



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 1 Tahun 2024 Page 8493-8502

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Development of Orientation for the Implementation of Educational Supervision

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Abstrak

Seorang guru yang menunjukkan tingkat profesionalisme adalah mereka yang mampu merencanakan pembelajaran, mengajar, mengevaluasi pembelajaran, dan berkomitmen untuk terus meningkatkan kualifikasinya. Salah satu metode untuk meningkatkan kemampuan sumber daya manusia adalah melalui proses pembelajaran yang terjadi di lingkungan sekolah. Orientasi supervisi adalah konsep kunci dalam memahami cara pengawasan dan bimbingan dilakukan di berbagai konteks pendidikan dan organisasi. Studi ini mengeksplorasi peran dan implikasi orientasi pelaksanaan supervisi dalam meningkatkan efektivitas proses pengawasan dan perkembangan guru dalam suatu lingkungan kerja. Metode penelitian melibatkan tinjauan literatur mendalam serta analisis data dari berbagai sumber yang relevan. Hasil penelitian ini mengidentifikasi berbagai orientasi pelaksanaan supervisi, serta mendalami pengembangan orientasi atau orientasi yang diberikan kepada pelaksana supervisi. Penelitian ini memiliki relevansi yang signifikan dalam konteks saat ini di mana kebutuhan untuk meningkatkan efektivitas supervisi semakin mendesak. Dengan pemahaman yang lebih baik tentang orientasi pelaksana supervisi, organisasi dapat mengoptimalkan penggunaan sumber daya mereka dan mencapai tujuan mereka secara lebih efisien.

Kata Kunci: *Pengembangan Orientasi, Pendekatan Supervisi, Pelaksanaan Supervisi*

Abstract

A professional teacher can plan lessons, teach, and evaluate learning, and is committed to continuously improving his qualifications. One method to improve the ability of human resources is through the learning process that occurs in the school environment. Supervision orientation is critical in understanding how supervision and guidance are conducted in various educational and organizational contexts. This study explores the role and implications of supervision orientation in improving the effectiveness of the supervision process and teacher development in a work environment. The research method involves an in-depth literature review and an analysis of data from various relevant sources. The results of this study identify various orientations for the implementation of supervision and explore the development of orientation or orientation given to supervision implementers. This research has significant relevance in the current context, where the need to improve the effectiveness of supervision is increasingly urgent. Organizations can optimize their resources and achieve their goals more efficiently with a better understanding of the orientation of supervision implementers.

Keywords: Orientation Development, Supervision Approach, Supervision Implementation

INTRODUCTION

Education is a step to advance individual capacity because, with individuals who have the expertise, a country can utilize its natural resources. The essence of education is the desired achievement in human life. To realize this educational goal, the role of teachers as an essential element in learning success is crucial (Aisyah, 2019). Professional teachers can design lesson plans, carry out learning, conduct learning assessments, and continuously improve their qualifications (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022). One way to improve the quality of human resources is through the learning process in the school environment. The success rate of the learning process can be measured through student achievement, which refers to their achievement and learning outcomes (Amran, 2015; Nihaya & Yuniarsih, 2020; Wibowo, 2016). Teachers are essential to human resources in the education sector that need continuous coaching and development (Abdurahman et al., 2023; Zuhri et al., 2014). One of the steps to improve the quality of teachers and encourage progress in education, especially in the school environment, is through educational supervision. The primary function of educational supervision is to focus on improving teaching quality.

Supervision is a critical element in improving the quality of performance in various areas, including education, business, health, and many other sectors. Adequate supervision can help individuals and organizations achieve their goals, optimize resource potential, and improve productivity and service quality (Sohiron, 2018). Supervision is a process that involves supervision, guidance, and evaluation of individual or group performance to achieve work goals. Effective supervision management requires a deep understanding of the

duties and responsibilities faced by the supervision executor. In this process, the orientation or orientation of the supervision executor plays an important role, as it provides clear guidelines and directions to those responsible for supervising and guiding staff.

In human resource development, amid global competition and rapid dynamics in the work environment, supervision is vital to ensure that individuals and work teams are on the right track toward achieving organizational goals (Sumartik et al., 2023). However, how supervision is implemented and, more importantly, how the supervision executor's orientation is given can significantly impact the outcome. However, in practice, the implementation of supervision often faces various challenges. From the lack of adequate orientation for supervision implementers to rapid changes in the work environment, many factors can affect the effectiveness of supervision (Wijaya, 2018).

The orientation of the supervision executive includes an introduction to the supervision objectives, performance evaluation methodology, and applicable regulations and procedures. A comprehensive orientation can help supervision implementers understand expectations, reduce conflict, increase motivation, and maximize work results. However, it is not uncommon to find cases where the orientation of supervision implementers is inadequate or even ignored, resulting in problems in implementing supervision and hurting the achievement of organizational goals.

RESEARCH METHODS

This research is a qualitative approach in the form of a literature study with a descriptive approach. In this study, data were collected through references from books and literature related to educational supervision, which were then elaborated. This literature study approach involves theoretical studies and other references related to values, cultures, and norms in the social context under investigation (Sugiyono, 2017). Literature research methods are handy tools for understanding the latest developments in a particular field, detailing the research context, and building a solid foundation for research. The purpose of writing with the literature review method is to review the topics to be researched through literature. Know the concepts of the theory that have been implemented to be used as literature in the research to be written. Understand the problems and controversies related to the research topic.

RESULTS AND DISCUSSION

Definition of Supervision

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

The supervision program is based on a principle recognizing that each individual has the potential to be improved. According to H. Burton and Leo J. Brucker, supervision is a service method that aims to evaluate and improve the factors that affect the growth and development of children together. Thus, it can be concluded that the primary purpose 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 (Wulandari, 2022).

So, supervision is the guidance carried out by those with a higher position towards teachers and other school staff involved in teaching learners. The aim is to improve learning situations so learners can learn effectively and efficiently while improving their learning quality and outcomes. In the school context, the principal (supervisor) usually carries out this supervision activity.

Educational Supervision Perspective

Supervision of education has developed in line with the progress of management science. In its initial stage, supervision is carried out with an inspection approach in which supervisors visit the school to observe the teacher's teaching activities. The supervisor's primary focus is to assess the teacher's conformity with the work standards set by the authorities in the field of education. Teachers are given the task of following predetermined operational procedures to establish standards. In this connection, the supervisor is considered to have a higher level of authority than the teacher.

Along with developing management theory that understands that social relationships between workers and supervisors also influence productivity, the supervision approach began to experience a shift towards a more democratic approach. Now, supervisors and teachers can interact and discuss how to improve the quality of learning together.

The current development of supervision prioritizes teachers' efforts to improve the quality of their learning through continuous professional development. Given the rapid

advances in knowledge and technology that occurred quickly, supervisors were limited in number. They had such diverse abilities that they could not meet the enormous supervision needs of teachers. 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 facilitating the continuous development of teacher professionalism. In addition, they are also tasked with motivating teachers always to be enthusiastic in improving their professionalism.

Educational supervision develops with the progress of science, technology, and social, economic, and cultural societal changes. Supervision has transitioned from an approach to inspection that dominates authority by supervisors to a form of collaboration between supervisors and teachers. In this collaborative approach, both parties take initiative and responsibility together to improve the quality of learning. In addition, this approach also aims to form a learning culture among teachers so that they constantly improve their competence.

Educational Supervision Approach

Some of the more well-known supervision approaches are known as clinical, developmental, and differential supervision, including (Sabandi, 2013):

1. Clinical Supervision

The approach to clinical supervision 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. The principles of behavioristic theory influenced this approach. "clinical" refers to the relationship between teachers and supervisors in addressing reflective problems, focusing directly on learning outcomes in each classroom, and positioning teachers as agents of change (Amin, 2013). Clinical supervision can improve teachers' ability to self-evaluate their performance, help others openly, and self-direct. The clinical supervision approach is implemented through face-to-face interaction that allows supervisors and teachers to jointly discuss and analyze learning problems in the classroom and find solutions to overcome them.

Clinical supervision aims to put pressure on the process of teacher formation and professional development (Asmani, 2012). This is done by responding to the main concerns and needs of professional teachers, which aims to improve the quality of education, which must begin with improvements in the way teachers teach in the classroom.

The original clinical supervision model involved several essential 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 the teacher, as well as updating the following lesson plan or unit.

2. Development Supervision

According to Carl D. Glickman, who took inspiration from development theory as expressed by Erickson and Piaget, development supervision involves supervisors viewing teachers as individuals going through various stages of growth and development. In this model, it is assumed that teachers have varying levels of experience, abilities, and career development. Therefore, supervisors will assess teachers' supervision needs by considering their differences, including expertise and level of commitment, so that an appropriate supervision approach can be used for each teacher.

Supervisors should choose a case-by-case approach, using a knowledge base of grouping teachers, observation and interaction with current teachers or groups, and analyzing the current situation. Development supervision gives teachers many options as the teacher's circumstances speed up decision-making and adjust them as needed. There are four approaches to development supervision (Sonia, 2022):

a. Control Directive Style

This supervision is applied when a teacher is at a minimal level of development, characterized by a lack of motivation, knowledge, and initiative to act, and not daring to be involved in the decision-making process (Alfiyanto et al., 2021). In this situation, the supervisor is more active in trying to solve problems than the teacher, and sometimes, the supervisor has limited time to work with the teacher. In this approach, the supervisor handles the teacher's problems. The supervisor sets specific goals and standards that the teacher must achieve.

b. Informational Directive Style

This supervision approach is applied when teachers are at a low level of development, characterized by a lack of knowledge, vagueness, and little experience. In this context, supervisors focus more on teacher problems, have a high level of trust, and limited time. In this model, the supervisor acts as the primary source of information formulates goals, and directs the teacher's actions.

c. Behaviors Collaborative Style

This supervision is applied when teachers are at a moderate level of

development, teachers and supervisors have equal levels of expertise, are involved in decision-making, and are committed to jointly overcoming problems.

d. Behaviors Nondirective Style

This supervision is applied when teachers have reached a high level of development, have substantial expertise, are proactive in solving problems, and are deeply committed to solving challenges that arise.

Differential Supervision

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 different types of supervision and assessment tailored to the individual needs of teachers. This approach considers the differences between one teacher and another and the interpersonal relationship between supervisor and teacher.

Differential supervision is based on the premise that different situations require different approaches. From the perspective of differential supervision, various professionals providing supervision services, including supervisors, principals, or peers, may be appointed according to each individual's specific needs.

Development of Supervision Implementation Orientation

Orientation Development or Supervision Implementation Orientation is a concept related to how a supervisor or supervisor directs, guides, and manages the supervision process to improve the performance of the individual or team he supervises (Sukamto, 2020). This orientation covers various aspects of the implementation of supervision, and the goal is to create a work environment that supports individual development, problem-solving, achievement of organizational goals, and application of best practices.

Here are some crucial points in the definition of Orientation Development / Supervision Implementation Orientation:

1. Focus on Development: This orientation emphasizes the individual or team development aspect that is being supervised. The main goal is to help them improve their performance and develop the necessary skills, knowledge, and competencies.
2. Individual or Team Understanding: The supervisor must understand the needs, strengths, and development areas of the individual or team being supervised. This allows supervisors to design appropriate supervision approaches.

3. **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.
4. **Driving Improvement:** Orientation development in supervision encourages continuous improvement and growth. Supervisors must provide appropriate challenges and encourage individuals or teams to reach their maximum potential.
5. **Emphasis on Learning:** Developmentally-oriented supervision often emphasizes learning as a continuous process. This could involve training, skills development, and a knowledge-based approach.
6. **Achievement of Organizational Goals:** Although focused on individual development, development-oriented supervision should also support achieving organizational goals. This means ensuring that the changes and improvements achieved by individuals or teams are in line with the vision and mission of the company or organization.

Orientation development in supervision differs from traditional supervision, which is more controlled or examined. It aims to create a positive relationship between supervisors and supervised individuals, which can ultimately result in improved performance and continuous development.

CONCLUSION

Supervision can assist stakeholders, including educational administrators, supervisors, and practitioners, understand the importance of choosing a supervision orientation that fits their goals. It can also be the foundation for developing supervisor training programs and improving supervision practices in various work contexts. There are several points in the definition of orientation development/orientation for implementing supervision, including focusing on development, understanding individuals or teams, direction and guidance, encouraging improvement, and achieving organizational goals.

The orientation of implementing supervision is an essential element in developing human resources and improving the supervisory process in organizations and education. This orientation covers various aspects of the implementation of supervision, and the goal is to create a work environment that supports individual development, problem-solving, achievement of organizational goals, and application of best practices. Organizations can optimize their resources and achieve their goals more efficiently with a better understanding of the orientation of supervision implementers.

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