

CONSISTENCY BETWEEN PRINCIPAL SUPERVISION AND INSTITUTIONAL GOALS

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Abstract: This research aims to determine whether there is consistency between the supervision of school principals and educational objectives at the Nusawungu State Vocational High School, Cilacap district. This research uses a qualitative phenomenological method with the subjects and data sources involved, namely the school principal, deputy principals, vocational heads, and teachers. From the research results, it was found that teaching supervision carried out by school principals, deputy principals, and vocational heads was carried out in three stages, namely (1) planning by making a supervision schedule, each supervisor and teacher who would be supervised knew the schedule, (2) implementation, at this stage each supervisor supervises several teachers, (3) evaluation, at this stage each supervisor and teacher has obtained supervision notes as evaluation material. Based on the research results, it is known that there is consistency between the principal's supervision and the institution's objectives at the Nusawungu State Vocational High School, Cilacap district.

Keywords: Consistency, Institutional Goals, Principal, Supervision

Abstrak: Penelitian ini bertujuan untuk mengetahui adakah konsistensi antara supervisi kepala sekolah dengan tujuan pendidikan di Sekolah Menengah Kejuruan Negeri Nusawungu kabupaten Cilacap. Penelitian ini menggunakan metode kualitatif fenomenologi dengan subyek dan sumber data yang dilibatkan yaitu kepala sekolah, para wakil kepala sekolah, kepala kejuruan, dan guru-guru. Dari hasil penelitian diperoleh fakta bahwa supervisi pengajaran yang dilakukan oleh kepala sekolah, para wakil kepala sekolah serta para kepala kejuruan dilakukan dengan tiga tahap yaitu (1) perencanaan dengan membuat jadwal supervisi, setiap supervisor dan guru yang akan disupervisi telah mengetahui jadwal, (2) pelaksanaan, pada tahap ini masing-masing supervisor mengawasi beberapa guru, (3) evaluasi, pada tahap ini setiap supervisor dan guru telah memperoleh catatan supervisi sebagai bahan evaluasi. Berdasarkan hasil penelitian diketahui adanya konsistensi antara supervisi kepala sekolah dengan tujuan lembaga di Sekolah Menengah Kejuruan Negeri Nusawungu kabupaten Cilacap.

Kata Kunci: Kepala Sekolah, Konsistensi, Supervisi, Tujuan Kelembagaan

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INTRODUCTION

The success of education depends not only on the quality of teachers and students but also on the effectiveness of the supervision system that supports the learning process. Educational supervision is the most important foundation for achieving educational goals set by educational institutions. Identify and assess the extent to which the vision, mission, and strategic objectives of the institution carry out educational supervision. Conduct case

studies, interviews, and data analysis to assess the fit between supervisory practices and institutional agendas. The importance of consistency is reflected in its impact on student learning experience, teacher professional development, and achievement of organizational strategic goals. The article also explores the impact of consistent or inconsistent supervision on organizational culture and how it can affect the motivation and engagement of key stakeholders such as students, teachers, and parents.

Supervision is all support provided by the principal in the form of encouragement, guidance, and opportunities to develop the leadership of teachers and other school personnel to achieve educational goals (Tussa et al., 2023). It is undeniable that the professional teachers we expect are still far from the reach of our nation's teaching staff. The complexity of education issues can be measured by the emergence of public debate through various media and academic conferences, both among education practitioners themselves and observers of educational issues. Of course, this also includes the low professionalism of teachers which often leads to accusations of lack of success in learning in educational institutions (Saiful Hunta, Meioon Ibrahim, 2022).

Supervision in the field of education is an important aspect that encourages continuous improvement to achieve common goals. This goal includes the hopes and dreams of all parties, including the nation, educational organizations, students, student guardians, and the general public. This change can be done either individually or in the form of group cooperation. The main focus of supervision is the teachers, who have a key role in fostering the character of the children. In addition to teachers, educational supervision also includes all elements involved, such as management, administration, finance, public relations, facilities, curriculum, and student life (Wahib, n.d.).

In an effort to support the improvement of education quality, it is expected that every teacher understands the importance of educational supervision in the teaching process. Thus, every educator can act as a supervisor optimally by their authority and rights. Education is considered to have the capacity to produce the next generation who have potential both in academic and non-academic terms so that they can compete at national and international levels (Kalalo & Merentek, 2023). Several factors are the background to the importance of supervision, including social change, globalization, scientific and technological progress, urbanization, environmental change, increasing bureaucracy,

democratization of education, and economic crisis (Milasari, Lias Hasibuan, Kasful Anwar Us, 2021).

Academic teaching design planning is the creation of a monitoring plan document, which is several activities designed to help teachers stimulate skills and organize the learning process to achieve learning objectives. For supervision to be effective, there must be a program that covers the full range of activities and actions that must be performed by the supervisor. You need a program that explains what you will do, how you will do it, when you will implement it, and how you will measure the success of your implementation (Iskandar, 2020).

The development of an educational organization depends on the efforts of the principal. If the principal can fulfill his responsibilities as a superintendent, then the school he leads succeeds successfully. In this case, pedagogic supervision has a significant impact on the transformation and change of education, both through curriculum improvements and effective learning methods in the classroom. This will help you find teachers who will teach you new theories and development paths, as well as ensure your students are more savvy and lead to great teaching and learning strategies. With the help of educational supervision, it is important for teachers as an integral part of human resources to continue to be improved and developed. The development of teachers' potential must be considered so that they can carry out their duties professionally. In addition, the influence of rapid change encourages teachers to continue learning and adapting to the demands of society (Nilda, Hifza, 2021).

The principal acting as a supervisor must fully understand the role of supervision to prevent jealousy within the school. It is important for principals to be transparent with teachers and involve them in supervision planning, so that teachers can understand their role and contribute to improvements to improve the quality of education. With this approach, teachers don't have to worry about being supervised, but rather see it as an aid in improving the learning process, as well as improving professionalism and overall performance. Thus, the direction of educational supervision is to improve the professional abilities of teachers, heads of institutions, as well as education personnel, so that the quality of education in schools can be improved. Supervision is carried out through cooperation, involvement, and collaboration, not through coercion, so as to generate awareness, initiative, and creativity among school personnel (Muflihin, 2022).

METHOD

This study adopts phenomenological qualitative research method. The research findings will be explained through an analysis of the consistency between the principal's supervision and the goals of the institution. The main participants and main data sources in this research involved school principals, deputy heads of curriculum, and teachers. The research stage begins with the beginning of observation, followed by an overview of the problem based on theoretical study, instrument preparation, and material collection. The collected data was analyzed using several data analysis techniques, and the study ended with the making of conclusions. In research conducted at SMKN Nusawungu Cilacap, three data collection techniques were used, namely observation, interviews, and document analysis to obtain comprehensive information about the problem under study (Sugiyono, 2017, pp. 127–128). To ensure the validity of the data, triangulation mode is performed.

RESULTS AND DISCUSSION

Result

The implementation of educational supervision at SMK Nusawungu is carried out by the principal and management consisting of quality management implementers, vice principals for curriculum, deputy heads of public relations, deputy heads of student affairs, and deputy heads of infrastructure. And assisted by 5 people each head of the department. With 80 teachers, in order for the implementation of supervision to run effectively, of course there is a division of supervision work from the management team. So that the results of supervision are obtained optimal work. The headmaster sets an example for teachers to work together effectively and harmoniously to create examples, including respecting the input of others and accepting differences of opinion. With the implementation of this supervision, deficiencies in the teaching and learning activity (KBM) process can be eliminated (Publicuho et al., 2022).

In educational organizations, the principal is a leader who guides, influences, and organizes the potential of the entire school systematically and programmatically to achieve operational goals. In addition to these leadership qualities, the head of the institution must also show behavior that encourages the *performance* of his subordinates, especially teachers, by showing friendship, closeness, and affection to teachers, both as individuals and in groups. Therefore, the success of an educational organization actually

depends on the leadership of the school leaders who run it. Because the principal is the leader of his own organization, the principal must be able to lead his organization to achieve the goals that have been set and must be able to recognize change.

The principal is the leader of the organization, so the principal must be able to guide his organization in achieving the goals of the institution that has been set. He must be able to recognize change and see a better future of global life. And principals have a morale generating role, meaning they lead and direct the behavior of other individuals to achieve goals in education and teaching (Nurkholis, 2021).

Education Supervision Planning

From the findings of the researchers, based on interviews with the leadership of SMKN Nusawugu, it can be seen that the academic support plan is prepared in a meeting or consultation at the beginning of the academic year by compiling a school work program. As part of the supervision plan, the principal will design a supervisory team consisting of vice principals, quality management guarantors, and department heads to develop an overview of supervision practices that must be implemented each semester. Academic support at SMKN Nusawungu is going well. The supervision schedule is clearly prepared by the education staff by trying as little as possible not to interfere with the schedule or activities of the supervisor.

The schedule is made flexibly, adjusting to existing conditions. That is, if the schedule of a supervisor for supervision turns out that there is an activity or event agenda that cannot be abandoned, so that it is unavailable, it can be replaced at a later time. That the supervision schedule must still be carried out as material for reports and evaluations for later follow-up for the principal. So that the goals of the institution that have been made can be realized properly. Teachers also know the supervision schedule, so they can prepare a set of administration such as annual programs, semester programs, learning objectives flows, teaching modules, and learning media.

Supervision is arranged by the principal and communicates in advance with teachers through a meeting attended by all teachers, in order to know and understand the purpose and objectives of the supervision program. When preparing an academic support program, the school director may involve teachers, especially in determining the support plan. Therefore, teachers participate in these activities and are also committed to their implementation. On the other hand, teachers can learn and understand academic support

from an early age, and are better prepared in classroom management and learning management. Working together to prepare a program will help everyone involved understand and feel valued and eliminate disagreements between school leaders and teachers. Therefore, it is very important to develop and socialize the supervision program as initial teaching to teachers, namely to communicate and explain the interpretation, purpose, and benefits of learning supervision.

An academic support plan will be formulated at the beginning of the new academic year. This is done in collaboration with the management team and teachers. A teacher will be supervised once per semester or twice per academic year. The scope of the academic teaching plan carried out by the director of SMKN Nusawungu includes curriculum development, effective application of learning content, and achievement of minimum completeness standards. The principal's goal when planning a learning supervision program is the teacher's ability to direct learning, starting from planning, implementing, and evaluating student achievement.

The principal of Sekolah Menengah Kejuaruan (SMK) Nusawungu designs an academic supervision plan by creating schedules and programs that are carried out at the beginning of each semester, involving representatives of quality management, vice principals for curriculum, and heads of departments. This plan is made in a meeting or meeting at the beginning of the school year, so that a program is arranged. In academic supervision planning, the principal forms a supervisory team consisting of vice principals and vocational heads to outline the implementation of supervision that will be carried out in each semester.

Implementation of Education Supervision

After planning the educational supervision program, the next step is to enter the implementation phase. Successful implementation depends on careful preparation of all plans that have been drawn up. The main target of educational supervision activities is to stimulate and optimize the learning process, involving various aspects such as learning strategies, teaching models, learning media, designing learning materials such as the flow of learning objectives and teaching modules, and evaluating learning outcomes. It can be concluded that the meaning of academic supervision is not to test teacher performance in a learning process, but to help teachers to stimulate and improve their pedagogical competence and professionalism in the context of teaching in the world of education.

Before the implementation of supervision, each teacher gets a supervision schedule that has been distributed, as well as supervisors have a supervision schedule. The schedule is distributed approximately 1-2 weeks before supervision. So that teachers can prepare themselves by preparing a set of administration needed. If a supervisor is unable due to a sudden event agenda, it can be replaced at a later time. By informing the teacher who will be supervised.

From the principal's statement, it is evident that the implementation of academic supervision does not necessarily occur when the teacher teaches. There are various methods that can be used as guidelines in carrying out academic supervision. Every now and then, principals use an approach that involves scheduling in-person evaluations. All teachers are expected to have complete administration as a responsibility that they must fulfill. However, in addition, learning tools are the main basis for assessing the quality of teacher teaching, as well as to validate that the material delivered is according to plan and can be understood by students without deviating.

From here researchers can ensure that before supervision is carried out by supervisors, teachers of Nusawungu Vocational High School have prepared themselves with a learning administration tool. Even if the supervision is carried out outside the schedule that has been made, it means that the supervisor conducts supervision suddenly. So the teachers are ready, because supervision has become a routine agenda for the principal to realize the institution's goal of creating quality education. As a manifestation of the center of excellence school in Cilacap district.

The results of the question and answer with the vice principal of the curriculum section stated that the implementation of academic supervision took place according to the plan made by the principal and the supervisory team. Although the planning of the academic supervision program is readily available in the guide, its implementation remains situational and conditional. This means that what has been scheduled is not necessarily carried out to coincide with the schedule due to the busy and crowded events of the supervisory team. The supervisory team conducts an administrative assessment, including the Learning Objectives Flow and teaching modules, before supervising the classes to observe the teaching and learning process. In addition, daily supervision is carried out by a team of supervisors, which also involves the vice principal, to check the

attendance of teachers while teaching in class. This activity is usually done in the morning and after rest.

From the results of the study, it was recorded that class visits are a coaching method carried out by principals, supervisors, and other coaches to supervise and monitor the implementation of teaching and learning activities. With it, supervisors can directly observe supervised subjects. The aim is to collect valid data, which is needed in order to provide guidance and develop teacher abilities. Class visits are conducted by the headmaster to observe and assist teachers in overcoming difficulties during the teaching process, as well as ensuring that teachers conduct learning well. In this way, the headmaster can help teachers clearly identify deficiencies that teachers experience.

Evaluation of Educational Supervision

Follow-up of academic supervision is carried out by conducting general evaluations of all teachers at each annual, monthly, and weekly meeting. After the headmaster collects the results of the academic supervision assessment, which includes assessment of teaching materials and class visits, there is a regular evaluation in the form of a briefing every Monday. During the meeting, the results of the supervisory team are explained, but not personally. Instead, mistakes are made in general so that each teacher can evaluate himself.

Group evaluations in supervision are generally carried out by the principal at regular monthly, semester, and year meetings, both at the beginning and at the end of the new school year. At these formal teacher meetings, principals provide motivation, guidance, and direction to teachers and employees as part of academic evaluation and supervision. This formal teacher meeting is a form of evaluation of the principal to test and improve pedagogic competence and teacher performance, so that the quality of learning can improve as expected. From here the supervisory team can work together with supervisors from the education office to provide an evaluation of the results of the supervision that has been implemented. The supervisory team can also provide *reviews* as input for teachers to improve their administration and learning. If possible to improve their pedagogical competence, schools can organize training, *workshops*, *in-house training*, or seminars.

The implementation of this evaluation is considered as a solution taken by the principal as a supervisor to seek perceptions of similarity and provide direction and

guidance to teachers in groups through regular meetings. However, there were problems in its implementation because the follow-up from the principal took a long time, especially with monthly and even annual evaluations. This causes a lack of effectiveness of the results of the evaluation action because of the long time after the implementation of supervision. Therefore, it is necessary to find a solution so that the evaluation action is not too long after supervision, in order to obtain consistency between educational supervision and the goals of the institution. That is, creating quality learning.

Discussion

Based on the results of the study, class visits were identified as a method commonly used by the principal and supervisory team in carrying out the supervision function. This involves direct observation of a teacher while teaching in a classroom, with the aim of thoroughly understanding the way education and teaching is applied by teachers, including their personal aspects and teaching styles. After supervision is carried out, data will be obtained from the supervised teacher whether it is in accordance with the objectives of the institution to create good quality learning. Supervision as an effort to help teachers minimize discrepancies (gaps) between real behavior and ideal teaching behavior (Mawardi, 2021). So that with supervision, a better teaching quality and ideal teaching for students will be obtained.

A teacher stated that before the implementation of academic supervision, the principal usually gives advance notice to all teachers. This notification includes information that supervision will be carried out by the supervisory team according to the schedule that has been made, and the teachers then prepare the learning process optimally, starting from the Learning Objectives Flow, Teaching Modules, learning media, to aspects of discipline and tidiness. Therefore, the implementation of academic supervision significantly affects the quality of learning. Where each teacher will obtain notes on the learning they have done, and it becomes their input for quality learning. The implementation of academic supervision at SMK Nusawungu has run smoothly and effectively, as evidenced by changes in the teaching model of teachers after going through the supervision process every semester. This academic supervision plan can be implemented properly, thanks to the support of all stakeholders.

Supervision activities are efforts to improve / improve the quality of learning carried out by teachers, if it is good it will be better. Of course, every supervision activity will

have a note from the supervisor for those who are supervised whether the record is good or less. The one from the note will be a reflection for teachers to further improve the quality of learning. To be in line with the goals of the institution to create quality education through one of the quality learning processes. Just like the principal who must be every four years must be supervised by the supervisor about his leadership, managerial in managing the institution. The supervisory function involves the participation or contribution of individuals in a particular context, especially related to their potential. In this context, the role of a supervisor is an individual who has a profession or responsibility as a guide to improve the quality of education (Turmidzi, 2021).

CONCLUSION

Researchers can draw conclusions, that if academic supervision is carried out with consistency by the principal and the supervisory team towards teachers. Then maximum supervision results will be obtained, in line with the objectives of the institution to improve the quality of education, especially the quality of learning.

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