

Effectiveness of Supervision Implementation in Educational Institutions

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Abstrak

Supervision is carried out as an effort from people in authority in the world of education to provide supervision of everything done by people related to the world of education, be it teachers, students, and so on. As for this paper, it aims to discuss the effectiveness of the implementation of supervision, with the method used is a literature review or literature study that contains theories relevant to the problems to be discussed, the study is described about the concepts and theories used based on the available literature, from books and articles that have been published in scientific journals. Supervision is carried out to find out what things happen in an educational institution, such as if there is an inequality or problem in an educational institution, the best way will be found to overcome the problem, this is an example of one of the importance of supervision being carried out. The effectiveness of the implementation of supervision will be carried out if it has gone through the planning stage which of course has been mutually agreed upon by the people in charge in the world of education, so supervision is carried out in a directed and measurable manner in accordance with the agreed provisions in order to achieve the goals that have been expected together.

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Introduction

Supervision is a process specifically designed to assist teachers and supervisors in learning daily tasks at school in order to use their knowledge and abilities to provide better services to parents of students and schools, and strive to make schools a more effective learning community (Safitri & Mujiati, 2019). The purpose of educational supervision is to develop a better learning and teaching situation, including formulating educational supervision objectives by not only revolving around aspects of individual character but also on things that show the process and work results achieved such as quality, quantity, timeliness, and so on by taking into account several special factors and traits, so as to help find and determine more effective and more effective supervision activities. Moreover, in educational supervision, it is not only carried out at certain times but this educational supervision must be carried out on an ongoing basis as an effort to discipline teachers in designing learning and stimulating teachers' creativity in using methods and utilizing various kinds of learning resources that can stimulate student achievement (Safitri & Mujiati, 2019).

Supervision is one of the important activities in the development and improvement of the quality of educational institutions. Supervision aims to provide guidance, support, and feedback to educators in order to carry out their duties and responsibilities professionally and effectively. Supervision also plays a role in identifying, analyzing, and solving various problems faced by educational institutions in the learning process. However, the implementation of supervision in educational institutions still faces various obstacles and challenges, both in terms of resources, methods, techniques, and results. Some factors that affect the effectiveness of supervision in educational institutions include the quality and quantity of supervisors, the readiness and motivation of educators, communication and cooperation between supervisors and educators,

and supporting facilities and infrastructure. Therefore, research is needed to review and evaluate the effectiveness of supervision implementation in educational institutions (Milasari et al., 2021; Rahman, 2021).

The supervision is carried out to be able to carry out things such as supervision, examination and assessment continuously and continuously, it can be done by people in authority in the world of education to carry out the effectiveness of the implementation of supervision in order to achieve certain goals that have been expected together. The purpose of this study is to determine and describe the effectiveness of supervision implementation in educational institutions, especially in primary, secondary, and extraordinary schools. This study used a quantitative approach with survey methods. The population of this study is all supervisors, principals, and teachers in the West Java Province. The sample of this study was randomly selected by stratified random sampling technique. This research instrument is a questionnaire prepared based on indicators of supervision effectiveness. The data obtained from the questionnaire was then analyzed using descriptive and inferential statistical techniques (Arsih, 2019).

This research is expected to contribute to the development of science, especially in the field of educational administration. This research is also expected to provide benefits for policy makers, supervisors, principals, teachers, and other parties related to supervision in educational institutions. The results of this research can be used as input, evaluation, and improvement in the implementation of supervision in educational institutions so that they can be more effective and efficient. In addition, the results of this study can also be used as reference material and inspiration for other researchers who want to conduct similar or advanced research.

Method

The method used is a literature review or literature study that contains theories relevant to the problems to be discussed. Described studies of concepts and theories used based on available literature, from books and articles that have been published in scientific journals. Literature review serves to build concepts or theories that are the basis of study in a research. This method is carried out as a step to describe, analyze and review the effectiveness of supervision implementation (Adlini et al., 2022).

Results and Discussion

As for knowing more clearly and precisely about the Effectiveness of Supervision Implementation, these things will be described as follows.

Understanding Effectiveness and Supervision

Effectiveness (type of noun) comes from the root word effective (adjective). Effective is the level of success in achieving goals (*outcomes*) by doing the right work (*do the right things*). The word effective also comes from English, namely effective which means successful or something that is done succeeds well. Popular scientific dictionaries define efficiency as the accuracy of use, use or support of purpose. Effective also means being able to achieve goals well. If efficiency focuses more on the saving process, then effectiveness focuses more on the expected output or results. The expected results can be measured quantitatively and qualitatively. Effective is how to do the right things, while efficiency is how to do *things right* (Supervision et al., 2023). Popular scientific dictionaries define efficiency as the accuracy of use, use or support of purpose. Effectiveness is the main element to achieve goals or objectives that have been determined in every organization, activity or program. Called effective if the goals or objectives are achieved as determined (Rosalina, 2012). The effectiveness is the relationship between the output and the goals or objectives that must be achieved. This notion of effectiveness is basically related to achieving policy goals or targets. Operational policy is said to be effective if the activity process achieves the goals and objectives of the final policy.

Effectiveness is concerned with whether an alternative achieves the expected result, or achieves the goal of the action. Effectiveness, which is closely related to best-selling rationality, is always measured by its unit of production or service or monetary value. Effectiveness is the utilization of resources, facilities and infrastructure in a certain amount previously determined to produce a number of things for the services of the activities they run. Effectiveness shows success in terms of achieving or not the targets that have been set. If the results of the activity are closer to the target, it means that the higher the effectiveness. Effectiveness is the relationship between goals and stated results, and shows the degree of conformity between stated goals and results achieved. Effectiveness is the influence caused or caused by the existence of a certain activity to find out the extent of the level of success achieved in each action taken. Based on this description, it can be concluded that effectiveness is the level of achievement of organizational goals or objectives as set. Effectiveness is how well the work is done and the extent to which supervision produces goals as expected, this can be interpreted, if a job can be done well as planned.

The effectiveness in this paper is related to the implementation of supervision. Supervision etymologically the word supervision comes from the word super which means to have certain advantages such as advantages in rank, position and quality, while vision means to see or supervise, therefore supervision can be interpreted as supervisory activities carried out by an official against his subordinates to perform their duties and obligations properly in accordance with the duties that have been outlined (Safitri & Mujiati, 2019). Supervision is an effort to assist teachers in developing their abilities in achieving learning objectives. Thus, the essence of academic supervision is not at all assessing teacher performance in managing the learning process, but helping teachers develop their professional abilities, so that it will encourage an increase in student learning achievement which in turn can improve the quality of education.

Supervision is an effort to provide services to teachers both individually and in groups in an effort to improve teaching. A supervisor can work with teachers, whose job is to assist teachers in solving problems they face in connection with the implementation of their duties in class. Supervision is one of the main tasks in education administration, not only is the job of inspectors and supervisors but also the job of the principal towards his school employees (Musfah, 2017). Educational supervision is all the efforts of school officials in leading teachers and other education personnel, to improve teaching including stimulating, selecting the growth and development of teachers' positions, selecting and revising educational objectives, teaching materials, and teaching methods and teaching evaluation.

Effectiveness of Supervision Implementation

In a supervision, a supervisor is very supportive because without an expert supervisor (professional) it is also impossible for a school or madrasah to run well and quality. One of the quality of education in educational institutions is determined by professional supervisors, professional principals, and professional teachers. As long as the individual supervisor as a supervisor is always enthusiastic, learning, studying, training, seminars, workshops, workshops in the field of education and teaching in accordance with their competence, the professionalism of the supervisor will be realized, so that it will be able to deliver on the goal of creating quality education (Hasudungan, 2022). The achievement of an educational goal at any level depends largely on the implementation of the program at a relevant and realistic level, in accordance with the planned program material. This includes relevant and realistic supervision (coaching) programs towards the delivery of education in schools.

The academic supervision program will begin the implementation phase after the planning phase is completed. If all the plans that have been prepared are well prepared, then the implementation of this academic supervision will run smoothly. Meetings need to be held if there are directions or general information that will be conveyed to all teachers, or if the principal wants to supervise teachers in terms of teaching staff. The principal supervises using the method chosen at the teacher council meeting where observations will be made simultaneously, such as making

learning programs and learning tools that are carried out at the beginning of each semester. When the principal wants to give instructions to the teacher about something that should not be known to the public, such as incomplete learning tools, reprimanding the teacher about activities, attendance and frequent leave of class without permission, and assigning assignments to students, this will be done individually talked. Because the principal's ability to consistently promote or create strong communication with teachers in the school is an effort made by the principal in carrying out academic supervision so that it can run well and smoothly (Aisyahrani et al., 2023). This assumption is based on the observation that principals regularly consult with teachers when developing supervision plans and communicate plans and schedules to them. This can be seen when academic monitoring is carried out, the teacher council always responds well.

The supervision program should refer to the vision, mission, goals and coaching strategies that have been set by the principal. In determining the vision, schools must pay attention to future developments and challenges. A mission is an action or effort to realize a vision. In other words, mission is a form of service to meet the demands outlined in the vision with its various indicators (University et al., 2016). The implementation of academic supervision by the principal to teachers is very important in order to improve the professional ability of teachers and the quality of learning. In the implementation of supervision activities, those directly involved are teachers and principals. In order for the performance of teachers and principals to be carried out optimally, of course, their work needs to be controlled.

According to Fathurrohman and Suryana, examples of missions in supervision formulated in schools are as follows:

1. Carry out learning and guidance effectively, so that each student can develop optimally, according to their potential.
2. Fostering the spirit of excellence intensively to all school residents.
3. Encourage and help each student to recognize his potential, so that it can be developed more optimally.
4. Growing appreciation of the religious teachings adopted and also the culture of the nation, so that it becomes a source of wisdom in action.
5. Implement participatory management by involving all school residents and school committees.

Thus, the assessment of the principal's performance does not only revolve around aspects of individual character but also on things that show the process and work results he achieves such as quality, quantity, timeliness, and so on. The implementation of academic supervision by the principal to teachers is very important in order to improve the professional ability of teachers and improve the quality of learning through a good learning process. The essence of academic supervision is not to assess teacher performance in managing the learning process, but to help teachers develop their professionalism.

Factors for the Implementation of Supervision

There are several factors that can affect the success or failure of a supervision or the slow pace of the results of supervision, including the following (Ngalim, 2007).

1. The community environment where the school is located, such as whether the school is in a big city, in a small town, or in a remote area. In the environment of rich people or in the environment of people who are generally underprivileged, in the environment of intellectual communities, pedagan or farmers, and so on.
2. The size of the school is the responsibility of the headmaster Whether the school is a large school complex, has a large number of students, has a large yard and land, or vice versa.
3. Levels and Types of Masaah Schools Faced at each level of elementary, junior high, and high school Skills and expertise of the principal. Regarding issues concerning the school level both elementary, junior high, and high school, as well as teachers, John Minor Gwyn, raised specific problems faced by the United States. Based on the review, we can also examine problems that

are similar to the cultural background and education system, which although different in their core thoughts are not too different from education in Indonesia.

4. The condition of teachers and employees available. Whether the teachers in the school are generally authorized, how the socio-economic life, the desire for abilities, and so on. The specific problems faced by teachers are as follows.
5. Difficulty in teaching the field of study Faced with special problems like this, the principal who functions as a supervisor can use resource *teachers*. The resource person can be a *key teacher* who has been trained at the national level or a resource person from a university.
6. Personal problems that affect teacher morale As ordinary people, teachers often have personal problems. Personal problems have a major effect on employment. It needs labor as a condition to improve performance.
7. To achieve effective supervision, a set of skills that must be possessed by an education supervisor is required.

As for the supervisor must master, the following things:

1. Skills to analyze teaching and learning styles and have expertise in the field of learning and curriculum.
2. Able to collaborate by interacting with teachers and exchanging ideas based on the analysis of textbooks, research reports and practitioners.
3. Have relevant knowledge in communication, human relations, group relations and conflict resolution.
4. Listening, speaking, writing skills, creating opportunities for professional dialogue.

There are also some things that make educational supervision very ineffective. The factors causing the ineffectiveness of educational supervision are as follows:

1. Inadequate time spent on supervision.
2. Negative attitude of teachers towards supervision.
3. The use of industrial and business models in educational supervision that emphasize measurable specific results.
4. Weak, inadequate, and sometimes lack of communication between teachers and supervisors
5. Lack of supervision skills.
6. Improper understanding of desired teacher involvement.
7. The pretense that makes supervisor intervention predictable and the consequences that can result crosses between context and teacher.
8. Strong reliance on rapid and appropriate education reform (Aedi, 2014).

The effectiveness of educational supervision can be achieved when it is in a good situation and condition. The effectiveness of supervision can be constrained by the following factors:

1. Lack of experience possessed by supervisors.
2. The existence of favoritism.
3. Lack of personal, leadership and professional qualities.
4. The role of government is still less intensive.
5. Motivation is still very low (Aedi, 2014).

Things like the description above really need to be avoided by supervisors, so as not to happen unwanted things that will then cause problems both now and in the future.

Roles and Functions of Supervision

The function of educational supervision is as a service or assistance to teachers to develop teaching and learning situations. The concept of supervision is actually directed towards coaching. This means that the principal, teachers and other personnel in the school are given facilities to improve their ability to carry out their main duties and functions, judging from the existing functions, it is clear the role of educational supervision (Azharudin, 2016). The role of supervision

can be stated by various opinions of experts who conclude about the duties and functions of supervision, namely as follows:

1. The coordinator, as supervisory coordinator can coordinate teaching and learning programs, staff member duties and activities that vary among teachers.
2. Consultants, as supervisory consultants can provide assistance, together consulting problems experienced by teachers both individually and in groups.
3. Group leaders, supervisors may lead a number of staff teachers in developing the potential of the group, while developing the curriculum, subject matter and professional needs of teachers together.
4. Evaluators, supervisors can assist teachers in assessing learning outcomes and processes, can assess the curriculum being developed.

Pidarta said that the supervision function is generally divided into two, namely as follows:

1. The main function of supervision is to assist schools as well as represent the government in efforts to achieve teaching goals, namely helping the individual development of students.
2. Its additional function helps schools and teachers to work well in making contact with the community in order to adapt to the demands of the community and pioneer the progress of society. Based on the quote above, it is clear that the function of supervision is to help the development of students in the learning process carried out by teachers (Abdillah et al., 2022).

Based on the description above regarding the function and role of the effectiveness of supervision implementation, broadly speaking, the supervision function can be grouped into five areas, namely as follows (Maisaroh & Danuri, 2021):

1. The leadership function is attached to a supervisor because he or she is the leader. Things to do include:
 - a. Increase the morale of principals, teachers and school staff under their responsibility and authority.
 - b. Encourage activity and creativity as well as dedication of all school personnel.
 - c. Encourage the creation of a conducive atmosphere inside and outside the school environment.
 - d. Accommodating, serving and accommodating all kinds of complaints of education officials at the school and trying to help solve them.
 - e. Helping to develop cooperation and working partnerships with all related elements.
 - f. Help develop intra- and extra-curricular activities at school.
 - g. Guiding and directing all school personnel to improve the quality of education and teaching at the school.
 - h. Supervision Supervisory Function whose main task is to supervise. In performing supervisory functions, supervisors should pay attention to the following.
 - i. Observing earnestly the implementation of the duties of the principal, teachers and all school staff is clearly known whether the duties carried out are in accordance with the plan or not.
 - j. Monitor the development of education in the school for which they are responsible and citizenship, including student learning at the school concerned.
 - k. Supervise the implementation of school administration as a whole in which there is administration of personnel, material, curriculum and so on.
 - l. Control the use and distribution and management of educational facilities and infrastructure in the school.
2. The function of executors lies with supervisors, because they are executors in the field who in standard terms are functional officials, as well as teachers and principals. In performing executive functions, a supervisor should pay attention to the following activities:
 - a. Carry out supervision / supervision duties in accordance with applicable regulations.
 - b. Secure the various policies that have been set.
 - c. Report the results of supervision / supervision to authorized officials for analysis and follow-up.

- d. Supervision functions in the field of personnel administration, which will be described as follows.
- e. Selecting personnel who have the necessary requirements and skills for a job.
- f. Placing personnel in places and tasks that are in accordance with their respective abilities and abilities.
- g. Strive for a pleasant work arrangement and increase work power and maximum results.
3. The function of supervision in the field of evaluation, which is described as follows:
 - a. Mastering and understanding educational objectives specifically and in detail.
 - b. Mastering and owning the norms to be used in research criteria.
 - c. Mastering data collection techniques
 - d. Interpret and conclude research results.

As for the role of supervisors in supervision activities, Ametembun stated that there are four supervisory roles, namely as follows (Ametembun, 2007):

1. Supervisor as a researcher (*researcher*) is to examine how the actual state of the educational situation. The state of the educational situation can be known from the conclusions of the processing results obtained.
2. Supervisor as an assessor (*evaluator*) that assesses how the state of an educational situation.
3. Supervisor as an improver is to make improvements to the situation.
4. Developer supervisor (*developer*) is developing or improving the situation, so that the situation that is already good becomes better.

Based on the descriptions above, it can be said that the role of a supervisor is to help, motivate and participate, not direct continuously. If it continues to direct, besides being undemocratic, it also does not provide opportunities for teachers to learn independently (autonomously) in a professional sense. Even though the characteristic of a professional teacher is to have autonomy in the sense of being free to develop themselves on their own awareness and responsibility.

Principles of Supervision

Supervision activities pay primary attention to assistance that can improve the professional abilities of teachers. This teacher professionalism is reflected in the teacher's ability to provide learning assistance to his students, so that there is a change in academic behavior in his students. Therefore, the supervision of school supervisors should be carried out constructively and creatively by encouraging teacher initiative to actively participate in creating a conducive atmosphere that can arouse an atmosphere of creativity of students in learning. Various factors in this academic supervision will be qualified if it is based on the principles of supervision. To realize the objectives of supervision as stated above, according to the Ministry of National Education, which states that there are several principles that need to be considered by supervisors in carrying out supervision duties (Batkunde, 2021). The principles in question are as follows:

1. Supervision should start with positive things
2. The relationship between the supervisor and the teacher should be based on the relationship of work relatives
3. Supervision should be based on an objective view.
4. Supervision should be based on humane action and respect for human rights
5. Supervision should encourage the development of teacher potential, initiative, and creativity
6. Supervision should be done according to the needs of the teacher
7. Supervision should be carried out continuously and continuously and not interfere with effective learning hours.

As for the principles of supervision in its implementation, a supervisor needs to pay attention to the principles of supervision so that the implementation process runs well and achieves the purpose of supervision, namely improving the quality of learning and education comprehensively. According to Sahertian, some of these principles are as follows (Addini et al., 2022):

1. Scientific Principle, as for this scientific principle contains the following characteristics:

- a. Supervision activities are carried out based on objective data obtained in the reality of the implementation of the teaching and learning process.
 - b. To obtain data, it is necessary to apply data recording devices such as questionnaires, observations, personal conversations, and so on.
 - c. Every supervise activity is carried out in a systematic, planned manner.
2. Democratic Principles The service and assistance provided to teachers is based on close human relations and warmth so that teachers feel safe to develop their duties. Democratic means upholding the dignity and dignity of teachers, not based on superiors and subordinates.
 3. Developing joint efforts or according to the supervision term "sharing of ideas, sharing of perience" provides support, encourages, stimulates teachers, so that they feel they grow together.
 4. Constructive and creative principles Every teacher will feel motivated in developing the potential of creativity if supervision is able to create a pleasant working atmosphere, not through scary means (Sahertian, 2008).

Arikunto also explained that educational supervision must meet the following principles:

1. Supervision is to provide guidance and provide assistance to teachers and other school staff to overcome problems and overcome difficulties and not to look for problems.
2. The provision of assistance and guidance is carried out directly.
3. If the supervisor or principal plans to give suggestions or feedback, it should be conveyed as soon as possible so as not to forget, in providing feedback the supervisor should give the supervised the opportunity to ask questions or responses.
4. Supervision activities should be carried out regularly.
5. The atmosphere that occurs during the supervision should reflect a good relationship between the supervisor and those under supervision. To keep what is done or found is not lost or forgotten, supervisors should make short notes containing important things needed to make reports (Milasari, 2021).

Based on the descriptions above regarding the opinions of experts about the principles of supervision explained by experts as a reference and guideline in the implementation of supervision, in order for supervision to be carried out properly, it must pay attention to the principles that have been established, the most important thing in the implementation of supervision is the improvement of scientific, cooperation, progressive, innovative so as to produce changes for the better. Thus, it can be said that the principles of supervision are rules that must be used as a basis in conducting supervision. Supervisors must understand the principles of academic supervision to measure the failure or success of their supervision.

Conclusion

Educational supervision is all the efforts of school officials in leading teachers and other education personnel, to improve teaching including stimulating, selecting the growth and development of teachers' positions, selecting and revising educational objectives, teaching materials, and teaching methods and teaching evaluation. The effectiveness of supervision does not only revolve around aspects of individual character but also on things that show the process and work results achieved such as quality, quantity, timeliness, and so on. Supervision is carried out with the aim of knowing what things or problems are being faced by an educational institution, for example if the problem has been known by the supervisor after supervising, a solution will be found to overcome the problem, this is one of the reasons why supervision is important, besides that supervision is carried out to find out whether or not there is an improvement in an educational institution that has been supervised. The academic supervision program will be carried out by starting the implementation stage after the planning stage is completed, if all the plans that have been prepared are well prepared, then the implementation of this academic supervision will run smoothly.

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