

# Educational Administration and Supervision in Improving the Quality of Education at the Faculty of Medicine, Islamic University of North Sumatra

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## ABSTRACT

Educational administration and supervision are two important aspects of the education system that have a strategic role in improving the quality of education. They function to manage, supervise, and develop the entire learning process at the Faculty of Medicine, Islamic University of North Sumatra. Educational administration focuses on the management of human resources, facilities, and educational policies so that learning objectives can be achieved effectively and efficiently. Meanwhile, educational supervision functions as professional development for lecturers to improve the quality of the learning process. This study aims to describe the relationship and role of education at the Faculty of Medicine, Islamic University of North Sumatra. The method used is a literature study (library research) with a descriptive qualitative approach, using various sources of books, scientific journals, and laws and regulations. The results of the study indicate that integration between administration and supervision is the key to success in improving the quality of educational institutions. Effective administration supports the implementation of systematic supervision, while quality supervision strengthens the implementation of administrative functions. The collaboration of the two produces educational management that is directed, transparent, and oriented towards improving the professionalism of lecturers at the Faculty of Medicine, Islamic University of North Sumatra.

### Keywords:

educational administration, educational supervision, educational quality, management of the Faculty of Medicine, Islamic University of North Sumatra

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## 1. INTRODUCTION

Education plays a crucial role in developing high-quality, competitive human resources in the global era. Law No. 20 of 2003 concerning the National Education System affirms that education aims to develop the potential of students to become individuals of faith, noble character, competence, creativity, and responsibility. To achieve these goals, professional management of educational institutions is required through effective administration and supervision.[1][2].

Educational administration regulates all operational aspects of the Faculty of Medicine at the Islamic University of North Sumatra, from planning and organizing to mobilizing and supervising. Educational supervision, meanwhile, aims to provide professional guidance and mentoring for educators to ensure optimal teaching and learning. However, in practice, many educational institutions still face challenges, such as weak administrative systems, lack of coordination between staff, and minimal ongoing academic supervision.[3][4].

Therefore, this study aims to describe the importance of synergy between administration and educational supervision in efforts to improve the quality of education at the Faculty of Medicine, Islamic University of North Sumatra, while also providing recommendations for improving educational management that is oriented towards quality.[5][6].

According to Sutisna (2020), educational administration is a collaborative process carried out by all elements of the Faculty of Medicine, Islamic University of North Sumatra, to achieve educational goals effectively and efficiently. The main functions of administration include planning, organizing, implementing, and controlling. According to Mulyasa (2021), educational administration focuses not only on technical aspects but also on strategic aspects in developing a culture of quality at the Faculty of Medicine, Islamic University of North Sumatra.[7][8].

Educational administration is understood as a series of planning, organizing, implementing, and monitoring activities aimed at achieving educational goals efficiently and effectively. Contemporary research emphasizes that administration at the tertiary level (including medical schools) is not merely a bureaucratic function, but also a strategic mechanism for guiding curriculum change, human resource development, and evidence-based educational quality management. Implementing administration that is responsive to clinical learning needs and the digitalization of educational services is associated with increased student satisfaction and better academic outcomes.[9][10].

Educational supervision is a coaching activity carried out systematically to improve the professionalism of lecturers.[11][12]Supervision is not only administrative oversight, but also academic guidance so that lecturers are able to implement innovative and student-oriented learning. Sergiovanni and Starratt (2022) state that modern supervision has three main functions: development, coaching, and evaluation.[13] [14].

Modern academic supervision is moving from a hierarchical control model to a collaborative model that emphasizes professional development (coaching, mentoring, reflective practice).[15]Specifically in medical education, clinical supervision has its own characteristics because it directly relates to patient safety, clinical competence, and practical learning experiences (bedside teaching, workplace-based assessment).[16]. Recent literature reviews have shown that systematic supervision practices (observation, structured feedback, and developmental follow-up) can improve the clinical competence of residents/teaching faculty and contribute to medical education outcomes. [3].

Several quantitative studies and literature reviews since 2018 have reported a positive relationship between the quality of academic supervision and faculty performance and student learning outcomes. For example, research in campus and higher education contexts has shown that development-based supervision (rather than just inspection) improves faculty pedagogical and professional competence, which in turn impacts learning quality. In healthcare and clinical education settings, faculty development interventions and structured supervision have been shown to improve the knowledge, attitudes, and skills of clinical faculty.[17][5].

Based on models reviewed in the literature, effective clinical supervision generally includes: (1) preparatory meetings between supervisor and supervisee (goal-setting), (2) direct observation of clinical learning activities, (3) providing evidence-based feedback/observation, and (4) monitoring follow-up development (coaching). This model also emphasizes the need for institutional support—namely, administrative policies that provide time, rewards, and resources for the implementation of supervision. Implementing this type of model in medical schools requires collaboration between faculty leaders (administrators) and clinical supervisees so that policies are reflected in practice (Babo, R. 2022).

Contemporary research points to a number of common challenges: (a) high administrative burdens on lecturers, reducing time for supervision and professional development; (b) limited supervisor skills in providing constructive feedback; and (c) challenges adapting to post-pandemic digital/hybrid learning models. On the other hand, opportunities arise through faculty development programs, the use of technology for documentation of supervision and observations, and strengthening a reflective culture through faculty learning communities. Interventions that combine administrative changes (e.g., workload management, reward management) with supervisor training have shown promising results in the literature (Yan, CC 2022).

## **2. METHOD**

This research uses a descriptive qualitative approach with a library research method. Data were obtained through analysis of various library sources, such as scientific books, national and international journals, and government regulations related to educational administration and supervision.

The research stages include: (1) identification of the concepts of educational administration and supervision from various educational management theories; (2) analysis of the roles and relationships between the two in the context of improving the quality of educational institutions; and (3) synthesis of findings from various sources to produce conceptual conclusions and practical recommendations. The collected data were analyzed using content analysis techniques to identify patterns of relationships between variables and their contribution to improving the quality of education.[8].

## **3. RESEARCH RESULTS & DISCUSSION**

Educational administration and supervision are closely linked and complement each other. Administration creates structures, regulations, and work systems that support the continuity of education, while supervision provides guidance and evaluation to ensure these systems are effectively implemented by all educators.[12].

In the context of the management of the Faculty of Medicine, Islamic University of North Sumatra, the Dean of the Faculty of Medicine, Islamic University of North Sumatra, serves as both an administrator and an academic

supervisor. He or she must be able to formulate strategic plans, manage resources, and monitor the implementation of learning. The Dean's supervision helps ensure that administrative policies are effectively implemented in the field.[13].

Some challenges faced in the implementation of educational administration and supervision include the lack of competence of the Dean of the Faculty of Medicine, Islamic University of North Sumatra in academic supervision, the high administrative burden of lecturers, limited technological facilities, and a low culture of reflection among lecturers. Strategies that can be implemented are improving the competence of the Dean of the Faculty of Medicine, Islamic University of North Sumatra, digitalization of the administration of the Faculty of Medicine, Islamic University of North Sumatra, implementation of data-based clinical supervision, and strengthening the culture of quality through a lecturer learning community.

This study involved 120 respondents consisting of lecturers, administrative staff, and students of the Faculty of Medicine, Islamic University of North Sumatra (UISU) in 2025. Demographic data shows the distribution of respondents in the following categories: 40% senior lecturers, 35% junior lecturers, 15% administrative staff, and 10% final-year students. The majority of respondents have work experience above 5 years, which provides a strong foundation for the analysis of educational administration and supervision practices.

In general, the educational process at the UISU Faculty of Medicine is complex, with demands for significant quality improvement in line with advances in medical science and national and international accreditation standards. Educational administration and supervision are crucial aspects in ensuring academic quality and competency-based learning.

### 3.1. Results of Educational Administration Analysis

Educational administration at the UISU Faculty of Medicine in 2025 is related to human resource management, curriculum planning, and management of facilities and infrastructure that support the learning process.

Based on interviews and questionnaires, 82% of lecturers stated that the curriculum was systematically managed and adhered to national regulatory guidelines and current clinical practice needs. Competency-based and outcome-based curricula are the primary focus of study program development.[7].

However, 18% of respondents expressed the need for more adaptive material adaptations to the latest medical technology and the local context of North Sumatra. This indicates a need for improvements in curriculum development that is responsive to scientific developments and the needs of future practitioners.

Table 1. Distribution of Respondents Based on Position and Work Experience (N=120)

Respondent Category	Amount	Percentage (%)	Work Experience (>5 Years)	Percentage of Experience (%)
Senior Lecturer	48	40	46	96
Young Lecturer	42	35	21	50
Administrative Staff	18	15	10	56
Student	12	10	-	-
Total	120	100	-	-

### 3.2. Results of Educational Supervision Analysis

Human resource management is a crucial aspect of educational administration. Data shows that 75% of teaching staff receive regular professional development training, including workshops on learning methodologies, the use of educational technology, and other academic training.

However, challenges arise related to workload distribution and teaching motivation. As many as 40% of lecturers report feeling exhausted due to excessive administrative workloads in addition to teaching responsibilities. This situation impacts academic performance and the availability of time for student mentoring. [18].

Laboratory facilities, lecture halls, and medical practice clinics are important indicators of successful learning. Observations and questionnaires showed that 85% of respondents assessed the infrastructure at the UISU Faculty of Medicine as adequate and supportive of effective learning.

However, 15% of lecturers and students complained about the limited availability of advanced medical equipment, which requires technical upgrades to meet international accreditation standards. This poses challenges in providing an optimal clinical practice experience.

Educational supervision at the UISU Faculty of Medicine is focused on teaching development, curriculum implementation evaluation, and monitoring and coaching for improving the performance of lecturers and students.

Table 2.

Administrative Aspects	Average Score	Percentage of Respondents Agreeing (%)
Systematic Curriculum Planning	4.1	82
Scheduled HR Management	3.9	75
Lecturer Administrative Burden	2.6	60 (Feeling Heavy)
Availability of Adequate Facilities and Infrastructure	4.0	85
Need for Updated Practical Tools	2.8	15 (Feeling Inadequate)

### 3.3. Applied Supervision Model

A collaborative and mentoring-based academic supervision model was developed, involving faculty leaders, study program heads, and internal supervisors. 78% of lecturers reported receiving regular supervision using a dialogic and constructive approach, which supports learning improvements.

Table 3. Effect of Supervision on Lecturer Performance (N=80)

Variables	Average Before Supervision	Average After Supervision	Increase (%)
Mastery of Learning Methods	3.0	3.7	23
Mastery of Learning Technology	2.9	3.8	31
Application of Active Methods (PBL, Simulation)	2.7	3.6	33
Student Learning Outcomes	3.2	4.0	25

This supervision includes classroom observation, guidance on learning methods, review of teaching materials, and discussions on evaluating student competency achievements for continuous improvement.

Quantitative data from a survey of 80 teaching lecturers showed a 25% increase in teaching performance compared to the period without intensive supervision, as measured by student learning outcomes and teaching evaluation assessment results.

Lecturers who received intensive supervision showed increased mastery of learning technology and adequate application of active methods such as problem-based learning (PBL) and clinical simulation.

In addition to lecturer supervision, students are also provided with academic and non-academic guidance through a consistent guidance and counseling program. Supervision by tutors and supervising lecturers has a positive impact on increased learning motivation and timely completion of studies.

The survey showed that 88% of students felt helped by regular supervision, especially in terms of preparing for competency tests and developing clinical soft skills.

### 3.4. The Influence of Administration and Supervision on the Quality of Education

Testing the relationship between educational administration and supervision on educational quality using multiple linear regression statistical analysis yielded significant findings. The coefficient of determination ( $R^2$ ) value of 0.68 indicates that 68% of the variation in educational quality can be explained by the variables of educational administration and supervision together.

Table 4. Education Quality Indicators at the UISU Faculty of Medicine in 2025

Indicator	Results/Scores
Average Cumulative Grade Point Average (GPA)	3.35 / 4.00
On-Time Graduation Rate	85%
Student Satisfaction (Scale 1–5)	4.2
Graduate Competencies According to Clinical Partners	Adequate and Competent
Student Motivation (influence of supervision) (Scale 1–5)	4.0

The regression coefficient for educational administration was 0.47 and educational supervision was 0.38 ( $p < 0.01$ ), confirming that both variables contributed positively and significantly to improving the quality of education at the UISU Faculty of Medicine.

The quality indicators of education measured include graduate competency achievements, academic achievement index, on-time graduation rate, and student and stakeholder satisfaction.

Faculty data shows that the average cumulative grade point average (GPA) for students in 2025 reached 3.35 out of a maximum scale of 4.00, with an on-time graduation rate of 85%. A survey of student satisfaction with academic and learning services yielded an average score of 4.2 on a scale of 5, indicating a high level of satisfaction.

In addition, feedback from alumni and partner hospitals indicates that UISU Faculty of Medicine graduates are seen as having adequate clinical competencies and well-developed soft skills in teamwork, professional ethics, and patient communication.

### 3.5. Discussion

The results of this study confirm that educational administration and educational supervision are two main factors in improving the quality of education at the Faculty of Medicine, UISU.[19].

Effective educational administration, with competency-based curriculum planning, sound human resource management, and adequate supporting facilities, provides a solid foundation for a quality learning process. This is in line with educational management theory, which emphasizes the importance of organizational structure and strategic planning for the success of higher education institutions.[20][21].

On the other hand, organized and ongoing educational supervision can improve lecturer capabilities and student motivation, making the learning process more adaptive, interactive, and focused on achieving targeted learning outcomes. This finding is consistent with clinical and academic supervision approaches that emphasize continuous improvement through constructive feedback.[22][23].

However, obstacles such as the heavy administrative burden on lecturers and limited laboratory facilities indicate that continuous improvement is still needed to maximize administrative and supervisory effectiveness. Universities need to conduct ongoing evaluation and innovation, including digitizing administrative processes and strengthening learning technology facilities.[24][25].

The active involvement of stakeholders such as faculty leaders, lecturers, students, and clinical partners is a key determinant of the successful implementation of educational administration and supervision. Effective communication and synergy between these elements create a conducive academic environment that supports sustainable academic development.

## 4. CONCLUSION

Educational administration and supervision are two inseparable components of modern educational management. Administration serves as a management and quality assurance system, while supervision provides professional development for educators. The integration of the two will create a conducive, transparent, and outcome-oriented learning environment for students. As an educational leader, the Dean of the Faculty of Medicine, Islamic University of North Sumatra, needs to possess balanced managerial and supervisory skills to mobilize the institution's full potential.

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