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*Research Article*

# Implementation of Educational Supervision in the Etnik Kreatif Nusantara Special School

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**Abstract**: This research in interactive qualitative research with a descriptive approach that aims to explore in-depth information about the Implementation of educational supervision at SLB Etnik Kreatif Nusantara. Data were obtained through observation on three main objects, namely the curriculum, Human Resources and facilities and infrastructure. Based on failed data, shows that there are obstacles in the Implementation of curriculum Supervision. Meanwhile, Supervision in the field of Human Resources can run well. This study aims to introduce the Typical Example of educational supervision and the performance of school principals in accommodating also improving the quality of education in developing learning that covered schools. This paper uses a qualitative approach with a literature study method that takes several references from various literatures.

***Keywords***: *Educational Supervision, Special School, Etnik Kreatif Nusantara Special School.*

## A. INTRODUCTION

Supervision is one of the functions of the principal to improve the quality and professionalism of teachers in carrying out teaching. In connection with the importance of school supervision activities related to improving the quality of teachers in particular and improving the quality of education in general (Rindaningsih, 2018).

Educational success cannot be judged by output alone. Far more important than that, it is necessary to study the implementation of school management functions starting from planning, organizing, actuating and controlling. Good educational output will not be separated from the functioning of core management functions well. How are the plans made by the school regarding school resources which include; man, money, method, machine, material and information (Suchyadi dkk. 2019).

Every educational organization certainly implements a program that starts from the planning stage to the evaluation stage. One form of evaluation that must be carried out and carried out in educational units is supervision. Supervision is carried out starting from elementary education to higher education. Supervision is one way to control the implementation of educational programs supported by other factors that contribute greatly to the progress of educational unit goals and national education goals. Supervision must be carried out to control the extent to which educational organizations carry out their duties and functions. In addition, supervision must be carried out to determine the extent to which school targets have been implemented both within one semester and annual targets. This will have an impact on the progress of the educational unit. Implementation of supervision will provide an overview of what needs to be repaired, enhanced and maintained for the sake of school progress.

The reality on the ground is that the implementation of educational supervision is still not optimal, especially in schools that have limited access. This has become one of the

problems so that the progress and success of education tends to be dominated by education in urban areas. Whereas the implementation of supervision needs to be carried out at all levels of schools both in remote areas and in cities, private and state schools, public schools and religion-based schools. This is a joint task of how educational supervision can be carried out evenly as one of the barometers of measuring the success of education, especially in the learning process which cannot be separated from the active participative role of all school members, especially teachers and school principals.

The application of special educational supervision aims to develop students' potential through quality learning activities carried out by teachers. Supervision is one of the mechanisms in improving the performance of professionalism to create a better student learning process through better learning. Meanwhile, in general, supervision aims to develop and achieve an effective and relevant teaching and learning process through improving the ability of teachers. Supervisors have the task of coordinating all school efforts, broadening the teacher's experience encouraging creative learning, providing continuous assessment and imparting knowledge and creativity to teachers (Suchyadi dkk. 2019).

Potmesilova, et al (2013) explained that educational supervision is a form of psychological support that needs to be done for all school members in carrying out all programs and achieving predetermined goals. The concept of educational supervision has gone through several developments and is now understood in a more democratic light. Supervision is the main instrument for ensuring quality and for developing educational standards. Currently, the scope of educational supervision is expanded to understand the functions of educational organizations simultaneously, the supervisor's role needs to be increased to that of a facilitator (Sangeeta, 2017).

Supervision must be carried out by people who have extensive knowledge and qualified skills in supervising, controlling and following up on findings in the field, this is an important part because any findings that are considered as deficiencies must be provided with alternative solutions by the supervisor. (Ali, 2010). According to Ugurlu (2014) revealed that supervision requires all school members to make a better change to achieve national and instructional goals. Supervision has an active role for educational actors to develop and modify themselves, equipping them with more skills in order to create graduates who are of high quality and of use in society. The importance of the supervisor's role in education requires everyone to continue to equip themselves with knowledge and skills in carrying out supervision because the success of education is a shared responsibility.

From the several theories described above, it can be synthesized that educational supervision is all efforts made by a person as an active and participatory role with the aim of improving the quality of education and learning through increasing the abilities and skills of teachers and school principals.

## B. METHOD

In general, this study aims to dig in-depth information about the implementation of supervision at Etnik Kreatif Nusantara Special School. The data sources in this study were the principal and three teachers. Data collection techniques were carried out by in-depth interviews, observation and documentation analysis. Data validation was carried out by means of triangulation and member checks. The research begins by determining the main focus of the research, searching for data, reducing data, interpreting data and drawing research conclusions.

## C. RESULT AND DISCUSSION

Etnik Kreatif Nusantara Special School as a special education institution is a school that inspires the three pillars of education which are believed to be the key factors of human excellence, namely the pillars of faith, the pillars of knowledge, and the pillars of leadership The Etnik Kreatif Nusantara Special School curriculum not only emphasizes achieving the academic goals of the National Education curriculum, but also develops a non-academic curriculum.

At Etnik Kreatif Nusantara Special School there are several subjects who supervise, of course, according to their respective fields. Curriculum supervision is carried out by the vice principal of the curriculum field, administration by the administrative coordinator, supervision of Human Resources is carried out by the homeroom teacher. Supervision of facilities and infrastructure is carried out by the facilities and infrastructure coordinator. Everyone who has been appointed to be a supervisor in their respective departments, but the final supervision lies with the school principal. The principal becomes the core supervisor in exercising control over all areas that are under his responsibility.

There are three areas that are the object of supervision at Etnik Kreatif Nusantara Special School:

1. Curriculum Supervision
   All academic activities that take place include weekly activities or what is commonly called the Learning Implementation Plan (RPP). RPP is the main thing that is supervised, in this field to check whether or not the implementation is consistent with the plans that have been made before.
2. Human Resources Supervision
   Included in the Supervision of Human Resources are homeroom teachers and those consisting of Outbound, entrepreneurship, sports, music classes, and Qur'anic greetings. There are four stages in the implementation of Human Resources supervision namely; the first stage, there are supervision activities carried out on the homeroom teacher which is carried out once a month. As for the things that are supervised related to performance, jobs, and obstacles found during learning. The supervision steps carried out are the same as supervision for the homeroom teacher. The third stage, Supervision is carried out on employees which is carried out every two months. What is supervised is related to performance. In the last stage, namely the fourth stage, supervision is carried out in the administration section every month related to financial reports, student and HR attendance, administrative tidiness regarding incoming and outgoing letters.
3. Facility and Infrastructure Supervision
   Facility and Infrastructure Supervision is carried out when it occurs or only at certain times, for example when the carpet in the classroom is damaged, the blackboard is black. Evaluation of facilities and infrastructure is carried out every month. If at the time of supervision a report is found about the damage, the facility and infrastructure coordinator immediately takes action by replacing the damaged infrastructure so that it does not interfere with the learning process.

In addition to the three main supervised objects, there are other things that are unique to the Etnik Kreatif Nusantara Special School, namely the evaluation conducted by teachers at three levels, namely monthly, quarterly and semester evaluations. Monthly evaluations are carried out, namely the homeroom teacher uploads learning results to check the progress of students. Parents can check the evaluation results directly. Quarterly evaluations are carried out to match the assessments made by the homeroom teacher and parents. In this case, parents come to the homeroom teacher to convey student progress directly in order to get the

best solution. Semester evaluation is carried out to find out the child's development report.

Based on the results of the research, the implementation of supervision at the Etnik Kreatif Nusantara Special School has been going well. However, obstacles were found for curriculum supervision. These constraints usually occur outside the initial planning. For example, there are training activities or workshops that must be attended by teachers so that it is not possible to supervise learning according to a predetermined schedule. This change in the supervision schedule eventually had an impact on other things. Meanwhile for HR and Sapras supervision 100% has been running according to the schedule and expectations and targets set.

**Educational Supervision**

A series of school/madrasah quality assurance in this case refers to Permendiknas Number 63 of 2009 article 7 related to the implementation of educational units must have supervision, supervision, facilitation, direction, advice and guidance (Ridwan, Pramuniati, & Mucktiany, 2015).

Supervision is a number of activities that coordinate the performance of school principals in managing institutions to improve quality in learning. Supervision also has an interest in pursuing and improving the professional abilities of teachers, which will ultimately have implications for improving the quality and results of a teaching and learning process (Suhardan, 2010).

In terminology, supervision according to Bright is an activity that coordinates, stimulates and directs teacher development. While Neagley and Evans define educational supervision as improving the quality of a teacher's teaching power with the help of supervision. In another part, Wiles expresses "supervision is an assistance in the development of a better teaching-learning situation", that is, supervision also carries out development in a learning situation that increases the productivity of productive education (Sahertian, 2008).

In other words, supervision also plays a role in providing productive learning services provided by an educator. This relates to the systematic and measurable performance of school principals in carrying out school management plans

Another part, Arikunto said, the principal as a supervisor refers to the Regulation of the Minister of National Education Number 28 of 2010, namely that all school members, starting from educators, staff and others, are the responsibility of the principal in carrying out their duties in accordance with the professionalism of supervision which provides facilities and directions to improve teaching and learning power. . Supervisors also have the function of providing professional and optimal services to teachers in developing teaching quality. Supervision activities are carried out in a systematic and structural way which intends to see how far a teacher's performance is in actualizing his role to improve the quality of students in learning (Sahertian, 2008).

Seeing how vital the strategic achievements of school leaders are with the aim of fostering all of their performance, based on the research framework of efforts that must be achieved next, leaders must improve effective organizational implementation (Syafaruddin & Asrul, 2017:18).

Regarding this it can be concluded that supervision in general is professional supervision in the context of education, and is carried out on the basis of scientific typologies related to their field of work in serving the school community. Also dive into the course of implementing more basic learning. Because the purpose of supervision is not just ordinary supervision, but there is a measure of professionalism in it.

Educational supervision aims not only to plan and concoct a theory, but also to provide

suggestions to be given to educators and to show the essence of a characteristic that is in supervision. Then in knowing that educational supervision is inseparable from its duties, namely as an instrument in measuring as well as guaranteeing the fulfillment of quality education in helping teachers to know their role as educators, improving the way teachers teach, and participating in assisting school principals in managing institutions. Experts have their own views regarding each supervision objective. As Glickman said that the purpose of teaching supervision is to help teachers increase their capacity in teaching, with the aim that students experience productive and innovative learning provided by an educator (Sahertian, 2008).

Peeter. F. Olivias also argues that in an effort to facilitate teachers, supervision must have autonomous activities such as providing services that are important in developing the capacity and quality that exists in an educator, so that educators can also interpret the meaning of the curriculum and develop learning programs on the teacher's own initiative and ideas ( Wahyudi, Thomas, & Setiyani, 2012). Meanwhile, Nawawi sees that educational supervision has a goal in an effort to increase the awareness of a teacher with the aim that the teacher himself is able to master all aspects of learning with a deep intention to increase the spirit of students in learning.

The principles of educational supervision, among others, are scientific, which means systematically planned in an orderly manner, objective, consensus, cooperative, productive, realistic, progress, innovative and creative. Then supervision is carried out democratically which means respecting opinions, human dignity as well as individuals and groups. Supervision is also carried out in the form of creative development to encourage emotional skills so as to create a conducive atmosphere that builds an atmosphere of quality and guaranteed creativity. Also the implementation of supervision is based on the existence of diversity in seeking a collective learning environment. Efforts made by supervisors are constructive and show a professional attitude, not personal relationships. Supervision must also be progressive, dare to plan, dare to move forward, carried out with a clear hierarchy in accordance with the actual situation (Sagala, 2013).

The principle of supervision is seen by John Lovevel and Robert Alfonso that the principle of supervision is a system of teaching behavior that interacts with school counseling, administration, and student behavior systems with an attitude of moderation and simplicity. If we examine more deeply the principles of teaching supervision, it means that supervision is carried out in a democratic manner that respects other parties, individuals, groups in teaching and learning activities. The principle of supervision is not just a discourse but as a reference material so that educational citizens have ideals in building a school institution. Principles must also be attached to the principal who is the highest leader in managing the school institution (Sagala, 2013).

Supervision aspects include: (1) scientific (scientific), namely organized in planning, systematic and objective; (2) consensus, namely giving full rights in deliberations; (3) cooperative, namely cooperating in data analysis; (3) productive and skilled, namely encouraging teachers' ideas and ideas in developing teaching skills; (4) realistic, namely something that takes everything into account; (5) progress, namely activities carried out prioritizing a measurement; (6) innovate, namely the implementation of educational supervision always strives for change by finding a new supervision technique, in order to improve quality improvement (Sagala, 2013).

These principles are combined with each other and carried out with the planning and supervision objectives very possible so as to produce highly productive governance and institutional management. In addition to the purpose of supervision, we also have to pay attention to teaching supervision in quality improvement. The occurrence of a planned

communication relationship between educators and students is a re-actualization of an education, in carrying out a good relationship between teachers and students, the teacher must have the ability to see the development of a student specifically in learning activities. Activities in teaching carried out by teachers always get obstacles as well as problems faced by teachers in teaching. Therefore, apart from a problem, educators need to ask for direction from a figure and expert in the field of teaching and learning, namely supervisors who become school supervisors, namely school principals, peer teachers at schools who have the ability to carry out their duties as supervisors. A supervisor can also use several supervision techniques in learning to pursue the role of educators who have problems and obstacles in teaching.

In this regard, the teacher's performance has not been maximized due to the rundown of supervision that has not been carried out by the school principal who has not been on target, so that the role and function of supervision to control teacher performance is not implemented, besides that the teacher also does not have accurate work motivation. Teacher satisfaction with the implementation of supervision will encourage the principal to improve his institution better, so the principal will work wholeheartedly and happily. Then with this he will feel intervened, which ultimately makes the teacher's performance increase. As an implication of increasing teacher performance which is full of hope for an increase in student achievement and enthusiasm for learning, this also means increasing teacher capacity in teaching and producing the best quality graduates in the school (Auliya, Thomas, & Latifah, 2012).

Supervisors also use certain techniques to assist educators in dealing with problems that exist in educators in teaching and delivering subject matter. Such as the use of models, strategies, determining teaching materials as well as teaching aids or learning media. Then to help educators overcome their difficulties in compiling documents and implementing learning activities, supervisors need appropriate and appropriate supervision techniques in finding a solution to the problem. Supervision techniques also use techniques that look at the main problems faced by an educator in teaching and learning activities that are elaborating and preparing lesson plans. So what teaching supervision is offered in solving problems that exist in educators.

The first group supervision techniques are face-to-face or introductions. Technically speaking, supervisors or supervisors conduct face-to-face meetings with teachers who will be trained (especially new teachers) by introducing a new working atmosphere as educators. This requires monitoring (monitoring) in its implementation (Suryosubroto, 2010). This orientation emphasizes the efforts of a teacher to account for his role as an educator and workforce in a school/madrasah institution (Sagala, 2013).

The second technique is regular meetings. This technique is an effort to carry out technical teacher meetings (regular meetings) in quite a lot of forms, starting from planning, looking at the latest issues in learning development, generating fresh ideas, discussing integrated programs up to the evaluation stage (Sagala, 2013). This routine meeting is expected to provide fresh air or solutive policies and planned programs in realizing quality education. And the task of the supervisor is to provide direction and understanding regarding planning (planning) that is productive as well as rational to produce effective achievements in collective programs.

The third technique is group training (group study between teachers). This is done by the teacher providing character habituation in his involvement in learning. This effort was built to reflect the renewal of learning with updated patterns. In short, group training brings to the dignity of an educator in his person. The closeness of the teachers will have a positive impact on the institutional planning process. This is also able to foster the creativity of educators in concocting teaching materials. The massiveness of this action occurs because

the supervisor provides facilities by carrying out effective empowerment of teachers (Sagala, 2013).

The fourth technique is Group Discussion (discussion between groups). It is hoped that this agenda will bring up the shedding of ideas, ideas, and arguments of teachers in accrediting existing understandings of teachers, in order to display a quality learning process. This positive activity is an aid for supervisors to see and assess which teachers are competent in their field of profession. This activity is also able to unite the minds of teachers in initiating planned policies in the teaching process (Sagala, 2013).

The fifth technique is Workshop (mental activity). This activity is a scientific conversation based on the problems and limitations of teachers in carrying out their profession. Problems that occur to teachers in this activity are expected to get a central solution or solution to answer the problems of teachers (Sagala, 2013). In other methods, as much as possible, the supervisor throws out ideas which then hone the mentality of the teacher as the teacher's initiative in exploring life in the world of education. It is possible that this activity is characterized by mental activity, deliberation training, observation and practice in maintaining life

The sixth technique is Sharing of Experience (sharing inspiring experiences). This technique is a teacher activity based on the exchange of experiences and sharing inspiration in learning together. There are many things that a teacher can do in the momentum of a meeting that contains learning for the teacher in it. Teachers can share experiences related to making syllabuses, learning implementation plans, and preparing learning media and conveying experiences to fellow teachers. By exchanging experiences, teachers will increase their knowledge and understanding in the world of teaching (Sagala, 2013).

The seventh technique is a panel discussion. This activity technically forms an impressive discussion group in the form of teacher training hegemony which then the activity in it displays the results of the discussion in front of the audience and participants. This discussion discussed issues related to institutions, for example the teacher's lack of understanding in making syllabuses, preparing lesson plans and teaching materials. Furthermore, those involved in this group are university teachers or lecturers, experts, staff, practitioners to educational activists and sympathizers

The eighth technique is the seminar. This activity is expected to have scientific training by teachers. This scientific activity is also in presenting concoctions in the form of effective scientific work in the form of articles, papers, as well as the fruit of other research observations. Seminar activities are also expected to be able to process information as well as explore various issues in the world of education starting from ideas, conceptual, and findings. other. Discussions are also encouraged by teachers so that students truly become educated people (Sagala, 2013). In practice, this seminar is also a group listening to important ideas related to the contents of reports that will be discussed together in advancing the institution progressively (Sagala, 2013).

The last technique is the symposium. Symposium is the custom of the Greeks in ancient Greece, namely drinking something at a banquet for guests. In this case it is interpreted that the symposium means inviting a speaker to convey his thoughts on educational topics or topics related to the implementation of good teaching methods in class. Invited speakers can be education experts and practitioners to convey their brief views regarding education (Sagala, 2013)

## D. CONCLUSION

Etnik Kreatif Nusantara Special School has carried out core supervision in three objects/fields, namely curriculum supervision, resource supervision and facility and

infrastructure supervision. Supervision relates to academic activities such as Learning Implementation Plans. In addition, there is an appraisal evaluation. Oversight of Human Resources is carried out on leaders and assistant leaders as well as subject teachers. Meanwhile, supervision of facilities and infrastructure is carried out once a month by checking all existing facilities and infrastructure, and if damage is found to these facilities and infrastructure, repairs or replacement will be carried out immediately depending on the level of damage. In general, supervision at the Etnik Kreatif Nusantara Special School has been going well, but obstacles were found in curriculum supervision due to agendas from the agency that were outside the initial plan.

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