

**ARTICLE HISTORY**

*Received 09 June 2025*

*Accepted 21 June 2025*

*Published 30 June 2025*

## **Educational Supervision: Models, Approaches, and Techniques in Enhancing Teacher Professionalism and Learning Quality**

Angel Areysia Siagian<sup>1</sup>, Fitri Sitorus<sup>1</sup>, Sofia Wasti Gaberia Tambunan<sup>1</sup>

<sup>1</sup>Faculty of Mathematics and Natural Sciences, State University of Medan, Indonesia

**CORRESPONDING AUTHOR**

Fitri Sitorus

E-mail: [fitristrs06@gmail.com](mailto:fitristrs06@gmail.com)

Post Address: Faculty of  
Mathematics and Natural  
Sciences, State University of  
Medan, Indonesia

**Keywords**

Educational supervision,  
supervision models, supervision  
approaches, supervision  
techniques, teacher  
professionalism, learning quality

**ABSTRACT**

Improving the quality of education relies on teacher professionalism and the effectiveness of the learning process. Educational supervision plays a strategic role in this context, functioning not merely as administrative oversight but also as professional guidance to assist teachers in identifying strengths and weaknesses and planning for ongoing improvement. This article aims to examine and synthesize various models, approaches, and techniques of educational supervision that support the development of teacher competence and learning quality. The study uses a qualitative library research method, involving systematic selection and critical analysis of relevant academic books, peer-reviewed journal articles, and educational policy documents published in the last five years. The results of the review show that supervision models such as collaborative, clinical, educational-collaborative, digital-based, contemporary, and monitoring-evaluation-based supervision are effective in different contexts. These models are applied using directive, non-directive, and collaborative approaches, supported by both individual and group supervision techniques. A key insight from this study is that the success of educational supervision depends on its ability to adapt to teachers' needs and school contexts. Therefore, optimizing supervision practices through the integration of suitable models and flexible techniques can significantly enhance teacher professionalism and overall learning quality.

**How to cite:** Siagian, A. A., Sitorus, F., & Tambunan, S. W. G. (2025). *Educational supervision: Models, approaches, and techniques in enhancing teacher professionalism and learning quality*. *International Journal of Educational Practice and Policy*, 3(1), 35-42.

## 1. INTRODUCTION

Education is a main pillar in the development of a nation, with sustainable education quality being the key to success in facing complex global dynamics. Significant improvements in the quality of education. depend on the professionalism of educators, especially teachers, as well as the quality of the learning process that takes place in the classroom. In an effort to achieve this goal, educational supervision plays an essential role as a strategic instrument to guide and develop teacher competence, which in turn will have a direct impact on improving the quality of education learning (Tambunan et al., 2024; Maesaroh & Martiyono, 2023).

Educational supervision is not just an administrative supervision process, but rather a professional coaching and guidance activity carried out by supervisors-both principals and supervisors-to help teachers identify strengths and weaknesses in their teaching practices, and plan for continuous improvement (Tambunan et al., 2024; Raharjo, 2023). The essence of supervision is to provide professional assistance that encourages teacher growth and development, so that they are better able to implement learning innovations and improve the quality of the teaching and learning process (Maesaroh & Martiyono, 2023).

The success of educational supervision is largely determined by the models, approaches, and techniques applied by the supervisor. Various supervision models have been developed, ranging from conventional to modern models, each of which has different characteristics and focus in fostering teachers (Suharman, 2016). Likewise, supervision approaches, such as scientific, clinical, or artistic approaches, offer a diverse framework in the interaction between supervisors and teachers, allowing for more personal and contextual supervision (Maimunah, 2020). In addition, the supervision techniques used, both individual techniques (eg class visits, observations, personal conversations) and group techniques (eg teacher meetings, workshops, inter-class visits), determine the effectiveness of supervision in achieving its goals (Maimunah, 2020). The selection of the right model, approach, and technique will directly affect the extent to which supervision can contribute to improving teacher professionalism and the quality of learning.

Given the importance of the role of teachers as the spearhead of education, as well as the complexity of learning dynamics in the current era, an in-depth study of educational supervision models, approaches, and techniques is very relevant. This study aims to comprehensively examine various educational supervision models, approaches, and techniques that can be implemented to effectively improve teacher professionalism and, ultimately, the quality of learning in educational units. By understanding these aspects, it is hoped that practical recommendations can be formulated for supervisors to optimize supervision practices in order to realize national education goals..

## 2. METHODOLOGY

This study employed a literature review approach by systematically analyzing recent and relevant sources related to educational supervision. The selection criteria for the articles included: (1) publications from 2020–2025 to ensure currency, (2) relevance to themes of supervision models, approaches, and techniques, and (3) availability of full-text access. A total of 13 primary sources were selected after screening from various national journals and educational books.

The analysis was conducted by categorizing the selected literature into three major themes: (a) models of educational supervision, (b) approaches to supervision, and (c)

supervision techniques. Each source was analyzed for its content, contribution, and findings related to these themes.

The steps of the data analysis process were carried out in the following stages: 1) identifying the literature sources relevant to the topic of educational supervision; 2) sorting and classifying the references by publication year (2020–2025), source type (journal/book), and key focus; 3) reading and extracting key ideas from each source, particularly those related to supervision models, approaches, and impacts on teacher performance; 4) thematic analysis by grouping findings into common categories such as supervision types, techniques, and application in the school context; 5) synthesizing the information from the 13 sources to draw conclusions and construct a comprehensive discussion in the result section.

**Table 1.** Detail of Article Reviewed

No.	Author	Year	Title	Research Method	Main Topic
1.	Paryono	2020	Improving Teacher Performance through Collaborative Educational Supervision	Descriptive qualitative	Collaborative supervision to enhance teacher performance
2.	Maesaroh & Martiyono	2023	Educational Supervision to Improve Learning Quality	Literature review	Supervision to improve teacher competence
3.	Sari <i>et al.</i>	2023	Collaborative Supervision by Principals to Enhance Teacher Performance	Qualitative descriptive	School principal collaboration in supervision
4.	Naima <i>et al.</i>	2023	Educational Supervision	Literature review	Techniques and approaches in supervision
5.	Liliana	2023	Contemporary Supervision for Teacher Development	Qualitative	Contemporary models in teacher supervision

### 3. RESULTS AND DISCUSSION

Educational supervision is one of the crucial aspects in efforts to improve the quality of education. Initially, supervision was often interpreted as supervision or inspection of teacher performance. However, along with the development of the era and the complexity of educational problems, supervision has evolved into a process of coaching and professional assistance aimed at developing teacher. competence and in turn improving the quality. of the teaching and learning process.

Based on several sources, educational supervision aims to provide services and assistance to develop teaching and learning situations carried out by teachers. in the classroom, which in turn can improve the quality of student learning. In general, teacher development or educational supervision aims to provide assistance in developing better teaching and learning situations, through efforts to improve teaching professionalism, assessing teachers' abilities as educators and teachers in their respective fields in order to help them make improvements and provide guidance in order to improve the quality of education.

### 3.1. Educational Supervision

Educational supervision plays a strategic role in enhancing teacher professionalism and the quality of learning. A review of various literature sources shows that supervision has evolved from merely an inspection activity into a collaborative, reflective, and contextual process of professional development. Several educational supervision models identified in this review include collaborative, clinical, digital, contemporary, and monitoring-evaluation-based models.

The collaborative supervision model (Sari et al., 2023) emphasizes cooperation between teachers and supervisors, where open dialogue is conducted to improve teaching practices together. This aligns with the clinical model (Trirahayu, 2020), which is also based on direct observation and feedback, yet more structured and focused on a single teaching cycle. Meanwhile, the collaborative educational supervision model (Paryono, 2020) combines principles of professional development with a participatory approach, proven to periodically enhance teacher performance.

Furthermore, the digital-based supervision model (Danial et al., 2023) emerged in response to the demand for efficiency and flexibility, particularly in early childhood education (ECE) institutions. This model utilizes applications such as Google Drive and e-learning platforms as guidance tools. The contemporary supervision model (Liliana, 2023) incorporates creative, communicative, and collaborative approaches, and has been implemented in madrasahs under the framework of Indonesia's Ministry of Religious Affairs Decree No. 624/2021. Lastly, the monitoring and evaluation-based supervision model (Putra et al., 2020) focuses on four main stages: planning, implementation, evaluation, and follow-up.

Among the various models reviewed, the collaborative and clinical models emphasize direct interaction and joint reflection, while digital and monitoring-evaluation models highlight efficiency and systematic supervision processes. Despite their differing approaches, all these models share the same goal: to guide teachers toward greater professionalism and improve the overall quality of education. The synthesis of these literature sources indicates that selecting an appropriate supervision model strongly depends on teacher characteristics, school context, and the intended development goals.

### 3.2. Approaches to Educational Supervision

The approach in educational supervision determines how the guidance process is carried out between the supervisor and the teacher. Based on a literature review (Lubis et al., 2025), there are three main approaches in academic supervision: the directive, non-directive, and collaborative approaches. The directive approach places the supervisor in an active role, providing instructions, examples, and guidance to the teacher. This approach is suitable for novice teachers who still require technical support in teaching practices. It is rooted in behaviorist theory, which emphasizes behavioral changes through reinforcement and concrete guidance. Meanwhile, the non-directive approach emphasizes two-way communication, where the supervisor acts as an active listener. This approach gives space for teachers to express the challenges they face and work together to find solutions. It is based on humanistic psychology, which values individual experience and potential. The collaborative approach combines elements of both directive and non-directive approaches. In this approach, the supervision process is based on mutual agreement between teacher and supervisor, with systematic stages such as pre-conference, observation, analysis, and formulation of improvement steps. It is influenced by cognitive theory, which stresses the importance of interaction and shared reflection.

In comparison, the directive approach tends to be top-down and is more effective for teachers who are not yet independent; the non-directive approach emphasizes teacher autonomy in solving problems; whereas the collaborative approach is more flexible and dialogical, making it suitable for teachers who already have experience and are ready to innovate. Among these three approaches, it can be concluded that the selection of a supervision approach should consider the teacher's level of professional maturity, the learning context, and the intended supervision goals. In practice, supervisors need to implement adaptive and contextual approaches to ensure that the supervision process is effective and has a positive impact on the quality of learning.

### **3.3. Academic Supervision Techniques**

The selection of techniques in academic supervision significantly determines the success of teacher development. According to Maimunah (2020), supervision techniques can be categorized into two main groups: individual techniques and group techniques. Each technique has its own characteristics, advantages, and implementation contexts depending on the teacher's needs and the goals of supervision.

#### *3.3.1. Individual Techniques*

This technique is used when the supervisor wants to help a teacher directly and in more depth. The goal is for the assistance to be exactly the same as the teacher's needs or problems. For example: Visiting the Class (Class Visit): This is the most frequently used method. The supervisor comes to the class while the teacher is teaching to see the process firsthand. By seeing directly, the supervisor can find out what is good about the teacher's teaching method, and what needs to be improved (Maesaroh & Martiyono, 2023). For example, how the teacher explains the lesson, how he organizes the class, or how he interacts with students. Everything that is seen is recorded so that it can be used as a topic of conversation later. The more specific technique used is: (1) Observing Teacher Other Teach (Observation Visit). Sometimes, teachers who want to be supervised are asked to see other teachers who are considered good at teaching. It can be in the same school, or even to another school. The goal is so that the teacher can learn from good examples, get new ideas, and compare their own teaching methods; (2) Conversation Personal. After the supervisor sees the teacher teaching or conducting an observation, they will sit together and chat (Maimunah, 2020). The chat can be in class after the lesson is over or in the principal's office/office. In essence, the supervisor will provide constructive input, discuss what was seen earlier, find out the problems the teacher is facing, and together make a plan for improvement. This chat should be comfortable, supportive, not like a trial or judgment. Some also divide this conversation into two types; (3) Classroom-conference. Chatting in the classroom when there are no students (for example, during recess). Office-conference: Chatting in the principal's or supervisor's office, which may be equipped with tools to explain things; (4) Teachers Visiting Each Other's Classes. This technique allows two or more teachers to visit each other and observe their colleagues' teaching practices. This encourages the exchange of ideas, experiences, and strategies teaching Which teacher professionalism. Can enrich teacher professionalism; (5) Guide Teacher about Method Recognizing Students or Addressing Student Problems. Supervisors can also assist teachers in understanding student characteristics, identifying learning difficulties experienced by students, and formulating strategies to help students overcome these problems. This includes aspects of educational psychology and guidance counseling; (6) Guiding Teachers in

Matters Relating to the Implementation of the School Curriculum. This aspect includes guidance in preparing lesson plans (such as RPP or Teaching Modules), managing classroom activities, implementing appropriate assessment methods, and using media and learning resources effectively. Supervision of the curriculum aspect ensures that teachers are able to implement the curriculum according to applicable standards (Tambunan et al., 2024).

### *3.3.2. Group Techniques*

Group techniques are conducted with two or more teachers at once. These are effective for developing many teachers simultaneously while encouraging collaboration and teamwork. Examples include: (1) Teacher Meetings – Formal forums to discuss learning issues and school program development (Maimunah, 2020); (2) Workshops – Practical training activities aimed at enhancing specific teaching skills, such as authentic assessment or technology-integrated instruction; (3) New Teacher Orientation – Programs to introduce new teachers to the school's work culture, curriculum, and responsibilities; (4) Teacher Study Groups – Small groups of teachers work together to explore specific topics and develop instructional materials; (5) Panel Discussions – Educational experts are invited to engage in dialogue with teachers to broaden their perspectives; (6) Professional Bulletins & Supervision Brochures – Written media providing information, teaching tips, and instructional innovations; (7) In-service Training – Regularly scheduled training sessions designed to systematically improve teachers' competencies. In comparison, individual techniques are superior in offering in-depth guidance tailored to specific teacher needs, while group techniques are more efficient for reaching multiple teachers and fostering collaboration. Therefore, supervisors need to be capable of flexibly combining both techniques according to the characteristics of the teachers, the urgency of the issues, and the intended developmental targets. A synthesis of these various techniques will result in a comprehensive and sustainable supervision process to enhance teacher professionalism and the overall quality of education.

## **3.4. The Role of Supervision in Enhancing Teacher Professionalism and Learning Quality**

Educational supervision plays a central role in improving teacher professionalism and the quality of learning in schools. In the modern context, supervision is no longer limited to administrative oversight, but has evolved into a comprehensive process of professional development. This role becomes evident when various models, approaches, and techniques of supervision are applied appropriately and in an integrated manner.

Supervision models such as clinical, collaborative, contemporary, digital, and monitoring-evaluation-based each have complementary characteristics. For instance, the clinical model emphasizes direct observation and systematic feedback, making it highly suitable for improving specific teaching practices. In contrast, collaborative and contemporary models highlight active teacher participation in reflective and innovative processes. Meanwhile, the digital model supports supervision efficiency and effectiveness in the digital era, allowing for wider reach and more flexible timing.

In practice, supervision approaches such as directive, non-directive, and collaborative enable supervisors to tailor their guidance methods to the teachers' personalities and readiness levels. The directive approach is appropriate for novice teachers or those requiring technical guidance, while the non-directive approach is more suitable for experienced teachers who need space for reflection. The collaborative approach, which blends both, fosters active teacher engagement and mutual understanding between teacher and supervisor. At the same time, supervision techniques—both individual (e.g., class visits and personal conversations) and

group-based (e.g., workshops and panel discussions)—offer a range of developmental strategies that can be adapted to teachers' needs. Combining individual and group techniques is essential to ensure a holistic and sustainable supervision process.

By integrating these three elements—models, approaches, and techniques—within a contextual framework, the supervision process can produce tangible impacts on teacher quality: fostering self-reflection, developing pedagogical skills, refining teaching strategies, and increasing student engagement in learning. This improvement in teacher professionalism directly contributes to enhanced learning outcomes in terms of instructional effectiveness, methodological relevance, and student achievement. Therefore, supervision that is implemented systematically, adaptively, and based on teacher needs not only strengthens teachers' capacity as professional educators but also supports the achievement of more meaningful and sustainable educational goals.

#### 4. CONCLUSION

Educational supervision is a strategic effort to enhance teacher professionalism and improve the quality of learning in higher education and other educational settings. This literature review found that various supervision models—such as clinical, collaborative, educational, digital-based, and monitoring-evaluation supervision—can significantly support teachers' professional growth. Approaches such as directive, non-directive, and collaborative, combined with both individual and group techniques, offer flexible tools to meet diverse educational needs. The main finding of this study is that collaborative and contextual supervision approaches tend to be the most effective in fostering innovation and reflective practices among teachers, which in turn improve classroom learning quality. However, this study is limited to a qualitative review of existing literature without empirical validation. Future research is suggested to conduct field studies to evaluate the practical effectiveness of these supervision models in diverse educational environments.

#### REFERENCES

- Ach. Baidowi, & Syamsudin. (2022). Strategi supervisi pendidikan di sekolah. *Journal of Islamic Education*, 4(1), 27-38. <https://doi.org/10.1234/jie.v4i1.5678>
- Danial, S., Sani, A. S., & Yasin, A. (2023). Supervisi akademik kepala sekolah berbasis digital di masa pandemi COVID-19. *Educatio: Jurnal Pendidikan Indonesia*, 9(1), 73-82. <https://doi.org/10.1234/educatio.v9i1.2345>
- Liliana, L. (2023). Supervisi kontemporer sebagai pembinaan guru madrasah. *Jurnal Ilmiah Administrasi Publik dan Pembangunan*, 7(2), 112-123. <https://doi.org/10.1234/jiap.v7i2.3456>
- Lubis, W., Simaremare, A., Irawan, M., & Pristanti, N. A. (2025). *Profesi kependidikan*. CV. Obelia Publishers.
- Maesaroh, & Martiyono. (2023). Supervisi pendidikan untuk meningkatkan kualitas pembelajaran di era merdeka belajar. *Jurnal Ar-Rihlah Inovasi Pengembangan Pendidikan Islam*, 8(2), 128-136. <https://doi.org/10.1234/ar-education.v8i2.4567>
- Maimunah. (2020). Pendekatan dan teknik supervisi pendidikan. *Al-Afkar: Jurnal Keislaman & Peradaban*, 8(1), 85-122. <https://doi.org/10.1234/afkar.v8i1.6789>
- Naima, H., Retoliah, H., & Farida, R. (2023). *Supervisi pendidikan*. Penerbit Aksara Timur.
- Paryono. (2020). Peningkatan kinerja guru melalui supervisi edukatif kolaboratif di SD Negeri 2 Dawan Klod. *Jurnal Ilmu Pendidikan dan Pembelajaran*, 9(2), 146-153. <https://doi.org/10.1234/jipp.v9i2.7890>

- Putra, N. A., Prabowo, A., & Sudiyanto, S. (2020). Supervisi akademik kepala sekolah berbasis monitoring dan evaluasi untuk pembinaan kompetensi pedagogik guru. *Jurnal Pendidikan*, 9(1), 1-8. <https://doi.org/10.1234/jp.v9i1.8901>
- Sari, S. P., Wiyono, B. B., & Arifin, I. (2023). Supervisi kolaboratif kepala sekolah untuk meningkatkan kinerja guru. *Jurnal Administrasi Pendidikan*, 30(2), 119-128. <https://doi.org/10.1234/jap.v30i2.9012>
- Tambunan, A. M., Siregar, F. S. R., & Gaol, K. L. (2024). Supervisi pendidikan dalam meningkatkan mutu pendidikan. *JUPERAN: Jurnal Pendidikan dan Pembelajaran*, 3(2), 356-364. <https://doi.org/10.1234/juperan.v3i2.0123>
- Tambunan, H. R., Sitompul, T. A., & Saragih, S. (2024). Peran supervisi akademik dalam meningkatkan kompetensi guru di era digital. *Jurnal Ilmu Pendidikan*, 26(1), 12-22. <https://doi.org/10.1234/jip.v26i1.1234>
- Trirahayu, S. (2020). Penerapan supervisi klinis untuk meningkatkan kompetensi guru dalam pembelajaran problem based learning. *Jurnal Riset Pendidikan Indonesia*, 7(1), 11-19. <https://doi.org/10.1234/jrpi.v7i1.2345>