

Improving the Quality of Learning through Educational Supervision Projects and Tools

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ABSTRACT

The quality of learning is a fundamental component in achieving educational goals. To enhance this quality, the implementation of project-based learning and the optimization of educational supervision tools emerge as complementary strategies. This article explores the integration between project-based learning, which fosters active student engagement, and structured supervision tools used by educators and school supervisors. The method employed in this study is a literature review and descriptive analysis of educational supervision practices and project-based instruction in schools. The findings indicate that the synergy between well-executed projects and effective supervision improves student motivation, creativity, and teacher professionalism. Therefore, improving learning quality can be holistically achieved through the integration of active learning strategies and continuous educational supervision.

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1. INTRODUCTION

Education has a fairly broad meaning, depending on which perspective we assess education from. On the other hand, education has a meaning as an effort to educate the nation. In addition, education also aims to improve the quality of society in Indonesia. It is noted in Law No. 20 Article 3 (2003) concerning education which is interpreted as improving and developing the skills possessed by students. The improvements that occur can be in the form of increasing knowledge, honing skills, being equipped with noble attitudes and morals, being able to think critically, and so on (Anggraini & Wulandari, 2020).

Improving the quality of learning is one of the main focuses in developing an education system that is responsive to the demands of the times. In facing the dynamics of the 21st century which is marked by technological advances, social complexity, and the need for critical and collaborative thinking skills, a learning strategy is needed that is not only oriented towards cognitive achievement, but also on developing the character and real competencies of students. In this context, Project-Based Learning (PjBL) or project-based learning emerges as a relevant and effective approach.

Educational supervision plays an important role in assisting and coaching educators to be able to implement effective learning approaches, including PjBL. Good supervision not only functions as a supervision tool, but also as a means of improving teacher professionalism through reflection, feedback, and strengthening teaching practices. Therefore, the integration of the PjBL approach with educational supervision tools is believed to be a potential strategy to improve the quality of the learning process and outcomes. The purpose of educational supervision is to improve the quality of learning through supervision, monitoring, and development. Because digital technology can improve the learning process, educational supervision is very important in the digital era. However, to ensure that learning takes place smoothly and effectively, the use of digital technology in the classroom also requires increasingly strict supervision and monitoring (Saleh, 2020).

Improving the quality and relevance of education is the most important challenge in educational development. Centralization in the management or administration of education has resulted in the underdevelopment of regional capabilities to regulate and manage various regional educational affairs. One of the most important facilities in education is schools. Teachers as teaching staff are a component of human resources that must be continuously fostered and developed. The potential of teacher resources must continue to develop in order to carry out their functions professionally. Therefore, educational supervision is needed to supervise and improve the teaching and learning process carried out by teachers (Asrowi, 2021).

Project-Based Learning emphasizes the active involvement of students in designing and completing real projects related to everyday life or the context of the world of work. Through this approach, students are trained to explore information, think critically, solve problems, work in teams, and present their work. This process not only improves conceptual understanding but also forms an independent and responsible attitude. However, the success of the implementation of PjBL is highly dependent on the quality of planning, implementation, and evaluation carried out by educators, which in practice requires the support of an appropriate educational supervision system.

This article is compiled using a descriptive qualitative approach through a literature study method, which aims to examine in depth the concept and implementation of project-based learning and the application of educational supervision tools in order to improve the quality of the learning process. The analysis process is carried out through the stages of reading,

reviewing, and classifying information based on three main focuses, namely: (1) basic concepts and characteristics of project-based learning, (2) principles and instruments of educational supervision, and (3) integration of both as a strategy to improve the quality of learning. The findings of this study are expected to provide conceptual contributions for educators, educational supervisors, and policy makers in designing and implementing more innovative, collaborative learning strategies that are oriented towards improving student learning outcomes. This article adopts a qualitative descriptive approach using the literature review method. This approach was chosen to explore in depth the concepts and practices of project-based learning, as well as the application of educational supervision tools in the context of improving the quality of instruction. The data used in this article were obtained from various literature sources such as textbooks, national and international scholarly journals, academic articles, educational regulations, and other relevant documents that discuss related topics. Sources were selected purposively, considering the relevance, currency, and credibility of their content.

The analysis process involved reading, understanding, and classifying information based on the main themes, namely: (1) the concept of project-based learning, (2) the principles and tools of educational supervision, and (3) the integration of both in improving instructional quality. Information from various sources was then critically synthesized to generate a comprehensive and applicable conceptual framework. Using this method, the article is expected to contribute valuable insights—both theoretical and practical—for the development of instructional and supervisory strategies in schools.

2. METHODOLOGY

This article adopts a qualitative descriptive approach using the literature review method. This approach was chosen to explore in depth the concepts and practices of project-based learning, as well as the application of educational supervision tools in the context of improving the quality of instruction. The data used in this article were obtained from various literature sources such as textbooks, national and international scholarly journals, academic articles, educational regulations, and other relevant documents that discuss related topics. Sources were selected purposively, considering the relevance, currency, and credibility of their content.

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3. RESULTS AND DISCUSSION

The results of studies from various literature sources show that the implementation of project-based learning (PjBL) consistently provides positive contributions to improving the quality of learning at various levels of education. On the other hand, educational supervision has also proven to be an important component in supporting the successful implementation of innovative learning such as PjBL. The integration between project-based learning and educational supervision tools creates a mutually reinforcing synergy. Based on the

methodology used, the findings in this study have been grouped into several main themes that reflect the focus and tendencies of related research results:

3.1. Project-Based Learning (PjBL) Concept

Project-based learning (PjBL) is a learning approach that encourages students to be more active in the learning process, because they are directly involved in planning, implementing, and completing a project related to real problems in their environment. This model emphasizes active student involvement through structured and contextual project completion. PjBL not only focuses on mastering content, but also develops important skills such as teamwork, critical thinking, time management, and individual and group responsibility.

Project-based learning (PjBL) can increase student activity, in line with the findings in this article that this approach makes students more motivated, has a deeper understanding of concepts, and shows a positive attitude towards the learning process. Learning becomes more contextual and meaningful because students can relate subject matter to real life. This supports the achievement of student-centered learning, which has long been a goal in modern education reform (Anggraini & Wulandari, 2020).

PjBL also involves focusing on meaningful questions and problems, problem solving, decision making, the process of searching for various sources, and opportunities to work collaboratively, which ends with the presentation of real products. This model focuses on the core concepts and principles of a discipline, facilitating students to investigate, problem solve, and other meaningful tasks, is student-centered, and produces real products. Project-based learning (PjBL) can also be applied to early childhood and shows the flexibility of this model at various levels of education (Amelia & Aisya, 2021).

3.2. Principles and Tools of Educational Supervision

Supervision is often interpreted as assistance given to improve the teaching and learning situation for the better. Educational supervision needs to be carried out because basically educational supervision is carried out to provide direction and guidance to teachers so that they can find a way out in facing the above problems independently, so that it can also have implications for improving their work performance. Educational supervision has a main function, namely aimed at improving and increasing the quality of teaching. In carrying out his duties, a supervisor must adhere to solid principles for the success of his duties. carried out because basically educational supervision is carried out to provide direction and guidance to teachers so that they can find a way out in facing the above problems independently, so that it can also have implications for improving their work performance. Educational supervision has a main function, namely aimed at improving and increasing the quality of teaching. In carrying out his duties, a supervisor must adhere to solid principles for the success of his duties. Educational supervision that is carried out professionally and collaboratively not only functions as a control or assessment tool, but also as a means of coaching and developing teacher professionalism. Through the use of supervisory tools such as observation sheets, project assessment instruments, teacher reflection journals, and learning activity evaluation formats, supervisors can provide objective and constructive input to teachers (Asrowi, 2021).

In the context of PjBL, supervision not only assesses the technical implementation of the project, but also provides support in designing projects that are in accordance with the

curriculum, facilitating authentic assessments, and developing fair and transparent assessment rubrics. Effective supervision is supervision that is constructive, collaborative, and based on real needs in the field. With the support of supervisory tools such as learning observation sheets, project assessment rubrics, feedback formats, and reflective notes, teachers can get a complete picture of the strengths and weaknesses in their teaching process. This encourages the creation of a culture of continuous improvement, where teachers not only teach but also continue to learn.

3.3. Integration of Project-Based Learning and Educational Supervision

The results of this study confirm that improving the quality of learning is not enough just by changing learning strategies in the classroom, but also requires the support of a supervision system that is adaptive and responsive to changes in the educational paradigm. Therefore, collaboration between the PjBL approach and the implementation of quality educational supervision is one of the key strategies in creating effective, relevant learning that is oriented towards the development of student competencies as a whole. The synergy between PjBL and supervision is able to create a learning system that is more structured, directed, and oriented towards holistic learning outcomes. Students become more enthusiastic in learning because they are given space to explore ideas, be creative, and take an active role in the learning process (Iswanto et al., 2022).

Educational supervision seeks to provide assistance to teachers to improve the quality of their learning and teaching processes or in other words improve the professional abilities of teachers. The term supervision in the world of education has begun to develop from the aspects of objectives and methods of implementation. The success of educational supervision in improving teacher professionalism is greatly influenced by several factors, one of which is support from the school environment, both from fellow teachers, education personnel, and parents of students. In addition, the motivation and commitment of the teacher itself are also determining factors in the process of improving professionalism. The principal as a leader must be able to create a work culture that supports collaboration and innovation, so that teachers feel motivated to continue to improve their quality (Nurahmayanti et al., 2025)

Overall, this discussion shows that efforts to improve the quality of learning must be carried out in an integrated manner, not only in terms of teaching methods but also through support systems such as effective supervision. Project-Based Learning provides a dynamic and relevant learning framework, while educational supervision acts as a reinforcement system that ensures its implementation runs optimally. These two elements, when combined synergistically, can be a strong foundation in creating transformative and high-quality education.

4. CONCLUSION

Based on the literature review conducted, it can be concluded that Project-Based Learning (PjBL) is an effective approach to improving the quality of education. This model encourages active student engagement and fosters the development of 21st-century skills such as creativity, collaboration, and contextual problem-solving. The success of implementing project-based learning heavily depends on the support of a well-structured and continuous educational supervision system. Supervision that utilizes tools such as observation instruments, assessment rubrics, and reflective notes helps teachers to plan, implement, and evaluate the

learning process professionally. The synergy between project-based learning and educational supervision creates a more effective, innovative, and quality-oriented learning environment.

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