

Revealing the Influence of Teacher Supervision on Student Behavior During Assignments: A Qualitative Case Study

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Abstract

This study examines the effect of teacher supervision on student behavior when working on Indonesian language assignments in grade 2 of SDN Lesanpuro 3, East Java, with 30 students as participants and one teacher as a resource person. Using a qualitative case study approach, data were collected through observation and semi-structured interviews, then analyzed thematically. The results showed that the combination of direct supervision (walking around and giving feedback) and indirect supervision (monitoring from a distance) proved effective in increasing student focus, motivation, and responsibility, although there were variations in individual responses. Teachers adapted according to student needs and created a supportive learning atmosphere. This study contributes to the development of adaptive supervision strategies and strengthening character education in elementary schools. The practical implications of this study are the need for teachers to continue to adjust supervision strategies according to student needs, build positive relationships, and provide space for students to learn from mistakes. For further research, a broader study can be developed involving more classes and variations in student character, as well as considering external factors such as family environment and technology. This study has limitations in the scope of the study which is limited to one class (Grade 2) and one teacher at SDN Lesanpuro 3, so the findings cannot be generalized widely. However, the results of this study provide an important contribution to the development of adaptive learning strategies and are oriented towards strengthening students' characters at the elementary school level.

1. Introduction

In classroom dynamics, teachers often focus on delivering material and achieving curriculum targets, so that sometimes the crucial role of supervising student behavior when doing assignments is forgotten. In fact, teacher supervision greatly determines the quality of the learning process. Basic questions such as, "How does teacher supervision affect student behavior when doing assignments?" are important to answer, considering that the presence and strategy of teacher supervision can shape student motivation, discipline, and involvement in learning.

Supervision in education is not only a formality, but also the heart of effective learning. Teachers as the main facilitators are not only tasked with transferring knowledge, but also ensuring that students are able to internalize and apply that knowledge. Constructivist learning theory according to Sudirman et al. (2024) emphasizes the importance of active involvement and contextual support in the learning process. Meanwhile, the metacognitive approach positions teachers as guides who stimulate reflection and critical thinking. In practice, supervision includes direct monitoring such as walking around the classroom, to indirect strategies such as providing reflective feedback.

Teachers have multiple roles, tasks, competencies, and responsibilities to create active, creative, effective, and enjoyable learning. This requires adaptive supervision of student behavior. Research by Anisah et al. (2021) showed that teacher supervision not only functions as a disciplinary enforcer, but also as a learning facilitator. Positive and supportive supervision has been shown to increase student motivation and engagement. Astutik & Amrullah (2020) emphasized the importance of monitoring and habituation applied by teachers in carrying out student assignments, while Kencana & Rachmadyanti (2022) emphasized the teacher's strategy in fostering responsibility through giving assignments.

However, the effectiveness of teacher supervision does not always run smoothly. Research by Anisah et al. (2021) at Madrasah Aliyah showed that even though supervision had been carried out,

violations of regulations still occurred, so supervision needed to be continuously optimized. Naufal et al. (2024) found that the effectiveness of disciplinary supervision was influenced by family factors, the school environment, and teacher-student relationships, as well as obstacles such as peer influence and the residential environment. The findings of Putri et al. (2024) also highlighted that the implementation of politeness values in schools was influenced by the family environment and the use of technology, so the influence of teachers in the classroom needed to be balanced with support from the outside environment.

To date, there has not been much research that comprehensively examines the effect of a combination of direct and indirect teacher supervision on student learning engagement at the elementary school level, especially in learning Indonesian. Therefore, this study seeks to analyze how teacher supervision—both direct and indirect—influences student behavior and engagement when working on assignments in class, especially in Indonesian subjects at the elementary school level. Thus, this study is expected to provide new contributions to the development of adaptive, supportive, and inclusive learning strategies, especially in the context of character education in elementary schools.

2. Method

This study aims to understand how teacher supervision affects students' behavior when doing assignments, particularly in Indonesian language learning in grade 2 at SDN Lesanpuro 3, East Java. A qualitative approach with a case study design was used to explore the experiences of teachers and students in depth. Following Sugiyono (2017), qualitative research allows for an in-depth understanding of phenomena in their natural setting. Data were collected through direct classroom observation and semi-structured interviews and analyzed thematically to identify patterns in supervision practices and their influence on student behavior.

2.1 Data Collection Techniques and Research Instruments

Data collection in this study was carried out using two main techniques: observation and semi-structured interviews.

- Observation Sheet: Covered teacher behavior, student response, and classroom conditions during tasks.
- Interview Guide: Included questions on supervision strategies, their impact, evaluation, and improvement suggestions.

1. Observation

The researcher observed the supervision process conducted by the teacher while students were completing assignments. Observations were guided by an observation sheet consisting of the following indicators:

- Teacher's position and movement in the classroom
- Teacher's interaction with students
- Student responses to the teacher's presence
- Provision of feedback and motivation
- Classroom atmosphere during assignments

2. Semi-structured Interviews

Teachers were interviewed using a semi-structured format to gain deeper insights into their supervision practices. Interview questions covered the following aspects:

- Types and methods of supervision usually applied
- Variations in supervision based on the type of task and student characteristics

- The impact of supervision on students' motivation and behavior
- Teachers' reflection and evaluation of the effectiveness of their supervision
- Suggestions for supervision practices for novice teachers

1.2 Subjects, Data Validation and Analysis

The study involved 30 second-grade students from SDN Lesanpuro 3. This class was selected because students at this level are beginning to show greater independence in learning, making teacher supervision crucial in shaping their discipline and engagement during learning activities.

To ensure data validity, the researcher conducted source triangulation by comparing observation results with interview findings. Additionally, self-reflection was carried out to reduce subjectivity in interpreting the data.

Data were analyzed using thematic analysis. The researcher identified emerging themes from observation and interview data related to supervision practices and their effects on student behavior. These themes were interpreted in light of existing theories and previous studies.

3. Results and Discussion

3.1 Results and Discussion 2

The study revealed that the Grade 2 teacher at SDN Lesanpuro 3 implemented a flexible supervision strategy combining direct and indirect methods. This approach was adapted according to the nature of the assignments and individual student characteristics.

The teacher explained:

- > "I usually combine direct and indirect supervision. When students are working on assignments, I walk around the class to see their progress, answer questions, and provide direct feedback. I also observe from a certain distance to see the dynamics of the class as a whole."

For individual tasks, direct support was more frequent, while in group work or among students with kinesthetic learning styles, indirect supervision was used to allow greater freedom.

3.2 Results and Discussion 3

A. Teacher's Supervision Method

Supervision was carried out dynamically. Direct supervision involved approaching students one by one to give support. Indirect supervision involved observing from a distance without disturbing students' autonomy. The combination of both allowed the teacher to monitor and assist effectively, ensuring a balance between guidance and independence.

B. Student Behavior and Response

Students generally showed increased focus and seriousness when under teacher supervision.

The teacher said:

- > "Most students become more focused when they know I am paying attention. They feel noticed and that makes them more enthusiastic. But there are also some students who actually become tense."

This shows that while supervision has a positive effect on motivation, it must be applied sensitively based on student temperament.

C. Classroom Atmosphere

The teacher moved actively around the classroom, providing a sense of presence and attentiveness:

- > “I move around during the task process, not staying in one place. Every 5–10 minutes I try to greet different groups or students.”

Instead of giving direct answers, the teacher used reflective questions to encourage student thinking, which helped develop critical and independent learning skills.

D. Summary of Student Behavior

The following table summarizes student behavior under different types of supervision:

Table 1. Summary of Student Behavior Based on Supervision Type

Types of Supervision	Student Behavior	Impact on Students
Direct	More focused, serious, active	Motivation increases, sometimes causes tension
Indirect	Relaxed, comfortable, independent	Students feel trusted, the atmosphere is safe
Combination	Responsive, collaborative, alert	Optimal motivation and engagement

E. Discussion and Interpretation

- Comparison with Theory

The use of both direct and indirect supervision aligns with constructivist learning theory, which emphasizes interaction and contextual learning (Sudirman et al., 2024). According to Kholik (2021), moving around and offering personal feedback supports meaningful learning.

- Consistency with Other Findings

This study supports findings by Diana et al. (2023), showing that supportive teacher supervision increases motivation, independence, and responsibility. However, it also highlights the need to adapt supervision to student responses, as not all students thrive under close monitoring.

- Adaptation to Student Characteristics

Teachers at SDN Lesanpuro 3 were seen to effectively adjust their supervision approach. For students with kinesthetic learning preferences, teachers allowed for movement while still maintaining focus. Research by Fadri (2017) reinforces that flexible teaching based on student characteristics improves motivation.

- Teacher’s Role as Facilitator

The teacher not only supervised but also acted as a facilitator and motivator by encouraging reflection and giving non-directive support. This finding supports Kholik (2021), who found that such supervision improves student character development and autonomy.

F. Synthesis of Finding

In conclusion, the supervision practices observed at SDN Lesanpuro 3 reflect an effective, adaptive, and student-centered approach. The combination of supervision methods, attention to student learning styles, and supportive interactions creates a productive and inclusive classroom atmosphere. These practices align with modern educational theory and contribute to students' motivation, independence, and character formation.



Figure 1. The teacher explains the assignment



Figure 2. Teachers start supervising from a distance



Figure 3. The teacher starts going around to pay attention, condition, or help students.

3.3 Conclusion

The main conclusion(s) of the study should be presented in a short conclusion statement highlighting the goals of the study and its importance. State new hypotheses when warranted. Include recommendations when appropriate. Conclusion shall be written in a paragraph. Do not repeat the Abstract, or just list experimental results.

This study confirms that the combination of direct and indirect supervision strategies implemented by teachers is very effective in shaping student behavior, motivation, and engagement when working on assignments in class. By walking around the classroom and providing personal feedback, teachers are able to increase students' focus, enthusiasm, and responsibility. Meanwhile, indirect supervision provides space for students to learn independently and collaboratively, so that the classroom atmosphere remains conducive and comfortable. Adapting the supervision approach to the type of assignment and characteristics of students, especially students with kinesthetic learning styles, has been shown to be able to build optimal engagement and collaboration.

The main contribution of this study is the emphasis on the importance of strengthening character through adaptive and supportive supervision practices. Teachers not only act as supervisors, but also as facilitators and motivators who help students develop independence, responsibility, and critical thinking skills. This approach is in line with the principles of modern learning theory and previous research, which emphasize the importance of social interaction, contextual support, and learning autonomy.

The practical implications of this study are the need for teachers to continue to adjust supervision strategies according to student needs, build positive relationships, and provide space for students to learn from mistakes. Teachers also need to maintain an inclusive and supportive classroom atmosphere, so that supervision does not become pressure, but rather a form of support that builds students' character. For further research, a broader study can be developed by involving more classes and variations in student character, as well as paying attention to external factors such as family environment and technology.

This study has limitations in the scope of the study which is limited to one class (Grade 2) and one teacher at Lesanpuro 3 Elementary School, so the findings cannot be generalized widely. In addition, this study has not considered in depth external factors that may influence student behavior outside the classroom. However, the results of this study provide an important contribution to the development of adaptive learning strategies that are oriented towards strengthening student character at the elementary school level.

Author Contributions

Nafisa Mutmainnah: Conceptualization, Data curation, Investigation, Writing & Editing – Original Draft.

Candra Utama: Supervision, Methodology, Set writing time – Review.

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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