

The Principal's Supervision Management in the Use of Learning Media at 1 Sembawa Public Elementary School

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Abstrak

Penelitian ini bertujuan untuk menganalisis manajemen supervisi yang dilaksanakan oleh kepala sekolah dalam mendukung penggunaan media pembelajaran di SDN 1 Sembawa. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus untuk mengkaji praktik supervisi dalam konteks alami sekolah. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur dengan kepala sekolah dan guru, serta analisis dokumen supervisi. Hasil penelitian menunjukkan bahwa supervisi dilakukan melalui tahapan perencanaan, pelaksanaan, evaluasi, dan tindak lanjut secara sistematis. Kunjungan kelas, pendampingan, serta umpan balik terstruktur mendorong guru memanfaatkan media pembelajaran secara lebih efektif. Beberapa kendala yang ditemukan meliputi keterbatasan fasilitas media, perbedaan kompetensi guru, dan keterbatasan waktu supervisi. Untuk mengatasi kendala tersebut, kepala sekolah memfasilitasi pembinaan profesional dan berbagi sumber daya antar guru. Penelitian ini menyimpulkan bahwa supervisi yang terstruktur dan bersifat pengembangan mendukung efektivitas pemanfaatan media pembelajaran di tingkat sekolah dasar.

Kata kunci: manajemen supervisi, kepemimpinan kepala sekolah, pemanfaatan media pembelajaran, pendidikan sekolah dasar.

Abstract

This study aimed to analyze the supervision management implemented by the principal in supporting the use of learning media at SDN 1 Sembawa. A qualitative case study approach was employed to examine supervisory practices within the natural school setting. Data were collected through classroom observations, semi-structured interviews with the principal and teachers, and analysis of supervision documents. The findings showed that supervision was conducted through systematic stages of planning, implementation, evaluation, and follow-up. Classroom visits, mentoring sessions, and structured feedback encouraged teachers to utilize instructional media more effectively. Several challenges were identified, including limited media facilities, differences in teachers' competencies, and time constraints for supervision. To address these constraints, the principal facilitated professional guidance and resource sharing among teachers. The study concluded that structured and developmental supervision supported more effective learning media utilization at the elementary school level.

Keywords: supervision management, principal leadership, learning media utilization, elementary education.

1. INTRODUCTION

The effective use of learning media has become an essential component of improving instructional quality in elementary education. Contemporary research consistently indicates that well-designed instructional media whether visual, digital, or interactive facilitate conceptual understanding, increase student engagement, and support differentiated learning (Petko et al., 2020; Zuo et al., 2025). In primary school contexts, where students' cognitive development varies widely, the integration of appropriate media contributes significantly to the clarity of instruction and the overall learning experience (Pappa et al., 2023; Voogt et al.,

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2021). Moreover, global education reports emphasize that technology-supported learning environments can enhance student participation when pedagogically guided and contextually adapted (OECD, 2021; UNESCO, 2023). However, the effectiveness of learning media is not determined solely by availability but by how consistently and appropriately teachers implement it in classroom practice (Gil-Flores et al., 2020; Siddiq et al., 2022).

While numerous studies have examined the integration of learning media and technology in schools, fewer investigations have focused on the supervisory mechanisms that ensure its effective implementation. Instructional supervision plays a central role in guiding teachers' pedagogical decisions and professional growth (Gordon et al., 2025; McGhee & Stark, 2021). Contemporary perspectives on supervision emphasize developmental feedback, collaborative reflection, and post-observation dialogue rather than merely administrative control (Lavigne et al., 2023; Derrington et al., 2025). Through systematic classroom observation and constructive feedback, principals can influence teachers' instructional strategies and encourage the thoughtful use of learning media (Hallinger & Liu, 2022; Sun & Leithwood, 2021). In this regard, instructional leadership and supervision are closely interconnected, as leadership practices that prioritize teaching and learning tend to foster improved classroom implementation (Leithwood et al., 2020; Gümüş et al., 2021).

Despite this theoretical alignment, practical challenges remain evident. Studies have reported that many schools still adopt traditional supervisory approaches that focus on compliance and documentation rather than instructional improvement (Bush, 2020; Oplatka & Arar, 2020). In addition, variations in teachers' digital competence, limited infrastructure, and insufficient mentoring structures often reduce the impact of supervision on classroom innovation (Dong et al., 2020; Falloon, 2020). Even when technology resources are available, their pedagogical effectiveness depends on school climate, leadership support, and continuous professional guidance (Afshari et al., 2021; Hsu & Sharma, 2021). Therefore, the principal's supervision management becomes a strategic factor in transforming media use from a technical activity into a pedagogical practice.

Within elementary school settings, especially in developing regions, research examining the relationship between supervision management and learning media utilization remains relatively limited. Although instructional leadership has been widely studied (Nguyen & Nguyen, 2021; Karim & Rahman, 2022), fewer empirical works explore how supervision processes planning, implementation, evaluation, and follow-up specifically influence teachers' use of learning media in daily instruction. Recent literature on post-observation conferences highlights that the quality of feedback significantly affects teachers' instructional improvement (Lavigne et al., 2023; Gordon et al., 2025). However, the contextual application of such supervisory strategies in public elementary schools requires further exploration, particularly in settings where resource constraints and professional development opportunities vary.

In the Indonesian context, efforts to strengthen educational quality increasingly emphasize school leadership and teacher professional development (UNICEF Indonesia et al., 2023; Schleicher, 2020). Reports also indicate that disparities in infrastructure and digital readiness influence how effectively schools implement instructional media (OECD, 2021; UNESCO, 2023). Consequently, supervision management must be adapted to local conditions while maintaining a developmental orientation that empowers teachers (Sun & Leithwood, 2021; Meyer et al., 2023). The need to examine how principals structure supervision to support learning media utilization is therefore both practically and academically relevant.

Based on these considerations, this study addresses the following research question: How does the principal's supervision management influence the effective use of learning media at SDN 1 Sembawa? The study aims to analyze the planning, implementation, evaluation, and follow-up stages of supervision conducted by the principal and to examine how these processes contribute to improving teachers' utilization of learning media in classroom instruction. By focusing on supervision as a developmental and mentoring process rather than a compliance mechanism, this research seeks to provide a contextual understanding of how leadership practices can enhance instructional quality at the elementary school level.

2. METHOD

This study employed a qualitative descriptive case study design to examine the principal's supervision management in supporting the use of learning media at SDN 1 Sembawa, located in Banyuasin Regency, South Sumatra, Indonesia. A case study approach was selected to enable an in-depth understanding of supervisory practices within their real-life educational context. The study focused on exploring how supervision was planned, implemented, evaluated, and followed up in relation to teachers' use of learning media in classroom instruction.

The participants consisted of the principal, vice principal, and six classroom teachers who were directly involved in the implementation and supervision of learning media. Participants were selected through purposive sampling based on their active roles in instructional activities and supervisory processes at the school. They were considered to possess relevant experience and knowledge aligned with the objectives of the study.

Data were collected using semi-structured interviews, classroom observations, and document analysis. Semi-structured interviews were conducted to obtain detailed information regarding supervisory planning, feedback mechanisms, strategies implemented by the principal, and challenges encountered in managing learning media utilization. Classroom observations were carried out to examine how teachers applied various learning media during instructional activities and how supervisory guidance was reflected in classroom practice. Documentation, including supervision reports, lesson plans, and records of learning media usage, was analyzed to support and triangulate findings from interviews and observations.

Data analysis was conducted using a thematic analysis approach. The process involved data reduction, data display, and conclusion drawing. Interview transcripts, observation notes, and relevant documents were carefully reviewed and coded to identify recurring patterns and significant themes related to supervision management and media utilization. The coded data were then organized into categories reflecting planning, implementation, evaluation, and follow-up stages of supervision. Interpretations were subsequently developed to explain how supervision management influenced the effective use of learning media.

To ensure credibility, triangulation of data sources and collection techniques was applied. Information obtained from interviews was compared with observation findings and documentary evidence to confirm consistency. Clarification was sought from participants when necessary to ensure accuracy of interpretation.

3. RESULT AND DISCUSSION

Result

This study aimed to explore how the principal's supervision management supports the use of learning media in classroom instruction at SDN 1 Sembawa. Using a qualitative descriptive case study design, the findings were organized into four major themes corresponding to the stages of supervision management: planning, implementation, evaluation, and follow-up. These themes emerged through thematic analysis of interview transcripts, classroom observations, and document analysis.

1. Supervision Planning

The planning stage of supervision was conducted at the beginning of each semester and was integrated into the school's academic supervision program. Based on interview data, the principal formulated supervision schedules and communicated clear expectations regarding the integration of learning media into lesson plans. Teachers were instructed to explicitly include types of media, objectives of media use, and alignment with student characteristics in their instructional planning documents.

Document analysis of lesson plans confirmed that teachers systematically incorporated media components, such as instructional videos, visual charts, concrete teaching aids, and interactive slides. The vice principal also assisted in coordinating supervision schedules to ensure that all teachers were observed within a structured timeline. This planning stage reflected a preventive and developmental supervision approach, as it emphasized preparation and alignment rather than fault-finding practices.

2. Implementation of Supervision

The implementation stage was characterized by direct classroom observations and mentoring sessions. The principal conducted periodic classroom visits to observe how teachers utilized learning media during instructional delivery. Observation data revealed that teachers used various forms of media, including:

- Printed visual aids (charts, flashcards, diagrams)
- Audio-visual media (instructional videos)
- Digital presentations (interactive slides)
- Locally developed teaching tools adapted to subject content

During classroom observation, the principal focused on several aspects:

1. Relevance of media to learning objectives
2. Student engagement during media use
3. Teacher's ability to manage classroom interaction
4. Technical fluency in operating media

Field notes indicated that supervision was conducted in a supportive and collegial manner. Rather than interrupting lessons, the principal recorded observations and scheduled reflective discussions afterward. Teachers reported feeling guided rather than evaluated, which contributed to a positive supervision climate.

3. Evaluation of Learning Media Utilization

Evaluation was carried out through post-observation conferences and periodic review meetings. Interview findings revealed that feedback was delivered individually and constructively. The principal emphasized three core evaluation criteria:

- Creativity and innovation in media development
- Effectiveness in enhancing student understanding
- Suitability with curriculum standards

Teachers received specific suggestions for improving clarity of visual presentation, increasing interactivity, and aligning media selection with student learning needs.

Documentation of supervision reports showed written feedback highlighting both strengths and areas for improvement.

Observation results also indicated positive instructional changes. Teachers demonstrated increased confidence in media selection and improved classroom control when media were integrated into structured lesson phases. Students appeared more attentive and participative, particularly during lessons incorporating visual and interactive elements.

4. Follow-Up Actions

Follow-up actions constituted a significant component of supervision management. Based on interview data, the principal organized internal professional development activities focused on learning media design and digital tool utilization. Peer collaboration was encouraged through informal sharing sessions, where teachers exchanged ideas and instructional resources.

In addition, individual mentoring sessions were provided for teachers who experienced technical difficulties or required additional assistance. This developmental approach strengthened collaborative culture within the school.

5. Challenges Identified

Despite the overall effectiveness of supervision management, several constraints emerged:

- Limited digital infrastructure, including restricted access to technological devices
- Uneven levels of technological proficiency among teachers
- Occasional technical disruptions during classroom implementation

However, collaborative practices promoted by the principal—such as resource sharing and peer mentoring helped mitigate these challenges and sustained media innovation efforts.

The thematic findings indicate that supervision management at SDN 1 Sembawa operates systematically and developmentally. The structured sequence of planning, observation, evaluation, and follow-up demonstrates managerial consistency and instructional orientation. Supervision was not merely administrative but functioned as a professional support mechanism influencing teachers' competence and confidence in utilizing learning media.

The integration of mentoring, reflective feedback, and professional development suggests that supervision contributed to more consistent, purposeful, and pedagogically aligned media usage in classroom practice.

Discussion

The results of this study answer the research question by demonstrating that the principal's supervision management influenced the effective use of learning media through structured planning, systematic observation, reflective evaluation, and sustained follow-up. The findings suggest that supervision functioned not merely as administrative monitoring but as a developmental mechanism that enhanced teachers' instructional practices.

The four-stage supervision process identified in this study reflects contemporary models of instructional leadership that emphasize continuous improvement rather than compliance. The principal's active involvement in classroom observation and feedback aligns with research highlighting that leadership practices directly shape instructional quality when they prioritize pedagogical support (Hallinger & Liu, 2022; Sun & Leithwood, 2021). The mentoring-oriented approach observed at SDN 1 Sembawa demonstrates how supervision can create professional learning opportunities embedded within daily teaching practice.

Furthermore, the observed increase in teacher confidence and classroom engagement supports the view that constructive feedback and professional dialogue strengthen instructional competence. Studies on post-observation conferences indicate that reflective feedback processes significantly contribute to teacher growth (Lavigne et al., 2023; Gordon et al., 2025). In this study, follow-up meetings and professional development sessions appear to have reinforced teachers' willingness to experiment with diverse media formats.

The challenges identified, particularly limited infrastructure and uneven digital competence, confirm broader findings that effective technology integration depends on both leadership support and contextual readiness (Dong et al., 2020; Falloon, 2020). Even with strong supervision, infrastructural limitations can restrict the scope of media innovation. However, the principal's encouragement of collaboration and resource adaptation illustrates adaptive leadership, where constraints are addressed through collective problem-solving rather than passive acceptance.

Conceptually, the findings contribute to the understanding of supervision management as an integrated instructional leadership strategy. Rather than separating supervision from media utilization, this study demonstrates that structured supervisory processes can directly influence pedagogical implementation. Supervision, when conducted developmentally, becomes a mechanism for sustaining instructional innovation in elementary schools.

Thus, the principal's supervision management at SDN 1 Sembawa exemplifies how leadership practices can cultivate a culture of continuous instructional improvement. The study reinforces the proposition that effective supervision is not an evaluative endpoint but a cyclical process that links planning, implementation, reflection, and professional growth to enhance educational quality at the primary level.

4. CONCLUSION

This study concludes that the principal's supervision management at SDN 1 Sembawa contributed to strengthening the effective use of learning media in classroom instruction. The supervision process, implemented through systematic planning, structured classroom observation, reflective evaluation, and consistent follow-up, supported teachers in integrating various forms of instructional media into their teaching practices. The findings indicate that supervision functioned not only as a monitoring mechanism but also as a developmental process that enhanced teachers' confidence, creativity, and professional growth.

The study also reveals that supervision becomes more effective when it is accompanied by constructive feedback, mentoring, and opportunities for collaborative learning among teachers. Although limitations such as restricted digital infrastructure and varying levels of technological competence were identified, adaptive leadership strategies particularly peer collaboration and resource sharing helped sustain instructional innovation. These findings affirm that supervision management, when oriented toward professional empowerment, can foster a culture of continuous instructional improvement at the elementary school level.

Based on these findings, it is recommended that school principals implement supervision as a structured and developmental process rather than solely as administrative evaluation. Principals are encouraged to provide regular feedback, facilitate internal professional development activities, and promote collaborative problem-solving among teachers to strengthen the use of learning media. Educational policymakers and school supervisors should also consider strengthening leadership training programs that emphasize instructional supervision competencies, particularly in supporting media integration and pedagogical innovation. Future research may further explore how digital leadership development and institutional support systems can enhance the sustainability of supervision-based instructional improvement in primary education contexts.

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