

SUPERVISION IN EDUCATIONAL ADMINISTRATION

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ABSTRACT

Supervision is an effort to aid in the development and advancement of those under its supervision so that they can carry out predefined tasks efficiently and effectively. The characteristics and properties of supervision are both natural, which is a good thing. Supervision also includes the roles and responsibilities of a coordinator, consultant, group leader, and evaluator. The goal of supervision is to provide direct assistance to subordinates so that they have enough stock to complete tasks or jobs successfully, as well as to orient, train workers, lead, provide direction, and develop personnel skills.

Kata kunci: Supervision, Administration, Education.

I. INTRODUCTION

The term supervision has only appeared in the last three decades (Suharsimi Arikunto, 2004). Similar activities that were carried out in the past were inspections, examinations, supervision, and surveillance. In the context of a school as an educational organization, supervision is part of the administration and management process. As the last function, supervision activities complement existing administrative functions in schools, namely the assessment of all activities in achieving goals. With supervision, it will provide inspiration to jointly complete more work in a faster time and an easier way, with better results than if done alone. Supervision has the role of optimizing the responsibilities of all programs. Supervision is related to all research efforts focused on all aspects that are critical success factors.

A supervisor fosters academic quality improvement related to efforts to create better learning conditions in the form of academic aspects, not merely physical material problems. When supervision is faced with the performance and quality control of education by the educational unit supervisor, it certainly has a different mission from supervision by the school principal. This aims to provide services to school principals in developing the quality of educational institutions and to facilitate school principals so that they can carry out institutional management effectively and efficiently.

II. ANALYSIS

A. Definition of Supervision

According to P. Adams and Frank G. Dickey, supervision is a program that plans to improve teaching. In the Dictionary of Education, Good Carter provides the following definition: supervision is all the efforts of school officials in leading teachers and other education officers in improving teaching, including developing the growth of teachers, completing and revising educational goals, materials teaching and teaching methods, and teaching assessment. Supervision is an effort to assist in fostering and increasing the ability

of supervised parties so that they can carry out assigned activity tasks efficiently and effectively (Sudjana, 2004).

B. Characteristics and Nature of Supervision

A supervisor should have the personal characteristics of being a good teacher, having a high level of intelligence, a broad view of the educational process in society, a pleasant personality and the skills to implement good human relations. His proficiency in using the group process is vital, and he must be able to lead the group according to democratic principles, having the skill and determination to take swift action on the mistakes he has made to correct them immediately.

In short, beside must

having administrative knowledge and understanding administrative functions as well as possible, to be able to carry out its functions properly a supervisor must have the following characteristics and characteristics:

1. Knowledgeable about the ins and outs of all the work under his supervision.
2. Master/understand the plans and programs that have been outlined to be achieved by each institution or division.
3. Authoritative, and have practical skills regarding supervisory techniques, especially human relations.
4. Have the characteristics of being honest, firm, consistent, friendly and humble.
5. Strong-willed, diligent in working in order to achieve the goals or programs that have been outlined/arranged.

C. Function of Supervision

In short it can be concluded that the function or task of supervision is as follows:

1. Carry out activities to find out the situation of educational administration, as educational activities in schools in all fields
2. Determine the conditions needed to create an educational situation in schools
3. Undertake activities to enhance results and to remove barriers.

Or in short that the main function of supervision is aimed at improving teaching. In connection with the above, Swearingen provides 8 supervisory functions as follows:

1. Coordinate all school efforts
2. Equip school leadership
3. Broaden the experience of teachers
4. Stimulate creative efforts
5. Provide facilities and continuous assessment
6. Analyze teaching and learning situations
7. Providing knowledge/skills to each staff member
8. Help improve the teaching ability of teachers

D. Supervisor Duties

A supervisor can be seen from the tasks he does. An educational leader who functions as a supervisor has a clear role. In accordance with the essential understanding of supervision, supervision plays a role or is tasked with providing support, assisting and sharing.

In addition, various real and more detailed educational supervision tasks, namely:

1. Attend meetings/gatherings of professional organizations
2. Discuss educational goals and philosophy with teachers
3. Holding group meetings to discuss common problems.
4. Conducting classroom visits or class visits.
5. Hold individual meetings with teachers on their proposed problems
6. Discuss teaching methods with teachers
7. Select and assess the books needed for students
8. Guiding teachers in compiling and developing teaching units or resources
9. Provide suggestions or instructions on how to carry out a teaching unit
10. Organized and worked with groups of teachers on curriculum revision programs
11. Interpret test data for teachers and help them how to use it for teaching improvement
12. Assessing and selecting books for the teachers' library
13. Act as a consultant in local group meetings/meetings
14. Cooperate with curriculum consultants in analyzing and developing curriculum programs
15. Interviewed parents of students about matters related to education
16. Write and develop curriculum materials
17. Organize manuals or bulletins on education and teaching within the scope of their duties
18. Develop a student reporting system, such as cumulative record cards and so on
19. Interview teachers and staff to find out their views or expectations
20. Guiding the implementation of testing programs
21. Prepare teaching resources or units for the needs of teachers.
22. Teaching teachers how to use audio-visual aids
23. Prepare written reports on class visits for school principals
24. Write articles about education or school/teacher activities in newspapers
25. Develop standardized tests with principals and teachers
26. Plan teaching demonstrations, etc. by expert teachers, self-supervised, other experts in order to introduce new methods, new tools.

E. Supervision Principles

According to Danim (166:2011) the principles of supervision are as follows:

1. Supervision provides a sense of security to the supervised party.
2. Supervision is constructive and creative.
3. Supervision is realistic, that is, it is based on actual circumstances and facts.
4. The implementation of supervision activities is simple, in the sense that it does not complicate the process, interfere with the teacher's duties, and even lead to frustration.
5. During the implementation of supervision, a professional relationship is established, not based on a personal relationship.
6. Supervision is based on the ability, ability, condition and attitude of the party being supervised.

According to Sahertian (2008: 20), supervision has the following principles that must be implemented:

1. Scientific Principles (scientific). This 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 a data recorder.
- c. Every supervision activity is carried out in a systematic, planned and continuous manner.

2. Democratic Principles

Democratic implies upholding the self-esteem and dignity of teachers, not based on subordinates, but based on a sense of fellowship.

3. Principles of Cooperation

Developing a joint business, or in terms of supervision sharing of ideas, sharing of experience, providing support, encouraging and stimulating teachers so that they feel they are growing together.

4. Constructive and creative principles

Every teacher will feel motivated in developing their creative potential if supervision is able to create a pleasant working atmosphere, not through scary ways.

In addition to the four supervisory principles above, there are also supervision principles according to Gunawan (2002: 196).

1. Fundamental/basic principles

Every thought, attitude, and action of a supervisor must be based on something that is solid, strong and can be returned to him.

2. Practical principles

In daily implementation a supervisor is guided by positive principles and negative principles. The positive principles of a supervisor, among others, are as follows: a). Supervision must be constructive and creative; b). Supervision must be done based on professional relationships, not based on personal relationships; c). Supervision should be progressive, diligent, patient, steadfast, and trustful; d). Supervision should be able to develop potential, talent and ability to achieve progress; e). Supervision should always pay attention to welfare and dynamic good relations.

While the negative principles of a supervisor, among others, are as follows: a). Supervision may not impose its will on the people being supervised; b). Supervision should not be done based on personal relationships, family, friendships, and so on. c). Supervision should not rule out the possibility of development and the desire to move forward for their subordinates under any pretext. Supervision should not be too quick to expect results and push subordinates.

F. Supervision Role

According to Danim (159-163:2011), Olivia (1984) that, there are four roles of the learning supervisor:

1. As a coordinator, namely coordinating programs and materials needed to improve teacher performance in the learning process and must make reports regarding the implementation of learning programs.
2. As a consultant, the supervisor must have the ability as a specialist in curriculum issues, learning methodologies, and staff development, so that the supervisor can assist teachers both individually and in groups.
3. As a group leader, supervisors must have the ability to lead, understand group dynamics, and create various forms of group activities.
4. As an evaluator, supervisors can provide assistance to teachers to be able to evaluate the implementation of learning and curriculum and must be able to identify problems faced by teachers, help carry out research and development in learning.

G. Type of Supervision

Based on the many tasks and work carried out by teachers and education employees, the authors argue that supervision in the world of education can be divided into two types, namely general supervision and teaching supervision. Besides these two types of supervision, we also know the terms clinical supervision, inherent supervision and functional supervision. To clarify the meaning and differences in the types of supervision in the following description:

a. General supervision and teaching supervision What is meant by general supervision is supervision carried out on activities or work that are indirectly related to efforts to improve teaching such as supervision of the management of school buildings and equipment or education offices. Whereas what is meant by teaching supervision are supervisory activities aimed at improving the conditions of both personnel and materials that enable the creation of a better teaching and learning situation for the sake of achieving educational goals.

b. Clinical supervision

Clinical supervision is part of teaching supervision. It is said that clinical supervision is because the implementation procedure is more emphasized on finding causes or weaknesses in the teaching and learning process and then working directly on how to fix these weaknesses. According to Richard Waller, providing a definition of clinical supervision is supervision that is focused on improving systematic cycles from the stages of planning, observation, and intensive intellectual analysis of actual teaching performance with the aim of making rational modifications.

In clinical supervision, how to improve is done by having the supervisor make direct observations of the teacher's way of teaching, by holding back discussions between the supervisor and the teacher concerned.

To make it clearer about how clinical supervision is carried out, La Sulo suggests the following characteristics of clinical supervision:

- a) Supervisor guidance to teachers or prospective teachers is in the form of assistance, not orders or instructions.

- b) The types of skills to be supervised are proposed by the teacher or prospective teacher to be supervised, and agreed through a joint assessment between the teacher and the supervisor.
 - c) Even though teachers or prospective teachers use a variety of teaching skills in an integrated manner, the target of supervision is only certain skills.
 - d) Supervision instruments are developed and mutually agreed between supervisors and teachers based on a contract.
 - e) Feedback is given immediately in an objective manner (according to the results of observations).
 - f) Even though the supervisor has analyzed and interpreted the data that has been recorded by the observation instrument, in the feedback discussion the teacher is asked to first analyze his performance.
 - g) Supervisors ask more questions and listen than command or direct.
 - h) The inspection takes place in a core and open atmosphere.
 - i) Supervision takes place in a cycle which includes planning, observation, and discussion or feedback meeting.
 - j) Clinical supervision can be used for the formation or improvement and improvement of teaching skills, on the other hand it is also used in the context of pre-service education as well as in positions.
- c. Inherent oversight and functional oversight

Inherent supervision is an administrative and management activity carried out by the head of a work unit to prevent mismanagement and increase work effectiveness and efficiency in accordance with the policies of the minister of education and culture, applicable laws and regulations and plans that have been determined. The purpose of inherent oversight is to find out whether the head of the work unit can properly explain the function of oversight and control attached to it so that, if there is fraud, waste, corruption, the head of the work unit can take corrective action as early as possible. While what is meant by functional supervision is supervision activities carried out by people whose function is as supervisors.

III. CONCLUSIONS

Supervision is an effort to help foster and increase the ability of the supervised party so that they can carry out the assigned activity tasks efficiently and effectively. There are two characteristics and characteristics of supervision, namely those that are natural and those that are good. Supervise also has functions and duties, namely Coordinator, Consultant, Group Leader, Evaluator.

IV. SUGGESTIONS

The purpose of supervision is to provide assistance to subordinates directly, so that subordinates have sufficient provisions to be able to carry out tasks or work with good results and orient, train work, lead, give direction, and develop personnel capabilities. The

principles of supervision are: scientific, democratic, cooperative, constructive and creative principles. While there are two types of supervision, namely: general supervision and teaching supervision and clinical supervision.

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