

Analysis of the Role of Educational Supervision in Enhancing Teacher Professionalism

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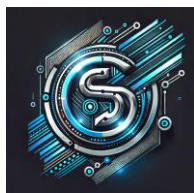
Abstract: This study aims to analyze the role of educational supervision in enhancing teacher professionalism at SMK Karmel Tangerang Banten. The approach used in this research is qualitative, with data collection techniques through interviews, observations, and documentation studies. The results of the study show that educational supervision at SMK Karmel has a significant impact on improving teachers' pedagogical, social, and personality competencies. Through supervision carried out by the principal and supervisors, teachers receive constructive feedback that allows them to develop teaching skills, improve communication and collaboration with colleagues, and foster professional attitudes in carrying out their duties. Additionally, supervision based on teacher development and empowerment also plays a crucial role in enhancing teachers' motivation and confidence. However, the study also identifies some challenges in the implementation of supervision, such as limited time and teachers' discomfort with evaluative approaches that focus too much on weaknesses. Overall, educational supervision conducted with a collaborative and supportive approach plays an important role in improving teacher professionalism at SMK Karmel. This study contributes to the development of supervision policies in vocational high schools to enhance the quality of education.

Keywords: Educational Supervision, Teacher Professionalism, Competency Development, Personality Development.

INTRODUCTION

Education is one of the most vital sectors in shaping the quality of human resources (HR) in a country. Teachers, as the main element in the education system, play a very important role in improving the quality of education itself. The quality of a teacher is not only measured by the extent of their knowledge but also by their ability to manage learning, adapt to changes, and create a conducive learning environment. Therefore, efforts to enhance teacher professionalism are a crucial aspect in improving the quality of education in Indonesia, including at the Vocational High School (SMK) level. In this context, educational supervision plays a significant role in helping teachers grow and reach their full potential.

Educational supervision is a process of oversight conducted by competent individuals to provide guidance and direction to teachers in performing their duties. The main goal of educational



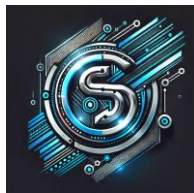
supervision is to improve the quality of learning, enhance teaching skills, and identify and address problems faced by teachers in the learning process. Educational supervision can involve direct mentoring, providing feedback, as well as training and development activities aimed at improving teaching quality (Sagala, 2013; Puspitawati, 2019). Supervision conducted in a planned and directed manner can have a positive impact on teacher professionalism because it helps them improve teaching methods and enrich their educational knowledge.

As time progresses and challenges in the education sector evolve, teacher professionalism is receiving more attention. Teacher professionalism refers to how well teachers are able to perform their duties and responsibilities according to established standards. This professionalism encompasses not only academic aspects but also ethics, interpersonal skills, and commitment to student development (Uzer Usman, 2008). Therefore, teacher professionalism requires ongoing efforts to enhance it, and one effective way to achieve this is through educational supervision.

In the context of SMK which has characteristics different from general high schools, the role of teachers is not only limited to transferring knowledge but also involves mastering practical skills relevant to the industrial world. Therefore, improving the quality of SMK teachers is crucial to ensure they can prepare graduates who are ready to enter the workforce with the necessary skills. At SMK Karmel Tangerang Banten, an educational institution focused on developing technical and vocational skills, educational supervision is an essential instrument in enhancing teacher professionalism.

SMK Karmel Tangerang Banten is one of the vocational educational institutions with a high commitment to improving vocational education quality in Indonesia. This school offers various vocational programs aimed at preparing students to compete in the workforce. In this context, teachers at SMK Karmel are not only required to master theories and concepts but also to have practical skills that can be applied in the industrial world. Therefore, the role of educational supervision at this school becomes very important to ensure that teachers possess the competencies required by the demands of the times (Arifin, 2017).

Educational supervision at SMK Karmel Tangerang Banten is not only conducted to ensure smooth learning processes but also to support teachers in enhancing their professional abilities. In this regard, supervision is expected to provide constructive feedback on the teaching methods used, evaluate teachers' classroom management abilities, and develop technical skills relevant to the



subjects taught. Well-conducted supervision can encourage teachers to continue developing, both in terms of knowledge and skills, so they can provide better-quality teaching to students (Mulyasa, 2013).

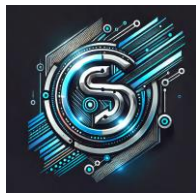
Effective educational supervision at SMK Karmel Tangerang Banten is carried out through various activities involving direct observation of the learning process, discussions between supervisors and teachers, as well as training and workshops aimed at enhancing teachers' competencies. One commonly used method is clinical supervision, where a supervisor directly observes the learning process conducted by teachers in the classroom, provides direct feedback, and helps teachers find solutions to problems they face in managing the classroom (Sagala, 2013).

In addition to clinical supervision, collegial-based supervision is also frequently used at SMK Karmel Tangerang Banten. In this method, teachers collaborate with their colleagues to provide feedback and share experiences in improving teaching quality. This collegial-based supervision model is very important because it can create a collaborative working atmosphere, where teachers support each other in their professional development (Sari & Widiastuti, 2018).

The impact of well-conducted supervision is significant for teacher professionalism. With structured and directed supervision, teachers can improve their teaching techniques, enhance their understanding of the material being taught, and motivate themselves to innovate further in their teaching practices. This, in turn, will positively impact the quality of learning that students receive and their ability to master the skills taught at school. Therefore, effective educational supervision at SMK Karmel Tangerang Banten is expected to foster higher teacher professionalism, which will ultimately contribute to the improvement of education quality at the school.

METHODS

This study employs a qualitative approach aimed at exploring and deeply understanding the role of educational supervision in enhancing teacher professionalism at SMK Karmel Tangerang Banten. The qualitative approach was chosen because it aligns with the characteristics of research that seeks to uncover understanding, meaning, and the subjective experiences of teachers and other parties involved in the supervision process. Qualitative research enables researchers to reveal more complex phenomena and provide deeper insights into the practice of educational supervision at SMK Karmel in improving teacher professionalism (Creswell, 2012).



Research Type

This research is a qualitative descriptive study, where the researcher describes and analyzes the role of educational supervision in the context of teacher professionalism development. Qualitative descriptive research aims to provide a clear depiction of the phenomenon being studied without testing hypotheses or relationships between variables quantitatively. This research will delve into information about the educational supervision practices implemented at SMK Karmel, teachers' perceptions of such supervision, and its impact on improving teachers' competence and professionalism. This study is consistent with the goal of qualitative descriptive research, which can reveal realities occurring in the field (Moleong, 2018).

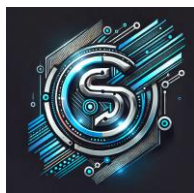
Research Subjects

The subjects of this research consist of several key elements at SMK Karmel Tangerang Banten, including the principal, supervisors (both internal and external), and several teachers directly involved in supervision activities. The principal and supervisors will provide perspectives on the implementation of educational supervision, its objectives, and the strategies applied to enhance teacher professionalism. Meanwhile, teachers as the primary implementers of the learning process will share their views regarding their experiences and the benefits of supervision in improving their teaching competencies. The selection of these subjects is in line with the theory proposed by Sugiyono (2017), which states that in qualitative research, the selection of subjects is based on individuals who can provide relevant information about the research topic.

Data Collection Techniques

The data collection techniques used in this study are in-depth interviews, observation, and document analysis. In-depth interviews will be conducted with the principal, supervisors, and several teachers to obtain more profound information about the practice of educational supervision and its impact on teacher professionalism. These interviews are semi-structured, where the researcher has a set of main questions but allows space for the development of answers based on the subjects' experiences. This semi-structured interview approach enables the researcher to gather richer and more meaningful data (Kvale & Brinkmann, 2009).

Observation will be conducted to directly observe the implementation of educational supervision at SMK Karmel. The researcher will observe supervision activities in classrooms, meetings between supervisors and teachers, and interactions between teachers and students during



the learning process. Through observation, the researcher can understand how supervision is practically carried out and how significantly it influences teacher professionalism. This observation serves to obtain more objective and reliable data related to the implementation of educational supervision (Creswell, 2012).

Document analysis will also be conducted to obtain additional data related to the policies and procedures of supervision applied at SMK Karmel. Documents collected include reports on supervision activities, evaluation records, and reports on teacher development. These documents will provide further insights into the implementation of supervision and the evaluation results of teacher performance. Document analysis also assists in verifying data obtained through interviews and observations (Arikunto, 2010).

Data Analysis Techniques

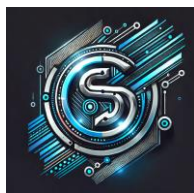
Data obtained from interviews, observations, and document analysis will be analyzed using qualitative data analysis techniques proposed by Miles, Huberman, and Saldaña (2014). These techniques include three main steps: data reduction, data display, and conclusion drawing. Data reduction is carried out by grouping relevant information and eliminating irrelevant information. Subsequently, data display is performed by summarizing the results of interviews, observations, and documentation in an easily understandable narrative form. Finally, conclusions are drawn to identify key findings related to the role of educational supervision in improving teacher professionalism.

Data Validity

To ensure data validity, this study will employ triangulation techniques, which combine various data sources (interviews, observations, and documentation) to gain a more comprehensive and objective understanding of the role of educational supervision. Triangulation allows the researcher to test the consistency of data obtained from various sources, ensuring that the research findings are more reliable (Denzin, 1978).

RESULTS AND DISCUSSION

This study aims to analyze the role of educational supervision in improving teacher professionalism at SMK Karmel Tangerang Banten. Based on interviews, observations, and documentation studies, it was found that educational supervision significantly impacts the development of teacher professionalism, particularly in terms of pedagogical, social, and personal



competencies. This discussion will elaborate on several key findings related to the role of educational supervision in enhancing the quality and professionalism of teachers at SMK Karmel.

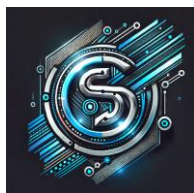
The Role of Supervision in Developing Teachers' Pedagogical Competence

One of the main findings of this study is that educational supervision at SMK Karmel Tangerang Banten plays a significant role in developing teachers' pedagogical competence. Pedagogical competence refers to teachers' ability to design and deliver effective learning, including selecting appropriate methods, media, and strategies that align with students' characteristics. At SMK Karmel, supervision conducted by the principal and supervisors is not limited to evaluating student learning outcomes but also includes direct observation of the teaching processes performed by teachers in the classroom. This supervision focuses on providing constructive feedback, allowing teachers to reflect on their teaching practices and improve the quality of instruction.

According to Syamsudin (2018), educational supervision aims to assist teachers in improving the quality of teaching and learning. Through structured classroom observations, supervisors can identify strengths and weaknesses in teachers' teaching practices (Syamsudin, 2018). This enables teachers to receive useful input for improvement, both in terms of teaching techniques and ways of interacting with students. The feedback provided by supervisors, in the form of recommendations and suggestions for improvement, helps teachers address specific aspects of their teaching, such as classroom management, the use of learning media, and the selection of more effective strategies.

At SMK Karmel supervision is carried out periodically and continuously, enabling teachers to consistently develop their pedagogical competence. With regular supervision, teachers have the opportunity to monitor their progress in teaching and refine any shortcomings in their skills. This is particularly important given the challenges faced by SMK teachers, who often need to teach vocational materials requiring practical skills and high technological proficiency. Supervision focusing on the technical aspects of teaching, including the use of technology in learning, provides teachers with new insights into delivering material in more interactive and engaging ways for students.

As explained by Kemp (2019) good educational supervision not only involves observing the teaching process but also creates opportunities for teachers to collaborate and discuss best practices



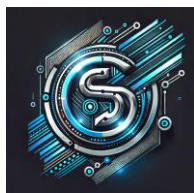
in teaching (Kemp, 2019). At SMK Karmel, supervisors frequently hold discussion sessions or group meetings where teachers can share experiences and strategies for overcoming classroom teaching challenges. These discussions give teachers the opportunity to learn from one another and identify solutions to the problems they face. Thus, supervision not only helps teachers improve their individual teaching skills but also fosters a more collaborative and supportive learning environment.

Direct observation of teaching and learning activities provides supervisors with an opportunity to assess the extent to which teachers master the subject matter and deliver it clearly and systematically. As stated by Binesh (2017), one of the main functions of supervision is to ensure that teachers have adequate mastery of the material and can deliver knowledge in a way that students can understand (Binesh, 2017). By involving direct evaluations, supervisors can provide more precise suggestions or recommendations to help teachers improve their teaching methods and enhance students' understanding of the material being taught.

The educational supervision implemented at SMK Karmel Tangerang Banten plays a crucial role in enhancing teachers' pedagogical competence. Through structured classroom observations, constructive feedback, and opportunities for discussion and sharing experiences, supervision helps teachers improve their skills in delivering material effectively, managing classrooms, and utilizing various methods and technologies in teaching. This undoubtedly contributes to creating more effective learning experiences for students and improving the quality of education at SMK Karmel.

Enhancing Teachers' Social Competence through Supervision

In addition to focusing on the improvement of pedagogical competence, educational supervision also plays a vital role in the development of teachers' social competence. This social competence encompasses teachers' abilities to interact and collaborate with colleagues, students, and other stakeholders in the educational field. In the context of SMK Karmel, educational supervision conducted with a collaborative approach has proven to enhance teachers' social skills, particularly in communication, teamwork, and interpersonal relationship management. Through supervision based on cooperation between supervisors and teachers, an atmosphere conducive to the improvement of social skills is created, which is essential for supporting teachers' professionalism in working within educational environments.

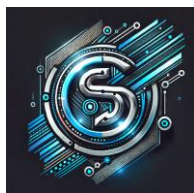


According to Kemp (2019) effective supervision not only aims to improve pedagogical competence but also strengthens social relationships within the educational community (Kemp, 2019). This is achieved through open communication and collaboration between teachers and supervisors, fostering mutual understanding and support. In the supervision process, discussions about challenges encountered in teaching not only enrich teachers' insights and knowledge but also provide opportunities for them to learn from the experiences of their peers. Such collective learning strengthens teachers' social skills, such as active listening, providing constructive feedback, and appreciating others' perspectives and experiences.

At SMK Karmel educational supervision is carried out with a more inclusive approach, where teachers are not merely evaluated but also given the opportunity to share their thoughts and experiences. This approach enables teachers to feel valued and supported in their professional development process. During supervision sessions that involve discussion and reflection, teachers can exchange ideas on more effective ways to address various teaching challenges, as well as share strategies for classroom management and improving interactions with students. This discussion space allows teachers to develop not only their pedagogical skills but also their social skills in collaborating and communicating with colleagues.

According to Supardi (2018) one of the main objectives of supervision is to create better relationships among teachers and colleagues, thereby strengthening cooperation within teaching teams (Supardi, 2018). At SMK Karmel, routine supervision conducted with a collaborative approach has fostered the formation of solid teaching teams, where teachers support each other in carrying out their duties. This also creates a more harmonious working atmosphere, enabling teachers to collaborate on designing learning materials, selecting appropriate methods, and overcoming challenges that arise during the learning process. Thus, teachers' social competence, including teamwork, effective communication, and building positive relationships with students, can optimally develop through supervision conducted with a collaborative approach.

Collaborative supervision also raises teachers' awareness of the importance of interpersonal skills in managing classrooms and building good relationships with students. Teachers who can effectively communicate with students and colleagues and work well in teams are more capable of creating a positive and productive learning environment. Thus, educational supervision not only



functions as a tool for improving teaching skills but also as a means to strengthen teachers' social competence, ultimately contributing to their professionalism in school environments.

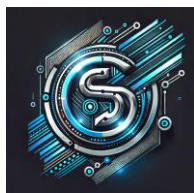
Educational supervision carried out with a collaborative approach at SMK Karmel has proven to enhance teachers' social competence, particularly in communication and teamwork with colleagues. This approach helps teachers develop social skills that support their professionalism, enabling them to work more effectively in teams and build good relationships with students. By strengthening social competence through supervision, teachers become more skilled in managing classrooms, building positive relationships with students, and collaborating to achieve better educational outcomes.

The Influence of Supervision on Teachers' Personality Development

In addition to pedagogical and social competence, educational supervision significantly impacts teachers' personality development. A key finding from this study indicates that educational supervision conducted with a humanistic and supportive approach positively influences teachers' attitudes and motivation in performing their duties. A supervisory approach that focuses on teachers' emotional and psychological needs can enhance their self-confidence, job satisfaction, and enthusiasm for teaching. As Imron (2016) explains, supervision that involves attention to teachers' personal development improves their professional quality of life, both in the context of teaching and social interactions within the school environment.

Supervision that involves listening to teachers' complaints and challenges in their work plays a critical role in shaping teachers' positive attitudes toward their profession. In this regard, supervisors who are sensitive to teachers' personal needs can provide the necessary support, making teachers feel valued and supported in their development. This directly impacts teachers' self-confidence, which in turn increases their motivation to continuously grow and improve the quality of their teaching. This boost in self-confidence also enables teachers to be more open to constructive criticism and suggestions, ultimately contributing to their professionalism (Imron, 2016).

This supportive supervisory approach not only focuses on the technical aspects of teaching but also pays greater attention to teachers' emotional and psychological well-being. Binesh (2017) asserts that effective supervision must involve attention to teachers' personality aspects, which can influence their performance and professionalism. At SMK Karmel, such a supervisory approach



has proven helpful in assisting teachers in overcoming the challenges and stresses they face in their teaching roles. Supervision conducted with a supportive approach provides teachers with the space to discuss their feelings and personal challenges, helping them find appropriate solutions.

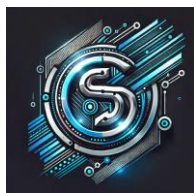
Teachers' personality development through educational supervision emphasizes achieving a balance between their professional and personal aspects. In practice, supervision that pays attention to teachers' personal growth creates a more positive work climate. Teachers feel appreciated and recognized as individuals, not just as educators responsible for the teaching process. Attention to teachers' emotional well-being reduces the stress they often experience, which can be a barrier to their professional development (Binesh, 2017).

Supervision that prioritizes a humanistic approach facilitates closer relationships between supervisors and teachers. This positive relationship forms the foundation for mutual trust, which accelerates teachers' professional development. When teachers feel emotionally supported, they tend to be more open to new ideas and more motivated to make improvements in their teaching. Therefore, supervision that considers teachers' personalities can serve as a driving force for their self-development, directly impacting the quality of teaching they provide to students.

At SMK Karmel this supervisory approach that allows space for teachers' personal development has yielded positive results. Teachers who receive greater attention to their personal growth feel more motivated and confident in performing their teaching duties. Thus, supervision that emphasizes personality aspects not only impacts the improvement of teaching quality but also contributes to the psychological well-being of teachers, ultimately supporting their professionalism.

Educational supervision that emphasizes teachers' personality aspects has a highly positive impact on their professional development. A humanistic supervisory approach that listens to and provides space for teachers to address their personal challenges enhances their self-confidence, job satisfaction, and motivation in performing their duties. Therefore, supervision that considers teachers' emotional and psychological well-being plays a crucial role in their personality development, ultimately contributing to improving teaching quality and professionalism at SMK Karmel

Challenges in Implementing Educational Supervision at SMK Karmel



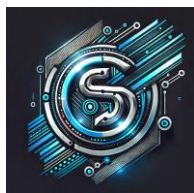
Despite the positive impact of educational supervision at SMK Karmel on enhancing teacher professionalism, several challenges are encountered during its implementation. One of the main challenges identified in this study is the limited time available to conduct supervision optimally. Teachers and supervisors often have busy schedules, making it difficult to carry out intensive and continuous supervision. This finding aligns with Nurkhin (2020), who noted that limited time is a significant obstacle to effective supervision.

This time constraint poses a serious barrier to ensuring that supervision is conducted with consistent quality. Ideal supervision requires sufficient time to observe the teaching process, provide constructive feedback, and engage in in-depth discussions on improving teaching practices. However, due to the packed schedules of teachers and supervisors, this ideal scenario often cannot be realized. Limited time results in a more sporadic and less comprehensive supervision process, thereby reducing its effectiveness. Consequently, better time management and structured supervision planning are critical to overcoming this issue (Nurkhin, 2020).

Some teachers at SMK Karmel feel uncomfortable with a supervision process that is overly evaluative or excessively focused on teaching weaknesses. An approach overly centered on assessment can create awkwardness and tension between teachers and supervisors. Some teachers may feel pressured or concerned about evaluations that could affect their careers, which in turn might reduce their confidence in teaching. This aligns with the findings of Harris and Jones (2016), who emphasized the importance of a supervision approach that focuses on coaching and empowerment rather than mere evaluation.

A more coaching-oriented supervision approach can foster a more positive atmosphere and support teacher development. When supervisors focus on building good relationships with teachers and providing constructive support, teachers may feel more comfortable receiving feedback and criticism. As a result, they can become more open to improving and developing their teaching skills. Conversely, if supervision is overly evaluative without considering the coaching aspect, it can lower teachers' motivation to continue developing (Harris & Jones, 2016).

Another challenge faced in implementing educational supervision at SMK Karmel is the lack of adequate supervisory skills among supervisors. Although supervisors may possess sufficient knowledge and experience in education, not all have the necessary skills for effective supervision. Successful supervision requires good communication skills, sensitivity to teachers' needs, and the



ability to provide constructive and encouraging feedback. A lack of these skills can hinder the effectiveness of supervision, limiting its potential to enhance teacher professionalism optimally.

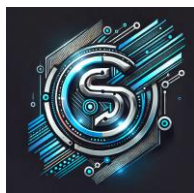
To address this challenge, specific training on effective supervisory skills is necessary for supervisors. This training could include ways to provide constructive feedback, build good communication with teachers, and understand various supervisory approaches that can be tailored to each teacher's needs. With improved supervisory skills, supervisors will be better equipped to create a supportive environment for teachers to grow professionally.

Another challenge is the lack of adequate support from school management to optimize supervision. Educational supervision requires commitment and support from school management, including time allocation, resources, and facilities. Without sufficient attention from school management to the importance of educational supervision, its implementation may not be optimal, even with the best efforts of teachers and supervisors. Therefore, it is crucial for school management to recognize the importance of supervision in enhancing teacher professionalism and provide the necessary support to ensure it is conducted effectively.

While educational supervision at SMK Karmel positively impacts enhancing teacher professionalism, challenges such as time constraints, unsupportive evaluative approaches, inadequate supervisory skills, and lack of school management support need to be addressed. By identifying and addressing these challenges, educational supervision at SMK Karmel can become more effective in improving teaching quality and teacher professionalism.

CONCLUSION

The findings of this study demonstrate that educational supervision plays a critical role in improving teacher professionalism at SMK Karmel Tangerang Banten. Through structured and continuous supervision, teachers have opportunities to enhance their pedagogical competence. This is reflected in improved abilities to deliver material, use more varied teaching methods, and utilize technology in the learning process. Moreover, supervision also supports the development of teachers' social skills, such as communication and collaboration with colleagues, which are crucial for fostering a positive and productive work environment. supervision supports teachers' personal development. A supportive and humanistic supervisory approach that considers teachers' psychological and emotional aspects can increase their motivation and confidence in performing their duties. This indicates that supervision not only focuses on technical teaching aspects but also



addresses teachers' personal and emotional needs, which influence their performance quality. this study also identifies several challenges in implementing educational supervision at SMK Karmel, such as time constraints and discomfort among teachers, especially if supervision overly emphasizes evaluative aspects. A more collaborative and coaching-oriented approach is needed to ensure teachers feel supported in their development process. Thus, effective educational supervision can positively impact teacher professionalism. Optimizing time utilization and enhancing supervisory skills among supervisors are necessary to ensure supervision is effectively implemented and maximally impacts teacher professionalism at SMK Karmel.

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