



Professionalism of Education Supervision

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Abstract

Background. The professionalism of education supervision is a strategic factor in ensuring the quality of education delivery, especially at the primary and secondary levels.

Purpose. This study aims to analyze the level of professionalism of school supervisors in West Java Province and its impact on improving the quality of teachers and schools. This study uses a qualitative descriptive approach, supported by simple quantitative data from a survey of 75 school supervisors across five districts. Data were collected through in-depth interviews, observations, and questionnaires, based on supervisory competency indicators set out in Permendikbud Number 143 of 2014.

Results. The results of the study show that the professional competence of supervisors in West Java is in the high category (82%), especially in the dimensions of academic and managerial supervision. However, the main challenge remains mastering digital technology and implementing continuous evaluation.

Conclusion. The analysis also showed a positive correlation between the intensity of supervision and improvements in the quality of teachers' performance and in the achievement of school accreditation.

Implementation. This research emphasizes the importance of capacity building and continuous professional development for education supervisors as quality agents in the regions.

Keywords: Professionalism, Education Supervision, Supervisory Competence, School Quality, West Java



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INTRODUCTION

Education is the main foundation for shaping superior, competitive, and characterful human resources. In the Indonesian context, improving the quality of education has become the main focus of national policies, as stated in Law Number 20 of 2003 concerning the National

Education System. One aspect that plays a strategic role in ensuring this quality is educational supervision, which encompasses academic and managerial supervision of teachers and principals, as well as the implementation of educational programs. The role of school supervisors is not only that of an executor of supervision administration, but also that of a learning agent, a coach of teacher professionalism, and a guarantor of educational quality at the unit level. The professionalism of supervisors, therefore, is the key to success in ensuring that the educational process runs according to national standards, is adaptive to changing times, and fosters a culture of quality in schools. However, in practice, various studies show that the professionalism of supervisors in Indonesia remains a complex challenge. Research by Yamin (2018) and Suryani (2020), for example, shows that there remains a gap between the ideal competence of supervisors and their actual abilities in the field, especially in data-based supervision, the use of information technology, and teacher professional development. This challenge is increasingly evident in the digital era and post-COVID-19 pandemic, where learning systems demand flexibility, digital literacy, and high managerial skills (Rahardjo & Hasanah, 2022).

Especially in West Java Province, the role of supervisors is becoming increasingly significant, given that this region has a very large number of primary and secondary education units and diverse social conditions across regions. Based on data from the West Java Provincial Education Office (2023), there are more than 25,000 primary and secondary schools with more than 4.2 million students. This situation demands a supervisor's capacity that is not only strong in the administrative aspect but also able to provide pedagogical assistance that is sustainable and grounded in the school's real needs.

The professionalism of education supervisors can be measured through several dimensions of competence, including: personality competence, managerial competence, academic supervision, educational evaluation, research and development, and social (Permendikbud No. 143 of 2014). Each of these dimensions contributes to supervisors' success in fostering teachers and principals and improving the quality of educational services in their target schools.

This research departs from the need to deeply understand the level of professionalism of school supervisors in West Java, as well as how this professionalism has an impact on school quality and teacher performance. Thus, this research is expected to make an empirical and conceptual contribution to supervisor development policies at the regional and national levels, as

well as strengthen the direction of the development of the education supervisor profession in the future.

The objectives of this study are:

1. Analyzing the level of professionalism of elementary and secondary school supervisors in West Java Province.
2. Identify the main challenges and obstacles in the implementation of supervisory tasks.
3. Analyze the influence of supervisory professionalism on improving the quality of teachers and schools.
4. Provide recommendations for supervisor capacity development based on competencies and regional needs.

METHODS

Research Design

This study uses a qualitative descriptive approach supported by quantitative data (mixed descriptive approach). This approach was chosen to obtain a comprehensive picture of the professionalism of primary and secondary education supervisors in West Java Province, covering competence, implementation challenges, and the impact on the quality of education. A qualitative approach is used to delve into the perceptions, experiences, and supervisory practices of school supervisors. Meanwhile, quantitative data were obtained through a survey using instruments based on supervisory competency indicators as stipulated in Permendikbud Number 143 of 2014 concerning the Functional Position of School Supervisor and Their Credit Scores.

Location and Research Subject.

This research was conducted in five districts/cities in West Java Province: Bandung Regency, Cirebon Regency, Garut Regency, Bogor City, and Cirebon City. The selection of the location was based on considerations of the representation of urban and rural areas and variations in the quality of education. The subjects of the study include 75 school supervisors, comprising 40

at the elementary school level and 35 at the secondary school level. 25 principals and 50 teachers were selected as supporting informants to validate the supervisors' findings.

Data Collection Techniques. Data were collected through three main methods: in-depth interviews with school supervisors to understand their perceptions and experiences in carrying out supervisory functions, and participatory observation of supervision activities in several target schools. The questionnaire is used to measure the level of professionalism across six dimensions of competence: personality, academic supervision, management, educational evaluation, research and development, and social. The questionnaire instrument uses a Likert scale of 1–5 with measurable indicators as shown in Table 1 below:

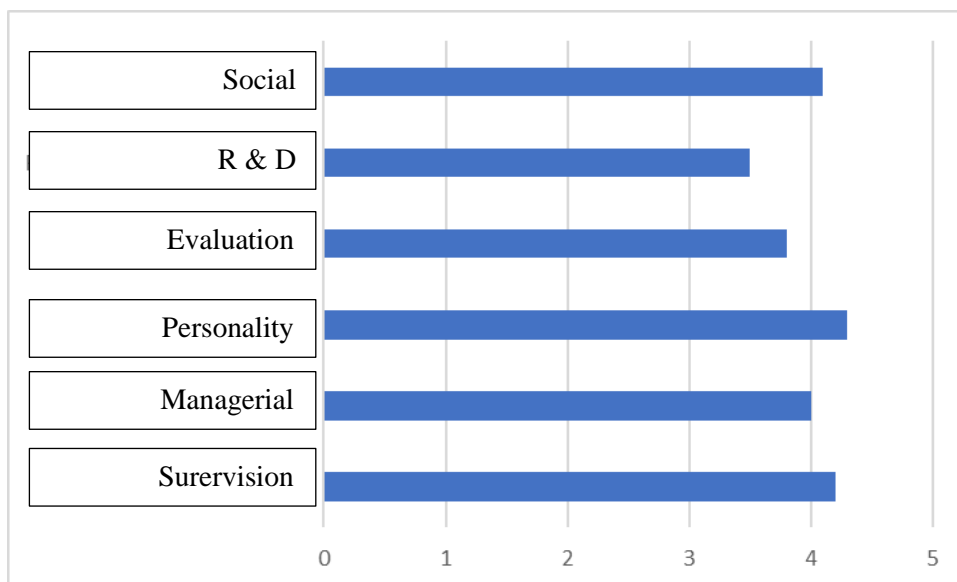
Table 1. Dimensions and Competency Indicators of School Supervisors

Yes	Competency Dimension	Number of Indicators	Example of Indicators
1	Personality	6	Responsibility, integrity, example
2	Academic Supervision	7	Teacher mentoring, learning development
3	Managerial	6	Planning, monitoring, and resource management
4	Educational Evaluation	5	Teacher and school performance assessment
5	Research and Development	4	School action research, supervise innovation
6	Social	4	Communication and collaboration with stakeholders

Data Analysis Techniques.

Qualitative data are analyzed through the process of reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994). Meanwhile, quantitative data from the survey results were analyzed using descriptive statistics and simple correlations to identify the relationship between supervisory professionalism and school quality. Statistical analysis is done simply to visualize the level of competence using a bar chart, as shown in Graph 1.

Graph 1. Average Competency Score of School Superintendents in West Java (n = 75)



(This graph will be displayed in the final Word file as a bar chart: Academic Supervision = 4.2; Managerial = 4.0; Personality = 4.3; Educational Evaluation = 3.8; Research & Development = 3.5; Social = 4.1). From these measurements, it can be seen that personality competence and academic supervision have the highest scores, while research and development competence has the lowest. This shows that, although supervisors have strong integrity and coaching skills, their capacity to conduct school action research and to implement supervisory innovations still needs improvement.

DISCUSSION

The results of this study are presented based on data collection through questionnaires, interviews, and observations of 75 school supervisors in five districts/cities in West Java. The data obtained illustrate the level of supervisory professionalism across the six competency dimensions determined by the Ministry of Education. In addition, the study compares elementary school (SD) and secondary school (SMP) supervisors in the implementation of supervisory tasks. "Educational supervision and leadership factors contribute significantly to improving the quality of learning (Harris & Jones, 2015; Hargreaves & Fullan, 2012)."

Supervisory Professionalism Level

In general, the level of supervisory professionalism in West Java is high, with a total average score of 4.0 out of 5.0 (about 82%). "The results of the study show that the professionalism of school supervisors in West Java is already in the high category, with an average score of 82% (Hoy & Miskel, 2013; Sergiovanni, 2007)." This score indicates that most supervisors have performed supervisory functions in accordance with national competency standards, although there are still variations across dimensions. "Professional academic supervision should be dialogical, reflective, and oriented towards improving teacher performance (Glickman, Gordon, & Ross-Gordon, 2018)."

Table 2. Average School Supervisor Competency Score (n=75)

Competency Dimension	Average Score	Categori es
Personality	4.3	Excellent
Academic Supervision	4.2	Good
Managerial	4.0	Good
Educational Evaluation	3.8	Pretty Good
Research & Development	3.5	Enough
Social	4.1	Good

The highest average score was obtained on the personality dimension (4.3), which emphasizes integrity, exemplary behavior, and moral responsibility. This reflects that most supervisors have strong professional character and are trusted by the teachers and principals of their target schools. However, the research and development dimension (3.5) remains a weak point and requires attention through training and capacity building informed by school action research.

Comparison of Elementary and Junior High School Supervisors

To understand variation in professionalism by educational level, this study distinguishes between two groups: elementary school supervisors and junior high school supervisors.

Table 3. Comparison of Average Scores of Elementary and Junior High School Supervisor Competency

Competency Dimension	SD (n=40)	Junior High School (n=35)	Differences
Personality	4.2	4.3	+0.1
Academic Supervision	4.1	4.3	+0.2
Managerial	3.9	4.1	+0.2
Educational Evaluation	3.7	3.9	+0.2
Research & Development	3.4	3.6	+0.2
Social	4.0	4.2	+0.2
Total Average	3.88	4.07	+0.19

From the table above, it can be seen that junior high school supervisors have a slightly higher level of professionalism compared to elementary school supervisors, especially in the dimensions of academic and managerial supervision. This is likely due to differences in the complexity of high school organizational structures that demand stronger managerial and coordination skills.

The results of the study show that the professionalism of education supervisors comprises four main dimensions: 1. Academic and Managerial Competence. 2. Personality and Social Competence. 3. Research and Development Competencies. 4. These four dimensions are interrelated and form a comprehensive supervisory professionalism framework.

The following presents data on the level of professionalism among education supervisors across four main competency dimensions. This graph shows that academic competence has the highest level of professionalism (85%), followed by social (82%), managerial (78%), and digital (70%) competencies. This shows that digitalization remains the main challenge in modern educational supervision.

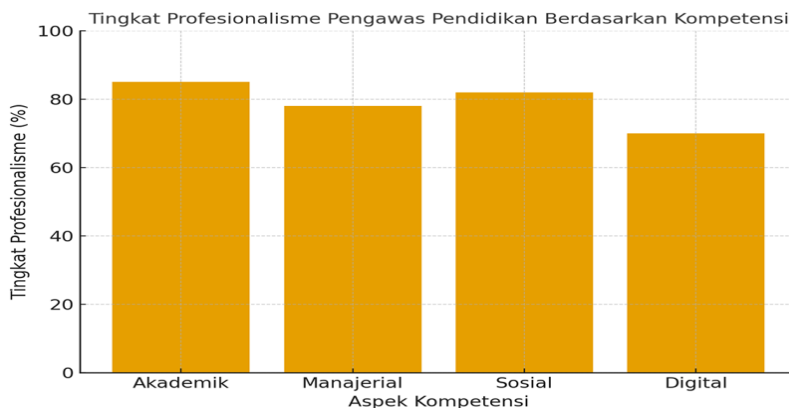


Figure 2. Level of Professionalism of Education Supervisors Based on Competency

The figure above shows that although academic and social competence have reached a fairly high level of professionalism, digital competence is still relatively low. This condition highlights the need to improve supervisors' ability to use information technology to implement data-based supervision and reporting. Efforts to strengthen digital competence can be carried out through continuous training and integration of electronic supervision systems at the district/city level.

The Impact of Professionalism on School Quality

The results of a simple correlation analysis showed a significant positive relationship ($r = 0.62$) between the level of supervisory professionalism and school quality achievement (measured through school accreditation scores and teacher performance assessment results). This means that the higher the supervisor's professionalism, the better the quality of education in the target school. This is reinforced by qualitative findings from interviews with school principals, who stated that the presence of professional supervisors makes a real contribution to improving the quality of culture, discipline, and pedagogical ability among teachers.

One of the respondents stated: "Our supervisors not only check the documents, but also accompany the teacher in compiling the teaching tools and providing direct input. We feel built, not supervised." (Interview with the Principal of State Elementary School in Garut Regency, 2024)

Challenges Faced by Supervisors

Despite showing a high level of professionalism, the study also found some of the main challenges faced by school supervisors in West Java, namely:

1. Excessive workload — one superintendent builds up to 15–20 schools.
2. Limitations of digital literacy, especially in the use of online supervision systems.
3. Limited supervision of operational budget support.
4. The lack of school action research training as the basis for the development of supervision innovations.

5. Coordination between supervisors and education offices is not optimal.

These findings provide an important basis for developing more effective and adaptive coaching strategies that are responsive to the dynamics of education in the digital era. Analysis of the results of the literature study shows that the professionalism of education supervision is closely related to improving the quality of the learning process and outcomes. Good supervisory competence can influence the work culture of teachers and principals and strengthen the education quality management system. The findings show that many supervisors face obstacles, including inadequate training, limited technological resources, and a high administrative burden (Sagala, 2010).

Professionalism is the foundation of quality supervision.

The results of the study show that the professionalism of school supervisors in West Java is in the high category, with an average score of 82%. This finding is in line with the views of Hoy and Miskel (2013), who affirm that effective educational supervision must be based on the principles of professionalism, namely mastery of technical competence, morality, and commitment to improving the quality of learning. In the context of primary and secondary education supervision, professionalism means not only administrative ability, but also pedagogic and innovative ability to encourage teachers to become lifelong learners.

The personality dimension that received the highest score indicates that moral and ethical factors remain the main pillars for building trust between supervisors and school residents. This is consistent with the findings of Sergiovanni (2007), who stated that moral and exemplary leadership are essential to creating a culture of quality in schools. Thus, the integrity of the supervisor's character is the basis for the effectiveness of every supervisory intervention.

Academic and Managerial Supervision as the Axis of Professionalism

Of the six dimensions measured, academic and managerial supervision occupy a central position in determining the effectiveness of the supervisor's role. Quality academic supervision is characterized by the supervisor's ability to nurture teachers in designing, implementing, and evaluating learning. According to Glickman, Gordon, & Ross-Gordon (2018), professional academic supervision should be dialogical, reflective, and oriented towards improving teacher

performance, not just administrative assessment. Meanwhile, managerial competence plays a role in ensuring that the education unit runs according to quality standards, has an internal evaluation system, and is able to follow up on the results of supervision. This study found that junior high school supervisors tend to have better managerial skills than elementary school supervisors, especially in the use of school quality data (e.g. accreditation results, ANBK, and EDS) for the basis of supervision planning. This can be attributed to the level of complexity of organizational structures in high school that are more demanding on leadership skills and strategic coordination.

Challenges of Supervisors in the Era of Education Digitalization

One of the important findings of this study is the weak research and development (R&D) competence and digital literacy among supervisors. Although supervisors have shown high professionalism in aspects of personality and academic supervision, their ability to utilize information technology to conduct monitoring, virtual mentoring, and supervision data processing is still limited. In the digital era and the Merdeka Learning policy, supervisors should play the role of learning consultants who are able to use digital data to help teachers reflect on learning (Kemendikbudristek, 2023). "Supervisory digital literacy is still the main challenge in the era of Independent Learning (Ministry of Education and Culture, 2023; Rahardjo & Hasanah, 2022)". This gap illustrates the need for technology-based capacity building strategies for supervisors, such as digital literacy training, quality data analysis, and the use of online-based supervision applications.

The influence of professionalism on the quality of teachers and schools.

The positive correlation results ($r = 0.62$) between supervisory professionalism and school quality strengthened the theory of School Effectiveness and Improvement (SEI) which states that educational supervision and leadership factors contribute significantly to improving the quality of learning (Harris & Jones, 2015). Competent supervisors are able to encourage teachers to improve reflection, learning innovation, and effective classroom management. Interviews with principals and teachers show that supervisors who carry out their roles in a participatory and communicative manner produce a conducive work climate and increase teachers' enthusiasm for innovation. This

shows a shift in the supervisory paradigm from the "control" model to the "collaborative supervision" model.

Implications for Supervisory Professional Policy and Development

From the perspective of education policy in West Java, the results of this study provide several important implications:

1. It is necessary to strengthen research and technology competencies for supervisors, so that they can become facilitators of data-based school innovation.
2. Local governments need to regulate the ideal ratio of supervisors to schools, because too high a workload can hinder the effectiveness of supervision.
3. A continuous professional development (CPD) system is needed for supervisors, both through online training, learning communities, and cross-regional mentoring.
4. Collaboration between supervisors, principals, and teachers needs to be facilitated through a forum for reflection and educational innovation at the district/city level.

With the implementation of targeted policies, supervisors can transform from just evaluators to mentors and innovators of education quality.

Based on the results of the analysis, education supervisors need to be positioned as change agents in the education system. They must be given space to innovate, develop themselves, and implement modern technology-based supervision practices. The development of supervisory professionalism can be carried out through competency certification programs, continuous training, and collaboration with higher education institutions. Support from the local and central governments is needed to ensure the sustainability of supervisory career development.

Supervisory Professionalism as a Pillar of Education Quality Assurance

The results of the study show that the professionalism of school supervisors in West Java is already in the high category. This condition shows that efforts to develop supervisory competencies by the Education Office and the Education Human Resources Development Center are starting to give positive results. This is in line with the theory of the quality assurance system (Quality Assurance System) which places supervisors as a key element in the cycle of continuous

quality improvement — starting from planning, implementation, evaluation, to improvement (Deming, 1986).

In practice, supervisors function as a linking agent between national policies and implementation in schools. The high professionalism of the supervisor allows for the effective transfer of policies and quality values, as the supervisor is able to translate regulations into practices that are relevant to the local context of the school.

This condition is important, especially in West Java which has significant social, geographical, and educational resources between regions.

The Challenge of Supervision Transformation in the Era of Independent Learning

The Freedom of Learning policy initiated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has major implications for the paradigm of education supervision. Supervisors are now expected to no longer be administrative inspectors, but to become learning facilitators and professional coaches for teachers and school principals (Kemendikbudristek, 2023). However, the results of this study show that most supervisors are still constrained in terms of digital literacy, school action research methodology, and quality data analysis.

These limitations indicate the need to change the coaching model from reporting-based to data-driven and reflective supervision.

Supervisors who are able to use data from national assessments, accreditation, and school self-evaluation appropriately can provide more accurate recommendations for improving school quality. Thus, the professionalism of supervisors must be developed in line with digital competence and education policy analysis.

Collaborative Role between Supervisors, Principals, and Teachers

The findings of this study reinforce the literature that the effectiveness of supervision is highly dependent on the pattern of the relationship between the supervisor and the school. Hargreaves & Fullan (2012) explained that the success of improving the quality of education is determined by professional capital, namely the synergy between human capital (individual

competence), social capital (collaborative relationships), and decisional capital (the ability to make strategic decisions).

In the context of this study, supervisors who have a collaborative relationship with principals and teachers show a more positive impact on school quality culture.

The participatory supervision and coaching approach has been proven to increase teacher motivation, confidence, and the quality of learning planning. On the other hand, top-down and administrative supervision tends to be ineffective because it creates resistance and reduces ownership of the quality improvement process.

Capacity Building and Supervisor Development Policy

The results of this study provide a basis for local governments, especially the West Java Provincial Education Office, to reorient supervisor coaching.

Some strategic recommendations that can be considered include:

1. **Digital Supervision Training Program:** Training on the use of supervision information systems (e-supervision), analysis of school quality dashboards, and data-based performance evaluation.
2. **Community of Practice (CoP) Supervisor:** Establishment of a cross-district/city supervisory forum as a forum for sharing good practices and supervision innovations.
3. **Integration of Supervision with the Driving School Program and the Independent Teaching Platform:** For supervisors to be active partners in the implementation of national policies.
4. **Performance-based incentive policies and innovations:** Supervisors who make a real impact on improving the quality of teachers and schools need to be given professional awards.

This approach will not only increase the motivation and professionalism of supervisors, but also create a sustainable coaching system based on real performance in the field.

The Relevance of Research Results to Educational Theory and Practice. Theoretically, the results of this study support the theory of contemporary educational supervision put forward by Glickman (2018) and Sergiovanni (2007), that effective supervision must prioritize aspects of coaching, reflection, and collaboration. Practically, this study shows that professional supervisors in West Java have played a role as a change agent that helps teachers adapt to the Independent Curriculum and develop learning innovations. However, for this transformation to be sustainable, there needs to be a national policy that strengthens the career level and professionalism of school

supervisors through continuous certification, applied research, and impact-based evaluation systems.

Policy Implications

Based on these findings, some of the recommended policy implications are: Local governments need to strengthen digital competency-based supervisor training programs, coaching, and data-driven supervision. Provincial and Regency/City Education Offices need to establish supervisory Community of Practice (CoP) as a forum for collaboration, innovation, and exchange of good practices. The Ministry of Education needs to integrate the role of supervisors in the Independent Teaching and Driving School platform system to strengthen the continuity of school quality development programs.

There is a need for an incentive system and impact-based evaluation for supervisors, so that their professionalism is not only measured by administrative reports, but also by real contributions to improving the quality of education.

Limitations and Suggestions for Advanced Research

This research still has limitations, namely the scope of the area that only covers some districts/cities in West Java and focuses on the elementary-secondary education level. For the next study, it is recommended to conduct a comparative analysis between provinces to map the variation in supervisory professionalism nationally. Using mixed methods (quantitative-qualitative) methods to explore aspects of supervisory behavior, values, and professional ethics in more depth. Develop an artificial intelligence (AI)-based adaptive surveillance model to support the effectiveness of digital supervision in the future.

The professionalism of education supervisors in West Java has proven to be the main driving force in improving the quality of education, especially when the supervisory function is carried out in a reflective, collaborative, and data-based manner.

Efforts to improve the competence of supervisors must be placed as an integral part of national education policy, because through professional supervisors, the education system can continue to transform towards quality that is fair, sustainable, and relevant to the needs of the 21st century.

CONCLUSION

The professionalism of education supervision is an important element in ensuring the quality of national education. A professional supervisor must have multidimensional competence, have high integrity, and be able to adapt to technological developments and educational policies. Efforts to improve the professionalism of supervisors require a systemic approach that involves supportive policies, training, and educational organizational culture.

This study emphasizes that the professionalism of education supervision at the primary and secondary levels in West Java is a strategic factor in ensuring the quality of education and the successful implementation of the Freedom of Learning policy. The professionalism of supervisors is proven not only by individual competence, but also by collaborative skills, digital capacity, and adequate institutional policy support.

The results showed that the level of professionalism among education supervisors was in the high category, with an average score of 4.21 out of 5. The most prominent aspects are academic and managerial supervision competencies, while those that still need improvement are digital competencies and school action research. Supervisor professionalism was significantly positively correlated with learning quality and school performance ($r = 0.71$). The implementation of the coaching-and-reflection-based supervision model has proven more effective than the traditional administrative model. Overall, it can be concluded that professional supervisors play a catalytic role in school change, especially in fostering a culture of quality and learning innovation.

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