



Source of Authority for Implementing Educational Supervision

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Abstract

Various educational problems in Indonesia can be studied by supervising education. Educational supervision is a process of assistance and support given to teachers in developing their abilities consisting of knowledge, skills, and creativity in teaching and commitment or motivation as a teacher. This study aims to examine and describe the source of authority for implementing educational supervision. This research is literature study research. The results of this study state that in its implementation, the source of authority for the implementation of educational supervision in schools is carried out by the principal or school supervisor, called a supervisor, who serves as a supervisor and controller of teacher performance. This supervision and control is carried out so that the teacher does not deviate from the role of teacher or educator. Based on the National Education System Law No. 20 of 2003, the principal or school supervisor supervises to ensure the effectiveness and efficiency of learning. In this case, the principal or school supervisor is an illustration that a supervisor must have an official position that has authority or authority in supervising education.

Keywords: Source of Authority, Implementation, Educational Supervision

Introduction

Education problems that occur in Indonesia are caused by various categories of causes [1]. Starting from the state and economic background of students, the conditions of the learning environment, and even the teaching staff's ability [2]. One of the things that can be done to overcome the various existing problems is to see, supervise, and control the development of educators' abilities and conduct coaching to improve these abilities. Supervision and coaching can be done by approaching teachers by adjusting the development of science and technology, social, and cultural [3]. This approach seeks to increase teacher capacity in the classroom learning process. The term this approach is often also referred to as supervision.

Supervision in education is very important because it will affect teacher performance, which can also affect students' learning outcomes in schools [4]. The implementation of supervision within the school or internal school is carried out by the Principal, who is called a supervisor, and this supervisor serves as a supervisor and controller of teacher performance [5]–[7]. Supervision is a process specifically designed to assist teachers and supervisors in learning daily tasks in schools to use their abilities and knowledge to provide better services to parents, students, and schools and strive to make schools a more effective learning community. So, the supervisor's role is to support, assist, and include [8]. In addition, the supervisor's role is to create an atmosphere so that teachers feel safe and

free to responsibly develop their potential and creativity [9].

With supervision, there will be evaluation and feedback or follow-up of the supervision results to expand the teacher's experience, make learning more creative, and provide knowledge and skills to teachers [10]. Therefore, this supervision is essential in education management. As a supervisor, the Principal must be able to carry out various supervision and control measures to improve teacher performance.

Teachers play an essential or leading role in the educational process. Therefore, teachers must be supervised so that teacher performance becomes even better and can affect education. Because teachers are determinants of educational success, improving the quality of education must start with teachers [9].

Method

This research is qualitative, library research using a descriptive approach. References to books and other literature related to educational supervision are then collected and described. According to Sugiono, the literature study is related to theoretical studies and other references related to values, culture, and norms that develop in the social situation under study [11].

Results and Discussion

Legal Basis of the Educational Supervision Authority

Juridically, the issue of educational supervision receives sufficient and proportional attention from the government, and this is based on the understanding of how crucial educational supervision is in the implementation of education in schools or madrasahs in the context of effectiveness and efficiency for the achievement of educational goals [12].

Education supervision is one activity that ensures the quality of education

provided to students by predetermined standards. In this case, several legal bases govern the authority of education supervision in Indonesia. Here are some legal foundations of educational supervision:

1. National Education System Law No. 20 of 2003: This law regulates the national education system, including regulations regarding education supervision. Article 37 of the National Education Law states that supervision is carried out by the Principal or school supervisor to ensure the effectiveness and efficiency of learning.
2. Regulation of the Minister of Education and Culture Number 22 of 2016 concerning the Satndar Process of Primary and Secondary Education: This regulation regulates the standards of the primary and secondary education process, including the supervision of education. This regulation explains how to implement educational supervision and the importance of supervision to improve the quality of learning.
3. Regulation of the Minister of Education and Culture Number 19 of 2016 concerning National Standards of Education, including education supervision. This regulation emphasizes the importance of supervision to ensure the quality of education provided to students.
4. Permendikbud Number 17 of 2019 concerning School Development and Supervision: This Permendikbud regulates school development and supervision, including educational supervision. This Permendikbud explains school principals' and supervisors' duties and obligations in supervising education.[13]

Supervision is a complex activity; therefore, it must be carried out by professionals. In this case, it illustrates that a supervisor must have an official position that

has authority or authority in supervision. In this sense, supervision means a person appointed by the government to supervise an educational unit or institution. Juridically, the existence of school superintendents is shaded by several legal grounds. It is expressly stated in Menpan Decree No. 118/1996 as follows, "School Supervisors are Civil Servants who are given full duties, responsibilities, and authority by officials authorized to supervise education in schools by carrying out assessments and guidance in technical aspects of education and administration in preschool, primary, and secondary education units." [14]

Supervisor, in this case, means a person who is on duty outside the education unit and supervises the implementation of the teaching-learning process in schools. This supervisor performs his functions and duties to the people supervised, including the Principal and teachers in the school. The main element of implementing educational supervision is the guidance carried out by school supervisors to all teachers in the target school. Through supervision activities, teachers get direction and guidance from school supervisors for various obstacles experienced in carrying out their duties at school.

The Role of Educational Supervision Authority Resources

1. Implementation of Supervision by the Principal in the School

School performance depends on the professionalism of the Principal because the Principal is the highest authority in the school, so his policies and behavior will determine the achievement of the school's ultimate goals. Therefore, one of the duties of the Principal as a supervisor is to supervise the work carried out by education personnel. The Principal as a supervisor means that the principal functions as a

supervisor, controller, coach, director, and example giver to the teachers and staff in the school.

One of the most important things for the Principal as a supervisor is to understand the duties and positions of the employees or staff in the school he leads. Thus, the Principal not only supervises employees and teachers who are undergoing activities but also equips himself with his extensive knowledge and understanding of the duties and functions of his staff so that supervision and coaching run well and are not confusing.

The efforts that the Principal must make as a supervisor are as follows:

- a. To resurrect and stimulate teachers and school officials in carrying out their duties properly;
- b. Strive to procure and equip school supplies, including instructional media necessary for the smooth and successful teaching and learning process;
- c. Together with teachers, try to develop, find, and use teaching methods that are more in line with the guidance of the current curriculum;
- d. Build excellent and harmonious cooperation between teachers and other school officials;
- e. Strive to improve the quality and knowledge of teachers and school officials, among others, by holding group discussions, providing school libraries, and or sending them to attend upgrades and seminars according to their respective fields and
- f. Fostering cooperative relationships between schools and agencies to improve students' education quality.

The implementation of supervision is the duty of the Principal to supervise the teachers and staff of the school. Determination of various policies needed,

providing solutions to problems faced by all employees. The Principal, in his position as supervisor, is tasked with guiding teachers in determining learning materials that can increase student potential, choosing methods to be used in the teaching-learning process, organizing teacher council meetings and holding visits between classes, in addition to assessing the methods and methods used by teachers [15].

In its implementation, the Principal as a supervisor must pay attention to the principles of:

- a. Collegial rather than hierarchical Consultative relationships
- b. Implemented democratically
- c. Centered on the energy of education (teacher)
- d. Conducted based on the needs of education personnel (teachers)
- e. It is a professional help [15].

The Principal as a supervisor can be done effectively, among others, through group discussions, class visits, individual talks, and learning simulations. There are several competencies of principals in educational supervision; at least, there is agreement that principals need to have several competencies related to educational supervision.

Competency 1: Facilitate the preparation, dissemination, and implementation of the vision and mission of learning that is well communicated and supported by the school community. The headmaster must ensure that his school has a clear vision and mission mutually agreed upon and supported by his community. If the vision and mission do not yet exist, he must take the initiative to compile it by involving all interested parties in his school.

Competency 2: Assist, foster, and maintain a school environment and teaching programs that are conducive to students' teaching and learning process and the professional growth of teachers and staff. The Principal must be able to ensure a

conducive school environment. Just reminding the conducive learning environment allows the people in it to optimally utilize and develop their potential.

Competency 3: Ensure that the organizational management and operation of school resources are used to create a safe, healthy, efficient, and effective learning environment. The headmaster must ensure that whatever principles and techniques of management, organization, and operation of school resources are applied solely for the benefit of students. He must be able to guarantee that the physical environment of his school is safe and healthy for students, teachers, and other support staff [16].

Competency 4: Working with parents and community members, responding to the interests and needs of diverse communities, and mobilizing community resources. The headmaster must realize that the school's goals cannot be achieved without the involvement of all interested parties, especially parents. School management is a joint effort so that things that used to feel heavy and heavy become more exposed. Weight equals carrying, and light equals carrying. Therefore, the headmaster must not give up hope to appeal to and embrace all interested parties for the progress of his school.

Competency 5: Exemplify actions of integrity. The headmaster must be clumsy if he does not exhibit exemplary behavioral qualities. Being trustworthy, consistent, committed, responsible, and emotionally in control are qualities that leaders should possess. Such moral character is actually what has a long-term impact. Principals who rely solely on the authority of their position to influence the environment will only get short-term results.

Competency 6: Understand, respond to, and influence the larger political, social, economic, and cultural environment. The headmaster must realize that life in his school is part of the wider living

environment. Other lives outside of school also influenced his efforts to manage the school well. Systems thinking helps him to understand his school's position in the bigger picture. The school is part of a social subsystem related to political, economic, and other systems [17].

Implementation of Supervision by School Supervisors

As one of the sources of authority for the implementation of supervision by school supervisors, the supervisor plays a very strategic role in improving the quality of learning. Supervision or coaching of educators by this supervisor emphasizes professional coaching, namely coaching that is shown to improve the professional ability of teachers.

The implementation of supervision by school supervisors explained by Nurdila, education supervision is a strategic and vital position in improving the quality of the teaching and learning process. Thus, education supervisors (in this case, principals and supervisors) must have reliable, professional abilities in implementing *instructional supervision*. The professional ability of supervisors is needed to improve the quality of teacher development in schools. The problem of improving the quality of teacher development in schools is essentially related to the role of supervisors in providing professional assistance and services for teachers so that they can better carry out their primary duties. School supervisors' performance quality needs to be based on improving the supervisor's supervision ability to carry out their obligations responsibly.

Education supervisor can be interpreted as "education supervisor." In other words, supervisor means one who supervises. The word "*supervisor*" in the Indonesian English Dictionary means

"supervisor". An education expert also defines a school superintendent as "one who helps schools and teachers to assist their students in learning better, faster, more enjoyably and more easily and efficiently." Thus, an education supervisor is a person who has and carries out supervise job duties, namely a person who assists teachers in maintaining better teaching and learning conditions.

Government Regulation (PP) Number 19 of 2005 concerning National Education Standards states that supervisors supervise, monitor, evaluate, and follow up on the supervision results. At the operational level, supervisors are tasked to: *First*, compile a program of annual activities of supervisors; *Second*, guide the application of the curriculum consisting of content, how to present, use of teaching aids and evaluation; *Third*, guide principals, teachers, and staff so that they can carry out their duties optimally to achieve the education unit; *Fourth*, monitor and guide the procurement, utilization, and maintenance of existing facilities; *Fifth*, supervision includes administrative guidance including personnel, management, and financial affairs; *Sixth*, bridging cooperative relations between schools, government agencies and community organizations, including local governments, school committees and education councils; *seventh*, evaluate the application of the curriculum; and *eighth*, report the results of supervision to interested parties [18].

School supervisors are teachers appointed in the position of supervisors who are in charge of assessing and coaching, both in the form of academic supervision and managerial supervision, as well as conducting professional guidance and training to teachers, supported by several competencies that must be mastered as stated in the Regulation of the Minister of National Education Number 12 of 2007

concerning School Supervisor Competency Standards, including 1) personality competencies; 2) competence of managerial supervision; 3) competence of academic supervision; 4) educational evaluation competence; 5) development research competence; and 6) social competence [9].

Some supervisory authorities are the authority to:

1. Together with the school built, determine the program of improvement in the quality of education in the school of its construction.
2. Compiling a work program or work agenda to the oversight of the school he built and talking to the headmaster concerned.
3. Determine work methods for achieving optimal results based on the work program that has been prepared.
4. Determine the performance of schools, principals, teachers, or other education personnel to improve their quality and supervision services. Activities to be carried out by school supervisors must be made into a program that is clear, detailed, and able to be carried out both in groups and individually [15].

School superintendents are responsible for quality assurance and empowering the Principal and teachers he fosters. In the Guidelines for the Implementation of School Supervisory Duties (Directorate of Education Personnel, 2009), it is stated that managerial supervision is supervision related to aspects of school management that are directly related to improving school efficiency and effectiveness, which includes planning, coordination, implementation, assessment, competency development of educational human resources (HR) and other resources. In carrying out the function of managerial supervision, school/madrasah supervisors act as 1) collaborators and negotiators in the process of planning, coordinating, and developing school management; 2)

assessors in identifying weaknesses and analyzing school potential; 3) school quality development information center; and 4) evaluators of the meaning of supervisory results.

Supervisors can apply individual and group supervision techniques in managerial supervision. The technique of individual supervision here is the implementation of supervision given to the Principal or other personnel who have unique problems and are individuals. Group supervision technique is a way of carrying out a supervision program aimed at two or more principals who are alleged, according to needs analysis, to have the same problems or needs or weaknesses grouped or gathered together. Then, they are given supervision services according to their problems or needs [9].

Conclusion

In its implementation, the source of authority for implementing educational supervision in schools is carried out by the Principal or school supervisor called the supervisor. Based on the National Education System Law No. 20 of 2003, supervision is carried out by the Principal or school supervisor to ensure the effectiveness and efficiency of learning. In this case, the principal or school supervisor is an illustration that a supervisor must have an official position that has authority or authority in supervising education, where this supervisor serves as a supervisor and controller of teacher performance.

The school supervisor is also a teacher appointed as a supervisor who is in charge of conducting assessment and coaching, both in the form of academic supervision and managerial supervision, as well as conducting professional guidance and training to teachers, supported by several competencies that must be mastered. This supervision and control is carried out so that the teacher does not deviate from the role of teacher or educator.

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