

The Role of Educational Supervision in Developing Human Resources

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ABSTRACT

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Education is an effort designed to achieve predetermined goals to improve the quality of human resources. One of the efforts is through the learning process. The teacher is one component that plays a role in the learning process that must be nurtured and developed continuously. Effective learning will be able to produce quality student output.

Conducive and dynamic learning also does not deny the teacher's role as an intermediary for transferring knowledge to students. The existence of educational supervision has an important role in supervising, observing, and directing the performance of teachers in guiding students to become quality human beings.

1. PENDAHULUAN

Education is an effort designed to achieve predetermined goals to improve the quality of human resources. One of the efforts is through the learning process. The teacher is one component that plays a role in the learning process that must be nurtured and developed continuously.

Educational supervision is one of the crucial elements in education that encourages improvement to realize common goals and aspirations envisioned by all elements, the state, educational institutions, students, parents, and society in general. The goal of ideal education is to prepare qualified teachers as an absolute requirement for the birth of future generations of the nation who are qualified in moral, intellectual, social, and spiritual terms.

All elements of education must study educational supervision, especially educational leaders, so that they can carry out educational responsibilities in an accountable, effective, and productive manner. Education is a conscious effort that is deliberately designed to achieve a predetermined goal. Education aims to improve the quality of human resources.

One effort to improve the quality of human resources is through the learning process in schools. In the effort to improve the quality of educational resources, teachers are a component of human resources that must be nurtured and developed continuously. The formation of the teaching profession is carried out through pre-service education programs and in-service education programs. Not all teachers educated in educational institutions are properly trained and have good quality. In this case, supervision is a process to realize the conditions mentioned above so that the teaching and learning process develops.

Supervision is an integral part of the administration. Jones, in Made Pidarta, argues that supervision is an integral part of the entire process of educational administration aimed primarily at developing the performance effectiveness of the school personnel related to the main tasks in educational endeavors.

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Jones views supervision as a subsystem of the school administration system. As a subsystem, it must be connected to the administration, which also concerns non-teacher personnel. However, the focus lies on developing or improving the performance of professionals who treat students as objects that the school works on. They are teachers, principals, guidance, and counseling officers.

The essence of supervision is the process of guidance from superiors to teachers and other school personnel who directly handle students' learning to improve teaching and learning situations so that students can learn effectively with increasing learning achievements. The person who supervises is called a supervisor. Almost all teachers have a teacher's certificate. Theoretically, they have the competence to educate students. Therefore, they should no longer need to be given direction and guidance by officers who are seen as more capable. However, only a few teachers can work relatively perfectly or professionally and deserve to be used as examples for other teachers. This is why they still need guidance from supervisors, school principals, and more competent teachers.

Supervision seems to be more effective than coaching in the form of upgrading, because supervision directly guides teachers in their daily activities. What is given by the supervisor will be immediately practiced, difficulties can be immediately consulted and overcome, the implementation effect becomes feedback for subsequent activities, and job satisfaction will become an incentive for teachers to keep working well.

Supervision activities are essential for every educational institution in improving the quality of the performance of the teaching staff of each educational institution. However, in reality, many educational institutions still have not carried out effective supervision activities and some have not even implemented supervision activities in schools. This is due to the lack of understanding of the benefits of supervision activities. Without supervision activities, the principal will not be able to know the quality of his teaching staff, and automatically the quality of learning will not increase.

2. Discussion

2.1 The Implementation of Educational Supervision in Human Resource Development

The implementation or process of educational supervision involves various kinds. In the effort to increase the efficiency and effectiveness of the process of implementing educational supervision, the supervision activities need to be based on the following matters:

1. Supervision activities must be based on the philosophy of *Pancasila*. This shows that in carrying out supervision activities or providing assistance to improve the teaching and learning process, the supervisor must have an appreciation for the values of *Pancasila*.
2. Solving supervision problems must be based on an active scientific approach. It means that in solving problems, scientific principles must be used, such as thinking logically and objectively, based on verifiable data, and being open to criticism.
3. The success of supervision must be judged by the extent to which these activities support student achievement in the teaching and learning process.
4. Supervision must be able to guarantee the continuity of improvement and changes to teaching programs. If supervision is carried out, the result must be in the form of improvements in student learning outcomes.

Yusak in Ali Imran suggests several ways that need to be considered in carrying out supervision, including the following:

1. Supervision should be carried out with systematic preparation and planning.

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2. The supervisor should notify the people concerned about his supervision plan.
3. In order to obtain complete data, supervisors should use several techniques, such as interviews, school observations, class visits, and so on.
4. Reports on the results of supervision should be made in two copies. One sheet for officials who will be given a report and another sheet for schools that are supervised.
5. Assessment under supervision should be outlined in a format, checklist, or rating scale.
6. Assessment of each activity component is emphasized from several aspects in order to find the average value.
7. Based on the values of all components, a recapitulation of all the assessment results regarding the teacher or school concerned is made.

Supervision is carried out cooperatively by jointly developing and creating a better teaching and learning atmosphere based on collective resources from the group. Supervisors, with their own efforts, show professionalism progressively and dare to move forward based on actual conditions and reality. As a supervisor in supervising teachers or their subordinates, he must use a humane approach that cannot be separated from aspects of the personality and emotions of the humans themselves. This personality approach is important because it relates to the supervisor's responsibility for the professional competence of teachers to teach and educate. Thus, educational supervision focuses on improving teaching to create quality learning services.

Supervision activities pay primary attention to assistance that can improve teachers' professional abilities. This professional ability is reflected in the ability of teachers to provide learning assistance so that changes in academic behavior occur in their students. A supervisor also carries out supervision in a constructive and creative way by encouraging the teacher's initiative to actively participate in creating a conducive atmosphere that can evoke an atmosphere of student creativity in learning. Supervision carried out by the principal will be of higher quality if it is based on the principles of educational supervision.

There are two things that illustrate the importance of developing teacher resources. First, the teacher's position is likened to a water source. The water source must constantly be increasing. Otherwise, the water source will dry up. Likewise, Suppose a teacher never reads new information and adds knowledge about what is being taught. In that case, he is unlikely to provide knowledge in a more refreshing way to students. Second, the position of the teacher is likened to a fruit tree. The tree will not bear fruit if the roots do not absorb nutrients that are useful for the growth of the tree. The tree will not bear fruit and produce dense and high-quality fruit. So does the position of a teacher. It needs to grow and develop personally and professionally. Teachers must realize that professional growth and development is a *conditio sine qua non*. That is why every teacher must study continuously, read the most recent information, and develop creative ideas. If not, it is impossible for the teacher to teach with passion and fitness. Passion and high morale enable teachers to create enjoyable teaching and learning situations for students. Efforts are needed to develop educational resources, specifically human resources, one of which is teachers.

The need to supervise the development of teachers can be approached from two perspectives. First, the growth in the teacher himself. Within the teacher, there is a power to develop a vital *elan* (life force) or vitality of life. Second, the primary drive is expressed in the ability to think abstractly, imaginatively, and creatively, as well as commitment and concern. The growth is due to being challenged by external factors, which are sometimes a driving factor but are often an obstacle for teachers in carrying out their students' assignments.

One of the most humane professions in the context of teaching and learning is a teacher. A profession that plays a role in efforts to form excellent and potential human beings in nation-building. Therefore, teachers, as the most important element in the field of education, must play an active role in positioning themselves as professionals according to the demands of an increasingly developing society. Teachers are responsible for delivering their students to a certain degree of maturity. The teacher does not only transfer knowledge but also educates to instill values and as well as to guide students in learning. It is undeniable that teachers need certain conditions in order to carry out their roles, duties and responsibilities. The teachers have roles and tasks that can be defined in two main sections: (1) As managers, (2) As implementers of education and teaching in the classroom. Teachers as managers must have managerial skills, namely mastering organizational planning,

leadership, and control. In contrast, teachers as implementers must have technical skills related to using all existing educational resources in teaching and learning activities. These conditions distinguish it from other humans or other professions in general.

The Role of Educational Supervision in Human Resource Development

In the educational dictionary, supervision is all efforts made by school officials in leading teachers and other education officers, improving teaching, including the development of teachers, finalizing and revising educational goals, teaching materials, teaching methods, and teaching assessment. Education is an effort to humanize humans. According to the 2003 National Education System Law Article 1, paragraph 1:

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves, society, nation and country.

Educational supervision is an effort to improve teaching and learning situations and aid teachers in teaching to help students be better at learning. Supervision is an attempt to continuously stimulate, coordinate, and guide the growth of teachers in schools both individually as well as collectively in order to better understand and be more effective in realizing all teaching functions.

According to the 1982/1983 General Report on the Results of Elementary and Secondary Education Curriculum Evaluation, the weaknesses of education include: the teaching and learning process still being teacher-oriented, the subject matter being too loaded, paying little attention to practical aspects of life, less trigger problem-solving and higher thinking processes, dominated by the development of cognition, paying little attention to the development of affective domain, and professional supervision is carried out less intensively.

The weaknesses mentioned above can be tackled by improving and developing the supervision system. Good supervision will be able to guide teachers to develop through their daily activities. Supervision allows teachers to get feedback quickly in improving their activities, motivating them to improve how they work, especially when linked directly to job sanctions. The process of self-improvement will occur because supervision takes place continuously. Improving education through supervision will simultaneously eliminate the weaknesses. Improving education through upgrading activity is considered less effective based on the evaluation results. With educational supervision activities, the principal, as a supervisor, can find out how his subordinates are performing and can supervise and assist teachers in improving the quality of their performance as educators.

Supervision functions to assist, provide support, and share. The role of supervision can be seen in the performance of supervisors who carry out their duties. A supervisor can act as:

A coordinator, whose job is to coordinate teaching and learning programs, the duties of staff members of various activities vary between teachers.

A consultant whose job is to provide assistance and consult problems experienced by teachers both individually and as a group.

A group leader whose job is to lead a number of teaching staff in developing the potential of the group while developing the curriculum, subject matter, and professional needs together. As a group leader, he can develop skills and tips in working for the group, working with the group, and working through the group.

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An evaluator whose job is to assist teachers in assessing learning outcomes and processes, to assess the curriculum being developed. He also learns to look at himself. He is assisted in reflecting on himself, including self-concept, self-idea, and self-reality.

The change that must be made is the performance of educational coaches (supervisors) who still use the old pattern by doing fault-finding and the habit of giving directions. In a democratic climate, the performance of educational supervisors should be reformed, as Kimball Wiles revealed that the role of a supervisor is to help, provide support, and involve, not direct. By continuously directing, besides being undemocratic, also does not allow teachers to be independent (autonomous) in a professional sense. Teachers must be allowed to stand alone on their own responsibility. The character of a professional teacher is that teachers have autonomy in the sense of being free to develop themselves on their own awareness. The role of supervision is highly dependent on the level of the supervisor's role in the community.

Development of Human Resources in the Cendana Street Environment, Boyaoge Village, Tatanga District, Palu City

Education should be a tool for developing human resources. Education can elevate a person's status. The education referred to here is not only formal education in schools/madrasas or in Islamic boarding schools.

The most important education is in the family environment, with parents as the first educators. Parents should be the first to teach good deeds to their children. The education taught by parents will continue to flow to their children's offspring as it was taught the first time.

The environment on Cendana Street, Boyaoge Village, Tatanga District, Palu City, after the researchers observed, it can be found that primary education is very emphasized and is a tradition passed down from generation to generation. Parents always teach their children about manners.

As an evaluator, parents' job is to assist in assessing outcomes and processes. According to the author's observations, parents always help their children because they get good results, namely having good morals.

3. The Policy

Supervision is carried out cooperatively by jointly developing and creating a better teaching and learning atmosphere based on collective resources from the group. Supervisors, with their own efforts, show professionalism progressively, and dare to move forward. Supervision is carried out in stages based on actual conditions and reality.

There are two things that illustrate the importance of developing teacher resources. First, the teacher's position is likened to a water source. The water source must constantly be increasing. Otherwise, the water source will dry up. Likewise, suppose a teacher never reads new information and adds knowledge about what is being taught. In that case, he is unlikely to provide knowledge in a more refreshing way to students. Second, the position of the teacher is likened to a fruit tree. The tree will not bear fruit if the roots do not absorb nutrients that are useful for the growth of the tree.

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