




Research Article

Scope (Objects and Targets) of Educational Supervision

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Abstract. Education is a process, as well as an effort to humanize humans so that they are in accordance with the goals to be achieved. Supervision as a controller of education components, especially teachers as implementers. The essence of educational supervision is the process of mentoring from superiors to teachers and other school stake holders who deal directly during the student learning process, to improve teaching and learning conditions so that students can learn effectively which is marked by increasing learning achievement. Theoretically, the object of supervision has two aspects, the human aspect and the activity aspect. Meanwhile, in terms of the

object being supervised, there are three kinds of supervision, namely: (1) academic supervision; (2) administrative supervision; and (3) institutional supervision. Some things that are supervised by school supervisors include: curriculum, student affairs, staffing, facilities and infrastructure, finance, and public relations.

Keywords: Education Supervision, Object, Targets.

INTRODUCTION

Education is a process and effort to humanize humans to suit the expected goals. According to the Polycy Brief Magazine published by the Directorate General of Basic Education, it is explained that education is a conscious effort and is designed to create a learning environment and learning process that encourages students to actively develop their potential, so that they have spiritual strength, the ability to control themselves, personality, intelligence, good character, and skills needed by oneself, society, nation and state.¹ Efforts to make humans more humane through education will not be achieved automatically without proper supervision of the course of the educational process. In order to improve the quality of education, teachers are an important element of human resources that need to be nurtured and improved continuously. Therefore, teachers have the most important and strategic role, as well as being the main key in achieving educational success.

Teachers are a key factor in determining the success of education, so steps to improve the quality of education must begin by paying attention to aspects of educators and other education personnel. This includes increasing their professionalism and welfare which is managed in an effective and professional education management system.

One step that can be taken is to carry out supervision and monitoring. Supervision and control in education have a crucial role as part of the management function. Supervision plays a role in overseeing various components of education, especially teachers as the main implementers. After understanding the basic concepts and objectives of educational supervision and supervision, the next step is to discuss the objects and targets of supervision. The objects and targets of educational supervision refer to the things that are the focus of monitoring and the results to be achieved within a certain period of time. Therefore, this article will explain the scope and scope of educational supervision.

DISCUSSION

Definition of Educational Supervision

The word supervision comes from the English "supervision," which means supervision. Morphologically, this word consists of two parts, namely "super," which means higher, superior, or better than others, and "vision," which means seeing, reviewing, or monitoring. In the definition of the term, supervision is a supervising

¹ *Majalah Polycy Brief, Direktorat Jendral Pendidikan Dasar*. Edisi 4 Juli 2011; 7

activity carried out by someone who has expertise or a higher position over individuals who have skills below them. From this concept of supervision, the term supervisor emerges, namely the person responsible for the supervision process. The main task of a supervisor is to provide support to teachers with the aim of improving and developing their professional abilities, so that the quality of learning can also be improved.²

In the traditional view, supervision is carried out with an "inspection" or error-finding approach. However, in a modern perspective, supervision is seen as an effort to improve the teaching and learning process. This means that supervision functions as support for teachers in teaching so that they can help students learn more effectively. As explained by Burton in Nur Laily Fauziyah's article, in general supervision is a form of assistance given to teachers in carrying out their professional duties, so that they are able to guide students to achieve better learning outcomes than before.³

Sukatin in Moch Wahid Ilham's article states that supervision is monitoring the implementation of educational technical activities in schools, not just monitoring physical or material aspects. Supervision focuses on monitoring academic activities, including the teaching and learning process, supervising how teachers teach, monitoring student activities in learning, and paying attention to conditions related to the educational process. The essence of educational supervision is the coaching efforts carried out by management for teachers and other school stakeholders who are directly involved in the student learning process. The aim is to improve the quality of the teaching and learning process so that students can learn more effectively, which is reflected in an increase in their learning achievement.⁴

Purwanto explained that supervision is a coaching activity designed to support teachers and other school staff in carrying out their duties in a more effective way.

Manullang explained that supervision is a process that involves implementing, evaluating and improving work that has been carried out to ensure that the implementation of tasks is in accordance with the initial plan. Supervision aims to provide support that helps teachers become more professional in carrying out their duties in serving students.⁵

Supervision involves monitoring academic activities, including the teaching and learning process, the way teachers teach, and the conditions that influence these activities. This includes identifying problems in learning, causes of weaknesses, and reasons why teachers may not carry out tasks effectively. Based on these findings,

² Hilal Mahmud, *Administrasi Pendidikan (Menuju Sekolah Efektif)* (Sulawesi Selatan: Aksara Timur, 2015), 69.

³ Nur Laily Fauziyah, "Supervisi Pendidikan Perspektif Hadis Nabi Dan Pengembangannya Dalam Meningkatkan Kualitas Profesionalisme Guru," *Al-Marhalah: Jurnal Pendidikan Islam*, Vol. 3, No. 2 (Mei, 2019) : 40 <https://journal.almarhalah.ac.id/index.php/almarhalah/article/view/31>

⁴ Moch Wahid Ilham, "Supervisi Pendidikan Dalam Perspektif Epistemologi Islam," *Jurnal Pedagogik*, Vol. 4, No. 1 (Januari-Juni, 2017) : 31

⁵ Donni Juni Priansa, *Manajemen Supervisi dan Kepemimpinan Kepala Sekolah* (Bandung: Alfabeta, t.t.), 84.

corrective steps were taken through coaching aimed at correcting existing deficiencies.⁶

In fact, both supervision and monitoring have similar goals, namely to improve the quality of educational activities in schools. However, supervision focuses more on observing all aspects that occur, both positive and negative, to detect any deviations from the plans that have been made. This aims to ensure whether the implementation of activities is in accordance with the plan or not. Meanwhile, supervision also includes supervision, but focuses more on human and coaching aspects. In supervision, activities that are already positive will be improved and developed further. Thus, it can be concluded that supervision and supervision have similarities and differences in their approaches.

In essence, educational supervision involves monitoring the teaching and learning process in schools, but the aim is not to find mistakes made by teachers in teaching or by school principals in leading. In contrast, supervision focuses more on providing support and guidance to teachers and school principals so that they can carry out their duties and responsibilities better, so that the quality of learning can be improved.

Scope (Objects and Targets) of Educational Supervision

According to Rifai, wherever there is administration, there must also be supervision. Apart from that, if supervision is present, of course there are activities or tasks that are being carried out. Therefore, the role of supervision in education has a level of importance equal to that of educational administration. However, structurally, supervision can be considered as one step or part of the overall administrative process. Sarwoto added that conceptually, the object that is the focus of supervision includes two main aspects, including:

- a. The personal dimension includes individual behavior towards responsibility, level of discipline at work, work ethic, integrity, compliance with organizational rules, perseverance, expertise in carrying out tasks, ability to collaborate, and personality character.
- b. Operational dimensions, including work techniques or methods (how to teach), approaches used in interacting with students, effectiveness and efficiency of task implementation, as well as the quality of the work results achieved

Sarwoto's view clearly separates things that are the focus of supervision (controlling) and supervision. This explanation underlines that there is a strong connection between supervision and oversight, or it could be said that supervision is one element in the control process. However, supervision places more emphasis on aspects related to human factors in its implementation.⁷

There are three types of supervision based on the object, namely:

- a. Academic Supervision. It is a form of supervision that focuses on monitoring by the supervisor on issues related to academic aspects, namely everything that

⁶ Dadang Suhardan, *Supervisi Profesional* (Bandung: Alfabeta, 2010), 39.

⁷ Muwahid Shulhan, *Supervisi Pendidikan (Teori dan Praktek Dalam Mengembangkan SDM Guru)* (Surabaya: Acima Publishing, 2012), 7-8.

directly occurs in the learning process environment when students are undergoing learning activities.

- b. Administrative Supervision. This is a type of supervision that focuses on monitoring administrative aspects which play a role in supporting the smooth implementation of the learning process.
- c. Institutional Supervision. It is a form of supervision that focuses on the supervisor's supervision of various aspects that are at the core of madrasa management. If academic supervision aims to improve the quality of learning, then institutional supervision focuses on improving the reputation and overall performance of the madrasah.⁸

Supervision carried out by school supervisors on school principals and teachers aims to improve overall performance. The scope of supervision in this context requires supervisors to understand every aspect without exception. This is important because supervision that is not supported by a deep understanding of the area being supervised will be less effective. Every aspect that is monitored is closely related, creating a system that is mutually integrated and cannot be separated. Several aspects that are the focus of school supervisors' attention include:

1) Curriculum Aspects

Since 1975 until now, the curriculum has continuously undergone changes. Therefore, it is very important to have an individual who has the responsibility to provide guidance, translate, and explain the background and basic principles of the curriculum that will be applied to teachers. Therefore, it is very important to have a supervisor who has the role to explain the curriculum itself, the approach applied in the curriculum, the activities and learning experiences designed, as well as the curriculum development model that will be implemented.⁹

2) Student Aspects

The learning process is a series of activities carried out by students with direction from the teacher. The main aspects that need to be monitored regarding students are:¹⁰

- a) Visual activities
- b) Listening activities
- c) Oral activities
- d) Drawing activities
- e) Motor activities
- f) Metal activities
- g) Writing activities

Through these various learning activities, students will gain various educational experiences. In other words, the learning process is not only limited to

⁸ Dadang Suhardan, *Supervisi Profesional*, 47.

⁹ Siti Maisaroh dan Danuri, *Administrasi dan Supervisi Pendidikan* (Palembang: Tunas Gemilang Press, 2020), 159.

¹⁰ Ibid, 160

mastering knowledge material, but also includes the acquisition of significant practical experience.¹¹

3) Personnel Aspects

The purpose of supervision in the personnel aspect in the world of education has a different focus compared to human resource management in the business environment. In the context of education, supervision aims to improve the overall quality of education, with the main goal of developing competent, efficient, innovative, and high-achieving educators.¹² Thus, every step and activity designed and the efforts made, together with continuous coaching by school staff, can support the implementation of various school activities (especially New Student Admissions) optimally and efficiently. This aims to ensure the achievement of maximum results.

If a teacher is creative, innovative, and adaptive, the learning process will be more enjoyable and interesting. On the other hand, if the teacher tends to be passive, monotonous, and focused on one direction, the learning experience will be boring and less interesting, so that students will have difficulty in understanding the material presented.¹³ Then, the learning process becomes less effective and does not achieve the expected results.

Here are some important things that need to be supervised by educators:

- a) Issues related to knowledge and skills.
 - b) Issues related to teacher presence and involvement.
 - c) Issues related to collaboration between teachers and students, fellow teachers, administrative staff, and the principal.
 - d) Issues related to student learning abilities.
- ### 4) Facilities and Infrastructure Aspects

As an educational institution, schools must provide essential facilities and infrastructure support. Many schools have been equipped with adequate facilities, which significantly support the learning process and educational activities in the school environment. Both educators and students feel the great benefits of the existence of these facilities. However, often this condition does not last long because the quality and quantity of facilities are difficult to maintain in the long term. On the other hand, support for facilities and infrastructure is not always consistently available.¹⁴ Therefore, it is very important to carry out comprehensive monitoring of these facilities and infrastructure, to ensure that both their quality and quantity can be maintained over a longer period of time.

Here are some important things that need to be supervised in the field of facilities and infrastructure:

¹¹ Siti Maisaroh dan Danuri, *Administrasi dan Supervisi Pendidikan* (Palembang: Tunas Gemilang Press, 2020), 160

¹² Tim Dosen Administrasi Pendidikan UPI, *Manajemen Pendidikan* (Bandung: Alfabeta, 2013), 231.

¹³ Ma'mur Asmani dan Jamal, *Tips Efektif Supervisi Pendidikan Sekolah* (Jogjakarta: Diva Press, 2012), 39.

¹⁴ Barnawi dan M. Arifin, *Manajemen Sarana dan Prasarana Sekolah* (Jogjakarta: Ar-Ruzz Media, 2012), 47.

- a) The existence of space for libraries, laboratories, religious practice rooms, halls, and other facilities.
- b) Management and maintenance of these facilities.
- c) Use of primary textbooks and additional reference books.
- d) Management and maintenance of art tools and other equipment.
- 5) Financial Aspects

The finance division is responsible for preparing the school's budget and spending plan; managing and reporting finances in accordance with applicable regulations; and finding and allocating funding sources to support various school activities.

Budget plays a very crucial role in the world of education. It is certain that quality educational institutions are supported by sufficient allocation of funds. Every educational institution requires funding to support various aspects of activities, including routine expenses, activity costs, and maintenance and repair of facilities. In the education funding and finance sector, the main tasks that must be carried out by the responsible party include revenue generation, management, and accountability of funds. Finance plays a vital role in an educational institution, because the success of programs requires adequate financial support. This includes a budget to pay teachers and staff, organize various activities, and complete the necessary facilities and infrastructure.

6) Public Relations Aspects

The Public Relations aspect is tasked with establishing cooperation between schools and parents or guardians of students, school committees, related institutions, and the local community. In terminology, "public relations" is a translation of the English term "public relations", which describes the reciprocal interaction between an organization (school) and the surrounding community. In other words, the relationship between schools and the community is a communication process that takes place between educational institutions and their communities. The goal is to build understanding among residents about the importance of educational contributions and to encourage community interest and responsibility in efforts to improve the quality and progress of schools. To achieve these goals, effective and open communication is needed between schools and the community. The public relations aspect plays an important role in disseminating information about school programs and achievements to the community as well as in countering negative information that may be spread by external parties.¹⁵

There are three objectives of public relations, including the following:¹⁶

- a) To improve the quality of the learning process and support the development of children.
- b) To improve the standards of purpose and quality of life of the community.
- c) To broaden the understanding and enthusiasm of the community in supporting education organized by the government.

¹⁵ A.L. Hartani, *Manajemen Pendidikan* (Samarinda: Laksbang Pressindo, 2011), 156.

¹⁶ Ngalim Purwanto, *Administrasi dan Supervisi Pendidikan* (Bandung: PT Remaja Rosdakarya, 2014), 190.

So it can be concluded that the scope of educational supervision in its objects and targets consists of curriculum aspects, personnel aspects, student aspects, facilities and infrastructure aspects, financial aspects, and public relations aspects. These six aspects certainly require full support and attention from both stakeholders and all education stakeholders so that the formulation of achievements in education can be met and achieved effectively and efficiently.

CONCLUSION

Educational supervision is supervising teaching and learning activities in schools, but in this case educational supervision is not to look for mistakes made by teachers in teaching or mistakes made by school principals in leading their subordinates, but supervision here places more emphasis on efforts to provide assistance/guidance to teachers. teachers and school principals so that they can carry out their duties and obligations well to improve the quality of learning.

Theoretically, there are two aspects to the object of supervision, namely the human aspect and the activity aspect. Meanwhile, in terms of the objects being supervised, there are three types of supervision, namely academic supervision, administrative supervision, and institutional supervision. Several things that are supervised by school supervisors include the areas of curriculum, student affairs, personnel, facilities and infrastructure, finance and public relations.

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