

Field Study-Based Supervision Simulation

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ABSTRACT

This study provides concrete evidence on the implementation of supervision in SMK Babussalam in Pagelaran District, Malang Regency. This study will focus on the principal's role as a supervisor within the educational institution to improve teacher performance. Previous research has also demonstrated that teacher performance will be less than optimal without direct supervision, encompassing the implementation of their role as educators, their main duties, and their functions. Therefore, the principal's supervisory role will significantly assist in optimizing teacher performance and positively impacting the learning process within the educational institution. This study uses a qualitative method with a descriptive approach. The content of this study is drawn from observations, interviews, and previous research. The purpose of this study is to understand the implementation of field-based supervision.

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1. INTRODUCTION

In Indonesia, education remains low due to its low human resources. Poor quality human resources hinder institutions from developing. The low quality of education in Indonesia is a key factor. Education is an interactive activity between students and educators in the teaching and learning process. Building a thriving institution begins with quality human resources. Therefore, it is crucial for institutions to clarify the goals, duties, and functions of each element of the educational institution. The benchmark for optimal learning is seen in its teaching staff. However, many problems remain that can hinder educators from developing their potential. These include teaching skills, inadequate facilities, and unpredictable government policies. Therefore, supervision is essential in the world of education to ensure that the teaching and learning process can proceed according to established regulations.

The role of supervisors is crucial in improving teacher quality, enabling them to deliver higher-quality learning. Supervision can create a more organized learning environment. Supervision aims to

prevent misuse of educational resources and facilitate the achievement of educational goals by educators.

One of the key success factors for a principal in an educational institution is his or her responsible role, guiding, mentoring, and directing all staff who contribute to the teaching and learning process, particularly teaching staff. In addition to supervising, supervisors are tasked with facilitating teachers and providing support in the form of insight and motivation. One form of supervision in education is providing teachers with alternative understanding to facilitate their teaching. In educational institutions, the principal also plays a supervisory role. Therefore, the principal's competency reflects the supervisor's responsibilities, including activities, behavior, and achieved results. Supervisors, also often referred to as supervisors, are educational personnel with a strategic and central role in improving the quality of teaching. Therefore, supervisors are required to improve and develop their competencies according to the needs of the educational institution.

In addition to the principal, teachers also play a crucial role in implementing effective teaching and learning processes. The progress of a quality educational institution is also reflected in the way teachers teach in the classroom. Teachers or other educational staff have five essential duties that must be implemented by each individual. 1. Following the existing curriculum, meaning that each teacher is responsible for preparing and organizing learning activities. This includes creating lesson plans (RPP) or lesson plans (RPS). 2. Implementing the planned learning, namely conveying the material and learning objectives using the methods and tools provided by the educational institution. 3. Being responsible for their duties. 4. Carrying out evaluations. 5. Carrying out obligations in a disciplined manner.

2. METHODS

This research uses a descriptive methodology in a qualitative field setting. Because the qualitative approach is used in a natural setting, it is a form of naturalistic study. Research that attempts to conduct a systematic, factual, and accurate study of the facts and demographics of a particular location is what is meant by qualitative descriptive research. In this study, the author uses a qualitative method because the data to be explored in this study comes from questions, words or images expressed in the form of written explanations. In this study, we will discuss field study-based supervision. Because the researcher is the primary tool for direct data collection, research with a qualitative approach requires the researcher to be present in the field. There are many steps for researcher involvement in this study to collect the necessary data. The researcher first spoke with Mrs. Nyai Hj. Masykuroh, the caretaker of the Babussakam Islamic Boarding School for Girls, and Mr. Mu'iz Robil S.Kom, the principal of SMK Babussalam. Data collection was through observation, interviews, and several articles related to the research. In this case, several people who are considered knowledgeable about the problem related to the research topic were consulted.

3. FINDINGS AND DISCUSSION

3.1 Implementation of supervision at the Babussalam Vocational School Educational Institution

Babussalam Vocational High School, often known as SMK Babussalam Malang, is located in Pagelaran District, Banjarejo Village, Malang Regency. SMK Babussalam is under the auspices of the Babussalam Islamic Education Foundation. SMK Babussalam undergoes supervision several times a year, conducted by the foundation, the institution's supervisors, and the Education Office.

A frequent obstacle faced by SMK Babussalam when implementing government supervision is conflicts with the foundation's activities, which can lead to delays and rescheduling with the supervisors. Although supervision activities at SMK Babussalam are scheduled throughout the year, implementation remains conventional, aligning with the foundation's agenda.

Supervision at SMK Babussalam often focuses on learning tools. It's true that the Indonesian education system still focuses on learning tools. These include the teaching modules each teacher must create, such as lesson plans (RPPs), syllabi, semester programs, and many others. This can lead to teachers neglecting their planned teaching strategies due to their over-focus on learning tools. SMK

Babussalam has addressed this issue by ensuring that tools remain available, as this is a requirement for educational institutions, while focusing more on the quality of student learning.

3.2 Various supervision methods

The word "supervision" originates from the phrase "*supervision*," which consists of two English words: "super" and "vision." It means carefully observing work as a whole. The person who does this is called a supervisor. Suryani also explains that supervision means teacher development activities. Here are several types of supervision methods.

3.2.1 Supervision individual

Individual supervision is supervision carried out between individuals. This method is used for personal interactions, between the supervisor and a member of the supervised institution, which can be an educator or an educational staff member. This method is typically implemented through classroom observation, individual visits, or private discussions.

3.2.2 Supervision kelompok

Group supervision is a supervisory activity carried out by a supervisor with several teachers simultaneously. This method is implemented in the form of seminars, training, or group discussions. This method is implemented with the aim of solving problems within the institution.

3.2.3 Supervision of class visits

This class visit supervision is not much different from individual supervision, but this class visit supervision places more emphasis on teaching methods in the classroom.

3.2.4 Direct observation supervision

Direct observation supervision is usually carried out by the principal on teachers who are teaching. Direct observation supervision is the supervisor's activity of monitoring directly without much intervention.

3.2.5 Clinical supervision

Clinical supervision is the most widely used method by educational institutions. This method focuses on improving the quality of teaching staff. Clinical supervision is structured and focuses on systematically improving teacher performance through several stages: pre-observation meetings, classroom observations, and post-observation meetings (reflection and feedback).

3.2.6 Collaborative supervision

Collaborative supervision involves supervisors and teachers working together to design, implement, and evaluate learning. This method is two-way, providing mutual input. It aims to build harmonious relationships between teachers and supervisors and to enhance teacher professionalism.

3.2.7 Electronic supervision

This method utilizes increasingly sophisticated technology. Supervision is conducted online, using digital platforms, supervision apps, or instructional videos. Supervision is a comprehensive oversight activity, capable of reflecting multiple objectives. Supervision is considered unsuccessful if it focuses only on certain elements and ignores others. Therefore, the goal of educational supervision is to improve or develop the teaching and learning process within an educational institution.

3.3 Implementation of supervision at Babussalam Vocational School

The Babussalam Vocational School, the object of this study, has undergone several supervisions using different methods, from regional, district, or branch governments, as well as from the foundation's chairman. The Babussalam Vocational School maintains a good relationship with the regional and provincial education offices in Surabaya. The supervisors who supervise the Babussalam Vocational School have adopted different methods. The following are some of the methods applied in supervision at the Babussalam Vocational School:

3.3.1 Supervisor of the provincial education office

Kepemimpinan The Babussalam Vocational School has a very close relationship with the provincial education office. This relationship is proven by the fact that the provincial education office,

located in Surabaya, routinely makes annual visits to supervise the Babussalam Vocational School. This annual visit is packaged with group discussions between the institution and the supervisor. The purpose of this activity is to discuss educational problems at the Babussalam Vocational School along with evaluations and providing suggestions. The results of the observations obtained indicate that the method used is group supervision. Sergiovanni & Starratt define group supervision as a supervisory activity carried out between most of the institution and the supervisor to discuss problems that occur in the teaching and learning process and find joint solutions, with the aim of improving the skills of educators. In addition, it is also stated in the Ministry of National Education (2008), that group supervision is an approach that provides opportunities for institutions to participate in solving problems that occur through meetings packaged with workshops, training, group discussions, or similar activities. Group supervision is carried out with the following steps: Thorough planning: determining the topic to be discussed, Active involvement: inviting all stakeholders to attend the planned meeting, Facilities and professionalism: the supervisor acts as a facilitator, providing presentations based on the topic to be discussed, Continuous evaluation: the supervisor and the institution provide feedback to each other. This can provide new innovations and also improve the teaching skills of educators.

3.3.2 Supervisor of provincial service branch

In addition to direct supervision by the regional education office, SMK Babussalam is also supervised by the provincial branch supervisors every month. This supervision uses an electronic supervision method. Electronic supervision is the activity of supervising, coaching, and evaluating teacher performance carried out using digital tools or technology, meaning that this supervision is carried out online. In another sense, Sulistryrini (2020) defines electronic supervision as an educational supervision activity that utilizes digital media such as video conferencing, email, and several internet-based evaluation applications to make it easier for supervisors to carry out tasks remotely. Regarding electronic supervision, there are steps that must be implemented, namely:

1. Supervision planning: determining the platform to be used and setting a schedule and supervision indicators.
2. Implementing online observations: Supervisors directly observe learning and teachers teach using digital learning media.
3. Online reflective discussions: supervisors and teachers provide feedback via video conference.
4. Evaluation and follow-up: Supervisors provide input or new innovations to address gaps and facilitate teachers' teaching.

In terms of electronic supervision, besides making it easier for supervisors to supervise educational institutions, it can also save time and money. However, the obstacles to conducting supervision using this method are shortcomings that hinder the supervision process, such as dependence on technology, such as unstable networks, minimal direct interaction, and varying teacher skills in technological knowledge. The following video explains the application for electronic supervision. Pembimbing Keagamaan

3.3.3 Supervision from the foundation

Babussalam Vocational School is one of the institutions under the auspices of the Babussalam Islamic Education Foundation. To maintain the effectiveness of the teaching and learning process, the supervisors of the Babussalam Islamic Education Foundation directly supervise the learning activities during the implementation. It can be concluded that the supervision method used by the supervisors of the Babussalam Islamic Education Foundation is direct observation supervision. Direct observation supervision is a direct supervision activity to observe the learning process in the classroom. This direct observation supervision is carried out to obtain real information about the implementation of learning in the institution. The goal is to find out whether the institution is implementing learning activities effectively. In addition, this direct observation supervision aims to avoid misappropriation and minimize errors.

4. CONCLUSION

Education in Indonesia still faces major challenges, one of which is the low quality of human resources caused by suboptimal education quality. To improve the quality of educational institutions, it is crucial to clarify the goals, duties, and functions of each element of the institution, as well as to improve the competency of teaching staff. One important effort to improve educational quality is through the implementation of educational supervision. Supervision plays a crucial role in helping teachers improve the quality of learning through coaching, supervision, and targeted feedback. Various supervision methods, such as individual supervision, group supervision, direct observation supervision, classroom visit supervision, clinical supervision, collaborative supervision, and electronic supervision, can be implemented according to the institution's needs.

The implementation of supervision at SMK Babussalam Malang involves various parties, from provincial education office supervisors who use group supervision, branch office supervisors who implement electronic supervision, to direct supervision by the foundation using direct observation supervision methods. Although supervision at SMK Babussalam is effective, the institution still faces obstacles such as scheduling conflicts, technological limitations in electronic supervision, and gaps in teacher skills in utilizing technology. Overall, a planned and appropriate supervision method can increase the effectiveness of the learning process, improve teacher performance, and improve the quality of education in Indonesia.

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