

## Enhancing the Effectiveness of Educational Supervision: an Analysis of Challenges and Solutions

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### Abstract

Obstacles, solutions, and follow-up actions in implementing academic supervision are essential to evaluate the success of the program. Follow-up activities can include providing feedback to teachers to discuss findings from the supervision process. Effective follow-up ensures that the results of academic supervision contribute significantly to enhancing teacher professionalism. This study aims to explore: 1) The obstacles encountered during academic supervision in schools. 2) The follow-up actions taken by principals after conducting academic supervision for teachers. 3) The outcomes of these follow-up actions on teacher performance. 4) This research employs a qualitative approach, focusing on descriptive data to analyze the forms, processes, and results of follow-up activities following academic supervision in schools. The findings reveal that academic supervision and the subsequent coaching activities carried out by school principals play a crucial role in improving teacher performance through effective follow-up.

**Keywords:** educational supervision, effectiveness, teacher

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## Introduction

The development of human virtues and excellence for human civilization is greatly influenced by the field of education. Education plays an important role in the development and progress of a nation by developing human potential. This is in accordance with the message expressed by Alpien et al. (2019: 67), which states that education plays an important role in forming superior Human Resources (HR) and preparing society for a competitive life and a high sense of solidarity and tolerance.

Obstacles or problems are always present in the implementation of academic supervision in the learning process. Lack of Teacher Motivation, Teacher Unpreparedness in Implementing Online Learning, Changes in Supervision Implementation Schedule (Da-dang, 2010). Lack of Technology Training School Principal Workload, Inadequate Use of Learning Media. The use of learning media that is not optimal can be an obstacle in implementing academic supervision. This can affect the quality of teachers (Riduwan, 2001).

Basically, supervision is an inseparable part of the entire educational administration process which is aimed primarily at developing the effectiveness of school personnel performance related to the main educational tasks. In other words, supervision is seen as a sub-system, supervision cannot be separated from the administrative system which also concerns non-teaching staff, including school principals, teachers and administrative officers (Narbuko Cholis, 2007). However, the emphasis of supervision is on improving and developing the performance of teachers who directly deal with students (Syaiful, 2011).

Through improvements and development, ultimately has an impact on the effectiveness of the learning process. The field of education has a big role in developing human qualities and excellence for human civilization. By realizing society's potential, education makes a significant

contribution to the growth and progress of a country. This is in line with the argument put forward by Alpian et al. (2019: 67), who argue that education is very important for developing superior human resources (HR) and preparing society for success in the market as well as a strong sense of acceptance and unity.

To improve teacher professionalism, supervision results must be studied further. Rewards and praise, instructional reminders, and agreements to undertake additional or enhanced training are examples of follow-up. There are two main tasks involved in utilizing feedback from academic supervision: creating and improving academic supervision tools.

Because the learning process is so important for student education, school principals work tirelessly to improve the level of teacher education nationally, one way is by implementing a post-academic supervision follow-up program. The author will use this background information to frame the topic "obstacles, follow-up solutions after academic supervision by the school principal" in the form of a problem (Nawawi, 2011).

The quality of learning is one of the results of the existence of a teacher. Nowadays, the role of a teacher is not just to be present to deliver lessons and then return to the room to carry out administrative or other activities. However, teachers are expected to take on a broader role than before. Teacher performance is a manifestation of the teacher's ability to plan, implement or carry out, and assess student learning outcomes.

Teacher performance is related to the quality, quantity of output and reliability that teachers have in carrying out their duties. Teachers who have high performance can improve the quality of education. Teacher performance is one of the main factors that determines the success of the educational process in schools.

## Method

The research that the author uses is qualitative research. The qualitative research method is a method based on the philosophy of postpositivism, which is used for research on the conditions of natural objects. where the researcher is the key instrument, data source sampling is carried out by determining the samples themselves, not randomly (purposively) and snowballing, the collection technique is triangulation (combination), inductive/qualitative data analysis, as well as the results of this qualitative research emphasizes meaning rather than generalization. Meanwhile, the case study approach is research that is directed at collecting data, extracting meaning, gaining understanding from the case. The cases are in no way representative of the population and are not intended to draw conclusions from the population (Moleyong, 2022). The conclusions from the case study apply only to that case. The type of research used in this research is descriptive research. Descriptive research is research that attempts to describe and interpret existing data (Sugiyono, 2016).

This research, researchers applied a qualitative type of case study approach. A case study is a research approach that involves collecting detailed data, often from a specific period, phenomenon, and context. The main aim is to provide an analysis of the context and processes related to the theoretical questions raised by the study (Prihatsanti et al., 2018). The samples in this research were 24 students majoring in Teacher Education at Madrasah Ibtidaiyah IAIN Lhokseumawe and 1 lecturer. The data collection techniques used in this research are observation, interviews and documentation. Meanwhile, the data analysis technique in this research refers to the Miles and Huberman mode, which includes three steps, namely: 1) Data collection, namely collecting information during the observation process; 2) Data reduction, which means summarizing, selecting and sorting core data from data obtained at the research location; 3) Data Presentation, namely presenting data that has been previously processed, accompanied by reflections and conclusions (Anggelia et al., 2022).

## **Result and Discussion**

### ***The importance of academic supervision***

Supervision is a process for implementing work that has been carried out. According to Lisda, supervision is also a vigilance activity, but its nature is human. Monitoring activities do not look for errors, but contain more elements of contamination, so that the state of the work is unknown, which is informed about the room to be solved

The purpose of supervision is monitoring, even if the purpose of monitoring experts is expected to be in the same way. The purpose of supervision is to develop a better situation for viewing the learning process and improving the teaching profession.

One of the factors that carries out academic supervision is the School Principal. Minister of National Education Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards (Minister of National Education of the Republic of Indonesia, 2007) states that a School Principal must have five minimum competency dimensions, namely, personality, managerial, entrepreneurial, supervisory and social compet

Through improvements and development, ultimately has an impact on the effectiveness of the learning process. The field of education has a big role in developing human qualities and excellence for human civilization. By realizing society's potential, education makes a significant contribution to the growth and progress of a country. This is in line with the argument put forward by Alpian et al. (2019: 67), who argue that education is very important for developing superior human resources (HR) and preparing society for success in the market as well as a strong sense of acceptance and unity.

### ***Purpotion of Academic Supervision***

#### ***Obstacles in implementing supervision***

Lack of Teacher/Principal Motivation, Teacher Unpreparedness in Implementing Online Learning, Changes in Supervision Implementation Schedule. Lack of Technology Training School Principal Workload, Inadequate Use of Learning Media. The use of learning media that is not optimal can be an obstacle in implementing academic supervision. This can affect the quality of teachers (Engkoswara, 2011).

#### ***Follow-up after supervision is the use of the results of supervision***

This follow-up is provided in the form of incentives and rewards to instructors who have achieved the criteria, instructional reminders to teachers who have not, and opportunities for teachers to take additional training. Based on this understanding, the researcher concluded that activities in the form of coaching and praise carried out by supervisors or school principals after implementing supervision with the aim of increasing teacher professionalism, this is what is meant by follow-up after supervision.

### ***Academic Supervision***

From a morphological perspective, the words "super" and "vision" are English words. The terms "super" and "vision" which refer to things above and below respectively, are still used to describe tasks related to inspection, inspection, supervision and assessment carried out by leaders and superiors of those who occupy a higher position. Even though it involves more human interaction, surveillance is still a form of supervision (Pidarta, 2009).

To improve the conditions of the task being supervised, supervision activities include more of a coaching component rather than finding mistakes, knowing the shortcomings (not just mistakes) so that you can be informed of the parts that need to be corrected. A teacher's job is to teach, in general. Educator when operationalized is a series of processes that include giving examples, giving praise, encouragement, and so on.

Iman Ghazali said that educators have the duty to perfect, purify, purify and elevate the souls of students to His Khaliq, keep them away from evil, and protect them so that they remain in

His hanif nature. In other words, the conclusion that the main responsibility of educators is tazli-yatu nafs. The role of an educator is considered honorable in Islamic educational philosophy. In general, the role of a teacher is to teach (Husni, 2010).

When education is practiced, education consists of a number of procedures such as setting an example, praising others, encouraging them, and so on. According to Iman Ghazali, educators have the responsibility to protect students from evil, perfect, purify and elevate their souls to His Khaliq so that the essence of their hanif is maintained. In other words, al-Nahlawi concluded that tazliyatun nafs is the main task of educators. This can be realized in the form of guarantee, supervision, guidance and training programs in the field of improving the quality of education. An ideal educator profile can be created with the support of quality control organizations in educational institutions.

## Conclusion

There were obstacles found: Lack of teacher motivation, Teacher unpreparedness in implementing online learning, Changes in Supervision Implementation schedules, Lack of technologist training, School principal workload, Use of learning media that has not been maximized. The use of learning media that is not optimal can be an obstacle in implementing academic supervision. This can affect the quality of teachers.

Follow-up actions carried out after the implementation of academic supervision procedures carried out after academic supervision of the principal... Follow-up supervision activities carried out by the principal, which include providing direction, inspiration and guidance to teachers as well as imparting knowledge and holding group problem solving sessions, are proof that the results. challenges educators face when using teaching activities to enhance learning objectives.

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