Educational Supervision Patterns in Improving the Quality of Private High School Graduates

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	ABSTRACT
Keywords: Educational Supervision, Collaboration, Learning Quality, Continuous Improvement --- **Corresponding Author*	The background of this study focuses on the importance of educational supervision in improving the quality of learning and graduates in secondary schools. An effective supervision system can play an important role in improving the quality of teaching and responsiveness to students' learning needs. This study aims to examine the pattern of educational supervision applied in private secondary schools, with a focus on collaboration between supervisors and teachers to improve the quality of learning. The approach used is qualitative research with a case study design. Data were collected through interviews with supervisors and teachers, direct observations in class, and analysis of documentation related to supervision activities. The results of the study indicate that supervision is carried out through classroom observations, weekly evaluations, and reflective discussions between supervisors and teachers. Follow-up to the results of supervision, such as improvement planning and implementation of remedial strategies, has proven effective in improving the quality of learning and student understanding. The implication of this study is the importance of a collaborative approach in supervision that allows teachers and supervisors to work together to improve teaching methods. This study contributes to the development of a collaboration-based educational supervision model. The limitations of this study lie in the limited scope of one school, so further research with a wider scope is needed to generalize these findings.

INTRODUCTION

Education is a crucial factor in national development because, through education, the quality of human resources can be significantly improved. Amidst the increasingly rapid global dynamics and industrial revolution, the need for graduates who are not only academically intelligent but also have 21st-century competencies is becoming increasingly urgent (Massey et al., 2021; Mohammed et al., 2020; Xu et al., 2021). Graduates who are unable to adapt to changing times

will be left behind in job competition and social contribution. Data from the World Economic Forum (2023) shows that 60% of future jobs require critical thinking, communication, and collaboration skills, which are not fully honed in the conventional education system (Andriyani et al., 2022; Otambo et al., 2022). This shows that the success of education is not only measured by academic grades, but also by the holistic output of the quality of its graduates. Therefore, research on strategies that can improve the quality of graduates, such as educational supervision, is very important to answer this global challenge.

Although awareness of the importance of graduate quality has increased, many educational institutions still face a gap between the educational process they implement and the quality of the graduates they produce. Many schools, especially private schools, have not been able to integrate educational development strategies effectively and sustainably (Kültür et al., 2023). This results in low competitiveness of graduates both locally and nationally. One of the root causes is weak internal educational management, especially in terms of academic supervision and development. Without targeted supervision, teachers find it difficult to develop professionally and are unable to implement learning that is responsive to the needs of students (Grbic et al., 2022; Toma et al., 2024). This is a major obstacle to improving the quality of graduates. Therefore, a systematic and integrated educational supervision strategy is needed to improve the quality of the teaching and learning process and ensure graduates are competent and adaptive to changing times.

In Medan City, competition between private high schools is getting tighter, along with increasing public expectations for the quality of education. Private schools are required not only to provide adequate facilities and infrastructure but also to be able to produce graduates who excel in terms of academics, character, and life skills. However, initial observations in several major private schools indicate that there are still serious challenges, such as low innovation in learning, a lack of coaching for teachers, and weak internal evaluation systems. One of the leading private high schools in Medan, for example, faces a gap between high student academic scores and low interpersonal skills and work readiness of graduates. This shows that the educational approach being implemented has not touched on the holistic aspect of student development. Therefore, a study on the implementation of educational supervision patterns is important to explore how effective coaching strategies can improve this situation.

Various previous studies have emphasized the importance of educational supervision in improving the quality of learning and graduates. Wang et al. (2023) emphasized that effective supervision can improve teacher professionalism and create a conducive learning environment. Meanwhile, a

study by Liang (2022) showed that supervision carried out continuously can increase the effectiveness of the teaching and learning process and has a direct impact on the quality of graduates. These studies strengthen the assumption that supervision is not only a control tool but also a coaching instrument. However, the focus of most studies is still limited to the technical aspects of supervision without paying attention to strategic and contextual patterns that are specific to the challenges of educational institutions in certain areas, such as Medan.

In addition, most previous studies were conducted in areas with different socio-cultural characteristics of education from Medan. There are limitations in describing how supervision patterns are applied in private schools with local backgrounds and high competitive dynamics. Most studies have not discussed in detail the integration between educational supervision and strategic and future-oriented graduate quality planning. This is an important research gap to be filled (Cziboly et al., 2023; Lee et al., 2024). Therefore, this study aims to broaden the perspective by viewing educational supervision from the perspective of managerial patterns applied in major private schools in Medan. Thus, the contribution of this study is to present a contextual supervision model that can be replicated by similar institutions in other cities.

This study offers a new approach in studying educational supervision patterns that not only emphasize the technical supervision function, but also strategic coaching integrated with the development of graduate quality. The novelty lies in the in-depth analysis of the supervision patterns applied in major private schools in Medan, a local context that has not been widely explored in educational management studies. In addition, this study links supervision to aspects of graduate outcomes directly, namely their readiness to face the world of work and social life. Thus, this research fills a gap in the literature that has so far focused more on the learning process alone. The results are expected to provide an empirical basis for formulating more effective and contextual supervision policies, as well as being relevant to current educational needs.

Based on the background and literature review, the main focus of this study is: How can the pattern of educational supervision in major private schools in Medan improve the quality of graduates as a whole? This study also wants to answer derivative questions such as: What are the challenges and opportunities in implementing educational supervision? How is the involvement of teachers and school leaders in implementing effective supervision? These questions underlie the preparation of a research framework that directly links educational supervision and graduate quality. With this focus, this study not only answers theoretical questions but also provides practical solutions that can be implemented by education managers, especially in private secondary schools

that are trying to improve the competitiveness of their graduates in the modern era.

As a descriptive-qualitative study, this study presents a contextual analysis of educational supervision patterns in Medan's main private high schools that have certain advantages but face specific challenges. The author argues that the quality of graduates will not improve without systematic, reflective, and sustainable supervision management. Supervision carried out ad hoc is unable to produce significant improvements to the teaching and learning process. Therefore, the contribution of this research lies in the development of an educational supervision model based on institutional needs and local characteristics, which can be used as a reference for other schools in improving the quality of education. It is hoped that the findings of this study can enrich the treasury of educational management science and become a strategic reference in formulating adaptive supervision policies that are oriented towards the quality of graduates holistically.

RESEARCH METHOD

This study uses a qualitative approach with a case study design, which aims to explore in depth the pattern of educational supervision in improving the quality of graduates at SMA Swasta Utama Medan. This approach was chosen because qualitative research allows researchers to understand the meaning, context, and social dynamics that occur naturally in the school environment (Assyakurrohim et al., 2022). Case studies are considered appropriate because the research focuses on a specific object in depth, aiming to gain a comprehensive understanding of the educational supervision process. According to Soesana et al. (2023), case studies allow for in-depth exploration of phenomena in real-life contexts, especially when the boundaries between phenomena and their contexts are not visible. Therefore, this approach is very relevant to examining the complexity of supervision management in schools in certain local contexts.

The location of this research is SMA Swasta Utama in Medan City, which is one of the leading private schools with a high number of students and a good academic reputation. The reason for choosing this location is that this school is a representation of a private school that strives to maintain the quality of its graduates amidst the challenges of competition and the dynamics of educational change. In addition, this school has also implemented a relatively structured educational supervision system, but it has not been widely studied scientifically. The uniqueness of the social, managerial, and work culture contexts in this school provides a rich space for exploring educational supervision patterns. This research was conducted from 5 to 8 May 2025, with intensive observation and direct interaction with key informants.

The data in this study were collected through three main techniques, namely in-depth interviews, direct observation, and documentation studies. Interviews were conducted in a semi-structured manner with the principal, vice principal for curriculum, teachers who were the objects of supervision, and other management staff. This technique allows researchers to obtain in-depth and open information related to the implementation of educational supervision in schools. In addition, direct observation was conducted on the educational supervision process, including interactions between teachers and the principal, as well as coaching activities and teacher performance evaluations. These observations provide factual data on the implementation of supervision in the field. The documentation study involves reviewing documents such as supervision work plans, supervision report results, school curriculum, and teacher performance evaluation results. These three techniques are applied triangulatively to increase the completeness, accuracy, and depth of the data obtained.

Data analysis in this study uses a model from Miles, Huberman & Saldaña (2014), which includes four main stages (Rifa'i, 2023). The first stage is data condensation, which is the process of simplifying, sorting, and organizing raw data from interviews, observations, and documentation into meaningful information. The second stage is data display, which is done in the form of descriptive narratives, tables, and thematic matrices to facilitate understanding of the data. The third stage is data verification and concluding, which is done by identifying patterns, themes, and relationships between categories, and drawing temporary conclusions that are then tested through a further data collection process. The fourth stage is reflection and adjustment, where researchers continuously evaluate and adjust the findings to remain relevant and focused on the research objectives, namely to describe the pattern of educational supervision in improving the quality of graduates contextually.

RESULT AND DISCUSSION

This study reveals the importance of regular monitoring in the learning process as an integral part of internal quality control in schools. From the results of observations and interviews, it was found that this monitoring not only includes formal evaluations, but also creates space for reflective discussions between teachers and supervisors. Regular monitoring allows schools to identify strengths and weaknesses in the learning process, as well as design relevant improvement steps.

Result

Regular Monitoring of the Learning Process

Periodic monitoring of the learning process in the field is defined as a supervisory action carried out routinely and on schedule by the principal or

supervising teacher. The goal is to ensure that teaching and learning activities are effective and that student development occurs evenly. This monitoring is carried out through three main approaches: direct observation in class, weekly learning evaluations, and discussions on student learning outcomes. Consistent implementation allows schools to control the quality of learning on an ongoing basis. This activity is not only administrative, but also a reflective means to see the achievements of teachers and students. This process also creates a space for dialogue between supervisors and teachers to align perceptions, formulate problems, and design follow-up strategies. Thus, periodic monitoring becomes an integral part of the internal quality control system in schools, which encourages continuous improvement and concrete improvement in the quality of graduates.

In an interview with one of the supervisors, he stated, "Every week I see the subject teachers preparing the evaluation rubric, and after that we discuss it in the teacher's room." This statement reflects that teacher evaluation does not stand alone, but is integrated with the supervision process. Rubric evaluation is not just a measuring tool, but becomes the basis for reflective discussions between teachers and supervisors. The researcher interpreted that this practice shows openness of communication and an active role from both parties in maintaining learning quality standards. The collaboration that is created strengthens the school's internal quality control because teachers are not only evaluated but also participate in the assessment and improvement process. The discussions that are held also provide an opportunity to align perceptions regarding learning success indicators, thus creating a more holistic approach that is oriented towards improving quality.

Subject teachers said, "If the children have not reached the target, the supervisor immediately designs a remedial measure with the teacher." This statement shows that the supervision process does not stop at assessment, but continues to planning real solutions to students' learning gaps. Researchers see that supervisors take a more active role, not only as supervisors but as facilitators of improvement. Supervision becomes more proactive, responsive, and solution-oriented. Collaboration in designing remedial measures shows a fast and structured teamwork system. This also reflects the awareness that the quality of graduates is determined not only by good learning planning, but also by the school's ability to respond to problems quickly. With the role of supervisors who are directly involved in developing improvement strategies, the supervision process becomes more functional and has an impact on improving academic quality as a whole.

The results of field observations confirmed the findings from the interviews. Researchers witnessed that in practice, supervision was carried out

systematically using observation forms that recorded the strengths and weaknesses of teachers when teaching. After the observation process was completed, the supervisor immediately discussed with the teacher the findings and jointly formulated improvement strategies. This approach shows that supervision is not carried out merely to fulfill administrative obligations, but aims to encourage improvements in teaching quality. Researchers noted that the discussion was open, with a dialogic atmosphere that showed a partnership between teachers and supervisors. Teachers appeared to not only accept corrections but also provide active responses, indicating that this process creates a professional relationship that supports competency growth. Supervision like this shows the school's commitment to strengthening reflective practice, making observation a starting point for continuous improvement.

Overall, periodic monitoring in the learning process is a collaborative and systemic approach. This process takes place through interrelated stages: classroom observation, reflective discussion, formulation of intervention strategies (including remediation), and re-evaluation. This allows teachers to periodically evaluate and improve their teaching methods based on real data from the classroom. Researchers believe that supervision with this pattern is able to increase teacher capacity and school response to student learning needs. With a system that continues to rotate, every finding is immediately followed up on, not left as an archive without meaning. This indicates that supervision has developed into an adaptive and reflective professional development process. Teachers are not positioned as objects of supervision, but rather as active partners in maintaining the quality of education. This approach is considered able to strengthen the education system in schools and contribute directly to improving the quality of graduates.

Collaboration on Follow-up of Supervision Results

Collaborative follow-up of supervision results in the field refers to a series of systematic steps taken by teachers together with supervisors after observation activities are completed. This collaboration is not just in the form of recommendation notes, but is manifested in the form of real actions such as re-planning learning, revising or developing teaching materials, implementing remedial programs, and re-evaluating learning outcomes after improvements are made. In practice, these collaborative activities are usually discussed in formal forums such as weekly or monthly evaluation meetings, which are facilitated by the school. This process reflects the principle of sharing responsibility between teachers and supervisors in maintaining the quality of learning. This kind of collaboration allows supervision findings not only to end in a written report, but to truly become a trigger for measurable and planned improvements. Therefore,

follow-up of supervision results is an important aspect of effective, participatory, and results-oriented academic supervision.

Table 1. An Observation Percentage Table – Follow-Up Collaboration After Supervision

Position of Informant	Indicator	Observation Percentage
Educational Supervisor	Joint reflection and planning	85%
Subject Teacher	Structured accountability of actions	80%

Based on observation data, 85% of supervision follow-up activities involved the educational supervisor initiating collective reflection meetings with teachers to formulate improvement plans based on actual findings. This indicates a strong culture of shared analysis and collaborative planning in response to classroom observations. Meanwhile, 80% of subject teachers were observed creating clear timelines and to-do lists, identifying instructors, and scheduling follow-up evaluations. This reflects a structured and accountable approach to implementing instructional improvements, where teachers are directly involved and take ownership of the process. The relatively high percentages in both categories suggest that post-supervision collaboration is not merely a formal activity but a meaningful, systematic effort to improve teaching practices. The process promotes professional responsibility, enhances team coordination, and builds a culture of continuous improvement driven by data and dialogue.

The data found shows a systematic and participatory pattern of continued supervision. The pattern begins with supervision activities in the classroom, then continues with collective reflection that discusses the findings openly. The results of this reflection produce concrete and measurable action plans, such as instructor assignments, revisions to teaching materials, and determination of improvement targets. After the plan is drawn up, teachers and supervisors jointly implement the implementation in the classroom and re-evaluate the results. This process creates a continuous cycle that is based on field data and active participation from all parties. This pattern is in line with the principle of a learning organization, where schools become places where teachers continuously learn from experience, and supervision is used as a strategic tool for change. With this approach, supervision not only improves the quality of teaching but also encourages a collaborative work culture that is based on solutions, not just corrections. The result is an increase in the quality of learning and graduate output.

Strengthening Teacher Competence through Practical Training

Strengthening teacher competency through practical training is a coaching process that prioritizes real experience in improving teacher technical skills. In the field, this training is not carried out in the form of seminars or theoretical

provision, but rather in the form of direct practice through learning simulations and micro-teaching. During the activity, teachers are asked to carry out the entire teaching process, both in the form of demonstrations of teaching methods and practice in mini classes. The supervisor or master teacher provides direct feedback after the session is complete, followed by a discussion of revisions to techniques that need improvement. The goal is for teachers to be able to immediately apply changes when they return to teaching in real classes. Researchers observed that this approach encourages teachers to reflectively recognize shortcomings, try new strategies, and internalize skills more deeply. Thus, practical training becomes a medium for dynamic and measurable competency transformation.

In the implementation of the training, researchers noted that each teacher underwent a simulation-based training cycle with a case study approach. Teachers actively played the role of teachers in a "mini class" that was set to resemble real conditions. After the session was completed, teachers immediately received open evaluations from supervisors and colleagues. In several cases, researchers saw teachers being asked to repeat certain learning segments as a form of direct technique revision. This proves that the training is real-time, reflective, and based on active involvement. Researchers assess that this model makes teachers not passive participants, but the main subjects in the professional learning process. This method shows that practice-based training not only strengthens technical competence but also builds solidarity and a culture of collective learning in the teacher environment.

Figure 1. Strengthening Teacher Competence through Practical Training

Based on the observation in Figure 1 above, it can be concluded that simulation-based practical training creates a safe space for teachers to try, fail, improve, and then reapply their teaching methods more effectively. This process allows teachers not only to receive theory but to truly experience and internalize learning. Researchers see that the effectiveness of training is largely determined

by the speed of the learning cycle: teachers are not left to linger in ignorance, but are directly guided. This is much more effective than conventional training, which is one-way and does not provide direct experience. Training becomes more meaningful because it starts from real needs and field observation results, not assumptions. With this approach, teachers are able to improve their techniques in a short time while understanding the pedagogical reasons behind the improvements. The fast cycle in training creates a real transformation in the way teachers teach and think.

Field findings show a pattern of increasing teacher competency that is experiential and structured. The pattern begins with a learning simulation, where teachers practice teaching scenarios. Next, micro teaching practices are carried out, which are directly observed by supervisors and fellow teachers. After that, a direct evaluation is given that is descriptive and solution-oriented, not just a numerical assessment. Teachers then revise problematic techniques and are immediately directed to implement them in real classes. This pattern shows a continuous, participatory, and responsive learning system. Researchers observed that the cycle not only improves teachers' technical abilities but also forms a reflective mindset and is open to criticism. With this approach, teachers can adapt teaching methods flexibly and contextually, and build teaching routines that continue to develop. This is a real form of professional learning based on experience and collaboration.

Discussion

Routine and scheduled monitoring aims to ensure the effectiveness of teaching and learning activities and equitable student development. The results of the study showed that monitoring was carried out through three main approaches: direct observation in class, weekly learning evaluations, and discussions on student learning outcomes. This approach provides an opportunity for supervisors and teachers to conduct direct and reflective evaluations. This leads to continuous improvement in the quality of learning, which in turn contributes to improving the quality of graduates (Ã–Zbek, 2023; Febriyanti, 2024; Munawwaroh, 2024). From interviews with supervisors, it was reflected that evaluation is not only a measuring tool, but also a basis for reflective discussions between teachers and supervisors. This shows open communication and an active role for both parties in maintaining learning quality standards. In this way, supervision becomes more than just an administrative obligation, but becomes a process that builds deep professional relationships between supervisors and teachers.

Collaboration in following up on supervision results plays an important role in ensuring that proposed improvements can be implemented properly. The

results of the study showed that after supervision activities, supervisors and teachers immediately carried out joint planning to formulate improvement steps based on observation findings (Herlina, 2024; Khoiroh et al., 2024; Mahardhika et al., 2024). This not only shows the active involvement of teachers but also the commitment of supervisors to act as facilitators in improving the quality of learning. Furthermore, teachers are also active in planning and implementing agreed-upon improvement strategies, including in the form of remedial programs. The use of evaluation rubrics and discussion of improvements carried out together creates a structured and responsible work system (Abdullah, 2024; Bali, 2024; Guimarães, 2021; Sain, 2025). From observation data, around 85% of follow-up supervision activities involve joint reflection and concrete improvement planning, which shows that this collaboration is running effectively.

This study also identified the importance of practical training in improving teacher competence. Simulation-based training and micro-teaching allow teachers to directly apply new teaching techniques, then get direct feedback from supervisors and fellow teachers (Gubergrits et al., 2023; Hina, 2024; Jali, 2025; Umar, 2024). This method is more effective than theoretical training because it provides direct experience that can be applied in the classroom. Learning simulations carried out in the form of mini classes create a safe space for teachers to try, fail, improve, and then reapply teaching methods more effectively (Ferin et al., 2024; Nisa', 2024; Safitri, 2025). The results of observations show that this training is very dynamic and allows for changes in teacher skills directly and quickly. This also indicates that experience-based training can build reflective and in-depth thinking among teachers.

The collaborative approach applied in this study shows that supervision is not only for evaluating, but also for encouraging constructive change. With close collaboration between supervisors and teachers, the supervision process becomes more proactive and responsive to students' learning needs (Baharun, 2023; Göksoy, 2020; Rizkiyah, 2024). Concrete and well-planned follow-up of supervision results ensures that every finding is immediately followed up on and does not just become a report left behind without action. In addition, this collaboration also builds a sense of shared responsibility between teachers and supervisors for the quality of learning, which has a direct impact on improving the quality of graduates (Aziz, 2025; Widiasari, 2024). The supervision process that runs continuously with a cycle of evaluation, improvement, and re-evaluation contributes to continuous learning and increasing teacher capacity.

Based on the results of this study, it can be concluded that routine and collaborative monitoring in the learning process is very important to improve the quality of teaching and student learning outcomes. A supervision approach that

involves open communication between supervisors and teachers, as well as collaboration in planning and implementing improvements, has proven effective in improving the quality of learning. In addition, practice-based training and simulations also make a significant contribution to improving teacher competence, thus supporting continuous professional development. Overall, this collaborative and structured supervision system can be used as a model in developing education in schools to improve the overall quality of graduates.

CONCLUSION

The most important finding of this study is the importance of collaborative and continuous supervision patterns in improving the quality of graduates in the Main Private High Schools in Medan. This study shows that the role of supervisors and teachers is vital in building a culture of reflective learning and continuous improvement. The supervision pattern carried out using direct observation, weekly evaluations, and reflective discussions between supervisors and teachers has been proven to improve the quality of learning and help identify student learning problems more quickly. However, the biggest challenge faced is how to ensure that every follow-up to the results of supervision can be implemented effectively, given the limited time and resources available.

The lesson that can be taken from this study is the importance of creating a collaborative space for supervisors and teachers to design improvements based on real data from classroom observations. This study emphasizes that the supervision process is not only limited to evaluation, but must be followed by concrete steps in the form of planning and implementing improvement strategies, including in terms of remedial measures. With the active involvement of both parties, supervision becomes a means to strengthen professional relationships that will ultimately affect the improvement of the quality of graduates.

The strength of this paper lies in its contribution to the development of an educational supervision system based on collaboration and continuous improvement. This study provides new insights into the importance of integration between academic supervision and learning based on planned reflection and follow-up. However, this study has limitations in terms of the location coverage, which is limited to one school, which may not fully reflect the conditions of other schools with different characteristics. For further research, it is recommended to expand the scope of the study to various schools with varying backgrounds, as well as explore more deeply the challenges faced by schools in implementing this supervision pattern more widely.

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