



THE STRATEGIC ROLE OF EDUCATION SUPERVISION IN THE IMPLEMENTATION OF PUBLIC POLICY TOWARDS IMPROVING THE HUMAN DEVELOPMENT INDEX

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Abstract

The Human Development Index (HDI) is a key indicator in measuring the quality of human resources, with education as one of its main pillars. Public policy in the education sector aims to improve quality, access, and equity, yet its success largely depends on effective implementation at the ground level. In this context, educational supervision plays a strategic role as a bridge between national policies and practices at the school level. This study uses a qualitative approach with a case study method to examine the contribution of supervision to the effectiveness of education policy implementation oriented toward improving HDI. The findings indicate that supervision functions not only as a control mechanism but also as a means of continuous assistance and evaluation. Through supervision, implementation barriers can be identified and addressed contextually. Additionally, supervision enhances the professional capacity of teachers and school principals, strengthens school management, and builds educators' confidence in adopting new policies. Collaborative and sustained supervision proves effective in improving the quality of learning and educational outcomes. However, the implementation of supervision still faces challenges, such as a limited number of supervisors, insufficient training, and inadequate budget support. Therefore, strengthening the supervision system is crucial to support the success of education policy and the sustainable improvement of HDI.

Keywords : *Educational Supervision, Public Policy, Human Development Index*

A. Introduction

Human resource development (HRD) is the main foundation in a sustainable national development process. One of the important indicators used to measure the success of human resource development is the Human Development Index (HDI) (Yusuf et al., 2024). The HDI includes three main dimensions, namely education, health, and decent living standards (Anggi Wida Nastiti, 2023). Among the three, education occupies a central position because it is able to encourage progress in the other two aspects. Therefore, improving the

education system through public policy is a strategic step in improving a country's HDI.

Within the framework of national development, public policy in the field of education aims to create equal access, improve quality, and strengthen education governance (Ahmad Muhamad Mustain Nasoha, Ashfiya Nur Atqiya, Anastasya Egita Putri, Nabila Sit iNgaisyah, 2025). However, the successful implementation of this policy is inseparable from an effective supervision and coaching system, namely through educational supervision. Educational supervision is a professional coaching process carried out systematically to help teachers and education personnel improve the quality of learning and school management (Imro'atus Sholihah, 2025). Thus, supervision acts as a bridge between policy formulation and implementation at the education unit level.

In this context, educational supervision becomes a strategic element that bridges macro policies with micro practices in the field. Supervision not only functions as an administrative control tool, but also acts as a professional coaching process that aims to improve the overall quality of education services (Velnika Elmanisar, Rifma, 2024). Adaptive and contextual supervision is able to be a catalyst in identifying obstacles to policy implementation and providing solutions that are in accordance with local characteristics. Supervision is also a tool for evaluating and strengthening the capacity of educational resources which is indispensable in the era of digitalization and transformation

Furthermore, the strategic role of educational supervision is seen in its function as a tool for control, evaluation, and capacity building for educators (Hamidah.D, 2022). Appropriately conducted supervision can ensure that policies that have been designed at the national or regional level are actually translated into learning practices in schools. In addition, education supervisors are also tasked with identifying barriers to policy implementation and providing contextualized solutions according to field conditions. This is very important to ensure the effectiveness of public policies in achieving the goal of improving the quality of education and ultimately boosting the HDI value.

However, in practice, the function of educational supervision has not been fully utilized optimally. There are still many challenges faced, ranging from limited human resources, weak inter-agency coordination, to a lack of awareness of the importance of supervision as an integral part of public policy. Therefore, it is necessary to conduct an in-depth study on how education supervision can play a strategic role in supporting public policy implementation and how it contributes to improving HDI.

Based on this background, this article aims to analyze the strategic role of education supervision in the implementation of public policy as an effort to increase the Human Development Index. This study is important to formulate an adaptive and sustainable supervision strategy, in order to be able to answer the challenges of the national education system in the era of digital transformation and globalization. It is hoped that through strengthening supervision, the quality

of education can improve significantly and have a positive impact on the quality of life of the Indonesian people.

B. Research Methods

This research uses a qualitative method with a case study approach to explore in depth the role of education supervision in the implementation of education policies that impact on the Human Development Index (HDI). The qualitative method allows researchers to explore the perspectives, experiences and understandings of various stakeholders, such as teachers, principals, education supervisors and relevant government parties. The case study approach was chosen to analyze the implementation of educational supervision in one or more specific educational contexts, such as schools or regions that have implemented significant supervised education policies. This approach allows researchers to evaluate the impact of supervision on the success or failure of education policy implementation, as well as its effect on education quality and HDI. The data collection techniques used include in-depth interviews, focus group discussions (FGDs) and direct observation, which aim to gather information about the experiences of implementing education policies and supervision, as well as observing the implementation of supervision in the field and its impact on the education process. Using this approach, the research aims to analyze in depth how education supervision can strengthen policy implementation that focuses on improving the quality of education and HDI.

C. Results and Discussion

1. Supervision as a Monitoring Tool for Education Policy Implementation

Education supervision, in the context of education policy implementation (Gumgum Gumilar, Dian Perdana Sulistya Rosid, Harsono, 2024), plays a very strategic role as a supervisory tool to ensure that the policies set by the government can be implemented effectively and efficiently in the field. The results show that supervision functions not only as a means of monitoring, but also as an instrument to identify problems that arise during the implementation process, and provide solutions to these problems. With proper supervision, education policy implementation can be ensured to run as expected, contribute to improving the quality of education and ultimately support the achievement of larger goals such as increasing the Human Development Index (HDI).

The importance of supervision as a supervisory tool is evident in the implementation of various educational policies launched by the government. For example, policies related to the new curriculum or training programs for teachers (Ramadhani et al., 2024). Without adequate supervision, these policies have the potential to only become documents on paper without any real change in the field. Through supervision, educators and education managers can be directly monitored for implementation, ensuring that policies

are implemented properly and that standards are achieved. One of the important functions of supervision in this case is to ensure that the policies are in line with local needs and conditions, which are often diverse.

In this study, it was found that the implementation of education policies in some areas, especially in more remote areas, faced a number of obstacles. For example, there is a mismatch between policies designed at the central level and conditions on the ground, such as limited human resources, facilities or even education infrastructure. In some areas, although good policies are in place, their implementation cannot be effective due to these constraints. Supervision in this case becomes a very important instrument to identify these constraints early on and find appropriate solutions so that the policy can run optimally.

The results also show that supervision plays an important role in assessing the level of conformity between policy implementation and the objectives to be achieved. For example, in the implementation of technology-based teaching policy, supervision serves to ensure that teachers are not just using technology, but integrating the technology in an effective way in learning. For example, if there is a lack of training for teachers in the use of technology, supervision can detect this and provide recommendations regarding the training needed to improve the quality of teaching.

Furthermore, supervision can also help in identifying whether the policies implemented are achieving the desired goal of improving the quality of education. One of the findings in this study is that when supervision is conducted regularly and systematically, it makes it easier to evaluate the policies implemented. The evaluations generated from the supervision process provide very useful feedback for the improvement of the policy, be it in terms of teacher training, the use of a more relevant curriculum or even the improvement of educational support facilities.

Supervision as a supervisory tool also serves as a driver for continuous improvement in the education system (Hamidah.D, 2022). Evaluation results from supervision help education managers, such as school principals or education offices, to identify areas that need more attention, whether in terms of infrastructure, educator capacity or education budget management. That way, supervision is not only reactive but also proactive in finding solutions to improve existing policies.

However, in practice, supervision also faces various challenges. One of the challenges faced in implementing education policy is the limited human resources at the supervision level itself. Many regions lack trained supervisors or have an inadequate number of supervisors to supervise all schools in the region. These limitations often hamper the effectiveness of supervision and cause some policy implementation problems not to be detected quickly. It is therefore important for the government to provide sufficient training to

education supervisors so that they can carry out their supervisory duties more effectively.

Another challenge found in this study is the resistance to change from those involved in implementing education policies (Suheti, B. Herawan Hayadi, Furtasan Ali Yusuf, Muadifah, 2024). Some educators and education managers may feel reluctant to accept new policies that are considered burdensome or not in accordance with their circumstances. A more persuasive and collaborative approach to supervision can help overcome this resistance by providing a better understanding of the importance of the policy for educational progress.

Overall, the results of this study confirm that educational supervision has a very important role as a monitoring tool in the implementation of education policies. With effective supervision, the policies set by the government can be better implemented, ensuring the achievement of better educational goals and contributing to improving the quality of human resources as reflected in the increase in the Human Development Index. Therefore, strengthening education supervision should be an integral part of education policy in Indonesia to ensure that existing policies can be implemented effectively and have a positive impact on society.

2. Mentoring and Capacity Building through Supervision

Mentoring and capacity building in the context of education supervision is one of the most important aspects in supporting effective education policy implementation. Supervision is not just a supervisory process, but also a tool that plays a role in improving the competence and capacity of educators and education managers (Akram Maulana Yamina, Davin Malik Alfaruqib, Ermitac, 2025). Based on the results of the study, it can be concluded that mentoring conducted by supervisors is very influential in improving the quality of education at the school level. This leads to improved teacher performance, their understanding of existing policies and their ability to deliver material to students.

Supervision based on mentoring provides opportunities for educators to receive constructive feedback on their performance (Ani Rusilowati, 2024). This feedback is not only limited to aspects of teaching, but also includes classroom management, the use of learning methods, as well as the implementation of the curriculum implemented by the government. In this context, supervision serves as a driver for learning and professional development for educators (Ahmad Khaerul Kholidi, 2025). The assistance provided by supervisors provides direct guidance to teachers in overcoming daily challenges in the classroom, such as adjusting teaching materials to student needs, managing learning time, and utilizing technology in learning.

The results show that when supervision is conducted with a collaborative and supportive approach, teachers are more open to receiving input and necessary changes. Ongoing mentoring allows teachers to

understand the policy or curriculum changes being implemented and how to better implement them (Pasaribu et al., 2024). For example, in the implementation of a new curriculum that emphasizes competency-based learning, mentoring by supervisors can assist teachers in designing lesson plans that are in line with the principles of the curriculum, as well as providing training to improve their teaching skills.

In addition, assistance through supervision can also help teachers strengthen their pedagogical skills, such as the ability to manage the classroom well, use innovative learning methods, and understand the different learning needs of students. In this case, the supervisor acts as a facilitator who helps teachers to find new ways to improve the quality of teaching, so that education policy objectives can be achieved more optimally.

One of the interesting findings in this study is the role of mentoring in increasing teachers' confidence. Some teachers who initially felt hesitant or less confident in implementing new policies, such as the use of technology in learning, reported that they felt more confident after receiving guidance and training from supervisors (Julkifli, Hamidah Darma, 2022). This mentoring gives them the opportunity to practice new skills, ask direct questions about what they don't understand, and get the support they need to grow. This is very important because teachers who have high self-confidence tend to be more effective in carrying out their teaching tasks, which in turn contributes to improved educational outcomes.

In addition to strengthening the capacity of teachers, assistance provided through supervision is also very influential on the empowerment of school principals. Principals as leaders at the school level play an important role in translating education policy into daily practice (Susanti, Ashlah Fakhrol Uman, Sitta Aida Fitriyah Ridwan, 2023). With intensive assistance from supervisors, principals can improve their managerial skills in terms of school management, organizing educational programs, and supervising the teaching and learning process. This enables them to lead the school more effectively, ensure that education policies are well implemented and maintain the quality of education in the school.

However, mentoring through supervision also faces a number of challenges. One of these is the lack of training for supervisors themselves. Many supervisors have not been adequately trained in providing effective guidance or in managing needs-based mentoring (Syofan Syofian, Marinu Waruwu, 2024). For example, untrained supervisors may find it difficult to provide constructive feedback or be unable to understand the different needs of different teachers. Therefore, it is important to provide training for supervisors so that they can carry out their mentoring role more effectively.

Another challenge faced is limited resources, especially in terms of time and budget. Adequate mentoring requires sufficient time to make school visits, conduct classroom observations and provide direct feedback. In some cases,

budget and time constraints have limited supervision to administrative evaluations that do not provide in-depth assistance to teachers and principals (Ahmad Khaerul Kholidi, 2025). Therefore, it is important to ensure that the education supervision program is supported by an adequate budget and sufficient time for maximum assistance.

In order to overcome these challenges, this study suggests several strategic measures, including improved training for supervisors, the use of technology to facilitate remote mentoring and strengthened collaboration between schools and local governments to ensure that supervision can be implemented effectively. With better mentoring, teachers and principals will be better able to implement education policies, which in turn will improve the quality of education on the ground.

Overall, mentoring through supervision plays a very important role in improving the capacity of educators and education managers. Through continuous and needs-based mentoring, the quality of education can be improved, which in turn leads to improved student learning outcomes and the achievement of education policy objectives. Good mentoring creates a more supportive educational environment for student development and contributes to a higher Human Development Index (HDI).

3. Evaluation and Feedback for Education Policy Improvement

Evaluation and feedback have a very important role in education policy development (A. Rahmaeni M, Putriwanti, 2025). This process not only evaluates the extent to which the implemented policy has gone according to plan, but also serves as a mechanism to detect and address problems that may arise during policy implementation. In the context of education, evaluation provides valuable information about the successes, challenges and impacts of the policies implemented. Feedback obtained from various parties, from teachers, students, principals and parents, is one of the key components in this process.

Research shows that evaluation through education supervision provides a clear picture of the effectiveness of education policies (Gadafi et al., 2024). One of the main findings is that education policies designed at the central level often do not fully match the needs or conditions on the ground. This is often due to the mismatch between the desired policy and the reality in certain regions, especially those with limited resources, both in terms of infrastructure, educators and other supporting facilities.

Evaluation through supervision provides an opportunity to analyze the extent to which the policy is appropriately implemented. For example, in the teacher training policy to improve education quality, the evaluation showed that although many teachers had received the training, the lack of supporting facilities, such as adequate learning aids, hampered the effectiveness of the training (Surianto et al., 2025). This evaluation is very important because it

shows that although training is conducted, without adequate support in the field, the policy will not have a significant impact on the quality of education.

In addition, evaluation through supervision provides important feedback on barriers to policy implementation (Maritim, 2024). In many areas, especially in remote areas, teachers often struggle to implement new policies, especially those related to curriculum changes or the use of technology in learning. Feedback from teachers in these areas suggests that the lack of advanced training and the unavailability of adequate technology are the main inhibiting factors. In this context, evaluation and feedback obtained through supervision provide very useful information for policy makers to adjust programs or policies to existing conditions (Karwati, 2019).

It is important to note that the feedback received during the evaluation process is not only critical but can also include constructive recommendations. In many cases, principals and teachers provided feedback on policies that could be implemented more effectively, based on their experiences in the field. For example, while the policy on using technology in learning is very important, feedback from teachers shows that not all teachers have enough skills to use the technology optimally. Therefore, this feedback can be the basis for policy makers to design more focused training programs based on specific needs found in the field.

The evaluation results and feedback also show that the success of education policies is not only determined by how well they are designed but also by the support they receive at the school and community levels. The evaluation highlights the importance of involving all parties, from local government, principals, teachers to parents, in supporting the success of the policy. For example, a policy that focuses on improving the quality of teaching will not be effective without support from parents to support learning activities at home. Therefore, feedback from parents is also important to assess whether the policy is relevant to their needs and supports their children's education process.

However, the evaluation and feedback process does not always go smoothly. One of the main challenges identified in this research is the limited resources available to conduct comprehensive evaluations. The sheer number of policies to be evaluated as well as time and budget constraints mean that evaluations are often not thorough or in-depth enough. This results in the data obtained not fully depicting an accurate picture of policy success. For example, in some cases, limited evaluations rely on exam or test results as the main indicator, which does not fully reflect the quality of teaching or the overall success of the education policy.

In addition, while feedback is very important, there is often a gap in communication between those providing feedback and policymakers. Feedback received at the school level or in the field often does not reach policymakers in an adequate manner or is not responded to immediately with

concrete actions. This results in policies that are implemented not always improving quickly or on target.

In this context, the results suggest that improvements should be made in the feedback collection mechanism. The use of technology can be one way to speed up the process of collecting data and feedback from the various parties involved. For example, a digital platform or app that allows teachers and principals to provide feedback directly to policy makers could speed up this process. In addition, for the evaluation to be more thorough, there needs to be closer collaboration between central and local governments, as well as between education institutions and communities, to ensure that the feedback provided can be directly translated into better policies.

D. Conclusions

Evaluation and feedback are very important tools in the process of improving education policy. Systematic evaluation results and constructive feedback from various parties, from teachers, principals to the community, can provide very useful information in assessing policy effectiveness and identifying existing problems. In-depth evaluations, if done well, allow policy makers to make the necessary improvements in a timely manner. Therefore, strengthening the evaluation and feedback system is necessary to improve the quality of education policies, which in turn will contribute to improving the quality of education and the overall progress of the Human Development Index (HDI).

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