

# Synergy of Education Inputs and Supervision Management in Improving the Quality of Education

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**Abstract:** This study aims to examine the synergy between educational inputs and supervisory management in enhancing the quality of education at the junior secondary school level. A qualitative approach was employed, focusing on two schools with contrasting characteristics: SMP Negeri 26 Pekanbaru and SMP Negeri Satu Atap Batu Sanggan. The findings indicate that the presence of qualified educators, adequate infrastructure, and the implementation of a relevant curriculum significantly support effective teaching and learning processes. However, irregular and unsustained supervision hampers teacher professional development and limits pedagogical innovation. Supervision tailored to school-specific needs has shown to boost teacher motivation, yet its impact is often short-lived without consistent follow-up and ongoing evaluation. Key challenges in implementing effective supervision include infrequent supervisory practices, limited professional development opportunities, and excessive teacher workloads. Consequently, this study recommends the reinforcement of guidance-oriented supervision accompanied by structured follow-up mechanisms to enhance learning outcomes and graduate competitiveness.

**Keywords:** Educational Inputs, Supervision Management, Continuous Supervision

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## INTRODUCTION

Education is the main foundation in the development of superior human resources. In Indonesia, schools play a strategic role in shaping character and developing students' competencies. In this context, collaboration between the availability of educational inputs and the effectiveness of supervision management is a very important aspect. The synergy between these two elements aims to identify how the interaction between the two can encourage improvement in the quality of education, in line with the goals of national education. Various strategic steps continue to be pursued by educational institutions to achieve higher quality standards, including through the provision of competent educators, strengthening the curriculum, and fulfilling facilities and infrastructure that support the teaching and learning process.

The quality of educational inputs has a great influence on learning success. The components included in educational inputs include teacher competence, completeness of facilities, and curriculum suitability. The presence of professional teachers with teaching experience contributes to creating an active, interactive, and collaborative learning

environment. Meanwhile, the availability of adequate facilities—such as comfortable classrooms, complete learning tools, and access to information technology—also encourages students' interest and motivation to learn. In addition, a curriculum that is contextual and relevant to the needs of the times is an important element in improving learning outcomes.

However, the implementation of the supervision and quality assurance system at the education unit level is still faced with a number of challenges. Obstacles such as limited training for school principals and supervisors, lack of time allocation to conduct effective supervision, and weak coordination between school management and educators, often hinder the achievement of supervision goals. In fact, school principals play a central role in coordinating various school components so that they work synergistically to achieve educational goals. Therefore, the integration between supervision and quality assurance systems is the key in building quality schools that are ready to face the dynamics of education in the future.

Supervision management also has a crucial role in increasing the professional capacity of teachers. Supervision that is carried out regularly and based on real needs in the field can encourage teachers to continue to innovate in learning strategies. On the other hand, undirected supervision practices and lack of constructive feedback can be an obstacle to improving teacher competence. Without an ongoing evaluation process, the benefits of supervision activities will be temporary and less significant. Therefore, it is necessary to have a structured, relevant, and contextual supervision plan in accordance with the characteristics of teachers and the conditions of their respective schools.

The synergy between educational input and supervision management is a key element in efforts to improve the quality of education at the secondary school level. Through the strengthening of continuous supervision and adequate professional support for teachers, the learning process is expected to take place more optimally and with quality. Thus, the resulting graduates will have high competitiveness and be ready to face global challenges. Collaboration between stakeholders in the education system needs to be continuously improved in order to realize the overall improvement of the quality of education in Indonesia.

## **METHODS**

This study applies a descriptive qualitative approach with the aim of obtaining a deep understanding of the phenomenon studied. The informants in this study consisted of school principals, teachers, and education staff who were directly involved in the educational process at school. Data collection techniques include in-depth interviews, participatory observations, and documentation review to obtain comprehensive information. The data analysis process follows an interactive model developed by Miles and Huberman, which includes three main stages, namely data reduction, data presentation, and conclusion/verification. To maintain the validity of the findings, triangulation was carried out both in terms of sources and methods, as well as validation of results through confirmation to informants (member checking).

## **RESULTS AND DISCUSSION**

This research was conducted in two junior high schools that had different geographical and social backgrounds. SMP Negeri 26 Pekanbaru is located in an urban area with adequate access to educational resources, while SMP Negeri Satu Atap Batu Sanggan is located in a rural area of Kampar Regency which faces various limitations, both in terms of facilities and educators. The following are the results of the observations and interviews obtained:

### **1. Educational Input**

SMP Negeri 26 Pekanbaru has a high quality of educational input. The majority of teachers have met the minimum qualifications of strata one (S1), with some of them having taken strata two (S2) education. Supporting facilities such as science laboratories, digital libraries, and internet access are optimally available. In addition, the active involvement of parents and support from the Pekanbaru City Education Office further strengthens the learning process at this school. On the other hand, SMP Negeri Satu Atap Batu Sanggan experienced limited facilities and a shortage of teaching staff. However, social interaction in the school environment is very strong, with the local community actively supporting education, especially in maintaining student attendance and developing their character.

## 2. Supervision Management

In both schools, academic supervision is carried out by the principal with support from the supervisor of the local education office. SMP Negeri 26 Pekanbaru implements data-based and document-based supervision that is integrated with digital platforms to monitor teacher performance. Supervision is carried out systematically to improve the quality of learning and encourage educational innovation. On the other hand, SMP Negeri Satu Atap Batu Sanggan uses a more personalized and participatory supervision approach, where the principal conducts informal supervision through direct dialogue and classroom mentoring.

## 3. Synergy between Education Input and Supervision

SMP Negeri 26 Pekanbaru shows a strong synergy between the quality of educational inputs and supervision management. The principal plays the role of a manager as well as a leader who is able to effectively integrate resources into a technology-based learning system. This is reflected in the improvement in the consistency of students' academic achievement and the ever-evolving use of project learning methods. At SMP Negeri Satu Atap Batu Sanggan, supervision adjusted to local conditions succeeded in optimizing the use of limited resources. The principal acts as a mentor and consultant for teachers in designing simple but relevant learning media to the surrounding environment. This approach has been proven to increase student learning motivation and the stability of teacher attendance.

This study emphasizes that the improvement of education quality is highly determined by the synergy between educational input and effective supervision management. The principal plays a strategic role in harmoniously integrating the two. In his role as a manager, supervisor, leader, and evaluator, the principal is in charge of coordinating teachers and staff, giving direction, encouraging curriculum development, and evaluating the implementation of learning. At SMP Negeri 26 Pekanbaru, clinical supervision and development are more dominant, with an emphasis on the use of digital technology. Meanwhile, SMP Negeri Satu Atap Batu Sanggan adopts a contextual and adaptive supervision approach, adjusting to geographical and resource limitations.

Planned and professional supervision has been proven to improve teacher performance, encourage collaboration, and support innovation, which directly impacts the quality of student learning outcomes, both academically and socially. Therefore, a flexible and relevant supervision approach to local conditions is essential. The quality of education does not only depend on facilities, but on the ability of school leadership to manage learning effectively. One of the major challenges in national education is the low effectiveness and efficiency of educational standards, as well as the lack of consistency in implementation. Innovation from educators is the key to producing competent graduates. Curricula that are not contextual and unresponsive to the needs of the community tend to fail to be widely implemented. In this case, supervision functions as a strategic instrument to overcome diversity and improve the quality of education, without becoming a burden for its implementers. The effectiveness of supervision is greatly influenced by teacher competence, human resources, administrative quality, student character, and supervisory organizational structure.

Supervision is an important issue in the education system. Many schools still face difficulties in achieving the expected quality. Therefore, a joint commitment from all



stakeholders—principals, teachers, parents, and the community—is needed to address quality issues through innovative and targeted supervision approaches.

Educational supervision is not only to motivate students, but also as a means of effective and efficient quality management of education. A supervisor must have high professional standards, be able to implement policies, monitor the learning process, and encourage curriculum relevance. The goal is to optimize the capacity of school principals, teachers, and other staff to significantly improve the quality of education. In practice, supervision includes the process of identifying learning problems and improving teaching effectiveness. Through supervision, teachers can create a more conducive learning atmosphere. This process also provides space for supervisors and educators to improve performance and overcome challenges in the field. Teachers' performance greatly affects the quality of learning, so they must remain professional, active, and dedicated. Counselors also need to motivate students to remain enthusiastic and able to keep up with the development of science and technology.

According to Lupanda (2019), supervision must be able to build the confidence of counselors so that the implementation of the program is more effective and efficient. Supervision includes an assessment of the use of technology and learning materials. Sabandi (2013) emphasized that supervisors have a higher level of expertise than tutors, and both play a role in solving learning problems. Sutarjo (2014) details supervision procedures, such as helping teachers improve learning methods, using learning resources, evaluating performance, and fostering prospective teachers in moral and professional aspects. Thus, supervision demands an active role from tutors and staff to support the improvement of the quality of learning. The goal is to produce outstanding students, both academic and non-academic, in order to boost the competitiveness of national education at the global level. However, the success of supervision also depends on collaboration between teachers and tutors. Lack of oversight can hinder this process.

The success of supervision can be measured from the learning outcomes of students. Rahmat (2015) stated that supervision is a process of integrating human resources and teaching staff, under the direction of the principal as the main supervisor. The supervisor is in charge of directing daily educational activities, from planning to development. Schools that want to prepare their students for the professional world need to equip them with high learning skills. The quality of graduates is very important, and this can be achieved through the right learning media and support from experts. Inappropriate learning media actually hinder the achievement of goals. Therefore, the use of media must be adjusted to the learning objectives, the number of students, and the condition of available facilities. Supervision is directed at ensuring students receive a quality formal education, based on data and facts, have access to school resources, and recognize the importance of the role of schools in their personal and social lives.

## **CONCLUSION**

The function of educational supervision in improving the quality of education includes continuous processes, the development of relevant skills, the improvement of existing barriers, and assistance from teachers to prepare students to continue to higher education and continue their superior education. By involving the active participation of students, the effectiveness and accuracy of achieving results in a sustainable manner can be further improved. This is very important to encourage the creation of creative innovations that are applicable in the educational environment. Synergy between education input and supervision management is the main key in quality improvement efforts. Adaptive, professional, and contextual leadership of principals plays a critical role in the optimal use of resources. Whether in schools with abundant resources or limited resources, the implementation of the right supervision model can have a significant positive impact on the learning process and outcomes

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