

Actors of Education Supervision in Indonesia

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ABSTRACT

Stakeholders are still concerned about supervision in education. Particularly since the Independent curriculum was introduced, all education-related laws have been modified or updated. The purpose of this essay is to investigate the theories that underpin monitoring as well as the laws and rules that control those who violate them. This study was written utilizing a qualitative approach that involved library research. It was discovered that the head of the education unit, the school/madrasah committee, the central government, and the local government all carry out education supervision in accordance with the most recent rules and regulations.

INTRODUCTION

The government's attention to Education Supervisors in Indonesia plays an important role in the development of education supervision, with the issuance of various legal umbrellas with the aim that the duties, roles and functions of supervisors become more planned and directed and their implementation can be evaluated in accordance with applicable laws and regulations. Although according to Djailani AR (2013) the position of supervisor has not been officially standardized in our educational organizational structure, unless it is called a functional group (Djaelani AR, 2013).

"The Functional Position of School Supervisors, hereinafter referred to as JF School Supervisors, is a JF that has the scope of duties, responsibilities, and authority to carry out activities Academic and Managerial Supervision in the Education Unit," according to Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 29 of 2023 concerning Competency Tests for Functional Positions of Teachers, Functional Positions of Learning Personnel, Functional Positions of School Supervisors, and Functional Positions of Inspectors.

Education Supervisors are people who influence the education process through supervision and coaching of educators and education personnel (Turi, 2020). For educators who have a positive view, they will see that the supervision activity is very helpful so that they become professional teachers, but on the contrary for educators who have a negative view (Djailani AR, 2013).

In Within the framework of micro-education or school administration-management, school principals often oversee instruction in Indonesian public and private schools. Given that the principle is the school's management and leader, they perform the monitoring role (Umi Zulfa, 2020).

LITERATURE REVIEW

As a result, the role of school supervisors in implementing the independent learning policy in education units is specifically regulated by Regulation of the Director General of Teachers and Education Personnel Number 4831/B/Hk.03.01/2023, which defines what is meant by:

1. The authorized official assigns the school supervisor, a civil servant, all duties, responsibilities, and authority to perform the supervisory role by assisting in the improvement of the quality of instruction in the education unit.
2. The Principal is a teacher assigned to oversee and lead instruction in the Education Unit, which includes Indonesian Schools Abroad (SILN), vocational high school (SMK), extraordinary high school (SMALB), junior high school (SMP), extraordinary junior high school (SMPLB), high school (SMA), kindergarten (TK), extraordinary kindergarten (TKLB), elementary school (SD), and extraordinary elementary school (SDLB).

In point (4) it is explained that "Assistance is the activity of the School Supervisor accompanying the Principal in improving the capacity and quality of the Education Unit's services to carry out student-centered learning using relevant strategies and methods". In relation to the description mentioned above, the author is interested in further studying how the laws and regulations that

govern the actors of education supervision in Indonesia, and the extent to which these regulations are effective in their implementation according to existing theories and literature.

METHODOLOGY

The methodology in writing this article uses a qualitative method, namely the data used is the output of transformations and descriptions from observations, interviews and writing materials, both obtained through the internet and personal collections. Thus, it can be said that to get reading sources or references, researchers use library research. Qualitative research serves as a human tool to identify, focus, choose informants as data sources, evaluate the quality of the data, analyze, interpret, and draw conclusions from the data (Sugiyono, 2019).

RESEARCH RESULT AND DISCUSSION

Definition of Educational Supervision

The English word "Supervision," which means "supervision," is where the word "supervision" originates. The person in charge is referred to as the perpetrator or supervisor. From a morphological perspective, supervision can be defined in terms of word form. There are two terms that make up supervision. "Super" signifies "top," "more." To see is to look, to observe. It is true that a supervisor holds a position higher than the one they are supervising. In terms of semantics, the content of a definition is essentially determined by the one who defines it.

Verse 3 of Surah Al-Ashr in the Qur'an describes supervision in a broad sense, namely in terms of reciprocal advise that is given in patience and sincerity. In Surah Al-Ashr, Allah says the following:

إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ ۖ وَتَوَاصَوْا بِالصَّبْرِ

Meaning: Except for those who believe and do righteous deeds and advise to obey the truth and advise to be patient. The words of Allah SWT above contain an implicit message that the attitude of advising each other in kindness and patience is the key in organizing education in schools in the context of improving the quality of education, improving morals and ethical procedures as well as in terms of providing motivation to achieve the quality of education in schools.

In Islam, the purpose of supervision is to uphold the right, correct the wrong, and correct the corrupt. The two types of supervision that are recognized in Islamic teachings are (1) self-generated supervision and (2) derived from monotheism and faith in Allah SWT. Someone who believes that Allah must always be keeping an eye on His servant would behave sensibly.

Experts in the field of education administration agree that educational supervision is a discipline that focuses on the study of improving the teaching and learning situation, as expressed by (Gregorio, 1966), Sergiovanni (1993), Gregg Miller (2003), and Carl D. Glickman (1990). Rifa'i (1992: 20) coined the term "supervision" to refer to professional supervision because it is more specific,

observes academic supervision based on scientific ability, and demands democratic and humanistic professional abilities from education supervisors rather than just ordinary management supervision, which is still human.

According to Chapter IV concerning Supervision, Article 19 of Regulation of the Minister of Education, Culture, Research, and Technology Number 47 of 2023 concerning Management Standards in Early Childhood Education, Primary Education Levels, and Secondary Education Levels, the goal of supervision of educational activities is to guarantee that education is implemented in an accountable and transparent manner and to enhance the quality of learning processes and outcomes in a sustainable way so that education is implemented effectively and efficiently.

Based on the above understanding, it can be indicated that educational supervision is a professional task carried out by an expert who has been appointed from the highest institution, which functions to supervise and assess performance based on existing supervisory principles. From this supervision activity, it is hoped that it can develop and be able to improve the quality for problematic parties in their activities.

Basic Skills of Educational Supervisors

An education supervisor must have several key skills to improve the quality of learning and develop teacher performance. Here are the key skills to have:

1) **Effective Communication Skills:**

The ability to communicate well is key in the role of a supervisor. They must be able to convey instructions clearly, listen well, and communicate goals and expectations to team members. Effective communication also includes the ability to provide constructive feedback.

2) **Strong Leadership Skills:**

The supervisor is the leader for his team. They must be able to inspire, motivate, and guide team members towards a common goal. Leadership skills include the ability to make the right decisions, resolve conflicts, and provide clear direction.

3) **Time Management Skills:**

Supervisors are often faced with many diverse tasks. Good time management skills help them to set priorities, set efficient work schedules, and ensure that work is completed on time without sacrificing quality.

4) **Skills in Developing Networks and Collaboration:**

Supervisors must be able to develop networks with various education stakeholders and other educational components to increase productivity, effectiveness, and efficiency of education in schools.

5) **Skills in Identifying and Solving Problems:**

Supervisors must be able to identify problems that exist in the learning process and develop effective solutions. It involves analytical and creative abilities in problem-solving.

- 6) **Empathy and Interpersonal Skills:**
Supervisors must have good empathy skills to understand and respond to team members' needs, concerns, and concerns with empathy and understanding. With these abilities, supervisors can build strong relationships with team members, resolve conflicts, and facilitate good cooperation.
- 7) **Skills in Curriculum Development and Teaching Methods:**
Supervisors must be able to assist teachers in using the resources of students' learning experiences and developing teaching methods that are more in line with the demands of the new curriculum. This involves the ability to develop effective curricula and learning methods.
By having these skills, an education supervisor can help improve the quality of learning and develop teacher performance effectively.

Education Supervisors

According to Article 21 of the Regulation of the Minister of Education, Culture, Research, and Technology Number 47 of 2023, central governments, local governments, school/madrasah committees, and heads of education units are responsible for supervising educational activities. "What is meant by educational supervision actors are those who are involved in the process of improving student learning achievement," according to Suharsimi Arikunto (2005: 72) in Umi Zulfa (2020). There are 2 categories, namely old supervisors and modern supervisors. In the perspective of old supervision, the actors of education supervision are: 1) supervisors, 2) school principals, 3) deputy principals for curriculum, 4) homeroom teachers, 5) guidance and counseling officers and 6) library officers. Meanwhile, in the perspective of modern supervision, teachers are added, even teachers are the spearhead or main actors in educational supervision because teachers are directly related to students who are the subjects of educational supervision (Umi Zulfa, 2020).

a. Implementation of Supervision by School Supervisors

Nurdila (2015) explains how school supervisors carry out supervision in E Mulyasa (2019). Education supervision is a crucial and strategic role in raising the caliber of the teaching and learning process. Therefore, in order to implement instructional supervision, education supervisors – in this case, the principal and supervisors – must possess dependable professional abilities. These supervisors' professional talents are necessary to raise the standard of teacher development in schools. In essence, the issue of raising the standard of teacher development in schools has to do with supervisors' professional support and services, which enable instructors to perform their primary responsibilities more effectively. The quality of school supervisor performance needs to be based on improving the supervisory ability of supervisors in carrying out their obligations responsibly.

According to the Regulation of the Minister of National Education Number 12 of 2007 concerning Competency Standards for School Supervisors, school supervisors are teachers appointed to supervisory positions who are responsible for conducting assessments and coaching, both in the form of academic supervision and managerial supervision, as well as providing

professional guidance and training to teachers. These supervisors must possess a number of competencies, including 1) personality competencies; 2) managerial supervision competence; 3) academic supervision competence; 4) educational evaluation competence; 5) development research competence; and 6) social competence.

The supervisor of the school or madrasah performs the following functions as part of the managerial supervision function: 1) collaborates and negotiates in the planning, coordinating, and development of school management; 2) assesses the school's potential and weaknesses; 3) serves as the information center for school quality development; and 4) evaluates the interpretation of supervision results.

In managerial supervision, supervisors can use both individual and group supervisory strategies. Here, the individual supervision technique is used to provide supervision to the principal or other staff members who have unique issues. The group supervision methodology is a method of putting in place a supervision program targeted at two or more school principals who are suspected of having similar issues, needs, or weaknesses grouped together or into one group based on a needs analysis. After that, individuals receive supervision services based on their needs or issues.

b. Implementation of Supervision by the Principal

The principal's professionalism is crucial to the school's success since, as the person with the most power within the institution, his actions and policies will determine if the school's ultimate objectives are met. The Regulation of the Minister of National Education Number 13 of 2007 concerning Academic Qualification Standards and Principal Competencies states that a principal should possess the following competencies: 1) personality competencies; 2) managerial competencies; 3) entrepreneurial competencies; 4) supervision competencies; and 5) social competencies. The principal is a teacher who is assigned additional responsibilities to oversee and lead the entire process and substance of education management in the school.

The principal is in charge of overseeing the overall development of the educational process in the school he leads in his capacity as manager and leader of instruction. The principal must be able to perform the functions of educator, manager, administrator, supervisor, leader, innovator, and motivator (EMASLIM) in addition to keeping up with the times. The specifics are as follows:

1) The Role of the Principal as an Educator

School principals must have a plan in place to raise the professionalism of the teaching staff in their institutions as part of their duties. These tactics include fostering a pleasant school environment, soliciting feedback from school personnel, offering support to teachers, and organizing acceleration programs for pupils with above-average intelligence.

2) The Role of the Principal as a Manager

The principal must have the appropriate plan in place to empower education personnel through collaboration, give them chances to advance their careers, and promote their involvement in school activities in order to fulfill his managerial responsibilities.

3) The Role of the Principal as an Administrator

In particular, curriculum management, student administration, facilities and infrastructure administration, archives administration, and financial administration are the principal's duties and obligations as an administrator.

4) The Role of the Principal as a Supervisor

The principal must conduct supervision activities on a regular basis to determine how well teachers are able to carry out instruction. These activities can be conducted by visiting classrooms to observe the learning process firsthand, with a focus on student involvement, media usage, and method selection and application.

Through the results of this supervision, it can be known the weaknesses and advantages of teachers in carrying out learning, the level of mastery of the teacher's competence, then certain solutions, coaching and follow-up are sought so that teachers can improve existing shortcomings while maintaining their superiority in carrying out learning.

The efforts that must be made by the Principal as a supervisor are as follows:

- a) Encouraging and motivating educators and school personnel to perform their jobs as effectively as feasible;
- b) Make an effort to supply and outfit educational materials, such as instructional media, that are essential to a successful teaching and learning process;
- c) They work in tandem with educators to create, look for, and implement instructional strategies that better align with the most recent curriculum guidelines;
- d) Encouraging teachers and other school personnel to work well together;
- e) Make an effort to raise the caliber and expertise of educators and school personnel, for example, by arranging group discussions, supplying school libraries, and/or sending them to attend seminars and lectures relevant to their disciplines; and
- f) Promoting collaborative partnerships between organizations and schools to raise the standard of instruction for pupils.

1. The Role of the Principal as a Leader

The role of the Principal as a leader must be able to provide guidance and supervision to improve the ability of education personnel, open two-way communication, and delegate authority.

2. The Role of the Principal as an Innovator

Innovation is important in every activity. School principals must have innovations that can improve the quality of education in their schools.

3. The Role of the Principal as a Motivator

The role of the Principal as a motivator can be grown through the regulation of the physical environment, the regulation of the work atmosphere, discipline, encouragement, effective rewards, and the provision of adequate learning facilities.

The role of this educational supervision actor is to help, give, and invite. The role of the supervisor explained by (Ametembun, 2007) explains that the supervisor has 4 roles, namely (1) The supervisor as a researcher is a supervisor who performs his duties by studying the actual learning conditions and atmosphere in the supervised location. This teaching condition can be seen through the conclusions of the data found; (2) Supervisor as an evaluator (evaluator) is to evaluate learning conditions; (3) Supervisor as an improver is to carry out improvements to existing conditions; (4) Developer supervisor is to improve or advance superior circumstances.

4. Leadership Style of Education Supervisors

- a) Autonomous Supervisor : "a supervisor who determines for himself everything for and must be carried out by the school community through a careful supervision process."
- b) Democratic Supervisor : "a supervisor who realizes his function to foster school residents through a joint decision-making process through deliberation with school residents in achieving educational goals."
- c) Supervisor who is "Laissez faire": "a supervisor who gives freedom and flexibility to the people he supervises to do what he deems good. It is characterized by his apathetic, ignorant, indifferent attitude and entrusting everything to the school community to do it."
- d) Pseudo-democratic supervisor: "a supervisor who conducts the process in a democratic way but in reality determines everything by himself. So that the results of the deliberations are ignored or do not mean anything to the school residents."

5. Supervision Education Supervision activities are basically directed at three activities, namely:

a. Academic Supervision

Emphasis is placed on the supervisor's observation of problems related to academic activities, including things that are directly in the environment of learning activities when students are in the process of learning something.

b. Administrative Supervision

Focusing on the observation of supervisors on administrative aspects that function as a support and facilitation of the implementation of learning and administration of the institution itself is directed to activities in order to disseminate the object of supervisor observation about aspects throughout the school and play a role in improving the good name of the school or the performance of the school as a whole.

c. Institutional supervision.

Spreading the object of supervisor observation on aspects in the school environment, meaning that it relies more on the image and quality of the school, because it is understandable that a school that has popularity will be an educational institution that can automatically attract the attention of

the public which in turn will send their children to the school in question. The target of supervision in the educational institution environment so far shows the impression that the physical aspect of the material that appears to be a very important target, but the processing of funds, personnel systems, equipment and information systems used by institutions is almost something that is neglected.

6. The most commonly used success criteria in academic supervision include several important aspects. Here are some of the criteria that are often used:
 - a. **Enhancing Learning Quality:**
It must be possible for academic supervision to raise the standard of instruction and learning. This is demonstrated by the teacher's capacity to organize, carry out, assess, and monitor the outcomes of learning assessments.
 - b. **Teacher Performance Improvement:**
Indicators of the success of academic supervision include improving teacher performance, both from the aspects of administration, learning management, and teacher evaluation in learning.
 - c. **Teacher Discipline:**
Improving teacher performance in terms of administration, learner management, and teacher evaluation in the classroom are all signs that academic monitoring is working.
 - d. **Better Teaching Ability:**
Teachers' teaching skills must be enhanced via academic monitoring. This includes the capacity to evaluate learning procedures and results as well as use media and information technologies in the classroom.
 - e. **Objective and Authentic Evaluation:**
The outcomes of supervision must be genuine and impartial. To serve as a foundation for teachers' professional development, effective supervision must be able to deliver precise statistics on teacher performance.
 - f. **Teacher Professionalism Development:**
The goal of academic monitoring should be to help teachers become more professional. Enhancing teachers' instructional practices to better align with educational innovations and standards is part of this.
 - g. **Relevant Techniques and Instruments:**
 - h. **Standard and pertinent supervisory tools should be used in academic supervision.** This includes gathering unbiased information about teachers through the use of electronic tools like videos.

Academic supervision can be focused on improving teacher professionalism and the quality of the teaching and learning process while also ensuring that educational objectives are met by taking these factors into consideration.

CONCLUSIONS AND RECOMMENDATIONS

Heads of education units, school/madrasah committees, central governments, and local governments are responsible for overseeing educational activities in formal education institutions. In education, supervision serves a variety of purposes beyond merely monitoring whether all activities have been

completed in compliance with the program or plan that has been delineated. Determining the material and personal prerequisites for establishing a productive teaching-learning environment is one of the supervision activities. In an attempt to prepare children for an increasingly challenging existence, the supervisor also helped teachers understand the new school program.

ADVANCED RESEARCH

Educational supervision in formal institutions extends beyond program compliance monitoring to encompass critical support for fostering effective teaching-learning environments. Advanced research in this domain emphasizes the dual role of supervisors in assessing material and personnel prerequisites while guiding educators in adapting to innovative curricula and pedagogical shifts. This involves leveraging data-driven insights to evaluate teaching practices, facilitating professional development, and fostering collaboration among stakeholders to address emerging challenges in education. Moreover, supervisory practices are increasingly focused on aligning educational goals with the skills needed for societal and technological advancement, ensuring students are well-prepared for future complexities.

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