

# The Process of Instructional Supervision Planning at the Formal Education Unit Level

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## ABSTRACT

This research aims to find out how the instructional supervision planning processes in formal education units. This research is a qualitative descriptive study. The data collection technique used was a literature study and the data obtained were then compiled and analyzed descriptively qualitatively. Based on the results of research carried out through this literature study data collection technique, the objectives of this research are: 1) to explain the urgency of preparing an instructional supervision program; 2) explain the characteristics of instructional supervision planning; 3) explain the factors needed in the supervision; 4) describes the steps in the preparation of instructional supervision planning.

**Keywords:** *planning, supervision, learning*

## 1. INTRODUCTION

An educational process needs a program to improve the quality of education with supervision. Supervision itself is a reliable encouragement given to teachers to improve their abilities in education that are carried out efficiently and effectively (Bafadal, 2000). Supervision is carried out to ensure quality education where the success of implementing this supervision is measured by improving the quality of student learning (Sabandi, 2013). Supervision activities that can be tried to improve education are educational supervision, where educational supervision is an activity that helps teachers to improve their abilities for educational purposes themselves (Prasojo, 2011). The purpose of this educational supervision is to help teachers to improve the quality of learning in the classroom through various assistance provided by the principal to teachers in the selection of learning strategies, learning media, or learning models carried out by teachers (Prestiadi, 2020).

The educational process can function properly if the implementation of learning in schools where the educational process has an impact on increasing student achievement or has an impact on improving the quality of graduates. Efforts in to achieve a good educational process a teacher will need encouragement from the principal to carry out his duties. Activities to help teachers improve the quality of their learning can be done through academic supervision activities (Prestiadi, 2020). Academic supervision by the principal includes academic

supervision on educational planning, implementation of education, and educational assessment (Muhammad et al., n.d.). the implementation of academic supervision activities is carried out through planning for educational supervision, implementing educational supervision, and evaluating educational supervision.

Education that is tried in learning institutions will want to carry out a planning process so that its implementation can be well organized and planned to achieve a goal that has been previously arranged. Planning itself is the determination of what activities will be carried out either by a group or organization or also by a person to achieve the goals that have been outlined (Ambarita, 2006). Planning itself in education is the first step in management activities in achieving goals that are efficient and effective (Syafaruddin and Irawan, 2005). In educational supervision, activities require a careful planning process so that supervision activities can run optimally. Based on the explanation above, this literature research aims to: 1) explain the urgency of structuring an educational supervision program, 2) describe the characteristics of educational supervision planning, 3) explain the factors needed in educational supervision, and 4) explain the steps for structuring planning educational supervision.

## 2. METHOD

This study uses a descriptive qualitative research method with a literature review approach. The literature

review approach is used by conducting a study of various literature relevant to the subject, namely educational supervision, researchers conduct studies obtained from various sources such as scientific journals and relevant books. After conducting a literature review, the researcher described the results of the study activities on the literature used.

### **3. RESULT AND DISCUSSION**

#### **3.1 The Urgency of Formulating an Instructional Supervision Program**

According to (Budi, 2020) Each field of activity requires systematic and prospective planning to achieve goals efficiently. Supervision is an effort to urge teachers to improve their abilities so that they can achieve learning goals efficiently. Therefore, planning supervision is an activity that must be carried out properly. Without good planning, supervision only gives disappointment to the parties who participate in it, namely teachers, principals, supervisors, and most importantly students who expect education to take place actively, efficiently, creatively, and fun.

The principal as a supervisor must develop a plan to strengthen the four teacher competencies, namely pedagogic competence, professional competence, social competence, and personality competence. Therefore, supervisors are required to have a supervisory vision and mission that can be poured into the goals and strategies for achieving them. There is also a lack of supervision that can occur due to the lack of clarity of the vision and mission of supervision attempted by the supervisor. Teachers and school principals who were not involved in structuring the supervision program. So this makes it difficult to compare the supervision carried out with what the teacher wants and what the school wants to achieve with what the teacher wants and what the school wants to achieve (Wardhani, 2021).

Therefore, the urgency of educational supervision itself is how supervisors improve the competence of teachers in the four competitions they have, namely personality, pedagogic, social, and professional. Which of these competencies is very important to use in improving the quality of an education that is currently taking place in Indonesia, the quality of education in Indonesia can be called very lacking in its application, so the urgency of the supervision itself can be called as one way to improve the quality education in Indonesia (Hia,2020).

#### **3.2 Characteristics of Instructional Supervision Planning**

As an activity in the form of assistance to teachers to solve a problem, supervision can also essentially be understood further through some of the characteristics it contains. Previously, it should also be noted that

supervision is one of the management of problem-solving so that it can provide an understanding that there are planning activities to evaluation activities in it. The characteristics of detailed supervision planning can be identified into five characters, namely, supervision does not have a standard plan, supervision planning requires creativity, is comprehensive, cooperative, and flexible.

The first characteristic that is related to supervision does not have a standard plan, meaning that teachers essentially have different levels of ability, not only different human personalities but humans are created with different uniqueness and abilities. Likewise with teachers, where one teacher to another does not have the same ability, so the problems that occur can also vary. From this, the assistance process by a supervisor, namely the principal, must be planned and implemented based on the needs of the teacher (Prestiadi,2020). In simple terms, this concept explains that real supervisors cannot apply the same planning for one teacher to another, or in other words, there is no appropriate measuring point in compiling a supervision program, especially in determining problems and ways to solve them. For example, when a supervisor has completed a task in helping a problematic teacher, then other teachers have problems, then a supervisor cannot immediately apply the same model because he thinks the model has succeeded in fixing the problems of a previous teacher. This is what is called no standard planning in the supervision process, everything must depend on the needs of the teacher.

Then the next characteristic of supervision planning is that supervision planning must be creative. This means that in planning supervision, not only using one particular model for several purposes and circumstances. This is due to differences or characteristics of different schools so that the problems they have are different from one school to another. Quality improvement in the aspect of education is inseparable from meeting the needs of students, the needs of teachers and education personnel, as well as the special goals of schools that must be based on the education unit level curriculum. This aspect then needs to be an important concern for a supervisor in the planning process or when preparing a supervision program.

Next are the characteristics related to supervision planning which must be comprehensive. The point is that as a unified whole, the learning process can be identified into a component that is interconnected with one another, such as teachers, tools, methods, facilities, and students. These things are interrelated or related, so this also becomes a demand for a supervisor to be able to pay attention thoroughly to the planning process or program preparation so that the main goals such as curriculum goals and national education goals can be achieved effectively and efficiently.

Next is the characteristics related to planning supervision must be cooperative. The principal acts as a supervisor who is responsible for the professional growth of teachers. The education process is a system that involves all components of the school, not just a teacher, or just the principal. Needs identification requires a variety of experiences and thoughts to be more efficient. The implementation of supervision activities by supervisors requires encouragement from other people, other staff members, so that planning also requires encouragement from people who are directly related to their implementation. Not only that, structuring a comprehensive plan requires extensive knowledge and thinking. The supervisor as a planner is a leader and mentor in group collaboration and not a single decision-maker. Supervisors as leaders must be able to urge others to take the initiative and be able to use the initiatives of others. Therefore, the planning aspect of cooperative activities is very important (Nurulita, 2021).

After that, the next issue is a feature of flexible supervision planning. The supervision plan shall provide for the freedom to take action according to the teacher's needs. A wise supervisor is not fixated on the ways of delivering the goals he has planned but always tries to adapt them to the teacher's conditions. This flexible planning character is meaningless if the goals formulated in the plan are not clear and concrete. The objectives must be clear and concrete, detailed, and the means of delivery must be carefully calculated (Bhayangkara, 2020). Supervisors must be able to adapt the plan to new situations that arise. For this reason, various alternative solutions have been considered in the arrangement of the mandatory plan. This kind of situation requires cooperative and flexible planning.

### **3.3 Factors Required in Instructional Supervision**

Knowledge and expertise are indispensable in implementing an efficient supervision plan arrangement. Many aspects are needed in this planning by observing which aspects are needed, the atmosphere, the circumstances of the planning arrangement, and the goals to be achieved. Each supervisor must be aware of his role, whether as a principal, as a supervisor, or as a holder of administrative authority. Supervisors must be able to know and ensure the aspects that are more needed in preparing plans that are suitable for the atmosphere and goals to be achieved.

According to (Kristiawan and Fitria, 2019) some of the things that need to be considered in planning supervision are as follows: a) clarity of learning objectives in schools, where the main aspect that must be observed by school principals and supervisors as supervisors in structuring a supervision plan is the level of effectiveness in achieving The purpose of learning by students in schools is as a source of quality human energy and can be highly competitive. Therefore, all programs in schools can be shown for student success. The

encouragement that can be tried by the teacher is that it can be done in the learning process. b) knowledge of efficient teaching, where the main attention of a supervisor is an increase in the educational process and student learning outcomes. Therefore, the principal as a supervisor must be able to understand the principles contained in the educational process, be able to sort out and use appropriate educational procedures to be applied in learning activities by teachers (Mustabsyiroh, 2021).

According to (Marsellina, 2020) a supervisor must be a teacher who has the experience and good character, who can and always fosters teachers to teach efficiently and pleasantly. Principals can carry out activities such as upgrading or training in certain research fields and or revision efforts to teach teachers in front of the class so that in these supervision activities it is mandatory to use better and more efficient teaching methods aimed at improving the quality of students. c) Knowledge of students, a mandatory supervision plan is based on the knowledge of students. Supervisors and teachers must identify the characteristics and needs of their students, the comparison of the needs of each student, the general skills and characteristics of students.

According to (Suginam, 2019) this supervision plan must be aimed at increasing teacher professionalism in the education process. The ultimate goal of supervision is not only to increase teacher skills but also to increase learning activities and student learning outcomes. The increase in teacher skills is an intermediate goal, so it needs to be planned in supervision, not only what teachers need to learn and how teacher learning skills are, but it must also take into account what students need and how their learning skills are. The main case in real supervision is not only how to help teachers improve their abilities, how to make students learn better, and what must be given to them to be successful in their studies, but what efforts mean to teachers so that students can learn more. good and successful. Therefore, a supervisor is not only required to understand and recognize the teacher but also must understand and recognize the characteristics of students such as learning skills, limitations, needs, universal characteristics, and those that distinguish one student from another.

This knowledge of students is what underlies supervisors to determine what encouragement is needed and can be given to their teachers (Lalupanda, 2019). d) knowledge of teachers, teachers are partners of supervisors to improve processes and student learning outcomes to be more efficient. Improving learning outcomes is carried out through teachers so that it requires cooperation. Supervisors must understand the teacher who is invited to work with related to the skills and abilities of the teacher, and what are the needs to become a more reliable teacher. Supervision activities to be planned must be based on teacher expertise, teacher attention, and teacher needs. Therefore, it is also

necessary to know the thoughts and behavior of teachers towards learning, as well as their duties as educators, and their behavior towards citizens. However, before supervisors can begin to improve teacher skills, there must be an effort from the teacher to change the behavior and thoughts of teachers towards learning and their duties as educators in the community.

According to (Hariantja, 2020) Supervision activities require skills in various fields, after that facilities and equipment, buildings, space, equipment and communication media, props, laboratories, and others are also needed to support activities. Supervision planning must be completed such as: (a) what equipment will be needed, and which must be used, (b) where to hold activities, (c) who will be included, especially as resource persons, and (d) how much is the fee. needed, and so on. The plan cannot be implemented, if all the facilities, equipment, costs, and available energy resources cannot be procured and used when needed. Therefore, a supervisor must not only be able to design what is needed but also must be able to identify how to get the funds or budget needed. (e) Ability to take into account the aspect of time.

In the professional development of supervision, teachers need a long time in their activities. Planning can also depend on the goals to be achieved based on the atmosphere and conditions of teachers in educational institutions. In the planning arrangement, the implementation time must be concerned. Supervisors must believe that it is he who controls time, and not time that controls them.

#### 4. CONCLUSIONS

The process of planning supervision of teaching in formal learning units has an important position, supervision is an effort to help teachers improve their ability to achieve learning goals efficiently. Therefore, in supervision, planning is an activity that must be prepared by the supervisor as well as possible. Without a good plan, supervision will only give disappointment to those who participate in it, namely teachers, principals, supervisors, and especially students who expect education to take place actively, efficiently, creatively, and fun.

By using the various steps specified in the teaching supervision planning process starting from the preparation of the schedule to the implementation stage that is defined and detailed in this planning process. With this teaching supervision planning process, it is hoped that a supervision activity can be carried out effectively and efficiently and obtain optimal supervision results.

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