



Implementation of Educational Supervision in High Schools: Analysis of Academic Supervision Types, Techniques, and Processes

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ABSTRACT

Educational supervision plays a strategic role in improving instructional quality and strengthening teacher professionalism in senior high schools. However, supervision practices in many secondary education institutions remain ineffective due to the fragmented application of supervision types, inappropriate supervisory techniques, and poorly structured supervision processes. This study aims to systematically examine the implementation of educational supervision in senior high schools by analysing the interrelated dimensions of supervision types, supervision techniques, supervisory approaches, and academic supervision processes. The study employs a descriptive qualitative research design using a systematic literature review method to synthesise theoretical and empirical studies on educational supervision published between 2021 and 2025. Data were collected by documenting peer-reviewed journal articles, scholarly books, and research reports in Indonesian and English, and analysed using thematic descriptive analysis. The findings reveal that educational supervision in senior high schools is implemented through three integrated types: academic, managerial, and clinical supervision. Academic supervision focuses on improving teaching and learning processes through lesson planning review, classroom observation, and reflective dialogue. Managerial supervision strengthens school governance, leadership, and organisational effectiveness, while clinical supervision supports individualised teacher development through intensive and reflective feedback cycles. In addition, effective supervision is supported by the strategic combination of individual and group supervision techniques, as well as the adaptive use of directive, collaborative, and non-directive supervisory approaches based on teachers' professional characteristics. The supervision process operates through a systematic cycle of planning, implementation, evaluation, and follow-up, ensuring sustainability and continuous instructional improvement.

INTRODUCTION

Educational supervision plays a crucial role in improving instructional quality and strengthening teacher professionalism in senior high schools (Suparman et al., 2023; Tanggulungan & Sihotang, 2023). Nevertheless, the implementation of academic supervision in many secondary education institutions remains ineffective due to the unclear application of supervision types, inappropriate supervisory techniques, and inadequately structured

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supervisory processes (Hepni et al., 2022; Silviana et al., 2025). These limitations often cause supervision practices to function merely as administrative routines rather than as professional development mechanisms that support instructional improvement (Novari et al., 2023; Habiburrahman et al., 2024). As a result, teachers' motivation for continuous professional growth declines, negatively affecting classroom practices and student learning outcomes (Habibie, 2023; Sulthoniah et al., 2024). Moreover, several studies indicate that supervisors and school principals frequently lack sufficient understanding of how to align supervision models with teachers' professional characteristics and specific school contexts, leading to mismatched supervisory interventions (Glickman, Gordon, & Ross-Gordon, 2018). Research also emphasises that effective academic supervision must be developmental, collaborative, and context-sensitive to foster meaningful instructional change (Zepeda, 2017; Humairoh, 2023; Rusnah, 2022). Therefore, systematic research examining the implementation of educational supervision in senior high schools, particularly its types, techniques, and processes, is essential to provide empirical insights that enhance supervisory effectiveness and advance educational supervision theory and practice (Amri et al., 2022; Anugraheni, 2022).

Previous studies on educational supervision have extensively examined the types, techniques, and processes of academic supervision as key determinants of instructional quality in secondary education. Research by Novari et al. (2023) highlights clinical, academic, and managerial supervision as essential models that position supervisors not only as evaluators but also as mediators, enhancing teacher professionalism and learning quality through flexible, context-specific approaches. Similarly, Rahmadini and Jamilus (2022) emphasise the importance of constructive supervision practices led by school principals to improve overall educational performance. Studies focusing on supervisory techniques reveal that classroom observation, individual conferencing, and teaching demonstrations are critical for improving instructional effectiveness, as evidenced by Siswanto et al. (2024) and Khoironi et al. (2023), who underscore the roles of systematic observation and reflective dialogue. Furthermore, Bachtiar et al. (2024) demonstrate that directive, collaborative, and non-directive supervisory approaches, when supported by effective communication, strengthen professional collaboration among teachers. Research on supervision processes also confirms that structured planning, implementation, and evaluation are essential for sustaining supervision effectiveness and improving teacher performance (Ali et al., 2023; Kholid & Jannah, 2022; Bestari et al., 2023).

This study aims to systematically examine the implementation of educational supervision in senior high schools by analysing the interrelated dimensions of supervision types, supervisory techniques, and academic supervision processes. Specifically, the research seeks to identify and characterise the dominant types of educational supervision applied in senior high school settings and to analyse the effectiveness of various supervisory techniques in supporting teachers' professional development and instructional improvement. In addition, the study aims to examine how supervision processes encompassing planning, implementation, and evaluation are operationalised in academic supervision practices. By integrating these dimensions into a unified analytical framework, this research addresses the existing gap in supervision studies, which tend to examine supervision components in isolation. The ultimate objective of the study is to develop an evidence-based conceptual framework that can guide school principals and supervisors in selecting and implementing

appropriate supervision strategies that are responsive to teachers' professional needs and the specific contextual conditions of senior high schools.

This study is grounded in the argument that the effectiveness of educational supervision in senior high schools depends on the integrated implementation of supervision types, supervisory techniques, and academic supervision processes rather than on a fragmented or single-dimensional approach. It is hypothesised that each type of educational supervision requires specific and contextually appropriate techniques, which must be applied through suitable supervisory approaches and organised within a systematic process encompassing planning, implementation, and evaluation. The study further assumes that supervision practices responsive to teachers' professional characteristics, instructional needs, and school contexts will be more effective at enhancing teacher competence and instructional quality than conventional supervision models that rely on uniform procedures. Accordingly, the study seeks to demonstrate that a holistic and adaptive supervision framework leads to more meaningful professional development, stronger instructional improvement, and more sustainable supervision outcomes compared to traditional, administrative-oriented supervision practices.

RESEARCH METHODS

This study employed a descriptive qualitative research design to develop an in-depth understanding of the implementation of educational supervision in senior high schools, particularly regarding the types, techniques, and processes of academic supervision. The research adopted a systematic literature review approach as the primary method to synthesise existing theoretical and empirical studies on educational supervision (Levitt *et al.*, 2018; Boote & Beile, 2005). This approach was selected to ensure methodological rigour, transparency, and replicability in examining supervision practices within secondary education contexts. By focusing on peer-reviewed scholarly sources, the study sought to capture prevailing models, patterns, and conceptual frameworks relevant to academic supervision.

Data were collected through documentation techniques by systematically identifying, selecting, and analysing written and electronic sources published between 2021 and 2025. The inclusion criteria encompassed literature published in Indonesian or English that explicitly addressed supervision types, supervisory techniques, supervisory approaches, or supervision processes within educational settings, particularly at the senior high school level (Gusenbauer & Gauster, 2025; Ahmed, 2024). Only sources with clear academic credibility, such as journal articles, research reports, and scholarly books, and with full-text accessibility were included to ensure data reliability and relevance.

Data analysis followed a structured qualitative procedure comprising data collection, data reduction, data display, and conclusion drawing/verification. The analysis was conducted using descriptive analytical techniques by categorising and synthesising the data into thematic constructs related to supervision types, techniques, and processes (Mahmudah, 2021; Gulotta *et al.*, 2023). To ensure the trustworthiness of the findings, data validity was established through credibility, dependability, transferability, and confirmability criteria (Susanto & Jailani, 2023). This methodological framework is expected to make a scientifically robust contribution to the field of educational supervision and to serve as a reliable reference for future research.

RESULTS AND DISCUSSION

Result

Types of Educational Supervision in Senior High Schools

The analysis of the collected data indicates that educational supervision in senior high schools is implemented through three main types: academic, managerial, and clinical supervision. These types function in an integrated manner to support instructional quality, organisational effectiveness, and teacher professional development. Academic supervision is primarily focused on improving teaching and learning processes. The findings show that this type of supervision focuses on lesson planning, classroom implementation, learning assessment, and the use of instructional media. Academic supervision operates as a continuous quality assurance mechanism through systematic classroom observation, reflective dialogue, and collaborative problem-solving. Its effectiveness is strongly influenced by the supervisor's pedagogical competence and ability to establish professional collaboration with teachers.

Managerial supervision primarily focuses on strengthening school management and leadership practices. The data reveal that this supervision type encompasses administrative management, leadership development, resource management, and program evaluation. Through structured guidance and mentoring, managerial supervision contributes to the development of a positive organisational climate, effective internal communication, and coherent school improvement strategies.

Clinical supervision is characterised by an intensive and individualised approach to teacher development. The findings indicate that clinical supervision emphasises pre-observation planning, classroom observation, and post-observation feedback. This process facilitates reflective practice, instructional problem-solving, and increased teacher confidence when conducted in a supportive and non-evaluative environment.

Table 1.

Types of Educational Supervision and Key Characteristics

Type of Supervision	Focus Area	Core Activities	Main Outcomes
Academic Supervision	Teaching and learning processes	Lesson planning review, classroom observation, reflective discussion	Improved instructional quality and pedagogical competence
Managerial Supervision	School management and leadership	Mentoring, administrative evaluation, and program monitoring	Strengthened governance and organisational effectiveness
Clinical Supervision	Individual teacher development	Pre-observation, observation, and feedback conferences	Enhanced teaching skills and professional confidence

Effective Supervision Techniques in High Schools

Academic supervision in senior high schools falls into two main categories: individual and group. Both techniques are applied flexibly according to teachers' professional needs, the learning problems encountered, and the supervision objectives to be achieved. The findings show that supervision becomes more effective when supervisors can combine individual and group techniques in a balanced way.

Individual supervision techniques are oriented toward personalised teacher development and focus on addressing specific instructional issues. The data reveal that

classroom observation is the most frequently used individual technique, enabling supervisors to directly observe instructional practices and classroom interactions. Other individual techniques include personal conferences, inter-class visits, and self-assessment activities. These techniques enable supervisors to provide targeted feedback, support reflective practice, and facilitate professional growth based on individual teacher needs.

Group supervision techniques emphasise collaborative professional learning and collective problem-solving among teachers. The findings show that orientation meetings, teacher working groups, group discussions, and experience-sharing forums are commonly used to foster professional learning communities. Group techniques strengthen collegial relationships, enhance shared understanding of instructional practices, and promote collective responsibility for instructional improvement. The effectiveness of group techniques depends largely on supervisors' ability to facilitate open communication and create a supportive learning environment.

Table 2.
Supervision Techniques and Their Characteristics

Supervision Technique Category	Forms of Techniques	Main Focus	Key Outcomes
Individual Techniques	Classroom observation, personal conferences, inter-class visits, self-assessment	Individual teacher performance and instructional improvement	Targeted feedback, reflective practice, and professional growth
Group Techniques	Orientation meetings, teacher working groups, group discussions, and experience exchange	Collaborative learning and shared problem-solving	Strengthened professional collaboration and instructional consistency

Types of Supervision Based on Supervisory Approach

The results of the data analysis indicate that academic supervision in high schools is implemented through three main types based on supervisory approach: directive, collaborative, and non-directive supervision. These approaches differ in terms of the level of supervisor involvement, teacher autonomy, and decision-making processes. The findings show that supervision's effectiveness is strongly influenced by the supervisor's ability to select and adapt the supervisory approach to teachers' professional characteristics, experience levels, and instructional needs.

Directive supervision is predominantly applied to novice teachers or teachers facing significant instructional challenges. This approach is characterised by direct guidance, clear instructions, and concrete solutions provided by the supervisor. The data show that directive supervision is effective in addressing immediate instructional problems and establishing basic teaching competencies, though its effectiveness tends to be short-term unless followed by strategies that promote teacher independence.

Collaborative supervision emphasises partnership between supervisors and teachers in identifying problems, developing solutions, and planning follow-up actions. The findings indicate that this approach fosters shared decision-making, professional dialogue, and a sense of ownership over instructional improvement. Collaborative supervision contributes to sustained improvements in teaching practices by creating a democratic and supportive professional learning environment.

Non-directive supervision grants teachers a high degree of autonomy to reflect on their instructional practices and determine improvement strategies independently. The results show that this approach is most effective for experienced teachers with strong motivation and reflective capacity. In this model, supervisors function primarily as facilitators who support reflection and professional growth without imposing solutions

Table 3.

Types of Supervision Based on Supervisory Approach

Type of Supervision	Supervisor Role	Teacher Role	Main Characteristics	Primary Outcomes
Directive	Expert and decision-maker	Recipient of guidance	Direct instructions, problem-solving led by a supervisor	Rapid improvement in basic teaching practices
Collaborative	Partner and co-decision-maker	Active collaborator	Shared problem identification and solution planning	Sustainable instructional improvement
Non-Directive	Facilitator and coach	Independent reflective practitioner	High teacher autonomy and reflective dialogue	Long-term professional growth and innovation

Effective and Sustainable Supervision Process

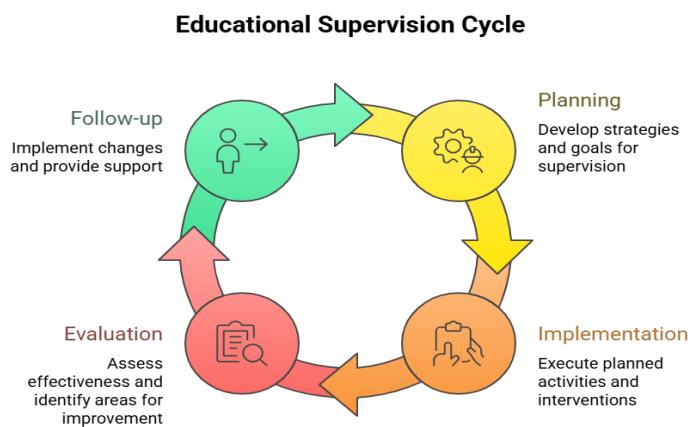
Effective and sustainable educational supervision in high schools is implemented through a systematic, structured, and continuous process. The supervision process operates as an integrated cycle consisting of three main stages: planning, implementation, and evaluation with follow-up. These stages are interdependent and, together, ensure improvements in instructional quality and in teachers' continuous professional development.

The planning stage functions as the cornerstone of effective educational supervision, serving as a strategic foundation for subsequent supervisory actions. The findings indicate that supervision planning is initiated through a systematic identification of supervision needs, derived from careful analyses of teacher performance, instructional practices, and overall school conditions. This process involves the formulation of a structured and measurable supervision program, the preparation of valid and reliable supervision instruments, and the socialisation of the program to teachers and relevant stakeholders to ensure shared understanding and commitment. Comprehensive planning allows supervision activities to be conducted in a goal-oriented and context-responsive manner. Moreover, it ensures alignment between supervisory objectives and teachers' professional development needs, thereby enhancing the relevance, effectiveness, and sustainability of supervision practices within the school system.

The implementation stage focuses on executing supervision activities through classroom observation, data collection using multiple supervision techniques, and systematic data analysis. The results reveal that employing multiple supervision techniques within a single supervision cycle provides a more comprehensive understanding of teachers' instructional practices. Feedback sessions are conducted in a dialogical and supportive manner, encouraging teachers to reflect on their practices and engage actively in instructional improvement.

The evaluation and follow-up stage plays a critical role in ensuring the sustainability of supervision outcomes. The findings demonstrate that program evaluation is used to assess the effectiveness of supervision, followed by the preparation of supervision reports and the design of targeted teacher development programs. Continuous monitoring of follow-up actions ensures that supervision recommendations are implemented consistently and contribute to measurable improvements in teaching quality.

Picture 1.



Discussion

The findings of this study confirm that educational supervision in senior high schools is not a singular or linear practice but rather a multidimensional system comprising interconnected supervision types, techniques, supervisory approaches, and procedural stages (Danial et al., 2022; Gultom et al., 2022). This supports contemporary supervision theory, which conceptualises supervision as a dynamic and adaptive process aimed at improving instructional quality, organisational effectiveness, and teacher professional growth simultaneously (Glickman, Gordon, & Ross-Gordon, 2018; Sergiovanni & Starratt, 2013).

Integration of Supervision Types

The identification of academic, managerial, and clinical supervision as the dominant forms in senior high schools aligns with classical and modern supervision frameworks (Aspirandi et al., 2024; Firmansyah & Anriani, 2023; Junindra et al., 2022). Academic supervision, which focuses on lesson planning, instructional delivery, assessment, and instructional media, reflects the core principles of instructional leadership theory (Syukron et al., 2023). Previous studies emphasise that supervision oriented toward teaching and learning functions as a continuous quality assurance mechanism, particularly when implemented through systematic observation, reflective dialogue, and collaborative problem-solving (Zepeda, 2017; Siswo, 2022). The present findings reinforce this view by showing that academic supervision is most effective when supervisors possess strong pedagogical competence and foster professional collaboration rather than hierarchical control (Nugrahini et al., 2023; Aisyahranji et al., 2023).

Managerial supervision, as revealed in this study, plays a complementary role by strengthening school governance, leadership practices, and organisational coherence. This finding supports educational management theory, which argues that instructional improvement cannot be sustained without effective leadership, resource management, and

administrative support (Bush, 2020; Ananda et al., 2023; Rahmadini & Jamilus, 2022). Consistent with prior research, managerial supervision contributes to a positive school climate, effective internal communication, and alignment between the school vision and operational programs, thereby creating structural conditions that support instructional improvement (Arini et al., 2023; Syofian et al., 2024; Siswanto et al., 2024).

Clinical supervision, characterised by individualised and intensive guidance, reflects the classic clinical supervision model developed by Cogan and Goldhammer. The emphasis on pre-observation conferencing, classroom observation, and post-observation feedback aligns with earlier empirical evidence that clinical supervision enhances reflective practice, instructional problem-solving, and teacher confidence when conducted in a supportive, non-evaluative environment (Acheson & Gall, 2003; AR et al., 2023). The findings indicate that clinical supervision is particularly effective for addressing specific instructional challenges and fostering deeper professional learning (Ego, 2025; Saputri & Darsinah, 2023; PS & Ulpah, 2022).

Supervision Techniques and Professional Learning

The results further demonstrate that effective supervision in senior high schools relies on the strategic combination of individual and group supervision techniques (Wahyuni et al., 2022; Khoironi et al., 2023). Individual techniques such as classroom observation, personal conferences, inter-class visits, and self-assessment support differentiated professional development by addressing teachers' specific instructional needs. This finding is consistent with adult learning theory, which emphasises the importance of relevance, reflection, and individualised feedback in professional learning (Knowles, Holton, & Swanson, 2015; Royani et al., 2024; Dermawan et al., 2025).

Conversely, group supervision techniques promote collaborative professional learning and collective responsibility for instructional improvement (Yuliana & Sholeha, 2024). The use of teacher working groups, group discussions, and experience-sharing forums reflects the principles of professional learning communities, which have been widely documented as effective mechanisms for improving instructional consistency and school-wide teaching quality (Hord, 2004; Bachtiar et al., 2024). The findings suggest that the success of group techniques depends heavily on supervisors' facilitation skills and their ability to create a safe, participatory learning environment.

Supervisory Approaches and Teacher Development

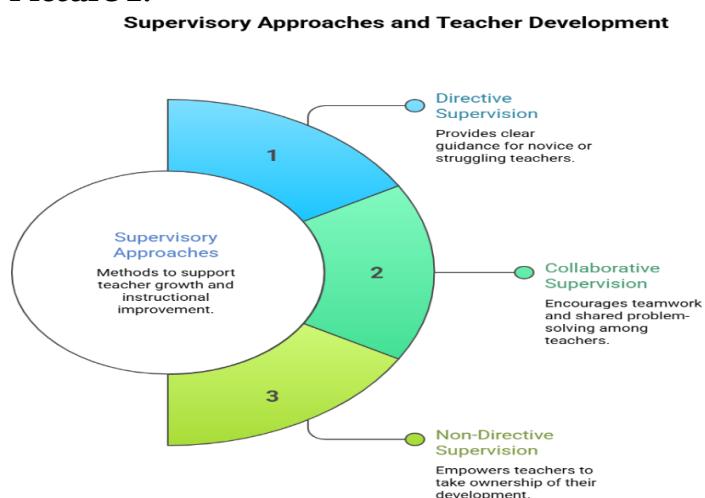
The classification of supervision approaches into directive, collaborative, and non-directive types further highlights the importance of adaptability in supervision practice (Kurniawan & Maunah, 2022; Solikhun et al., 2025; Susanto & Fathoni, 2024). Directive supervision, which is most effective for novice teachers or those facing urgent instructional problems, aligns with developmental supervision theory, which emphasises matching supervisory behaviour to teachers' developmental levels (Glickman et al., 2018; Fitri, 2025). However, consistent with previous studies, the findings indicate that directive supervision should be transitional and balanced with strategies that promote teacher autonomy.

Collaborative supervision emerges as the most sustainable approach for long-term instructional improvement (Tirtawati, 2024; Widyanto et al., 2023). By positioning supervisors

and teachers as partners in problem identification and decision-making, this approach fosters professional ownership, shared responsibility, and continuous improvement (Alam, 2022; Hanafiah et al., 2022). This finding supports social constructivist perspectives on teacher learning, which emphasise dialogue, collaboration, and co-construction of knowledge (Vygotsky, 1978; Gunawan et al., 2024).

Non-directive supervision, which emphasises teacher autonomy and reflection, is particularly effective for experienced teachers with strong reflective capacity (Mardia & S, 2022; Nuraisah et al., 2022; Suciati & Inayati, 2024). This aligns with coaching and mentoring literature, which suggests that facilitative supervision enhances intrinsic motivation, innovation, and long-term professional growth when teachers are developmentally ready (Knight, 2019; Syayidah, 2023; Umar & Widodo, 2022).

Picture 2.



Supervision Process and Sustainability

Finally, the study confirms that effective and sustainable supervision operates through a structured, cyclical process comprising planning, implementation, evaluation, and follow-up (Meliasari et al., 2022; Akil & Arifudin, 2024; Salsabila et al., 2025). This finding is consistent with continuous improvement models in education, which emphasise systematic planning, evidence-based implementation, and ongoing evaluation (Ali et al., 2023; Suranto et al., 2022; Misiyami, 2023). The emphasis on follow-up and monitoring underscores that supervision achieves meaningful impact only when feedback leads to concrete professional development actions and sustained changes in teaching practice (Firmansyah & Anriani, 2023; Azhar et al., 2024; Saharudin et al., 2022).

Overall, this study contributes to the literature by demonstrating that the effectiveness of educational supervision in senior high schools depends not on isolated supervision practices but on the coherent integration of supervision types, techniques, approaches, and processes (Ikhwan et al., 2024; Bestari et al., 2023; Toha et al., 2022). This holistic model provides both theoretical reinforcement and practical guidance for supervisors and school leaders seeking to improve instructional quality and teacher professionalism in a sustainable manner.

CONCLUSIONS

This study concludes that educational supervision in senior high schools is implemented through an integrated system comprising academic, managerial, and clinical supervision. These three types of supervision complement one another in enhancing instructional quality, strengthening school management, and supporting teacher professional development. The effectiveness of supervision is further influenced by the appropriate use of supervisory techniques, both individual and group-based, as well as the selection of supervisory approaches, directive, collaborative, and non-directive, aligned with teachers' needs and professional characteristics. A systematic supervision process encompassing planning, implementation, evaluation, and follow-up emerges as a key factor in ensuring sustainable improvement in teaching and learning practices.

Based on these findings, future research is recommended to examine the implementation of educational supervision through empirical field studies using qualitative, quantitative, or mixed-method approaches. Further studies may also explore the relationship between educational supervision and student learning outcomes, as well as investigate the role of digital technologies in enhancing the effectiveness of academic supervision in senior high schools. Comparative studies across educational levels or school contexts would further deepen our understanding of effective supervision practices.

This research contributes to theory by reinforcing the concept of educational supervision as a holistic, continuous process that integrates the types, techniques, approaches, and stages of supervision. Practically, the findings serve as a reference for school supervisors, principals, and educational policymakers in designing and implementing academic supervision that is contextual, collaborative, and oriented toward teacher professional development. The implications of this study highlight the strategic role of educational supervision as a key instrument in improving the quality of education in senior high schools.

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