SCOPE AND APPROACH TO SUPERVISION IN THE WORLD OF EDUCATION

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Sections Info	ABSTRACT
	Education is a process that occurs between students and teachers, has a very crucial function and acts as a valuable resource in human life. To achieve a higher quality of education. it requires teaching staff who have high skills and levels of professionalism in their respective fields. In general, aspects of educational supervision are divided into two main categories, namely academic supervision and administrative supervision. Academic supervision is related to development efforts aimed at improving the quality of teaching in the classroom, with a primary focus on teacher behavior while teaching and the interactions that occur during the educational process. This study aims to understand the scope and methods applied in educational supervision. The methodology used in this study is qualitative research. This type of research is a literature study that aims to collect information from various books or existing sources. It can be said that the scope of supervision is in the fields of student affairs, infrastructure, administration, student affairs, and also in the field of finance. Then the approach used by the supervisor is a direct approach, an indirect approach. and a collaborative approach between the direct and indirect approaches. With a deep understanding of the scope and methods of supervision in educational institutions, institutions can be directed to achieve better educational goals.

ABSTRAK

Pendidikan merupakan suatu proses yang terjadi di antara siswa dan pengajar, memiliki fungsi yang sangat krusial dan berperan sebagai sumber daya berharga dalam kehidupan manusia. Untuk mencapai kualitas pendidikan yang lebih tinggi, dibutuhkan tenaga pengajar yang memiliki keterampilan dan tingkat profesionalisme yang tinggi dalam bidang masing-masing. Secara umum, aspek supervisi pendidikan terbagi menjadi dua kategori utama, yaitu pengawasan akademik dan pengawasan administratif. Pengawasan akademik berkaitan dengan usaha pengembangan yang ditujukan untuk memperbaiki mutu pengajaran di kelas, dengan fokus utama pada perilaku guru saat mengajar dan interaksi yang terjadi selama proses pendidikan. Penelitian ini bertujuan untuk memahami ruang lingkup dan metode yang diterapkan dalam supervisi pendidikan. Metodologi yang digunakan dalam penelitian ini adalah penelitian kualitatif. Tipe penelitian ini merupakan studi pustaka yang bertujuan untuk mengumpulkan informasi dari berbagai buku atau sumber yang ada. Dapat dikatakan bahwa ruang lingkup dalam supervise itu ada dibidang kesiswaan, sapras, ketatausahaan, kesiswaan, dan juga dibidang keuangan. Kemudian pendekatan yang digunakan oleh supervisor itu ada pendekatan langsung, pendekatan tidak langsung, dan pendekatan kolaborasi antara pendekatan langsung dan tidak langsung tersebut . Dengan pemahaman yang mendalam mengenai ruang lingkup dan metode supervisi di lembaga pendidikan, maka institusi dapat diarahkan untuk mencapai tujuan pendidikan yang lebih baik.

Kata kunci: *Ruang Lingkup Supervisi, Supervisi, Pendekatan, Pendidikan*

INTRODUCTION

Education is a process that occurs through interaction between students and teachers, has a crucial role and is an important resource in human life (Al Choir, 2023). To achieve a higher quality education, teachers who are competent and professional in their respective fields are needed (Hanik et al., 2024). In the realm of education, especially in the teaching process, teachers are a key element that affects the success of students in the learning process. One of the main strategies to improve teacher performance is to carry out effective supervision of them (Setianingsih & Hanif, 2024). In education, there is a concept called supervision, which is carried out to improve the teaching and learning situation in schools to be more optimal (Zulqaidah et al., 2023).

In addition, supervision also serves to provide guidelines to teachers and other educational staff. Supervision is an activity designed to support educators in carrying out their duties more effectively (Hanik et al., 2024). To support the improvement of the quality of education, it is assumed that every teacher and educator is aware of the importance of comprehensive educational supervision of the learning process. Therefore, all teachers and lecturers are expected to be able to carry out the supervision function properly and correctly. Quality education must be able to produce the next generation who have potential in various fields, both academic and non-academic, so that they are able to compete at the national and international levels (Darmawan et al., 2025).

Education plays a crucial role in the learning system, with the main focus on continuing to improve quality and achieve common goals (Akbar Al Firdaus et al., 2025). This goal is the hope of all elements, including the state, educational institutions, students, parents or guardians of students, and society as a whole. Educational supervision is an efficient method to improve the quality of teaching and the learning process (Setianingsih & Hanif, 2024). In general, supervision refers to guidance activities that are planned to support educators and other school staff in carrying out their duties optimally (Al Choir, 2023). Supervision is also a structured approach to help educators understand and carry out their daily work at school (Oktavia Indah Permata Sary & Wahyu Wulandari, 2022). With supervision, it is hoped that educators can use their skills and knowledge effectively, provide better services to students and parents, and build a more efficient school environment and support learning activities.

Furthermore, in this supervision, the existence of supervision can come from the school such as the principal, as well as from education-related agencies (Oktavia Indah Permata Sary & Wahyu Wulandari, 2022). Referring to the Regulation of the Minister of National Education (Permendiknas) Number 12 of 2007 which relates to the Standards of School Supervisors or Madrasahs, supervisors play an important role in fostering and supervising the educational process. In the supervision standard, there are six main dimensions of competence that must be possessed by a supervisor, namely personality competence, managerial supervision competence, academic supervision competence, educational evaluation competence, research and development competence, and social competence. In addition, in Permendiknas Number 13 of 2007, it is stated that school principals and school/madrasah supervisors are responsible for improving the professionalism of teachers. This includes ongoing coaching for teachers to be able to carry out teaching duties in a professional, innovative way, and focus on improving the quality of education.

The scope of educational supervision is generally divided into two main categories, namely academic supervision and managerial supervision (Hanik et al., 2024). Academic supervision is a coaching process aimed at improving the quality of learning in the

classroom, with the main focus on teachers' activities in teaching and interaction in the teaching-learning process (Zulqaidah et al., 2023). Meanwhile, managerial supervision includes coaching all school management activities, both administratively and operationally, with a focus on managing educational institutions to run efficiently and effectively. The goal of managerial supervision is to create a school management system that is organized, transparent, and supports the achievement of educational goals. (Arif Budi Raharjo, 2023).

In this educational supervision, there are two scopes involved, namely supervision of personnel and non-personnel (Hanik et al., 2024). Where this personnel supervision is the supervision of individuals who are directly involved in the educational process in schools or madrasas such as school principals, classroom teachers, subject teachers, guidance and counseling teachers, TUs, students, and other educators. Meanwhile, supervision of non-personnel, namely supervision of non-human aspects that support the implementation of education where the goal is to ensure the readiness and completeness of educational institutions. (Puspo Nugroho, 2022)

In practice, educational supervision in schools can be carried out by the principal and a supervisor who is responsible for supervising and controlling the performance of educators. This oversight measure aims to ensure that teachers carry out their duties in accordance with their role as educators, without deviating from professional responsibilities. With effective supervision, it is hoped that teachers can improve their performance and creativity in the learning process. (Sakri, 2024).

Although there is educational supervision which has a very important role in improving the quality of teaching, there are a number of challenges faced by teachers in developing their performance. These challenges include related to teachers' teaching skills and the limitations of available facilities and infrastructure. Therefore, supervision is a crucial aspect in education management, as a supervisor as well as a leader in schools, school principals are required to be able to carry out supervision and control functions effectively to improve teacher performance. This is important because teachers have a central role in the educational process. Good supervision can encourage increased teacher professionalism, which ultimately has a positive impact on the overall quality of education.

RESEARCH METHODS

In this study, the author uses a literature method. According to Darmalaksana, the first stage that must be carried out is to collect literature sources, both primary and secondary. Then it is followed by data processing and citation of references to be displayed as research findings, abstracted to obtain complete information and interpreted so as to produce knowledge in drawing conclusions. In conducting data analysis, the researcher first sorts the data according to the research topic, then the researcher analyzes the data. The method used in the analysis of this research is a descriptive-analytical method with a focus on the philosophy of bayani, burhani, irfani, and tajribi in science.

RESULTS AND DISCUSSION
A. Scope of Educational Supervision

Supervision is the process of fostering and improving professional skills for teachers, employees, and other educational staff (Darmawan et al., 2025). The main purpose of this supervision is to improve the quality of teaching in schools, as well as improve student learning achievement so that it can produce quality graduates (Zulqaidah et al., 2023). With evaluation in the teaching and learning process, this can help detect teachers' strengths and weaknesses in delivering material, and then provide

constructive feedback so that teachers are able to improve their teaching methods and techniques through training, mentoring, and dialogue, so that teachers can continue to develop their pedagogical and professional competencies (Al Choir, 2023).

According to Prasojo, there are four important aspects in education, namely the implementation of KTSP, preparation and assessment of lessons by teachers, the achievement of graduate competency standards, and the last is improving the quality of learning. (Prasojo, 2011) According to Holili, et al. in their book entitled The Scope of Supervision there are several scopes of education, which are as follows:

1. Scope of Supervision in the Curriculum Field

The curriculum serves as the main basis in the educational process. The curriculum is not just a collection of subjects, but also includes learning objectives, teaching materials, teaching methods, evaluation of learning outcomes, character development, and students' abilities. An educator needs to understand the curriculum in order to design appropriate lesson plans or teaching modules, then adjust the teaching methods applied and develop strategies in the learning process to achieve the set goals. School principals also need to understand the curriculum with the aim of being able to monitor and supervise its application in the classroom, as well as develop school work programs that are in line with curriculum needs. Furthermore, students are the center of education that can be directly influenced by the curriculum structure, learning activities, and forms of assessment, so that they can achieve the expected results. (Sulistyorini, 2021)

Teachers have an important responsibility to continuously adapt curriculum development to the transformation of science and technology, the development of the arts, and the dynamics of local, national, and international interests. The purpose of the adjustment is so that the curriculum prepared can be relevant to the needs of the local community. Then it is responsive to the times, so that it can support students' readiness to face the burden of tasks in the real world both after graduating from school and when continuing to a higher level of education. Thus, teachers are not only the implementers of the curriculum, but also the architects who ensure that every element of learning supports the creation of an adaptive, creative, and competent generation in the global era.

According to Raharjo Arif Budi, curriculum supervision is the process of providing direction, assessment, and evaluation of teaching activities, which is aimed at supporting the improvement of the quality of learning and the overall educational curriculum. This activity is aimed at teachers who already have skills, so that their abilities will increase with the indicator of success being an increase in student learning outcomes. (Raharjo Arif Budi, 2023) According to the raharjo, there are four main roles of educational curriculum supervisors, which are as follows:

a. The coordinator, namely the supervisor, must be able to harmonize various aspects related to the implementation of activities in the school, such as programs, groups, learning materials, and reports. This shows that the role of the supervisor as a coordinator is to organize and ensure that all elements of education run in harmony and organization.

b. Consultants, namely supervisors, act as advisors or companions for school principals and teachers, both individually and in groups. The focus is on the development of comprehensive school management, curriculum development, learning technology, and improving the quality of human resources.

c. The group leader, namely the supervisor, plays the role of leader in discussion

forums or meetings that discuss curriculum development. This includes active involvement in the planning and implementation of school management as well as improving the quality of learning.

d. The evaluator, i.e. the supervisor, has the responsibility to assess how effective the implementation of the curriculum is in schools. This assessment covers not only how the curriculum is run, but also its impact on positive changes in student learning behavior.

2. Scope of Supervision in the Personnel Sector

Supervision in the personnel sector is a supervisory activity carried out in the labor aspect, especially in the context of education. The purpose of this process is to ensure that education personnel carry out their duties and obligations in an effective manner and in accordance with predetermined guidelines (Oktavia Indah Permata Sary & Wahyu Wulandari, 2022). In contrast to human resource management in the corporate world which generally emphasizes more on efficiency and profits, supervision in education focuses more on improving the quality of education. The essence of this supervision is the development of reliable, innovative, productive, and professional human resources, with the aim of supporting the achievement of the vision of national education. Through successful supervision, it is hoped that a work atmosphere will be created that supports the development of the competencies of educators and education personnel, so that they can make maximum contributions to the learning process and education management.

Personnel supervision in education includes monitoring and coaching various groups of workers who have a central role in school operations, where the main goal is to ensure the effectiveness, professionalism, and quality of education. The scope in this staffing is:

a. Teachers, are the spearhead in the learning process. The focus of supervision is the evaluation of the teaching method, the development of professionalism and the improvement of the quality of learning

b. Library staff (Head of library and staff), i.e. someone who manages information resources, providing access to learning materials. The focal point in supervision is the ease of access to information, the availability of learning resources, and the effectiveness of library services in supporting the learning process.

c. Laboratory Staff, which is people who support practice and experimental activities in schools such as laboratory heads, assistants, technicians. What must be considered in the supervision is the completeness and safety of laboratory equipment, the readiness of facilities for practicum activities, and the technical competence of laboratory staff.

The function of supervision in the field of personnel is to be able to coordinate school efforts, provide leadership support, expand teacher experience, encourage creativity, continuous employee assessment, provide knowledge and skills, and analyze learning situations. Then the role of the supervisor in the field of personnel is as a coordinator, group leader, consultant, evaluator. (Zumarti Asynul, 2023)

3. Scope of Supervision in the Student Sector

Supervision of students as an element of managerial supervision by the principal, focusing on the student aspect, starting from the registration process to the graduation stage. This supervision has an important function to ensure that educational activities are carried out in accordance with the goal, which is to produce

students who are creative, independent, and able to compete. We need to advance three aspects in students to achieve these goals, which include their cognitive, affective, and psychomotor abilities. (Harmonika Sri, 2018) Meanwhile, according to Phua, the importance of implementing supervision in the student field emphasizes that supervision in this sector is not only administrative, but also deepens the pedagogical aspect, because it is related to the holistic development of students. (Phua, 2019)

Comprehensive supervision in the field of student affairs allows school principals to proactively identify and address problems from an early age. This also facilitates the provision of appropriate support for each student, so that the educational process can take place optimally from start to finish. This approach not only supports the achievement of educational goals, but also plays an important role in the holistic development of students. In the end, this will have a positive impact on improving the quality of educational institutions as a whole.

Meanwhile, supervision of students is generally carried out indirectly through examination results reports submitted by teachers who are responsible for learning in the classroom. However, as a supervisor, the principal does not only rely on raw data without direct monitoring. In some situations, field verification is required to ensure the accuracy and validity of the reported data. (Minarti Sri, 2011)

Therefore, school principals need to consider various factors that can affect the smooth learning process. These factors include teacher quality, student characteristics, availability of facilities and infrastructure, learning tools and media, and learning environment conditions. In order for learning to run effectively, teachers must have a deep understanding of the material to be taught. In addition, it is important for teachers to know the initial level of knowledge of students in order to adjust the learning material appropriately. By paying attention to these things, the process of supervising learning activities can be carried out optimally. (Nurhayati, 2021)

According to Rosi Tiurnida Maryance, there are several activities in the student field, which are as follows:

New Student Admissions. In the activity of accepting new students or new students, we must carry out several stages of the process that have been structured by the school, such as structured management, selection of students or prospective new students, the main goal.

Preparation of student notes in the master book. Every new student must be immediately recorded in the master book, this book serves as an official and complete record of all students who have attended the school. The information created in the master book must include the complete data and identity of the student, such data can be obtained from the registration form filled out during the admission process of new students. With the existence of a master book, the school has systematic and organized documentation about all students, both active and those who have graduated or left.

The Klaper book functions as a support for the master book, this klaper book can be said to be a supporting notebook. The main purpose of this book is to record important data about students, the information included in the clapper book can be taken from the master book directory although it is not as complete as the master book itself. In addition to recording student principal data, the klaper book also contains a list of student scores, its main function is to make it easier to find student data, especially if the student's identification number is unknown.

Discipline is an integral part of the overall school policy, in line with its importance with discipline for teachers and administrative staff. Discipline is not just an additional regulation, because education is not only about academics, but also the formation of character and attitude. The purpose of the discipline is to maintain order and discipline in the school environment, help create a conducive learning environment and also instill the value of responsibility and discipline in students, but this discipline does not only apply to students but also to teachers and other staff.

4. Scope of supervision in the Field of Administration

According to Anggraini, school administration is an important part of education management which includes all administrative work, especially those related to writing-writing activities and data management. The main goal is to support the smooth learning process so that it is more effective and efficient in achieving educational goals. (Anggraini, 2022) Meanwhile, according to Mahlopi, it is the act of supervision and examination carried out by the leadership on his subordinates. This aims to ensure that every job runs according to the plan and standards that have been set. (Mahlopi, 2022)

Supervision in the field of school administration has an important role in ensuring the efficiency and quality of administrative services. The focus is on the administrative supervision process, namely:
a. The Head of Administration, namely as the main coordinator of administrative activities
b. Business Staff Staff, which is who carry out daily administrative functions
c. Special service employees, i.e. those who support the implementation of certain administrative tasks

Supervision carried out in the field of administration certainly has a purpose, where the goal is to ensure the quality of education administration services, increase operational efficiency and support the creation of a professional and orderly work environment. Administrative activities include various important administrative tasks such as drafting letters, recording, scheduling letters, archiving important documents, and maintaining personnel data. All of these activities have a crucial role in supporting the smooth work of all staff in the school environment.

In order for administrative activities to run effectively and efficiently, high dedication is required from each personnel involved. For this reason, regular supervision or coaching of the abilities of administrative staff is very important. Through proper coaching, it is hoped that the quality of performance will improve, administrative errors can be minimized, and school administrative services to all parties can run optimally.

5. Scope of supervision in the Field of Infrastructure

Facilities and infrastructure (Sapras) are all forms of facilities, both physical and non-physical, that are used in the learning process to support the achievement of educational goals efficiently and effectively. The existence of adequate facilities and infrastructure is very important because it has an important role in supporting the overall growth of students, including cognitive (science), affective (attitudes and values), and psychomotor (physical abilities) dimensions. Therefore, a learning environment supported by good facilities and infrastructure can create a conducive, interactive, and meaningful learning atmosphere. (Sutisna, 2022)

Educational infrastructure has an indirect function in the teaching and learning process activities, namely by supporting the smoothness, comfort, and efficiency of the process. Examples of educational infrastructure include school buildings, facilities, transportation facilities, electricity and clean water, sports and recreation areas, internet connectivity and information technology.

6. Scope of Supervision in the Public Relations Sector

Public Relations, known as Public Relations, is an activity that connects groups in an organization with the community as a whole. The purpose of Public Relations is to function as an information bridge, which connects the organization with the public, in order to create good communication and mutual understanding. This relationship can be established between various parties within the organization, including group members, government, media, and the general public. Public relations not only reflects the type of relationship that exists, but also involves concrete practices and activities that aim to create, maintain, and enhance those relationships. (Iga Septiani, 2023)

According to Rex Harlow in Zainal Makarom's book entitled Public Relations Management, A unique management function that plays a role in strengthening and maintaining communication channels between organizations and their communities related to various communication activities. (Zainal Makarom, 2015). Public Relations of educational institutions is a strategic activity that is carried out deliberately and planned by schools or educational institutions. The purpose of public relations in an organizational institution is to build and maintain a harmonious relationship between educational institutions and parents of students as the main users of educational services, conveying accurate information so that it can foster public support and trust in the programs run by the organizational institution.

The scope of supervision in the field of public relations includes various aspects related to the planning, implementation, evaluation, and control of communication activities as well as the image of the institution/organization. The goal is to ensure that all public relations activities run effectively, efficiently, in accordance with the organization's vision, mission, and policies. The following is the scope of supervision in the field of Public Relations in general:

a. Communication Strategy Planning, ensuring that the message conveyed is in accordance with the identity and goals of the organization or not.
b. Image and Reputation Management of educational institutions, supervising the implementation of strategies for forming and maintaining a positive image of the organization, then evaluating the effectiveness of the organization's branding in the eyes of the public or stakeholders.
c. Relations with External Stakeholders, supervising public relations activities targeting partners, governments, NGOs, the community and controlling the preparation and implementation of Corporate Social Responsibility (CSR) programs when related to public relations functions.
d. Internal Communication, supervising the internal communication flow between leaders and employees/internal stakeholders, then supervising the implementation of internal events such as town hall meetings, gatherings.
e. Ethics, ensuring that all public relations activities comply with the code of ethics of the public relations profession so that all information submitted does not contain hoaxes, or violate the law.

7. Scope of supervision in the Financial Sector

In accordance with Jaenudin and Suroto, financial supervision in schools is a

crucial step in monitoring and regulating school finances in an effective and efficient way. (Jaenudin & Suroto, 2017) On the other hand, Maryance argues that finance has an important role in the continuity of the educational process. Each educational institution needs funds to support various dimensions of education, including the cost of daily operations, program implementation, and facility maintenance and renovation. (Maryance, 2022)

Financial supervision in educational institutions is not limited to monitoring budget allocations, but also involves developing a financial plan that is in line with the school's long-term goals. The main goal is to ensure that resources are used properly to improve the quality of education and support activities and facilities that contribute to student progress. According to Arifin and Elfrianto, there are 3 main categories, namely:

a. Funds from the central government. These funds come from the central government, local governments, or both. The goal is to support educational activities, both general (such as school operations) and special (e.g. assistance for specific programs such as BOS – School Operational Assistance). These funds are usually routine and are the main source of education financing in public schools.
b. Contribution from the student's guardian. This contribution can be in the form of tuition (SPP), development money, or other forms of tuition fee participation charged to students or parents. The type and amount can differ depending on school policies and socioeconomic conditions of the community.
c. Community Donations. This donation can be mandatory and voluntary, for example such as school committee fees where there must be a mutual agreement between the school and the committee. Meanwhile, those that are voluntary, for example, such as donations from alumni of community leaders, other organizational institutions. (Arifin Muhammad & Elfrianto, 2017)

There are several aspects that must be done in supervision, which are as follows:

a. Financial reporting is the obligation of the principal to submit a report that contains the receipt and expenditure of funds in detail. The goal is to supervise the use of funds, ensure transparency, and encourage the effectiveness of financial management.
b. School financial management must be carried out professionally, meeting the principles of rigor, accuracy, transparency, accountability, effectiveness, and efficiency. So that it is in accordance with applicable laws and regulations, such as Permendikbud or regional regulations related to BOS (School Operational Assistance).
c. Expenditure supervision, expenditure must be closely supervised to avoid waste, ensure conformity with the school budget plan (RKAS), then carry out routine evaluations, so that the use of funds can be adjusted in the event of a change in needs or urgent circumstances.
d. Openness (Transparency), in this financial field we must carry out openness such as providing financial information, increasing accountability. (Rahmah, 2016)

B. Educational Supervision Approach

Financial management in educational institutions not only focuses on controlling budgets, but also involves developing a financial plan that is in line with

the school's long-term goals. The main goal is to ensure the effective use of resources to improve the quality of education and support activities and facilities that contribute to student progress. The following is an explanation of some of the approaches in the supervision:

1. Direct Approach (Directive)

This approach refers to a way that takes a direct and organized method of supervision or training, in which supervisors such as principals, coordinators, or supervisors have a leading role in interacting with the person being guided, for example teachers or lecturers. This approach has its roots in the theory of behaviorism, which believes that with the right stimuli (both positive and negative), individuals can be directed to exhibit the expected behavior. The goal is to support individuals such as teachers or lecturers who are perceived to have deficiencies in their performance, by providing direct cues so that they can react or act better. (Muslim 2010) There are several ways of approaching supervisors in this directive approach, which are as follows: (Roestiyah, 2008)

a. Explain directly and in detail what to do
b. Present material information, or data needed to support behavior or task improvement.
c. Direct or give concrete and clear instructions on the actions or steps to be taken.
d. Provide a first-hand example of how a job is done correctly
e. Providing positive reinforcement directly such as praise or gifts, this positive reinforcement is carried out if the expected behavior occurs, or gives negative reinforcement/punishment if deviations occur.

Then this directive approach automatically has advantages and disadvantages, here are the advantages and disadvantages that exist in this directive approach:

a. Excess
   1) Effective for beginner teachers or those who have many shortcomings
   2) The supervision process becomes more structured and focused
   3) Save time because the instructions given are clear and straightforward
b. Deficiency
   1) Lack of teachers' initiative in independence and reflection
   2) Can cause dependence on supervisors

2. Non-Directive Approach

The non-dictatorial supervision approach is a model in educational supervision that emphasizes two-way interaction and active involvement of teachers, without any coercion or direct direction from the supervisor. In this approach, the supervisor functions as an active listener, facilitator, and support provider both emotionally and professionally, rather than as an instructor who strictly controls or dominates the discussion. There are several ways that supervisors can do this approach, which are as follows:

a. Not changing, the supervisor does not provide a direct solution, but guides the teacher to find his own solution.
b. Empathetic and listening, the supervisor does not provide immediate solutions, but rather guides the teacher to find solutions on their own.
c. Developing Reflection, teachers are invited to analyze their own strengths and weaknesses in the learning process that they are doing.

   d. Focus on Empowerment, encouraging teachers to be more independent in decision-making and self-development.

3. Collaborative Approach

The cooperative approach in supervision or coaching is a method that combines elements of direction and freedom, with some key characteristics such as the agreement between individuals (teachers or lecturers) and supervisors. This relationship is equal to mutual respect, as well as focusing on solving problems together, which means that the challenges faced must be seen from multiple points of view, not just one side. In addition, there is flexibility in the way of supervision, where the supervisor can adjust the methods used according to the situation or needs, so that they can function both as a guide and as a facilitator.

A collaborative approach in educational supervision, derived from cognitive psychology. Cognitive Psychology sees learning as the result of interactions between individuals and their environment, where the development of individual activities is influenced by these relationships. This collaboration model is ideal for educators who think critically, because this collaboration process involves cooperation between supervisors and teachers in establishing structures, processes, and communication criteria and problem solutions. This collaborative model can be applied to two different types of teachers, namely energetic teachers and drafting teachers. An energetic teacher is a dynamic and enthusiastic educator but lacks in conceptual or abstraction aspects, whereas a conceptual teacher has strength in formulating ideas but is weak in implementation or application due to lack of commitment. (Ramli, 2005)

CONCLUSION

Educational supervision is a process of professional development for all elements in educational institutions to improve the quality of learning and student learning outcomes. Supervision is carried out by the principal or supervisor and covers various main areas such as curriculum, personnel, student affairs, sapras, administration, public relations and finance. Then in carrying out supervision, a supervisor must know the approaches that must be carried out by the supervisor, because the approach in supervision is a method used to guide and improve the quality of teacher performance. such as a direct approach (direct approach), a non-directive approach (indirect approach), and a collaborative approach (a combined approach). So, effective educational supervision is not only administrative, but touches on professional, pedagogic, managerial, and relational aspects. With a wide scope and an approach that is in accordance with the character of teachers, supervision can improve the quality of education as a whole, making schools an institution that is adaptive, professional, and responsive to the times.

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