

The Impact of Supervision on Teacher Preparation and Behavior: A Case Study of Public Elementary Schools in The Diponegoro Cluster, Punggelan District, Banjarnegara

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ABSTRACT

Education is a fundamental aspect of human life, providing the foundation for the development of human resources. Teacher competence, including pedagogical, personality, professional, and social skills, plays a crucial role in shaping students' outcomes. Teachers are responsible not only for delivering knowledge but also for fostering students' character, learning ethos, and readiness for future challenges. The principal's role in organizing quality education is paramount, particularly through supervision. Supervision can enhance teachers' competence, improve classroom management, and strengthen the relationship between teachers and principals. This study investigates the comparison between teachers who receive supervision and those who do not, focusing on the impact of supervision on teacher preparation and behavior. The research adopts a qualitative descriptive approach using a case study method. Data was collected through interviews, observations, and document studies from five public elementary schools in the Diponegoro cluster, Punggelan District, Banjarnegara. The results provide insights into how supervision influences teacher performance and its role in optimizing student learning outcomes.

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1. INTRODUCTION

Education plays a central role in shaping society, equipping individuals with knowledge and skills that are necessary for personal growth and social development. At the heart of the educational system, teachers play an indispensable role in transforming these broad objectives into reality. However, the quality of education is highly dependent on the competence of the teachers delivering it. Competence in teaching is multifaceted and includes pedagogical, personality, professional, and social aspects. Teachers must possess these core competencies to manage classrooms effectively, deliver engaging lessons, and support students' academic and personal growth.

In the context of Indonesian education, a pressing concern is the significant variation in teacher performance and the lack of consistent professional development across schools. While some teachers excel in preparing and delivering quality lessons, others struggle with classroom management, effective teaching methods, and student engagement. This disparity in teacher effectiveness affects not only the learning environment but also the overall quality of education students receive.

One factor that significantly influences teacher competence and behavior is the role of the school principal as a supervisor. In many cases, principals' involvement in supervision and support for teachers'

professional development is insufficient, leading to suboptimal teaching practices. Supervision, which includes providing feedback, mentoring, and facilitating professional growth, can bridge this gap and enhance teacher performance. However, the level and frequency of supervision varies across schools, and its effects on teacher preparation and behavior are not always clear.

In this paper, we aim to examine how the presence or absence of supervision impacts the preparation and behavior of teachers in elementary schools. We compare teachers who are regularly supervised by their principals with those who are not, analyzing how supervision influences classroom management, lesson planning, and overall teacher effectiveness. This research focuses on five public elementary schools in the Diponegoro cluster in Punggelan District, Banjarnegara, and uses qualitative research methods to explore this issue in depth.

2. RESEARCH METHODOLOGY

This study uses a qualitative descriptive research design, which is particularly suited for understanding complex phenomena in depth and context. Qualitative research emphasizes the exploration of experiences, perceptions, and behaviors, which are often difficult to quantify but essential for understanding the subtleties of educational practices (Moleong, 2017). The research uses a case study method, which is ideal for gaining insights into specific settings and examining the details of everyday practices within a localized context (Yin, 2002).

The study involves five public elementary schools in the Diponegoro cluster of Punggelan District, Banjarnegara, selected for their varied approaches to teacher supervision. This selection provides a diverse range of experiences and contexts for understanding the effects of supervision on teacher behavior and preparation.

Data collection techniques used in this study include interviews, observations, and document studies:

1. **Interviews:** In-depth interviews were conducted with teachers, school principals, and relevant staff members. The interviews focused on understanding the teachers' experiences with supervision, their perceptions of how supervision affects their preparation, and their teaching behavior.
2. **Observations:** Classroom observations were carried out to gather data on teachers' classroom management practices, lesson delivery, and student engagement. These observations allowed the researchers to directly compare the practices of teachers who received supervision with those who did not.
3. **Document Studies:** Document analysis was conducted to gather supplementary information regarding school policies, performance reports, and teacher evaluations. This helped provide a broader context for understanding the role of supervision in the schools.

For data analysis, the study utilized the interactive model of data analysis (Huberman & Miles, 2020), which involves three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involves the process of simplifying and focusing the collected data by selecting relevant information. Data display is the process of organizing the data to facilitate understanding and pattern recognition. Finally, conclusion drawing and verification involves interpreting the data, identifying key themes, and ensuring the validity of the findings.

3. RESULTS AND DISCUSSIONS

3.1 Teacher Preparation and Behavior

The results of this study reveal clear differences in the preparation and behavior of teachers who are regularly supervised compared to those who are not. Teachers who are actively supervised tend to demonstrate better classroom management, more effective lesson planning, and stronger student engagement.

Supervised Teachers:

Teachers who receive regular supervision report higher levels of self-confidence in their teaching practices. Supervision, particularly through feedback and mentoring from the principal, enables teachers to feel more supported and capable of managing challenging classroom situations. These teachers were more likely to use innovative teaching methods, align their lessons with curriculum standards, and maintain a positive learning environment. They were also better at addressing student needs, adapting their teaching styles to cater to diverse learning abilities, and maintaining discipline in the classroom.

Supervised teachers also demonstrated higher levels of collaboration with colleagues. Supervision creates opportunities for teachers to share best practices, discuss teaching challenges, and receive constructive feedback from their peers. This collaborative approach fosters a professional learning community within the school, which benefits both teachers and students.

3.2 Unsupervised Teachers:

In contrast, teachers who do not receive regular supervision tend to exhibit lower levels of classroom management and lesson planning. These teachers reported feeling isolated in their teaching roles and lacked confidence in their abilities to address classroom challenges. Without feedback or support from a supervisor, these teachers often felt disconnected from the broader school community and uncertain about how to improve their teaching practices.

These teachers were also more likely to adopt traditional, less interactive teaching methods, which may not be as engaging or effective for students. Their lessons were often less structured, and they struggled to maintain student attention and participation. Additionally, these teachers did not have as many opportunities to engage in professional development or receive guidance on how to address student needs effectively.

3.3 Impact of Supervision on Teacher-Principal Relationship

The role of the principal in fostering positive teacher behaviors through supervision is a critical finding of this study. Teachers who are supervised by principals report having a stronger relationship with their principals, which is characterized by mutual respect and open communication. These relationships are based on trust and collaboration, and teachers feel comfortable discussing their challenges and seeking guidance.

On the other hand, teachers who do not receive regular supervision report feeling more detached from their principals. This lack of engagement can lead to miscommunication and a lack of clarity regarding expectations, which negatively impacts the overall school environment and the effectiveness of teaching.

3.4 Supervision and Student Learning Outcomes

An essential aspect of this research is the connection between supervision, teacher competence, and student learning outcomes. Teachers who receive regular supervision tend to have better student learning outcomes because they are more prepared, confident, and effective in their teaching. These teachers create an environment where students are more likely to participate, learn, and achieve academically.

3.5 Classroom Observations:

Classroom observations showed that supervised teachers often employed a variety of teaching strategies to engage students, including group activities, interactive discussions, and hands-on projects. These strategies cater to different learning styles and increase student engagement. In contrast, unsupervised teachers often relied on lectures and rote learning, which can lead to disengagement and limited learning opportunities for students.

4. CONCLUSIONS

This study emphasizes the crucial role of **supervision** in enhancing teacher preparation, behavior, and overall classroom effectiveness. Teachers who are supervised report higher levels of self-confidence, better classroom management, and more engaging lesson delivery. Furthermore, supervision strengthens the relationship between teachers and principals, fostering a collaborative school culture. The positive impact of supervision extends beyond teacher performance to student learning outcomes, as supervised teachers are better able to meet the diverse needs of their students.

The findings suggest that principals should prioritize regular and meaningful supervision as part of their leadership responsibilities. Providing teachers with feedback, support, and opportunities for professional development is essential for improving the quality of education. Schools should invest in supervisory practices that empower teachers and create a culture of continuous improvement. By doing so, they can ensure that students receive the highest quality education possible.

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