

Implementation of Managerial Supervision by School Supervisor in Kendal Regency

Utomo
 Dinas Pendidikan dan Kebudayaan
 Provinsi Jawa Tengah
 utomokendal2016@gmail.com

Achmad Slamet
 Unniversitas Negeri Semarang
 achmadslamet@mail.unnes.ac.id

Titi Prihatin
 Unniversitas Negeri Semarang
 titiprihatin@mauil.unnes.ac.id

Tri Joko Raharjo
 Unniversitas Negeri Semarang
 trijokoraharjo@mail.unnes.ac.id

Abstract---Managerial supervision plays an important role to improve managerial ability of principals. However, the implementation still have many hindrances. This research aims to analyze managerial supervision model implementation in Kendal regency. This qualitative research used comprehensive interview, observation, and document study as techniques of collecting data. The data validity was triangulated in terms of sources and the methods. The data was analyzed qualitatively. This research concluded that managerial supervision was done through: planning, implementing, evaluating, following up, and reporting. The planning stage had not be based on need analysis. The supervision used various approaches and was frequently done out of the plan. The result of supervision was then analyzed but the follow up was not instead. Supervision report was useful for the supervisors but it was not used properly to take decision. This research recommended blended managerial supervision by utilizing information technology.

Keywords: *implementation, managerial supervision, blended*

I. INTRODUCTION

Supervision is a serving activity to help teachers working better [1][2]. It is as realization of supervision seems to be irrelevant. It should be collective vision about something to gain, to learn, and to develop by supervisors, principals, and teachers. [3]. The purpose of supervision is to improve pedagogical skill of teachers with purpose to improve student quality [4]. It is strengthened by findings on schools which conclude learning achievement of students taught by skillful teachers is better than those taught by less skilled teachers [4].

Supervision is done by both principals and school supervisors. Principals promote the supervising result to their teachers and educational workers in their school environment [5]. School supervisor conducts managerial and academic supervision toward principals, teachers, and educational workers in schools. [6]. To achieve qualified outcome, teachers and principals need supervisor's existence. Teachers and principal in a school, during conducting their tasks, could not be separated from weaknesses which sometimes are not

realized and figured out by other people. The existence of supervisor will facilitate to figure out those weaknesses and help them to overcome such flaws.

Supervision in education is very important to improve education quality. Several researches showed managerial supervision influenced teachers' performances [7], [8]. When it is on managerial supervision, supervisor has many roles. It covers as: 1) collaborator and negotiator in planning process, 2) coordinator in developing school, 3) assessor in identifying weakness and analyzing school's potency, 4) being information center of school quality development, and 5) as an evaluator on interpreting supervising results [9]. All of them lead to school quality improvement within management aspect [9]. School management quality improvement influenced on achievement of graduate standard competences on cognitive, behavioral, and skill aspects of students [10].

However, its implementation still have hindrances, such as time limitation [11][12][13], distance and geographical conditions [14][13], work load, and low quality [15]. Kendal was selected as research site since it did not have hindrances in managerial supervision implementation. However, influences of the supervision on students' achievements had not been figured out. Kendal has 34 SHS with 4 supervisors. It means each of them supervising 8 or 9 schools. When it is seen from distance and geographical condition, the schools in Kendal are still in range and reachable. However, in 2019 national exam, Kendal was in 21st rank from 35 regencies in Central Java [16]. This condition motivated researcher to investigate its supervision implementation. This research aims to analyze managerial supervision implementation model by the advisors. This research is expected to theoretically create synthesis to develop theory dealing with managerial supervision. Practically, it is expected to contribute for the advisors, by giving strength and weakness information of the supervision implementation.

II. METHOD

This qualitative research took all SHS supervisors as the subject, consisting of 4 participants. Data collection was done through comprehensive interview, observation, document study and questionnaire for principals. Interview was focused on gaining more information from the informants dealing with performance components: planning, implementing, following up, and reporting managerial supervision by the supervisors.

These questions were used to collect information: 1) what activity is done in managerial supervision? 2) How did the supervisors plan managerial supervision? 3) What were the consideration of the supervisors in determining materials of managerial supervisions? 4) How is the role of supervisor association in arranging planning process of the supervision? 5) How did the supervisors conduct managerial supervision? 6) How are principals' responses toward managerial supervision? 7) How is the result of managerial supervision? 8) Is there any hindrance? 9) How was the utilization of information and communication technology in the supervision? 10) How did the supervisors report their managerial supervision? 11) How are the responses of officials?

Data validation was done by source triangulation through confirming the data from different sources and methods. The data was analyzed descriptively to describe completely whole managerial supervision process.

III. RESULTS AND DISCUSSION

Based on the data collection and analysis, it can be described that:

1. Managerial Supervision Activity

Managerial supervision by Senior High School (SHS) Supervisors in Kendal consisted of four activities: monitoring, guiding, performance assessing, and professional training for both principals and educational workers. It was revealed in interview and observation to supervision program document made by advisors. On chapter IV of the document, it consists of supervising activities such as: (1) monitoring 8 national education standards, (2) guiding principals and teachers, (3) assessing principals and teachers' performances, and (4) guiding and professional training for both principals and teachers. Monitoring could be only conducted on four national education standards: educator and educational worker standard, facility and infrastructure standard, management standard, and financial standard. Guiding had purpose to improve managerial competences of principals. Performance assessment was done to measure performance achievement of principals. Professional guidance and training were done to improve performance of principals. The activities seemed to be routine and formalistic. The supervisors should be able to adjust

supervising activities to real field condition when in conducting their tasks, the supervisors always promoted reflective practice [17]. Through this approach, it would create appropriate changes to real needs [17]

2. Managerial Supervision Plan

Based on the interview, process of arranging the supervising plan was based on: 1) analyzing results of previous supervision analysis, (2) arranging priority scale, 3) arranging activity schedule, and 4) arranging instruments. In analyzing results of previous supervision, the supervisors reviewed the previous reports and compared the targets to achieve and realization of target achievements. When the data is not relevant to current condition, then further plan is designed based on the needs.

3. Determining Managerial Supervision Material

To determine the material is an important step in determining successive supervision. The supervisors in determining materials used previous report analysis result. This method had weaknesses since by the changing time, the data would be different. Thus, there were differences between the data and the reality. When the material was composed based on previous report analysis result, it would cause irrelevant selected materials.

4. Role of Supervisor Association

The supervisors are associated in Indonesia School Supervisor Association (APSI) which is a supervision profession organization. Its management is located in every city and province. Besides that, it is also formed discussion forum of school supervisors to coordinate daily tasks of the supervisors. The supervisors discuss to share knowledge and current faced problems. In the forum, supervision plan and report are composed together.

5. Implementation of Managerial Supervision

The implementation of the supervision was a realization of supervision plan which was arranged. Based on the interview with the supervisors, it was gained information that the implementation varied. The varieties in implementing supervision were realized into the approach and implemented techniques. The approach used by the SHS supervisors was dominated by collaborative approach. Meanwhile directive approach was used in certain times.

The used supervision techniques were individual and collective techniques. From interview with all informants, all of them stated the supervision was dominated by individual technique. The supervisors directly came face to face with the principals. They discussed whether the implementation of managerial tasks were in line with agreement. Sometimes, the supervisors checked evidence of principals' performances by using the agreed instruments. The result of instrument assessment was a score describing managerial

performance of the principals before being supervised.

Any findings were discussed with the principals to reveal problems from principals' perspectives. In the discussion, the supervisors motivated the principals to find weaknesses to fix and strength points to maintain. Based on the observation of the supervision, it was known that by giving guiding questions to the principals, the principals could reveal and find the problems by themselves. The supervisors motivated them to seek solution by formulating action plan. In this supervision implementation, intimate situation between the supervisors and the principals were built well. The principals did not seem clumsy to reveal facts needed by the supervisors.

Based on the data, it is in line with Segiovanni who stated that condition on fields are always dynamics and influenced by many factors. Thus, rigid steps of supervision become irrelevant to actual condition. Thus, Sergiovanni stated that in implementation of supervision should be done by using reflective practice [17]. The selection of appropriate supervision techniques influences performance [18]

6. Responses of the Principals to Managerial Supervision

The responses of the principals were: 1) the principals realized the benefits of supervision and were facilitated, 2) communication frequency of the supervisors and the principals were still considered insufficient. Intensive communication dealing with managerial tasks of principals were still limited on face to face activities and seldom to use information and communication technology.

7. Results of Managerial Supervision

The supervision results were writing on instruments with quantitative scores for each principal. From the analysis of supervisor's document report, it was gained incomplete data of managerial supervision for all tasks of the principals. The supervisor had not reported completely the results of the supervision which provided full description of managerial implementation of principals. Notes of the weakness of the principals were presented qualitatively but not in detail.

8. Managerial Supervision Hindrances

The implementation of supervision did not always go smoothly since there were hindrances. Based on the interview, the problems dealing with the supervision came from both the supervisors and principals. Problems dealing with the supervisors were low mastery of the supervisor on managerial supervision substances. Furthermore, there was also another task causing supervising schedules frequently delayed or changed. The problems dealing with principals were irresponsive principals toward managerial supervision. They also did not follow up guidance given by the supervisors.

9. Information and Communication Technology Utilization in Managerial Supervision

Based on the interview and observation, it was gained data that both SHS Supervisors in Kendal had communication device such as smartphone with internet connection. All supervisors had utilized social media such as WhatsApp, Instagram, and Twitter. However, the media were not optimized to support their managerial supervision task implementation.

10. Managerial Supervision Report

Managerial supervision report is composed in the end of year. It covers all activity aspects. Based on interview and observation, it was gained data that all supervisors arranged their reports. It covered monitoring, guiding, performance assessing, professional training reports. However, there was no specific report about managerial supervision result. There was only integrated report which consisted all managerial and academic supervision activities. The report was composed in six chapters and complemented by attachment in the form of instruments, consisting of photographs of the activities. Each supervisor prepared saved – written report by each one of them after signed. There had not been any report consisting of all supervision result compilation in an area.

11. Responses of Officials to Managerial Supervision Responses

Based on interview and observation analysis results, the supervision report was not followed up by decision-makers. It was only used as consideration matter in deciding since it was incomplete and not delivered at the appropriate time.

IV. CONCLUSION

It is concluded that: (1) managerial supervision done by SHS Supervisors in Kendal covered monitoring, guiding, performance assessing, professional guiding and training activities; (2) planning and determining the supervision materials had not been based on need analysis of the principals; (3) association of the principals and Discussion Forum of School Supervisors facilitated their monitoring jobs; (4) the implemented approach during supervising was adjusted based on faced situation and condition; (5) managerial supervision was needed by the principals but the frequency was still low; (6) hindrances of the supervision were low mastery of the supervisors on managerial supervision materials and existences of unfollowed up recommendation given by the supervisors; (7) the implementation of managerial supervision had not optimized information and communication technology; and (8) incomplete supervision report and being not delivered in time so it was only useful for the supervisors but not for the decision makers. Based on the conclusions, it is suggested to implement mix model during managerial supervision

between face – to – face supervision and supervision which uses information and communication technology.

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