



DEVELOPMENT OF SUPERVISION IMPLEMENTATION ORIENTATION

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Abstract:

Teachers have a very important role and great responsibility in education which is a challenge when it comes to the quality of education today. So in this case, less professional teachers really need guidance and direction from other people or supervisors in solving the problems they face in order to achieve educational goals. This writing aims to discuss and understand the development of orientation for the implementation of supervision at this time. This research uses qualitative methods in the form of a literature study, with a descriptive approach. Data was collected through references from books and literature related to the challenges of developing orientation for the implementation of supervision at this time. The research results show that supervision is one of the principal's functions to improve the quality and professionalism of teachers in carrying out teaching. There are three approaches to educational supervision: clinical supervision, developmental, and differential.

keyword: *orientation, development supervision, school principal*

INTRODUCTION

Education is a step to advance individual capacity, because with individuals who have skills, a country is able to utilize its natural resources. The essence of education is the desired achievement in human life. To realize this educational goal, the role of the teacher as an important element in successful learning is crucial. (Aisyah, 2019) Teachers who have professionalism are teachers who can design learning plans, carry out learning, carry out learning assessments, and continue to improve their qualifications. One way to improve the quality of human resources is through the learning process in the school environment. The level of success of the learning process can be measured through student achievement, which refers to their achievements and learning outcomes. Teachers are an important part of human resources in the education sector who need to receive continuous guidance and development. One step to improve teacher quality and encourage progress in the field of education, especially in the school environment, is through the practice of educational supervision. The main function of educational supervision is to focus on efforts to improve and increase the quality of teaching.

Supervision is a key element in improving the quality of performance in various fields, including education, business, health and many other sectors. Effective supervision can help individuals and organizations better achieve their goals, optimize resource potential, and improve productivity and service quality.

(Marmoah, 2018) Supervision is a process that involves supervision, guidance and evaluation of individual or group performance in an effort to achieve work goals. Effective supervision management requires a deep understanding of the duties and responsibilities faced by supervisors. In this process, the orientation or orientation of the supervisor plays an important role, because it provides clear guidelines and direction to those responsible for supervising and guiding staff.

Developing human resources amidst global competition and rapid dynamics in the work environment, supervision becomes an important instrument to ensure that individuals and work teams are on the right track towards achieving organizational goals. However, how supervision is implemented, and more importantly, how the supervision is provided, can have a major impact on the final outcome. However, in practice, the implementation of supervision often faces various challenges. From a lack of adequate orientation for supervisors to rapid changes in the work environment, there are many factors that can influence the effectiveness of supervision.

Supervision implementer orientation includes an introduction to the goals and objectives of supervision, performance evaluation methodology, as well as applicable regulations and procedures. A comprehensive orientation can help supervisors understand expectations, reduce conflict, increase motivation, and maximize work results. However, it is not uncommon to find cases where the orientation of the supervisor is inadequate or even ignored, resulting in problems in the implementation of supervision and having a negative impact on achieving organizational goals.

RESEARCH METHODS

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RESULTS AND DISCUSSION

The word "supervision" comes from English and means "supervision." From this term comes the word "supervisor," which refers to "supervisor." In the educational context, there is the term "school supervisor" which refers to teachers and school principals. In the Big Indonesian Dictionary, "supervise" is defined as "main supervision" or "supreme control." Supervision in the field of education refers to a guidance process carried out by competent individuals to the teacher council and other school members involved in education at the school. The aim is to improve the learning situation.

The supervision program is based on a principle that recognizes that every individual has potential that can be improved. According to H. Burton and Leo J. Brucker, supervision is a service method that aims to evaluate and improve together the factors that influence a child's growth and development. Thus, it can be concluded that the main goal of supervision is to improve the quality of teaching so that the teaching and learning process carried out by a teacher can run efficiently and effectively. (Sumanto, 2010)

So, the essence of supervision is guidance actions carried out by parties in a higher position towards teachers and other school staff involved in teaching students. The aim is to improve the learning situation so that students can learn effectively and efficiently, while improving the quality and outcomes of their learning. In the school context, this supervision activity is usually carried out by the school principal (supervisor).

Educational supervision has developed in line with advances in management science. In its initial stage, supervision was carried out using an inspection approach where supervisors visited schools to observe teachers' teaching activities (Suhermanto, 2023). The supervisor's main focus is to assess the teacher's suitability to the work standards set by the authorities in the educational sector. Teachers are assigned the task of following predetermined operational procedures with predetermined standards. In this relationship, supervisors are considered to have a higher level of authority than teachers.

Along with the development of management theory which understands that productivity is also influenced by social relationships between workers and supervisors, the supervision approach has begun to shift towards a more democratic approach. Now, supervisors and teachers have the opportunity to interact with each other and discuss how to improve the quality of learning together.

Current developments in supervision prioritize teachers' efforts to improve the quality of their learning through continuous professional development. Given the rapid advances in knowledge and technology that have occurred in a short period of time, supervisors are limited in number and have diverse abilities and are thus unable to meet the enormous need for teacher supervision. Therefore, teachers need to take the initiative to evaluate the quality of learning and identify learning problems that require continuous improvement. In this context, the supervisor's role focuses more on being a facilitator for the continuous development of teacher professionalism. Apart from that, they are also tasked with motivating teachers to always be enthusiastic in improving their professionalism. (Sabandi, 2023)

The development of educational supervision develops in line with advances in science, technology, as well as social, economic and cultural changes in society. Supervision has transitioned from an inspection approach that dominates authority by supervisors, towards a form of collaboration between supervisors and teachers. In this collaborative approach, both parties take the initiative and are jointly responsible for improving the quality of learning. Apart from that, this approach also aims to form a learning culture among teachers so that they continually improve their competence. Some of the more well-known supervision approaches known as clinical, developmental and differential supervision include: Clinical Supervision, The clinical supervision approach first emerged based on the concept of diagnosis and treatment adopted from the medical field by Morris Cogan in 1950 at a laboratory school at Harvard University. This approach is influenced by the principles of

behavioristic theory. The word "clinical" refers to the relationship between teachers and supervisors in addressing reflective problems, with a direct focus on learning outcomes in each class, and positions the teacher as an agent of change. (Rachmawati, 2015) Clinical supervision has the capability to improve teachers' ability to self-evaluate their performance, help others openly, and direct themselves. The clinical supervision approach is implemented through face-to-face interaction which allows supervisors and teachers to jointly discuss and analyze learning problems that arise in the classroom, and find solutions to overcome them. Clinical supervision aims to put pressure on the process of formation and professional development of teachers. (Asmani, 2012) This is done by responding to the main concerns and needs of professional teachers whose aim is to improve the quality of education, which must start with improvements in the way teachers teach in the classroom. The original clinical supervision model involved a number of important steps, namely: building relationships between teachers and supervisors, developing plans with teachers (including lesson estimates, target outcomes, learning problems, materials and methods to be used, learning stages, providing feedback, and evaluating) , designing strategies for observation, observing the learning process, analyzing teaching methods, planning conferences between supervisors and teachers, conducting conferences with teachers, and updating plans for the next lesson or unit.

Development Supervision. Developmental supervision according to Carl D. Glickman, which takes inspiration from development theory as expressed by Erickson and Piaget, involves supervisors viewing teachers as individuals who are going through various stages of growth and development. In this model, it is assumed that teachers have various levels of experience, abilities, and various levels of career development. Therefore, supervisors will assess teachers' supervision needs by considering their individual differences, including expertise and level of commitment, so that appropriate supervision approaches can be used for each different teacher. Supervisors should choose an approach on a case-by-case basis, using a knowledge base of grouping teachers, observations and interactions with current teachers or groups, and analyzing the current situation. Developmental supervision gives teachers many choices according to the teacher's circumstances and speeds up decision making and adjusts them whenever necessary. There are four approaches to development supervision, including: (Sonia, 2022) *Gaya Control Directive*. This supervision is applied when a teacher is at a minimal level of development, which is characterized by a lack of motivation, knowledge and initiative to act, as well as a lack of courage to be involved in the decision-making process. In this situation, the supervisor is more active in problem-solving efforts than the teacher, and sometimes, the supervisor has limited time to work with the teacher. In this approach, the supervisor takes responsibility for dealing with teacher problems. Supervisors set specific goals and standards that teachers must achieve. *Informational Directive Style*, this supervision approach is applied when teachers are at a low level of development, characterized by a lack of knowledge, lack of clarity, and little experience. In this context, supervisors are more focused on teacher problems, have a high level of trust, and have limited time. In this model, the supervisor acts as the main source of information, formulates goals, and provides direction in directing teacher actions. *Collaborative Behavior Style* this supervision is implemented when the teacher is at a moderate level of development, the teacher and supervisor have the same level of expertise, are involved together in decision making, and are

committed to jointly solving problems. Nondirective Behavior Style, this supervision is applied when the teacher has reached a high level of development, has strong expertise, is proactive in solving problems, and is very committed to resolving challenges that arise. Differential Supervision is one of the newest methods of supervision introduced by Allan Glatthorn, according to him, differential supervision is an approach that allows the choice of various types of supervision and assessment tailored to individual teacher needs. This approach considers differences between one teacher and another as well as interpersonal relationships between supervisors and teachers.

Essentially, differential supervision is based on the simple premise that different situations require different approaches. In a differential supervision perspective, various professionals providing supervision services, including supervisors, principals, or peers, may be appointed according to each individual's specific needs (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022).

Development Orientation or Supervision Implementation Orientation is a concept related to the way a supervisor or supervisor directs, guides and manages the supervision process with the aim of improving the performance of the individual or team he or she supervises. (Sukamto, 2020) This orientation covers various aspects in the implementation of supervision, and the aim is to create a work environment that supports individual development, problem solving, achieving organizational goals, and implementing best practices.

The following are several important points in the Development of Supervision Implementation Orientation/Orientation: Focus on Development: This orientation emphasizes the development aspects of the individual or team being supervised. The main goal is to help them improve their performance, developing the necessary skills, knowledge and competencies. Understanding of the Individual or Team: The supervisor must have a good understanding of the needs, strengths, and areas for development of the individual or team being supervised. This allows supervisors to design appropriate supervision approaches. Direction and Guidance: Supervisors must be able to provide the direction, guidance, and support needed by individuals or teams. They can provide constructive feedback, help identify problems, and develop action plans for improvement. Encouraging Improvement: Orientation development in supervision aims to encourage continuous improvement and growth. Supervisors must provide appropriate challenges and encourage individuals or teams to reach their maximum potential. Emphasis on Learning: Supervision with a development orientation often emphasizes learning as a continuous process. This can involve training, skills development and a knowledge-based approach. Achievement of Organizational Goals: Although the focus is on individual development, supervision with a development orientation must also support the achievement of organizational goals. This means ensuring that the changes and improvements achieved by individuals or teams are in accordance with the vision and mission of the company or organization.

Orientation development in supervision is a different approach from traditional supervision which is more control or inspection in nature. It aims to create a positive relationship between the supervisor and the individual being supervised, which can ultimately result in improved performance and continuous development.

CONCLUSION

Supervision can help stakeholders, including educational administrators,

supervisors, and practitioners, understand the importance of selecting a supervision orientation that suits their goals. It can also provide a basis for developing supervisor training programs and improving supervision practices in various work contexts. There are several points in understanding the development of orientation/orientation for implementing supervision, including focus on development, understanding individuals or teams, direction and guidance, encouraging improvement, achieving organizational goals.

The orientation of the implementation of supervision is an important element in developing human resources and improving the supervision process in organizations and education. This orientation covers various aspects of the implementation of supervision, and the aim is to create a work environment that supports individual development, problem solving, achieving organizational goals, and implementing best practices. By better understanding the orientation of supervisors, organizations can optimize the use of their resources and achieve their goals more efficiently.

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