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The Role of School Supervisors in the Quality Assurance of Physical Education Learning: A Systematic Review

El papel de los supervisores escolares en la garantía de calidad del aprendizaje de la educación física: Una revisión sistemática

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Abstract. This research aims to provide in-depth information on the role of school supervisors in Physical Education (PE) learning quality assurance. The research employed a systematic review method, a comprehensive strategy involving article searches from research journal databases, such as Scopus and Google Scholar. Articles selected in this research were based on inclusion criteria, such as those indexed in international journals like Scopus and Sinta (Indonesian national journal indexer). In addition, the articles must be published in the last five years until 2024. Furthermore, the exclusion criteria in this research were Indonesian national journals that were not indexed by Sinta. The keywords used in the search were physical AND education AND learning AND supervision. The search generated 1109 articles from the Scopus and Google Scholar databases. Apart from that, 8 additional articles were obtained according to the inclusion criteria from several sources. At several stages of the screening process, 15 articles that matched the theme and met the inclusion requirements were selected to strengthen the discussion theme. For standard operationalization, this research followed the PRISMA method. The research results showed the importance of school supervisors in PE quality assurance. Academic supervision was found to improve student learning outcomes and teacher performance. Also, it can develop creative approaches to effective supervision models. Apart from that, effective communication between supervisors and teachers is important because it influences the success of the monitoring and evaluation process. Collaboration with stakeholders will enrich the PE curriculum, supporting a holistic approach that benefits students' physical, mental, and social health.

Keywords: Role of Supervisor, Quality Assurance, Physical Education

Resumen. Esta investigación tiene como objetivo proporcionar información en profundidad sobre el papel de los supervisores escolares desde una perspectiva de garantía de la calidad del aprendizaje en Educación Física (EF) a través de una revisión sistemática. Este tipo de investigación implica métodos de revisión sistemática. Esta investigación se llevó a cabo utilizando una estrategia exhaustiva mediante búsquedas de artículos en bases de datos de revistas de investigación. Las bases de datos utilizadas incluyen Scopus y Google Scholar. Las revistas se seleccionaron en función de criterios de inclusión, a saber, revistas internacionales indexadas por Scopus, revistas internacionales y revistas indexadas por Sinta (indexador nacional de revistas de Indonesia) publicadas en los últimos cinco años hasta 2024. Además, los criterios de exclusión en esta investigación fueron las revistas nacionales indonesias que no estaban indexadas por Sinta. Las palabras clave utilizadas en la búsqueda fueron physical AND education AND learning AND supervision. Se identificaron un total de 1109 artículos de las bases de datos Scopus y Google Scholar. Además, se obtuvieron 8 artículos registrados según los criterios de inclusión a partir de varias fuentes. Además, en varias etapas del proceso de selección, se seleccionaron 15 artículos que coincidían con el tema y cumplían los requisitos de inclusión, o al menos se seleccionaron algunos de ellos para reforzar el tema de discusión. Para la operacionalización estándar, esta investigación sigue el método PRISMA. Los resultados de la investigación muestran la importancia del papel de los supervisores escolares en la garantía de calidad de la educación física. Esto se debe a que la supervisión académica mejora los resultados del aprendizaje de los alumnos y el rendimiento de los profesores, y desarrolla enfoques creativos para modelos de supervisión eficaces. Aparte de eso, la comunicación eficaz entre supervisores y profesores es importante, porque influye en el éxito del proceso de supervisión y evaluación. Además, la colaboración con las partes interesadas podrá enriquecer el plan de estudios de educación física, apoyando un enfoque holístico beneficioso para la salud física, mental y social de los estudiantes.

Palabras clave: Papel del supervisor, garantía de calidad, educación física

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Introduction

Physical Education (PE) in the school curriculum has attracted attention and underscored its integral role in the holistic development of students. Even though it is important, PE is often underestimated and sometimes overlooked. This neglect ignores the comprehensive benefits of PE in schools, which affect not only physical health but also mental and social health. Physically, engaging in regular sports activities can improve heart health, muscle strength, flexibility, and

coordination. It also prevents obesity and various diseases associated with daily lifestyles. Psychologically, exercise has been linked to improving cognitive function, reducing symptoms of anxiety and depression, and increasing mood and self-confidence. Socially, sports provide a unique activity for students to learn teamwork, leadership, and communication skills, fostering a sense of community and mutual respect. This is similar to a study by Tambalis (2022), which found the health benefits of physical activities for children and adolescents. Students participating in 60 minutes or

more of moderate-vigorous physical activity per day can provide significant health benefits. In addition, PE has a positive impact on students' psychophysical conditions, as well as the formation of moral qualities and hard work or never giving up is an urgent problem in PE (Soga et al., 2022)

Given the benefits, quality assurance in education is important in ensuring that the teaching and learning process meets standards to meet the educational goals set by institutions and educators, especially in PE, which directly impacts students' physical health, emotional well-being, and social development. The quality of education is not only about the results, but also the process of education itself. Education is said to be of high quality if the teaching and learning process runs well and smoothly. Likewise, the results obtained are satisfactory. PE is not only a discipline that promotes physical activity and health but also incorporates pedagogical strategies designed to engage students in learning skills like teamwork, leadership, and hard work. Ensuring the quality of the educational process is very important to achieve the desired PE results. Quality assurance in PE is essential, as accreditation analysis has shown by emphasizing the need for structured programs and effective teaching processes to ensure educational quality (Lopatenko, 2021). According to Shea and Heidorn (2022), quality assessment in physical education is very important to evaluate student learning effectively. This assessment includes the process of identification, synthesis, and interpretation of data to make the right decisions to improve learning. To ensure the effectiveness, inclusiveness, and appropriateness of PE programs in meeting the needs of diverse students, a comprehensive approach is needed that includes curriculum design, teaching methodology, assessment strategies, and continuous improvement processes. The importance of quality assurance in PE also lies in the need to overcome existing barriers to participation, as well as ensuring equitable access to PE for all students according to need, regardless of the student's gender, physical ability, or socioeconomic background.

Efforts to improve quality assurance in PE have many obstacles, such as limited facilities, lack of trained personnel, and inadequate infrastructure. These barriers pose a problem for educational institutions in offering comprehensive and effective PE programs. For example, limited resources can lead to overcrowded classes and inadequate equipment, hindering personalized and varied PE learning. The lack of trained PE teachers is another major problem, as this not only affects the quality of teaching but also limits the ability to inspire and engage students effectively in physical activities. Additionally, inadequate infrastructure, such as poorly maintained facilities or a lack of dedicated sports venues, limits the range of activities that can be offered, thereby affecting students' physical development and enjoyment of sport. A study in Turkey concluded that in-service training for PE teachers had various problems and that training in public schools was ineffective and inadequate (Asma et al., 2022). On the other hand, other studies claim that

in-service training and programs can improve teachers' understanding of PE and teaching effectiveness (Westhuizen et al., 2020). It is, therefore, important to ensure that PE programs can meet educational goals and equip students with the knowledge, skills, and attitudes necessary for life-long health and wellness.

While quality assurance is considered essential to achieve the desired goals in PE, school supervisors play an important role in the education system, focusing on their responsibilities to monitor, evaluate, and improve the teaching and learning process. School supervisors are important because they can provide encouragement so that educators and education personnel within the scope of the education unit are motivated to perform. These professionals are critical in ensuring educational standards are met and guiding improvements in the school environment. The supervisor's duties include observing classroom activities, assessing teaching methods, and ensuring that curriculum standards are met. Educational supervision is very important to improve the educational process; thus, supervisors must have leadership, administrative, and personal qualifications (Al-Tai & Al-Issa, 2023). They must analyze problems and provide effective solutions (Hamsa et al., 2022). PE supervisors perform various types of evaluations, including silent observation, intervention, termination, and tracking (Godoi & Borges, 2020). By evaluating the effectiveness of teaching strategies and student learning outcomes, they identify areas that need improvement and initiate interventions aimed at improving the quality of teaching. School supervisors can contribute to improving the quality of PE by using specific supervision methods, facilitating professional development for PE teachers, and developing strategies to overcome barriers to PE education. School supervisors must have the ability or skills as educational developers or guides in realising the proper utilisation of each personnel and can carry out their duties optimally to obtain results and achieve goals in the school. They can employ periodic observation techniques by providing feedback that not only emphasizes teaching methodology but also student engagement, physical activity levels, and skill development. In addition, PE supervisors can provide feedback to improve learning and development, focusing on observable attitudes and fostering trust with learners (Atkinson et al., 2022). They can also initiate professional development opportunities designed specifically for PE teachers, such as workshops on innovative physical activities, inclusion practices, and technology integration in PE to keep teachers at the forefront of effective pedagogical strategies. Other roles that supervisors must have are identifying and overcoming barriers inherent to PE, such as limited resources, space limitations, and varying levels of student fitness and interest. By working collaboratively with teachers by providing feedback to find creative solutions, initiating the availability of adequate resources, and promoting the importance of PE within the school community, supervisors can help overcome existing barriers. Previous studies discuss sports science or human movement science in its

three scientific dimensions, which are ontology, epistemology, and axiology. Some popular studies were related to the achievement of physical education learning outcomes (Martono et al., 2024; Septiantoko et al., 2024). Other studies examined specific areas of PE or sports, such as health and fitness sports (Widiyanto et al., 2024a; Widiyanto et al., 2024b), therapeutic sports (Zanada et al., 2024), movement skills (Anam et al., 2024; Pranoto et al., 2024), and sports training and sports performance (Bahtra et al., 2024; Kurniawan et al., 2024). Meanwhile, other studies were related to the curriculum and management of physical education learning (Mardiyah et al., 2024) and the management of sports education and achievement (Hamsyah et al., 2024; Komari et al., 2024; Mulyanti et al., 2024; Setyawan et al., 2023a; Setyawan et al., 2023b; Setyawan et al., 2024a; Setyawan et al., 2024b; Setyawan et al., 2024c). However, there has been no literature review regarding the role of school supervisors in ensuring the quality of PE learning and its impact on the quality of teaching in schools. The lack of research on this topic can harm the process and existence of PE learning supervision in schools. Encouraging studies that discuss the importance of having supervisors with practitioner backgrounds or experts in PE will improve the quality of PE teaching practices

and overcome obstacles in PE teaching. Thus, it will increase students' PE learning activities and achievements. Therefore, this research conducted a literature review regarding the urgency of the role of school supervisors in ensuring the quality of Physical Education (PE) learning.

Materials & Methods

This research was conducted using a systematic literature review study. It followed the "Preferred Reporting Items for Systematic Reviews and Meta-Analyses" (PRISMA) guidelines. This guide is expected to produce systematic literature review reports that are more transparent, complete, and accurate, thus facilitating decision-making based on evidence (Page et al., 2021). It attempts to collect all available scientific evidence according to inclusion and exclusion criteria (Martín-Moya & González-Fernández, 2022). This research was conducted with a comprehensive strategy using article searches in research journal databases. The article selection process followed the PRISMA methodology used for systematic reviews and meta-analyses (Tricco et al., 2018). The journal databases included Scopus and Google Scholar. The selected journal must meet several inclusion criteria, as shown in Table 1 below:

Table 1
Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Period	Journal published in 2019 - 2024	Journals published before 2019
Indexed	Scopus-indexed international journals, international journals, and Sinta-indexed journals (Indonesian national journal indexer)	Indonesian national journal that is not indexed by Sinta (Indonesian national journal indexer)
Access	Open access	Close access
Document/article type	Original research article journal	Reviews, conference proceedings, books, book chapters, book series, editorials, etc
Language	English and Indonesian journals	Non-English and Indonesian journals
Full text	Title/abstract according to theme Article available in full text	The title/abstract does not match the theme The full text of the article is not available
Topic of discussion	The content of the article is relevant to the theme of PE learning supervision to maintain the quality of learning	The content of the article is not relevant to the theme of PE learning supervision to maintain learning quality

Article searches were carried out using Publish or Perish (POP) software with the following keywords: physical AND education AND learning AND supervision on February 11, 2024. The search generated 115 articles from the Scopus database and 988 from the Google Scholar. Apart from that, 7 registered articles have also been obtained according to the inclusion criteria from several sources. Furthermore, at several stages of the screening process, 15 articles were selected that matched the theme and met the inclusion requirements, or at least some of them were selected to strengthen the discussion theme. For standard operationalization, this research followed the PRISMA diagram as shown in Figure 1 below:

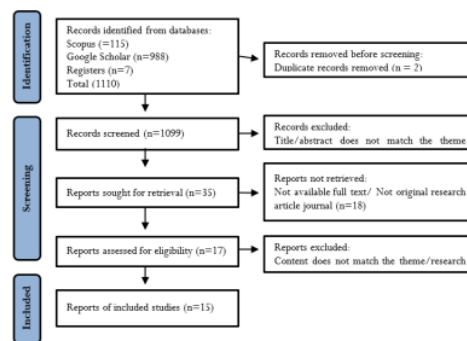


Figure 1. PRISMA flowchart of the article selection process

Results

This section provides the role of school supervision in the quality assurance of PE learning reported by the literature review. The results are shown in Table 2 below.

Table 2
The Role of School Supervisors in a Quality Assurance Perspective Physical Education Learning

Author	Research purposes	Study Design	Results/ Conclusion
(Palinata et al., 2023)	1. To evaluate the performance of PE teachers through the supervision of the school principal.	Surveys	1. Supervision by the school principal has a positive impact on teacher professionalism.
	2. To determine the overall performance of PE teachers through the supervision of the school principal.		2. Supervision helps overcome teacher weaknesses and improve the quality of education.
(Amirullah et al., 2023)	1. To analyze sports supervisors' understanding of PE teachers' performance.	Descriptive	Supervision in the academic field improves student learning outcomes.
	2. To evaluate the correlation between sports supervisors' understanding and teacher performance.		
	3. Understand the role of supervisors in supporting various teaching techniques.		
(Vabriani et al., 2023)	1. To examine how academic supervision by school principals improve teacher performance.	Descriptive	Academic supervision by the principal improves teacher performance.
	1. To analyze school principal supervision management to improve teacher performance.		
(Rahayu et al., 2022)	2. To increase teacher effectiveness through structured supervision stages.	Descriptive	Effective supervision by the principal improves teacher performance.
	3. To overcome obstacles in teacher guidance and motivation to improve performance.		
	1. To analyze the need for a virtual-based supervision model.		
(YM Saputra et al., 2022)	2. To examine supervisors' understanding to improve teacher supervision.	Descriptive	Supervisors need to develop supervision models to improve teacher supervision.
	3. To develop a model to optimize and increase the effectiveness of teacher supervision.		
	1. To prepare criteria to evaluate the performance of PE supervisors.		
(Hasan et al., 2021)	2. To improve educational supervision by identifying strengths and weaknesses.	Mix method	A criterion for evaluating the performance of educational supervisors was developed.
	3. To develop standards for evaluation of achievement in educational settings.		
	4. To address gaps in education supervisor performance for improvement.		
	1. To evaluate the PE, Sports, and Health learning process.		
(Pambudi et al., 2019)	2. To assess the planning and implementation of PE in schools.	Descriptive	1. Inadequate planning and implementation in PE learning 2. Observations show deficiencies in terms of time and quality of learning activities.
	3. To analyze the effectiveness of PE learning in improving student fitness.		
	1. To investigate learning management by sports teachers in Bima.		
(Irawan et al., 2020)	2. It focuses on planning, implementing, and evaluating learning in elementary schools.	Descriptive	Effective teaching involves planning, organization, and innovative learning methods.
	3. To understand PE management in elementary schools in Bima.		
	4. To emphasize the importance of PE and health in school.		
	To analyze the performance of certified PE teachers in Tenggara Seberang District		
(IH Saputra et al., 2019)		Case study	1. There is no significant effect of certified teachers on PE teacher performance. 2. Lack of discipline in teaching and age factors that influence teacher performance.
(Obra, 2017)	To evaluate clinical supervision models used in physical therapy internships in the Philippines	Descriptive	Communication between clinical instructors and coordinators is important in supervision and evaluation.
(Saraç, 2023)	To test the understanding of self-efficacy and attitudes towards supervision in PE.	Descriptive	This study found high self-efficacy and positive attitudes toward supervision.
(Suleiman et al., 2022)	To identify the personal characteristics of PE teachers and their impact on job performance, which in turn influences student achievement and interest in PE lessons	Descriptive	This study found a positive correlation between PE teacher performance evaluations and measures of personality traits when compared with annual evaluations of teacher performance conducted by supervisors and educational specialists/experts.
(Akah et al., 2022)	To assess the perspectives of PE and health lecturers in Nigeria regarding supervision and teaching effectiveness.	Ex post facto	This study found a significant relationship between the teaching effectiveness of PE lecturers and human resource supervision in colleges of education in Nigeria.
(Al-Tameimi & Ahmed, 2022)	To build and implement a scale of educational supervision patterns.	Descriptive	The results showed good educational supervision patterns among supervisors, and statistical analysis showed significant differences in educational supervision patterns.
(Basuki, 2019)	1. To determine the criteria, requirements, and recruitment process for PE supervisors.	Descriptive	The criteria and requirements for supervisory candidates are regulated by regional regulations.
	2. To assess responses to PE supervisor recruitment criteria and processes.		

Discussion

A systematic literature review was conducted to understand the role of school supervisors in the quality assurance of Physical Education (PE) learning. This study went through a series of stages of an article screening process, which ultimately selected 15 articles that fit the theme and met the inclusion requirements to strengthen the discussion theme. The research found that from the perspective of ensuring the quality of PE learning, the role of school supervisors is very important. Studies have shown that supervision by the school principal has several advantages. For example, it has a positive impact on teacher professionalism, helps overcome teacher weaknesses, and improves the quality of education (Palinata et al., 2023). Other studies argue it can improve student learning outcomes (Amirullah et al., 2023) and teacher performance (Rahayu et al., 2022; Vabriani et al., 2023). The role of the school supervisor has a variety of impacts on guaranteeing the quality of PE learning. School supervisors are responsible for developing and implementing a comprehensive quality assurance framework tailored to PE lessons. This framework includes curriculum standards, teaching methodology, and assessment practices. In addition, supervisors must be able to ensure that the PE curriculum is aligned with national education standards and can be adapted to the school context and student needs. It is important to note that supervisor creativity is needed to encourage success in supervision. Supervisors need to develop a supervision model (YM Saputra et al., 2022) by determining criteria or indicators to evaluate the performance of educational supervisors (Hasan et al., 2021).

One of the important roles of school supervisors is to facilitate the professional development of PE teachers because there are still many obstacles in the field related to teacher professionalism issues. Problems related to planning and implementation have not been optimal in PE learning, and there are deficiencies in terms of time and quality of learning activities (Pambudi et al., 2019). However, effective teaching must involve planning, organization, and innovative learning methods (Irawan et al., 2020). Even though many teachers have professional certificates, research has shown that there is no significant influence of certified teachers on their performance in teaching. It was argued that the lack of discipline in teaching and age factors had influenced teacher performance (Saputra et al., 2019). To cope with the PE teacher's weaknesses, good communication is needed between supervisors and teachers, particularly in ensuring effective monitoring and evaluation activities. Studies reported that effective communication between supervisors and coordinators is very important for the success of supervision and evaluation activities (Nayef & Rasheed, 2021). Communication can be manifested through an emphasis on meetings, planning, and decision-making. Good communication was also found in other sectors, such as between clinical instructors and coordinators (Obra, 2017).

A study by Saraç (2023) found high self-efficacy and positive attitudes toward supervision. This is because there is a

positive correlation between PE teachers' performance evaluations and their personality traits (Suleiman et al., 2022). A study at higher education institutions in Nigeria found a significant relationship between the teaching effectiveness of lecturers or PE educators and human resource supervision (Akah et al., 2022). However, there are significant differences in educational supervision patterns (Al-Tameemi & Ahmed, 2022). After several technical and personal approaches are carried out, supervisors can organize education and training, workshops, and further education to update knowledge and teacher skills related to practical skills and pedagogy. By fostering a culture of learning and improvement from past experiences, supervisors can help teachers adopt innovative teaching methods that can improve students' active participation and PE learning outcomes. Supervisors need to conduct regular monitoring and evaluation of PE programs to assess their effectiveness and identify areas for improvement. This includes classroom observations, reviewing lesson plans and student assessments, and gathering feedback from students and teachers. Through a data-driven approach, supervisors can make informed decisions to improve PE programs and overcome existing barriers.

Besides supervisors, schools must actively monitor the evaluation or supervision process (Aji, 2013). To obtain good supervisory performance, standard regulations are needed for recruiting professional supervisory candidates. Basuki (2019) suggests that the criteria and requirements for supervisory candidates are regulated by regional regulations. This is because good supervision must consist of several stages, including planning, implementation, evaluation, problem observation, and solutions (Rahayu et al., 2022). School supervisors can also involve various stakeholders, including parents, local communities, educational organizations, and sports organizations. By fostering partnerships, supervisors can enrich the PE curriculum with a variety of activities, empower existing potential, adapt the curriculum to the local content of the region, and promote a holistic approach to the PE curriculum that is beneficial for students' physical, mental, and social health. Supervisors must also work to ensure financial support, time, attention, and quality for the presence of PE in the school curriculum. This is so that supervisors with an educational background in non-PE general science fields do not overshadow PE lessons in schools, where general supervisors often act as advisors or supervisors in the PE field which ultimately will have an impact on the low quality of PE quality assurance in schools.

Conclusion

A systematic literature review of the role of school supervisors in Physical Education (PE) quality assurance illustrates the importance of school supervisor involvement. This study confirms that supervision by the school principal has a positive impact on teacher professionalism and the

quality of education. Academic supervision improves student learning outcomes and teacher performance. It requires creative approaches to increase the effectiveness of supervision and develop supervision models. Thus, evaluative criteria for the performance of educational supervisors must be established. Improving teacher professionalism is very important because various obstacles in learning planning, teaching quality, and disciplinary problems influence the performance of physical education teachers. Effective communication between supervisors and teachers is important because it influences the success of the monitoring and evaluation process. This study also suggests collaboration with stakeholders can enrich the physical education curriculum, supporting a holistic approach that benefits students' physical, mental, and social health. Standardized recruitment regulations must be a guide in selecting competent supervisors so that planning, implementation, and evaluation can run effectively. Involving various stakeholders and ensuring support for PE in schools will maintain high-quality physical education standards. Therefore, supervisors with educational backgrounds in non-PE general science fields will no longer overshadow PE lessons in schools. Up to now, there have been problems related to general supervisors who often act as advisors or supervisors in the PE field, which eventually impact the low quality of PE quality assurance in schools.

Conflicts of interest

The authors declare no conflict of interest.

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