second, assessment, which is used to measure the progress that has been achieved. This includes methods such as examinations, setting standards, evaluating student progress, monitoring, and analyzing school evaluation results, all aimed at improving the quality of education. Third, the improvement function, which aims to motivate teachers individually and in groups to make improvements in the implementation of their duties. This is achieved through guidance that includes encouragement, encouragement, direction, and motivation to try new approaches as well as supporting the implementation of different teaching methods. Fourth, coaching, involves efforts to overcome the problems faced by providing guidance or training to teachers, teaching innovative methods in learning which can involve teaching demonstrations, workshops, seminars, observations, conferences and supervision visits.

In his book "Supervision of Instruction Foundation and Dimension", Sweringen in(Al Choir, 2023)put forward the concept of educational supervision which was then detailed by Sagala in 2010 into a series of important roles in education. First, supervision plays a crucial role in coordinating all activities in the school, ensuring that all operational aspects run harmoniously and efficiently. Second, there is increased leadership in schools, where supervision plays a role in developing and strengthening leadership capacity among teaching and administrative staff. Third, strengthening teacher experience, which includes their professional and personal development.

Furthermore, supervision also aims to stimulate creative initiatives in the learning process, encouraging innovation and new approaches in education. Fifth, there is the aspect of providing facilities and ongoing assessment, which includes providing adequate resources and continuous assessment to monitor and improve the quality of learning. Sixth, supervision analyzes learning conditions, identifying areas that require attention and improvement.

The supervision function also includes providing relevant knowledge to all staff members, ensuring that they have the latest information and skills to support the learning process. In addition, there is integration of educational goals, where supervision helps align educational goals with teaching strategies and practices in the school. Lastly, supervision plays an important role in supporting the improvement of teaching skills, providing guidance and resources for teachers' professional development. All of these roles emphasize the importance of supervision as a fundamental pillar in improving the quality of education.

In the concept of educational supervision, Briggs puts forward four types

of supervision that have a special role in improving the quality of the teaching and learning process. First, Corrective Supervision, where the main focus is on identifying and highlighting mistakes made by the individual being supervised. This approach is important to ensure that errors can be corrected and not repeated in the future. Second, Preventive Supervision, which aims to prevent mistakes by teachers. This is done through measures that can protect teachers from potential errors, thereby helping to maintain teaching quality standards. Third, Constructive Supervision, which is more oriented towards long-term improvement. This type of supervision not only identifies errors, but also seeks to build better solutions. This includes the exploration of new ideas that can improve the quality of learning. Lastly, Creative Supervision, which gives teachers a greater role in the improvement process. Here, teachers are expected to have initiative and active involvement in finding and implementing innovative solutions that can improve the learning process. Each type of supervision has an important role in developing the quality of education, with different but complementary approaches.

In this context, a supervisor has a role as a coordinator in a learning program, a consultant who provides support in overcoming problems, a leader in directing teachers, and an assessor in evaluating their performance. Kimball Wiles in(Sahertian, 2000)adding to the role of a supervisor is to provide assistance, provide support, and involve teachers, not just provide continuous direction. In general, the function and role of educational supervision is to provide guidance to teachers with the aim of achieving the expected targets in the learning process.

d. Characteristics and Objectives of Academic Supervision

1) Characteristics of educational supervision

Educational supervision encompasses various essential characteristics that are instrumental in aiding educators and educational institutions to achieve their objectives. Key among these characteristics is the necessity for clear goals. The supervision process requires well-defined and detailed objectives that align with the policies and targets of educational institutions, primarily focusing on enhancing the quality of education. Another critical aspect is collaboration, where supervision should involve cooperative interactions between the supervisor, often an administrator or senior educator, and the teachers or educators being supervised. This collaboration fosters positive relationships and mutual understanding, essential for effective supervision.

Moreover, educational supervision must be periodic, emphasizing its regular nature rather than being a sporadic activity. Regular supervision allows for continuous evaluation and the implementation of appropriate corrective measures. The supervision approach integrates both formative elements, which focus on development and improvement, and summative elements that concentrate on performance evaluation. Striking the right balance between these two is crucial for optimal outcomes. Observation plays a pivotal role in educational supervision, involving direct monitoring of teachers' actions and instructional practices, either on a scheduled basis or unannounced.

Constructive feedback is a vital component post-observation, where supervisors provide valuable input focusing on strengths and areas for improvement, tailored to support professional growth. Educational supervision also prioritizes professional development, encompassing additional training, support, or resources needed to augment educators' skills and knowledge. Involving related parties, such as parents, students, and

administrative staff, enhances the comprehensive understanding of educational needs and challenges. Transparency is paramount in educational supervision, with clear communication of objectives, processes, and results to all stakeholders.

Lastly, the outcomes of educational supervision are utilized for the evaluation and improvement of educational institutions at large. This encompasses the development of policies, programs, and procedures that foster educational advancement. With these characteristics in place, educational supervision becomes an effective tool in elevating the quality of education and fostering the professional development of educators

2) Objectives of Educational Supervision

The aim of educational supervision, as highlighted by Suardipa (2020), centers on improving the quality of learning and teaching environments. This focus aligns with the overarching goal of education: to foster the optimal development of each child's personal potential. Supervision in this context serves a dual role, encompassing both monitoring and evaluation. This dual approach provides critical information that aids in informed decision-making, enhances performance, and ensures the achievement of planned educational outcomes.

Within the framework of educational supervision, the objectives of evaluation are diverse and comprehensive. They include:

1. Assessing the Program's Societal Impact: This involves evaluating how educational programs affect and contribute to the community, highlighting their role in societal development.
2. Checking Alignment Between Planning and Implementation: A crucial aspect is to examine the congruence between how a program was planned and how it is being implemented, identifying areas of success and those needing improvement.
3. Ensuring Adherence to Standards in Program Implementation: This goal involves verifying that educational programs meet set implementation standards, a key to maintaining quality and consistency.
4. Analyzing the Efficacy of Programs: This includes scrutinizing both the programs that have been implemented and those that have not, to understand their effectiveness or the reasons for non-implementation.
5. Enhancing Staff Competencies: A pivotal objective is to improve the skills and knowledge of program staff, crucial for effective educational delivery.
6. Adapting Programs to Regulatory Standards: Ensuring that educational programs comply with current regulations and standards is essential for maintaining legal and educational integrity.

The role of a supervisor in this setting is to support teachers in identifying and addressing the challenges they face in their professional journey. The ultimate goal of educational supervision is to nurture teachers' independence and self-management capabilities. In addition to teachers, the principal or lead educator also plays a critical role in supervision. This role involves providing guidance, support, and assessment in the context of enhancing learning programs and activities. The focus of this responsibility is not just limited to curriculum planning, but also extends to its implementation and evaluation, thereby improving the overall quality of the teaching process.

3) Principles of Academic Supervision

In the realm of educational supervision, particularly for a school principal acting as a supervisor, the execution of duties is guided by several foundational principles, ensuring the process is both effective and smooth. Firstly, supervision adheres to scientific principles, where objective data collected during the learning phase through tools like questionnaires, observations, and interviews

form the basis of the supervisory approach. This data collection is structured and systematic, ensuring a comprehensive and accurate assessment of the educational environment.

Additionally, democratic principles play a crucial role. These principles emphasize creating warm, humane relationships where teachers feel valued and respected as peers. This approach fosters a non-hierarchical, collaborative atmosphere, crucial for open communication and mutual respect. The principle of cooperation further underscores the importance of shared ideas and experiences between teachers and supervisors, fostering a collaborative spirit that aids in collective development and problem-solving.

Constructive and creative principles, as described by Sahertian (2000), focus on creating a positive environment that encourages teachers through support and constructive feedback, steering clear of intimidating methods. This nurturing atmosphere is vital for fostering creativity and professional growth among teachers.

Complementing these, Qurtubi (2019) highlights that supervision should be seen as a supportive endeavor, aimed at providing direction to teachers and staff, focusing on problem-solving without assigning blame. The approach should be direct, encouraging individuals to actively seek solutions to their challenges. Feedback and suggestions ought to be timely, with an emphasis on fostering an atmosphere of open communication and partnership. This is further reinforced by the practice of scheduling regular supervision activities, such as quarterly sessions, to maintain consistency and focus.

Finally, the practice of making concise notes during supervision sessions is emphasized. These notes are vital for ensuring that key information and observations are recorded, serving as a valuable resource for future reference and reporting. Altogether, these principles form the backbone of effective educational supervision, contributing to the enhancement of teaching quality and the overall educational experience.

4) Academic Supervision Steps

Planning is an action or step that is carried out in a structured manner to prepare activities aimed at achieving certain goals. According to Lestari(2022)Planning is a method that ensures the smooth implementation of an action by containing anticipatory steps to reduce gaps, so that the identified goals can be achieved. Educational supervision programs serve as guidance for activities and as a means of assessing professional development. With an effective program, teachers and supervisors can identify problems in learning, find solutions, and regularly assess actions or steps taken.(Sewang & Mustafa, 2020).

Planning is the initial stage in preparing a supervision program, and in its implementation, it must comply with the principles of preparing a supervision program. In the Ministry of Education and Culture (2017: 32) the principles for preparing supervisory programs are abbreviated as SMATER, which can be explained as follows.

1. **Specific and motivated**(Specific and Motivated), meaning that the program prepared in preparing the supervision program must be clear, focused, and able to motivate those involved in its implementation.

2. **Measurable**(Measurable), This means that the progress of the selected programs and activities can be measured. Indicators of program success should be quantitative or observable.

3. **Achievable**(Achievable), meaning that the programs and activities chosen are in accordance with the needs and situation of the school so that they can be achieved.

4. **Realistic**(Realistic), meaning that the programs and activities chosen are something that can be realized and achieve results in accordance with the needs and situation in the school.

5. **Time Bound**(Time limited), meaning that each step in the program has a clear deadline and is in accordance with the targets that have been set.
6. **Evaluated**(Evaluated), this means that the selected programs and activities can be assessed objectively.
7. **Reviewed**(Reviewed), this means that the selected programs and activities will be rearranged and adapted to the needs and situation in the school environment.

Educational supervision programs, as detailed by Daryanto and Rachmawati (2015), are intricately designed to enhance the professionalism of educators. The core of these programs lies in the meticulous planning of supervision, beginning with the identification of problem areas. This initial phase involves a thorough analysis of the strengths, weaknesses, opportunities, and threats present in the learning activities conducted by educators. The goal is to ensure that supervision is not only effective but also well-directed towards areas that require the most attention.

In the planning phase of educational supervision, data collection is a critical step. This involves gathering information from various sources such as classroom observations, individual meetings with educators, and staff meetings. Once the data is collected, it undergoes a process of refinement and improvement, ensuring that the information is accurate and relevant to the identified problem areas.

The collected data is then organized and grouped based on specific problem units. This categorization helps in pinpointing the exact areas that need improvement or intervention. After grouping, a thorough analysis is conducted, leading to conclusions based on the facts related to the problems at hand. This analytical process is crucial in understanding the underlying issues and devising effective strategies for addressing them.

The next step involves determining the appropriate methods to enhance and improve the professionalism of educators. This might include introducing new teaching techniques, providing professional development opportunities, or implementing changes in the curriculum.

Awaluddin Sitorus and Kholipah (2018) further elaborate on the steps involved in carrying out educational supervision. The process begins with an initial meeting, which serves two main purposes. Firstly, it aims to build a strong relationship between the teacher and supervisor, establishing a foundation for effective communication throughout the supervision activities. Secondly, it involves reaching an agreement between teachers and supervisors on the specific aspects of learning that will be targeted for improvement.

Joint planning between teachers and supervisors is a critical step, encompassing the stages of planning, implementation, and observation. This collaborative approach ensures that both parties are actively involved and committed to the supervision process.

The actual supervision involves careful observation of the teacher during the learning process, utilizing various observation instruments to gather detailed insights. Following the observation, a data analysis process takes place. This includes discussions between the supervisor and the teacher regarding the implementation of the learning process in the classroom. These discussions are vital as they provide a platform for reflective thinking and problem-solving.

Finally, providing objective and immediate feedback on the activities that

have been carried out is an essential component of educational supervision. This feedback is crucial for teachers to understand their performance and areas for improvement, fostering a continuous cycle of professional development and growth in the educational environment.

CONCLUSION

Academic supervision has a central role in improving the quality of education by helping teachers improve performance, maintaining curriculum consistency, increasing student motivation, encouraging innovation, and increasing accountability. The importance of developing and implementing effective academic supervision is the key to achieving better educational goals. Supervision is carried out to prevent or correct errors, deviations and non-compliance with assigned duties and authority. The essence of academic supervision is to support teachers in developing their professional skills, not just assessing teacher performance in managing teaching and learning activities.

The supervisor's role in supervision is to provide support to teachers in overcoming their problems, with the aim of enabling teachers to direct themselves. Supervision programs help identify problems in learning, offer solutions, and systematically monitor positive changes over time. Supervision program planning supports increasing the professionalism of supervised individuals by focusing on identifying problems through analyzing strengths, weaknesses, opportunities and threats in learning.

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