

Concept Analysis of Managerial Supervision, Academic Supervision, Clinical Supervision Studies in Educational Institutions

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ABSTRACT

The stage in searching some literature using a search engine or maybe easier is indexing any type of document. Sentences with a list of documents related to the keywords concept, managerial supervision, academic supervision, clinical supervision and educational institution. The steps taken in this study are by identifying data that has a correlation with the research theme in the form of books or articles or journals. This article discusses the management of managerial supervision, academic supervision, clinical supervision in educational institutions. Superintendents and principals carry out supervision in schools in essence providing assistance aimed at improving and fostering aspects of learning so as to understand the wider educational environment so that it can be assumed that school supervision covers all functions and issues related to improving teacher professionalism. The purpose of supervision is to provide services and assistance to improve the quality of teacher teaching in the classroom which in turn to improve the quality of student learning.

INTRODUCTION

Basically, good and neat management arrangements in an educational institution are mandatory for the survival of the educational institution. One of the important things that can maintain and even develop an educational institution is the management of information systems well and continuously (Helmawati, 2015). In facing various challenges of an increasingly complex era, educational institutions are led to be able to adapt to modern scientific discourse and alumni are required to be able to practice their knowledge based on ethics and morals that can produce wider and wiser benefits (Nawawi & La'alang, 2020).

Improving the quality of education itself is a necessity that must be done in the world of education. A process that is integrated with the process of improving the quality of human resources themselves. Realizing the importance of the process of improving the quality of human resources, the government issued Law No. 22 of 1999 concerning regional government which gives regional heads the authority to carry out regional autonomy so as to bring changes in the management and implementation of education.

Management in education is needed to anticipate global changes accompanied by advances in knowledge and information technology (Saihu, 2019). Management that relies on the old way is carried out by school principals by supervising administration and supervising learning to improve educator performance (Anwar, 2021). Supposedly, leaders as supervisors must also innovate in carrying out the function of supervision or coaching to teaching staff (Susanty, 2020). In addition, in supervision techniques, supervisors also observe several things such as;

1. Teachers create a learning atmosphere that is fun and enjoyable for students;
2. Teachers appreciate the differences of each individual learner;
3. Teachers conduct learning according to the interests and abilities of students (differentiated learning);
4. Teachers provide opportunities for students to ask questions or express opinions;
5. No negative activity of unpleasant behavior whether verbally, physically or in any other term is bullying in the classroom;
6. Teachers integrate the ethical values or character of Pancasila students in the learning process;
7. Teachers conduct learning with a new paradigm / centered in this case to students;
8. Teachers present material in an interesting, neat and contextual manner;
9. Teachers provide stimulation to learners to think critically;
10. The teacher conducts process assessment during the activity or learning process.

Ramayulis argued, "Islamic education management is the process of utilizing all resources owned (Islamic ummah, educational institutions or

others) both hardware and software. This utilization is carried out through cooperation with others effectively, efficiently, and productively to achieve happiness and welfare both in the world and in the hereafter" (Ifah Khadijah, 2016). The purpose of Islamic Education is for humans to have a clear, complete and comprehensive picture of Islam and to prepare students to be able to carry out roles that require mastery of special knowledge about Islamic teachings (Saihu, 2019).

Supervision is a separate part of improving the quality of educational services in schools. Educational supervision is actually a sequelae of policy supervision (Tunison, 2001; Singerin, 2021). Supervision of education occupies a central place in efforts to foster and develop cooperation in an organization, this maturity has been studied scientifically (Sukmawati, 2017).

LITERATURE REVIEW

There are three functions of supervision, namely: 1) as an activity to improve quality, 2) as a trigger or driver of changes in elements related to learning, and 3) as an activity to lead and guide (Sutarjo, 2014). This function is performed to maintain supervision management.

Based on the phenomenon that occurs in educational institutions that are considered very good to be used as a problem topic. So, the author will discuss managerial supervision, academic supervision and clinical supervision within the scope of educational institutions..

METHODOLOGY

The method in this study includes the type of qualitative research with a library research approach. Collection of literature related to the above theme. Furthermore, when viewed from the proximity of the content, the literature can be classified into two. First, primary sources and secondary sources. A primary source is an original essay written by someone who saw, experienced, or worked on it himself. This kind of literature can be in the form of diaries (autobiography), theses, dissertations, research reports, and interview results produced from google scholar, mendeley search, publish or parish and sinedirect. In addition, primary sources can be eye view reports of a match, population census statistics and so on.

In addition, the second is what is meant by secondary sources (secondary sources) are writings about other people's research, reviews, summaries, criticisms, and similar writings about things that are not directly witnessed or experienced by the author himself. Secondary literature is found in encyclopedias, dictionaries, handbooks, abstracts, indexes, and textbooks and literary collections such as journals on google scholar, mendeley search, publish or parish and sinedirect. Furthermore, collerating one data with another data, so that it can be easier for the author to analyze. The results of this qualitative research emphasize meaning rather than generalization (Sugiyono, 2019). In literature study, the author conducts literature collection activities in

accordance with the theme of scientific thinking procedures and scientific explanations then carried out an in-depth study so that it can produce the core of the discussion and conclusions.

The step in searching some literature using a search engine or maybe easier is indexing any type of document. For example, we use it with a query containing Social Network subsentences, of course, the number of subsentences will be generated with a list of documents related to the keywords student management, information systems and educational institutions (Mahyuddin, 2017).

RESEARCH RESULT AND DISCUSSION

Supervision Management Concept in Educational Institutions

The process of supervisor activities in learning supervision is an activity that must be carried out in educational administration (Lazwardi, 2016). Supervision is etymologically derived from English *to supervise* or *supervise*. Merriam Webster's Colligate Dictionary states that supervision is *a critical watching and directing*. Some other sources state that supervision comes from two words, namely *superior* and *vision*. The results of the analysis showed that the principal was described as an *expert* and *superior*, while the teacher was described as a person who needed a principal. Supervision is a coaching activity planned to assist teachers and other school employees in doing their work effectively (Purwanto, 2000). Because supervisors and principals who carry out learning supervision aim to develop a conducive and better climate in learning activities, through coaching and professional improvement of teachers (Jaffe, Lindell, Sullivan, & Huang, 2019).

Supervisors and principals carry out supervision in schools in essence providing assistance aimed at improving and fostering aspects of learning so that they can understand the wider educational environment so that it can be assumed that school supervision covers all functions and issues related to improving teacher professionalism (Elliana, Yusrizal, & Usman, 2021).

Supervision is any assistance from school leaders, directed at the leadership development of teachers and other school personnel in achieving educational goals. It is in the form of encouragement, guidance, and opportunities for the growth of teachers' skills and abilities, such as guidance in the effort and implementation of reforms in education and teaching, selection of better teaching tools and methods, systematic assessment of phases of the entire teaching process, and so on. In other words, Supervision is a coaching activity planned to assist teachers and other school employees in doing their jobs effectively.

One expert explains what Burton says in his work, "*Supervision a Social Process*", explains: "*Supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development*". In accordance with Burton's formulation, then:

1. Good supervision directs its attention to the basics of education and the ways of learning and its development in achieving the general objectives of education.
2. The purpose of supervision is the improvement and development of the teaching and learning process in total; This means that the purpose of supervision is not only to improve the quality of teacher teaching, but also to foster the growth of the teaching profession in a broad sense including the provision of facilities that support the smooth learning process, improving the quality of knowledge and skills of teachers, providing guidance and coaching in terms of curriculum implementation, selection and use of teaching methods, learning tools, procedures and teaching evaluation techniques, and so on.
3. The focus is on *the setting for learning* rather than on a person or group of people. Everyone, such as teachers, principals, and other school employees, are *coworkers* who share the goal of developing situations that allow for good teaching and learning.

Principles of Educational Supervision

We know that the principal as a supervisor in carrying out his duties must pay attention to the principles of supervision so that the implementation of supervision can run well and smoothly.

a. Scientific Principles.

1. Supervision activities are carried out based on objective data obtained in the reality of the implementation of the teaching and learning process.
2. To obtain data, it is necessary to apply data recording devices such as questionnaires, observations, personal conversations, and so on.
3. Every supervision activity is carried out in a systematic, planned manner.

b. Democratic Principles.

The service and assistance provided to teachers is based on close human relationships and warmth so that teachers feel safe to develop their duties. Democratic means upholding the dignity and dignity of teachers, not based on superiors and subordinates.

c. Principles of Cooperation

Developing joint efforts or according to the term supervision "*sharing of ideas, sharing of experience*" provides support, encourages, stimulates teachers, so that they feel they grow together.

d. Constructive and creative principles

Every teacher will feel motivated in developing the potential of creativity if supervision is able to create a pleasant working atmosphere, not through scary ways. From the description above, we can know that how much and how big the responsibility of a principal as a supervisor

Manjerial Supervision in Educational Institutions

Supervision is a process of guidance from superiors to teachers and other madrasah personnel who directly handle the learning of students, to improve the learning situation, so that students can learn effectively with increasing learning achievement (Pidarta; 1992: 3).

While supervision contains a more democratic sense. In its implementation, supervision not only supervises whether the teachers / employees carry out their duties as well as possible in accordance with the instructions or provisions that have been outlined, but also tries together with teachers, how to improve the learning process. So in supervision activities, teachers are not considered passive implementers, but are treated as partners who have ideas, opinions, and experiences that need to be heard and appreciated and included in efforts to improve education.

According to Olive, the targets (domains) of educational supervision are: (1) developing a curriculum that is being implemented in schools/madrasahs, (2) improving the learning process in schools/madrasahs, (3) developing all staff in schools/madrasahs (Sahertian 2019). In general, supervision activities can be divided into three types, namely: managerial supervision, academic supervision and clinical supervision. Managerial supervision is carried out for all technical activities of school / madrasah administration, while academic supervision is more directed at improving the quality of learning.

Managerial supervision is supervision related to aspects of madrasah management that are directly related to increasing the efficiency and effectiveness of madrasah which includes planning, coordination, implementation, assessment, competency development of educational human resources (HR) and other resources (Directorate of Education personnel; 2009: 20). Carrying out managerial supervision functions act as: (1). Collaborators and negotiators in the process of planning, coordinating, developing madrasah management, (2). Assessors in identifying weaknesses and strengths of related agencies.

Academic Supervision at Educational Institutions

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives (Sudiyono; 2011: 84). Academic supervision can also be said to be contextual education supervision, namely efforts to foster teachers in developing the learning process in certain areas that include elements; subject matter, learning process, life skills needed, level of competence of each teacher, and condition of students (Pidarta; 2009: 2).

The objectives of academic supervision are: (1) helping teachers develop their competencies, (2) developing curriculum, (3) developing teacher working groups, and guiding classroom action research (PTK) (Sudiyono; 2011: 86). The purpose of academic supervision is the same as the purpose of educational supervision, there are a number of educational supervision objectives such as: (a) helping to create graduates who are optimal in quantity and quality, (b) helping teachers develop their personal, competent, and social, (c) helping

madrasah heads develop programs that are in accordance with local community conditions, and (d) participating in increasing cooperation with the community or Madrasah Committee (Pidarta; 2009: 4).

Clinical Supervision at Educational Institutions

Clinical supervision is the answer to overcome teacher problems in learning. Clinical supervision is the same as diagnosing sick people, so teachers also get a diagnosis in the teaching and learning process. Diagnosis is carried out to find which aspects make the teacher unable to teach well, then these aspects are considered one by one intensively. In clinical supervision, the method of drug administration is carried out after the supervisor makes direct observations of the teacher's way of teaching using a reverse discussion between the supervisor and the teacher concerned.

Reverse discussion is a discussion that aims to get feedback about the strengths and weaknesses that exist during the teacher's teaching and how to improve it. This is inseparable from the role of the principal who has a role and function as a supervisor.

According to Pidarta (2009), school principals as supervisors are obliged to nurture teachers to become good educators and teachers. The principal as a supervisor has duties and responsibilities in planning appropriate educational policies and programs, making decisions, coordinating, and directing in solving curriculum problems, coaching teachers in position growth, developing learning materials that are more suitable for school goals, complete with teaching and learning processes, and carrying out research to determine aspects of the curriculum and coaching teachers who Matches the latest conditions.

In addition, the principal as a supervisor can assist teachers in improving professional abilities in teaching by observing, reflecting, and analyzing behavior when teaching. According to the Regulation of the Minister of National Education Number 13 of 2007 concerning Principal/Madrasah Standards, it is emphasized that there are five dimensions of Principals' competency standards, namely personality competence, managerial competence, entrepreneurial competence, supervision competence, and social competence. Supervision is very important in schools, especially carried out on teachers as expressed by Sahertian (2008) that there is a need for supervision for schools to develop the creative potential of students and condition all efforts in order to develop school culture.

The implementation of supervision in general is often carried out dictatorial and scheduled so that teachers feel uncomfortable with supervision. This underlies the need to implement good clinical supervision in improving students' abilities and concentration. Clinical supervision as an effort made by the principal in conducting mature, systematic, and continuous coaching of a teacher's professionalism during the learning process in order to achieve an effectiveness and as an effort to identify problems faced by teachers when failing to carry out their duties in terms of student responses through a series of learning processes.

Clinical *supervision* was first introduced by Moris

L. Cogan, Robert Goldhammer, and Ricard Willer at the Harvard School of Education in the late fifties and early sixties toward a form or approach in guiding prospective teachers with clinical emphasis as a face-to-face relationship between supervisors and prospective teachers in the classroom (Krajewski, 1982).

According to Sergiovanni (1979) supervision of learning with a clinical approach is a face-to-face meeting between supervisors and teachers, discussing teaching matters in the classroom for the improvement of learning and professional development. Nuratin (1989) suggests that clinical supervision is a guidance that aims to improve teacher professionalism intentionally starting from the initial meeting, class observation and final meeting, which is analyzed carefully, thoroughly, and objectively to get the expected change in teaching behavior.

Furthermore, Burhanuddin, et al (2007) stated that clinical supervision is a form of professional assistance provided to prospective teachers or teachers based on their needs through a systematic cycle of planning, careful observation, and giving immediate feedback on the appearance of their real teaching to improve their teaching skills and professional attitudes. Management of clinical supervision is defined as a form of professional guidance given to teachers based on their needs in teaching.

According to Daresh (1989), Goldhammer (1969), and Cogan (1973), clinical supervision is a useful strategy in supervising learning as a form of improving teachers' professional abilities. The management of clinical supervision is carried out through a systematic cycle. Where this systematic cycle includes careful planning, observation of the implementation and review of the results of immediate and objective observations on the management of clinical supervision in reality.

According to Archeson & Gall (1980), the purpose of clinical supervision is to improve teacher teaching in the classroom, more specifically, namely (1) provide objective feedback to teachers, about their pursuits, (2) diagnose and help solve teaching problems, (3) help teachers develop their skills using teaching strategies, (4) evaluate teachers for promotion and other decisions, and (5) help teachers develop a positive attitude toward continuous professional development.

CONCLUSIONS AND RECOMMENDATIONS

From the studies that have been described, diata. Thus, it can be concluded that managerial supervision by supervisors of teacher performance aims to help determine a good learning program. Managerial supervision ensures that regulations and decisions imposed by the madrasah are carried out. Managerial supervision ensures that preparation, management of learning administration and management in the classroom are carried out properly. Academic supervision by supervisors of teacher performance helps teachers to carry out a good learning process.

Managerial and academic supervision of teachers as a form of optimization, maximization of teacher management and learning process. Managerial supervision is carried out by functioning the Teacher Working Group (KKG). The stages of implementing managerial and academic supervision include planning, implementation with class visits and group discussions. The success of managerial and academic supervision creates a conducive learning climate. The physical condition of the madrasa and the socio-emotional condition of the school are pleasant.

Teachers are passionate and motivated in carrying out the learning process. The implementation of clinical supervision is carried out in three stages, namely the planning, implementation, and feedback stages have gone well and can improve teacher professionalism. Various efforts to improve and develop teacher professionalism have been pursued, namely in mastering the material, selecting learning methods, and the media used. Efforts that can be made by the principal as a supervisor in improving teacher professionalism in the following ways.

First, class visits to find out the state of the class directly during the teaching and learning process. Second, private conversations to communicate with teachers directly. Third, send teachers to attend training or seminars. Fourth, motivate and raise the enthusiasm of teachers in teaching.

ADVANCED RESEARCH

This research still has limitations, so further research is needed on the topic "Concept Analysis of Managerial Supervision, Academic Supervision, Clinical Supervision Studies in Educational Institutions" to perfect this research, as well as increase insight for readers.

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