

IMPLEMENTATION OF CURRICULUM IN SCHOOLS: MONITORING AND SUPERVISION

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Abstract

Curriculum implementation in schools is a complex process that requires a systematic approach to ensure that educational goals are effectively achieved. One crucial aspect of this process is monitoring and supervision, which serve as oversight and support mechanisms for teachers and school staff. Monitoring involves continuous observation and data collection on curriculum implementation, while supervision focuses on providing guidance and evaluation to teachers to improve the quality of their teaching. This article examines various effective monitoring and supervision methods, including classroom observations, surveys and questionnaires, as well as clinical supervision and peer review. This analysis demonstrates that systematic monitoring can help identify weaknesses and problems in curriculum implementation early, enabling schools to take timely corrective action. Furthermore, supervision that focuses on teachers' professional development can enhance their teaching skills and motivation, which in turn contributes to improving the quality of learning for students. This article also identifies key challenges in implementing monitoring and supervision, such as resource constraints and resistance to change. By presenting case studies and best practices from various schools, this article offers practical recommendations for overcoming these challenges and improving the effectiveness of monitoring and supervision.

Keywords : *Curriculum Implementation, Monitoring, Supervision*

INTRODUCTION

1.1. Background of the problem

The curriculum is the foundation of any education system, determining what students should learn, how it will be delivered, and how success is measured. Like the foundation of a building, the curriculum provides structure and direction for the teaching and learning process. Without a sound curriculum, education lacks direction and purpose, making it difficult to achieve desired outcomes. A robust and relevant curriculum ensures that students acquire not only the knowledge but also the skills and attitudes necessary to face real-world challenges. While a well-designed curriculum is key to educational success, its implementation often faces numerous challenges. These challenges include limited resources, resistance to change, lack of understanding or adequate training for teachers, and a variety of other multi-sectoral challenges. For example, schools with limited budgets may struggle to provide sufficient teaching materials or the technology needed to support modern learning. Furthermore, teachers and staff are often comfortable with old methods and reluctant to adapt to new curriculum changes. These difficulties can negatively impact the quality of learning and student outcomes.

Monitoring and supervision are two essential components that serve as oversight and control mechanisms in the curriculum implementation process. Monitoring involves continuous observation and data collection on how the curriculum is implemented in the classroom, while supervision focuses on providing guidance and support to teachers to improve their teaching practices. Both play a role in ensuring that the curriculum is not only implemented according to plan but also adapted to the specific needs and context of students and the school. Effective monitoring allows schools to identify problems early and take corrective action, while effective supervision can help teachers develop professionally and improve the quality of learning. While the importance of monitoring and supervision in curriculum implementation is well-recognized, further research is needed to understand the most effective methods and strategies in different contexts. Each school has unique characteristics that influence how the curriculum can be optimally

implemented. Therefore, this study aims to explore various monitoring and supervision approaches that have been implemented in various schools, assess their effectiveness, and identify best practices that can be adopted by other schools. In doing so, this research not only contributes to the advancement of educational theory but also provides practical guidance that educators and school administrators can use to improve curriculum implementation in their institutions.

1.2. Formulation of the problem

- a. What are the most effective monitoring methods and techniques in ensuring appropriate curriculum implementation?
- b. What is the impact of monitoring and supervision on the effectiveness of curriculum implementation and student learning outcomes?
- c. How can case studies from successful schools provide practical guidance for improving monitoring and supervision in other schools?

1.3. Objective

The purpose of writing this article is:

- a. Identifying Effective Monitoring and Supervision Methods
- b. Analyzing the Impact of Monitoring and Supervision
- c. Provide recommendations that can be implemented by schools to strengthen monitoring and supervision of curriculum implementation.

RESULTS AND DISCUSSION

1. Monitoring and Supervision Concept

- a. Definition and Function of Monitoring
 - 1) Definition of Monitoring

Monitoring is the stage of collecting and analyzing information obtained based on indicators that are systematically and continuously arranged as determined in an activity and program (Hikmat, H. in Ansori, 2023). Furthermore, according to Hafizh et al. (in Putriningsih, 2022), monitoring is the process of collecting and analyzing information based on indicators that are systematically and continuously determined regarding learning activities so that corrective actions can be taken to improve subsequent learning activities.

Thus, it can be concluded that monitoring is a systematic process of observing, collecting, and analyzing data regarding curriculum implementation and classroom learning activities. Monitoring involves continuous oversight of various aspects of the teaching and learning process to ensure that they are proceeding according to established plans and achieving desired educational goals.

- 2) Monitoring Function

There are several monitoring functions of the principal, namely as follows (Hawana: 2020)

- a) Monitoring activities are needed to provide input for decision making in implementing an activity plan.
- b) Monitoring activities are needed to identify the problems faced.
- c) Monitoring activities are intended to increase the success of program implementation, for example how production factors (inputs) are allocated efficiently.
- d) Monitoring activities can also be directed at estimating the extent to which obstacles have been overcome and goals achieved.

- b. Definition and Benefits of Supervision

- 1) Definition of Supervision

Supervision is the inspection, ownership, supervision, monitoring, and assessment or evaluation of teaching aimed at improving teaching, the improvement is carried out by increasing the professional abilities of teachers in carrying out their duties (Ramadona, M. in Eden, 2022). Furthermore, according to Glickman in Prasetio S. (2018:230) academic supervision is a series of activities that can help teachers develop their ability to manage the learning process in order to achieve learning objectives. In addition, according to M. Ngalim Purwanto as quoted by Zakki Ansori, et al. (2023:94) supervision is a coaching activity planned to help and support teachers and other school employees in carrying out their work effectively and efficiently.

Based on the references above, it can be concluded that supervision is a process of mentoring, guidance, and evaluation carried out by supervisors, principals, or other authorized parties to help teachers improve the quality of their teaching and professionalism. Supervision involves direct interaction with teachers to provide feedback, support, and develop teaching skills through observation, discussion, and training.

2) Benefits of Supervision

The following are the benefits of implementing supervision (Ansori: 2023):

- a) Motivating the enthusiasm of mentor teachers/learning resources in carrying out their duties optimally.
- b) Correcting the weaknesses of mentor teachers/learning resources in organizing or implementing education, including the use of various instructional media needed for the smooth running of the teaching and learning process.
- c) Together, we seek and formulate new methods for progress in carrying out a better learning process.
- d) Building strong collaboration between mentor teachers/learning resources and learners. For example, by holding workshops, seminars, training, and so on.

The primary goal of supervision is to improve teaching (Glickman, in Hawana, 2020:36). The general goal of supervision is to provide technical assistance and guidance to teachers and staff so that they can improve the quality of their performance in carrying out their duties and implementing the teaching and learning process. Operationally, several concrete goals of educational supervision can be stated, namely:

- a. Improving the quality of teacher performance
- b. Increase the effectiveness of the curriculum so that it is effective and well implemented.
- c. Increase the effectiveness and efficiency of existing facilities and infrastructure to be managed and utilized well so as to optimize student success.
- d. Improving the quality of school management, especially in supporting the creation of an optimal working atmosphere so that students can achieve the expected learning achievements.
- e. Improve the quality of the general school situation so that a calm, peaceful and conducive situation is created which will improve the quality

2. Monitoring and Supervision Implementation Methods

a. Monitoring Implementation Method

Implementation of monitoring in the learning process can be done using the following methods:

1) Class Observation

Martinus M. Krowin in his journal (2015:47) stated that:

Classroom observation is an activity carried out by supervisors to observe teachers carrying out their duties, either directly or indirectly, by recording their activities. Classroom observations are conducted through class visits, meaning the principal visits the class to be observed and/or observes it directly.

Method Classroom observation in monitoring is a technique used to monitor and evaluate student behavior in the classroom. In this method, the teacher or observer directly observes students during the teaching and learning process, monitoring how students interact with the teacher, classmates, and the subject matter. This allows the observer to understand how students process information, interact with their environment, and respond to given stimuli. In methodIn classroom observations, observers typically use pre-prepared rating scales to measure student behavior. These scales can be Likert scales, nominal scales, or ordinal scales, depending on the objectives and variables being measured. Using these scales allows observers to collect more accurate and systematic data, thus aiding in making more informed decisions regarding curriculum development and learning strategies. MethodobservationClassroom observation is very useful for monitoring because it can help teachers and observers understand how students interact with the environment and how they process information. This allows observers to provide more specific and effective suggestions and recommendations to improve the quality of learning and enhance student learning outcomes. Therefore, classroom observation methods are crucial for improving the quality of education and enhancing student learning outcomes.

2) Surveys and Questionnaires

According to Sugiyono (in Lukiana, O. 2020:108) "the survey method is used to obtain data from certain natural (not artificial) places, but researchers carry out treatment in data collection, for example by distributing questionnaires, tests, structured interviews and so on." Surveys and questionnaires are effective monitoring tools for collecting data from various stakeholders, including students, teachers, and parents.

Through surveys and questionnaires, schools can gain insight into stakeholders' perceptions and experiences regarding curriculum implementation. Survey questions can cover a variety of aspects, such as satisfaction with teaching methods, the relevance of the material being taught, and the effectiveness of learning activities. The advantage of this method is its ability to collect large amounts of data and provide a comprehensive picture of curriculum implementation. Data collected through surveys and questionnaires can be analyzed to identify trends, patterns, and areas requiring further attention. For example, if many students report difficulty understanding certain material, the school can take steps to improve the way it is delivered.

3) Document Analysis

Document analysis is a monitoring method that involves examining various documents related to curriculum implementation, such as Lesson Plans (RPPs), syllabi, and assessment records. Through document analysis, supervisors can assess the alignment between the plans and actual implementation. This helps ensure that all curriculum components are implemented according to established standards and objectives. These documents provide concrete evidence of how the curriculum is designed and implemented. For example, an analysis of lesson plans can show whether the lesson plans cover all expected aspects of the curriculum and whether the teaching and assessment methods used align with established guidelines. Furthermore, assessment records can provide insight into student performance and the effectiveness of the teaching methods used.

b. Supervision Implementation Method

1) Clinical Supervision

Muktar and Iskandar (in Astuti, 2017) explain that:

Clinical supervision is supervision that focuses on improving learning through a systematic cycle starting from the planning stage, intensive observation and analysis of learning performance with the aim of improving the learning process.

In clinical supervision, the supervisor observes various aspects of teaching, such as teaching techniques, teacher-student interactions, and classroom management. These observations are conducted to understand the teacher's strengths and weaknesses in teaching practice. After the observation, the supervisor and teacher discuss the observations. The feedback provided is constructive and in-depth, helping the teacher understand areas for improvement and providing practical suggestions for improvement. Clinical supervision also serves as a professional development tool for teachers. Through reflection and dialogue with supervisors, teachers can broaden their understanding of effective teaching strategies and how to implement them in their classrooms. Thus, clinical supervision focuses not only on evaluation but also on continuously improving the quality of teaching through direct, personalized guidance.

2) Peer Review

Peer review is a supervision method that involves teachers observing and providing feedback to one another. This approach aims to create a collaborative culture where teachers can learn from their colleagues' best practices and share experiences and teaching techniques. In peer review, teachers observe the classroom, note positive aspects, and identify areas for improvement. The peer review process typically begins with joint planning, where the teacher being observed and the observer determine the focus of the observation. During the observation, the observer notes teaching techniques used, interactions with students, and the effectiveness of the learning. After the observation, both teachers discuss their findings, provide honest and constructive feedback, and share ideas for improvement and innovation. The primary benefit of peer review is that it creates a supportive and non-judgmental environment where teachers feel comfortable receiving and providing feedback. Furthermore, peer review strengthens professional relationships among teachers, encourages collaboration, and improves the quality of teaching through the exchange of knowledge and experiences. Thus, peer review is an effective tool in teacher supervision and professional development.

3) Data-Based Supervision

Data-driven supervision is a supervision method that uses objective data to support the monitoring and evaluation of teaching. The data can come from various sources, such as student assessment results, student satisfaction surveys, and classroom observation notes. By using data, supervisors can make more informed decisions and provide specific and relevant feedback to teachers. This approach begins with systematic and structured data collection. For example, supervisors can analyze student test scores to identify curriculum areas that may require more attention. Data from student satisfaction surveys can provide insight into student perceptions of teaching methods and teacher interactions. By analyzing this data, supervisors can identify

patterns and trends that might not be apparent through direct observation alone. Data-driven supervision provides a solid foundation for constructive discussions between supervisors and teachers. With data as a reference, feedback is more objective and focused on concrete evidence. Teachers can clearly see how their performance impacts student learning outcomes and receive advice based on concrete data. Furthermore, this approach helps eliminate subjectivity in the supervision process, making it more fair and transparent. Thus, data-driven supervision is an effective tool for improving teaching quality and student academic achievement.

3. Impact of Monitoring and Supervision

a. Improving the Quality of Learning

Monitoring and supervision have a significant impact on improving the quality of teaching in schools. Through monitoring, teachers receive objective and constructive feedback on their teaching practices. This feedback helps teachers identify strengths and weaknesses in their teaching methods. This allows teachers to make necessary adjustments and improvements to enhance the effectiveness of classroom instruction. Supervision, particularly through clinical supervision methods, provides more in-depth and focused guidance. Teachers receive direct guidance from experienced supervisors, who help them understand and address various teaching challenges. This supervision process creates opportunities for teachers to learn new teaching strategies, develop classroom management skills, and implement innovative techniques that can increase student engagement and understanding. Furthermore, monitoring and supervision encourage teachers to continuously develop professionally. With regular supervision and ongoing feedback, teachers are more motivated to improve their competencies. This fosters a culture of continuous learning among teachers, which ultimately contributes to improving the overall quality of education in schools.

b. Student Performance Improvement

The direct impact of improving teaching quality through monitoring and supervision is improved student performance. When teachers adopt more effective teaching practices and focus on individual student needs, student learning outcomes tend to improve. Monitoring helps ensure that each student receives appropriate attention and that teaching methods are tailored to their learning styles. Supervision also plays a role in creating a more positive and productive learning environment. With guidance from supervisors, teachers can develop better classroom management strategies, create a conducive learning environment, and address student behavior issues more effectively. This helps students feel more comfortable and motivated to learn, ultimately improving their academic performance. Furthermore, data from monitoring and supervision can be used to adjust curricula and learning programs to make them more relevant and challenging for students. Using the information collected, schools can identify areas of the curriculum that need improvement and develop appropriate intervention programs to help struggling students. This ensures that all students have a fair opportunity to succeed and reach their full potential.

c. Improving Teacher Motivation and Job Satisfaction

Monitoring and supervision also have a positive impact on teacher motivation and job satisfaction. When teachers feel supported and recognized through the supervision process, they are more motivated to improve their performance. Constructive feedback provided by supervisors helps teachers feel valued and gives them a sense of accomplishment in their work. This creates a positive and collaborative work environment where teachers feel motivated to continue learning and developing. An effective supervision process also creates opportunities for teachers to share challenges and receive guidance in addressing problems they encounter in the classroom. With this support, teachers feel more confident and prepared to handle complex teaching situations. Supervision that focuses on professional development provides teachers with the tools and strategies necessary for success, which in turn increases their job satisfaction.

4. Relevant research

The following are several studies that show that implementing supervision and monitoring in accordance with proper procedures can improve teacher motivation and performance:

- 1) Research conducted by Edén Gloria Simon Tato, Witarso Tambunan, T. Sunaryo, in 2022 with the title "The Effect of Principal Supervision and Work Motivation on Teacher Performance at SDN 1 Rantepao" concluded that Principal Supervision affects teacher performance by 25.4%.
- 2) Research conducted by Suryadi Prasetyo, Manahan P. Tampubolon, and Hotmaulina Sihotang, in 2018 with the title "Correlation of Academic Supervision Management and Achievement Motivation with Teacher Performance" concludes that There is a fairly strong correlation between the academic supervision management variable and teacher performance at PSKD High School, Jakarta.

CONCLUSION

Effective and successful curriculum implementation in schools requires a comprehensive and continuous monitoring and supervision process. Monitoring, which includes classroom observations, surveys, and document analysis, provides an objective picture of curriculum implementation and classroom teaching practices. Data collected from monitoring enables schools to identify strengths and weaknesses in the teaching and learning process and provides a solid foundation for further improvement and development. Thus, monitoring helps ensure that the curriculum is implemented in accordance with established standards and objectives. Supervision, whether in the form of clinical supervision, peer review, or data-driven supervision, provides more in-depth and specific support to teachers. Through the supervision process, teachers receive direct guidance, constructive feedback, and opportunities to develop their professional skills. Supervision not only helps improve the quality of teaching but also creates an environment that supports collaboration and innovation among teachers. This is crucial for increasing teacher motivation and job satisfaction, which in turn contributes to successful curriculum implementation and improved student learning outcomes. The positive impacts of effective monitoring and supervision are significant. Student performance improves when they receive higher-quality instruction tailored to their needs. Teachers feel more motivated and satisfied with their work when they receive appropriate support and recognition. Furthermore, monitoring and supervision help create a culture of continuous professional development in schools, where teachers continually learn and innovate to improve their teaching practices. By addressing the challenges of monitoring and supervision, schools can ensure that the curriculum is implemented consistently and effectively, achieving higher and more sustainable educational goals.

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