

Effectiveness of the implementation of supervision in Gorontalo primary schools

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Abstract: A teacher is like a light in the darkness. The better the quality of a teacher, the brighter the light of the knowledge they can share. However, along the way, teachers still need the assistance of an educational supervisor. The supervisor's strategic role in assisting teachers is very important. Knowledge and skills regarding supervision as well as learning concepts determine the effectiveness of the supervisors themselves in improving the quality of teachers. Supervisors' mastery of strategies and techniques for coaching teachers as well as a comprehensive understanding of the problems, needs and characteristics of teachers lead to the achievement of effective supervision programs. This study aimed to examine the criteria for the effectiveness of implementing supervision programs by supervisors from outside the school who are specifically appointed to assist teachers in elementary schools in Gorontalo with aspects including administrative supervision tasks, curriculum supervision tasks, and instructional supervision tasks. A descriptive quantitative approach was used to describe the effectiveness of the implementation of the supervision programs. The location was carried out at 10 public elementary schools in the city of Gorontalo, Indonesia with research subjects were 80 teachers. Data collection techniques using questionnaires and then analyzed using descriptive analysis techniques. The results of the study showed that in the implementation of supervision of teachers in the public elementary schools in Gorontalo City, in terms of administrative supervision tasks, curriculum supervision tasks, and instructional supervision tasks, only a few supervision tasks reached the very effective category while the other tasks were still in the lower category of effectiveness. Based on the results, it can be concluded that the implementation of supervision programs from administrative, curriculum, and instructional aspects by supervisors for teachers in the public elementary schools has still not reached the very effective category.

Keywords: administrative, curriculum, instructional, supervision, teacher, elementary school

1. Introduction

Education is the key to civilization. Advanced education brings a country towards a brilliant civilization. If education is the key to civilization, then the key holders of civilization are students. What is constantly strived for in an educational institution is how to shape students into accomplished individuals who can contribute to their country and manage its resources for the equitable prosperity of society. A teacher is like a crafter. The success of a teacher in shaping their students into outstanding and high-quality individuals depends on the teacher's skills, experience, and continuous learning process to achieve the best results. A teacher is like a lamp that can be very bright or very dim in illuminating classrooms depending on how the lamp is lit and where it is located. A very bright teacher may not be able to do many productive things in the classroom if placed in an environment that does not support his performance. Likewise, teachers with ordinary competency achievement standards can slowly turn into brilliant ones if placed in an environment that motivates them and helps them grow and be productive.

Previously, supervision activities were implemented internally within schools by the principal, aiming to maximize and effectively improve learning processes and situations in alignment with the national educational goals as outlined in the Regulation of the Minister of National Education of the Republic of Indonesia Number 12 of 2007 concerning Standards for School/Madrasah Supervisors (Ministry of Education, 2007). The goal was to guide teachers to successfully achieve these objectives (Mayudho et al., 2021). However, over time, supervision has been strengthened not only internally but also by bringing in external experts.

The strategic role of supervisors in developing teachers is very important. Therefore, supervisors in carrying out their duties must be supported by knowledge and skills regarding supervision duties and learning concepts. Supervisors are required to master teacher development strategies and techniques in order to implement supervision competencies effectively. Supervisors are also required to understand the problems, needs and characteristics of teachers in order to provide guidance according to teacher needs so that supervisors can easily apply various strategies, skills and guidance techniques effectively. Supervisors are fully responsible for the development of teachers' competencies in the learning process. The quality of education significantly depends on the level of teachers' competence in implementing what they have designed for the learning process. (Guntoro, 2020; Marhawati, 2020; Masaong, 2013; Wahyudi, 2022).

The implementation of supervision programs for teachers should ideally be carried out in a pleasant environment where teachers can grow freely, with positive and constructive interaction between both parties, without any distance, so that the entire supervision process can proceed effectively, naturally, and openly. (McGhee & Stark, 2018, as cited in Lorensius et al., 2022). Supervision activities should also not be tense; instead, they should be an opportunity for teachers to receive proper appreciation for their efforts in improving their competencies and skills. These activities should serve as constructive evaluations where, when supervisors identify mistakes, they not only point them out but also guide teachers on how to correct them. Additionally, supervisors should provide educative warnings to teachers who do not meet established targets (Rusdiana et al., 2020).

The effectiveness of implementing supervision activities has many challenges. A supervisor is entrusted with the full responsibility of developing teacher competencies, as it is well understood that the quality of learning is highly dependent on the competency of teachers in implementing their planned teaching processes. However, if those responsible for supervising learning are given inadequate support from the school or educational institutions in general, the supervision process will not be effective and will not strengthen their capacity as supervisors. This is especially true if the desired outcome is not just effectiveness but a higher level of effectiveness (Li & Austria, 2023). Other influencing factors include the skill of the supervisor, their desire and motivation, the self-efficacy of the supervised teachers (Hernayati & Fauziah, 2022; Khun-Inkeeree et al., 2020; Singerin, 2021b), and the supervisor's deep understanding of the issues, needs, and characteristics of the teachers during the supervision process (McGhee & Stark, 2018, as cited in Lorensius et al., 2022).

Implementation of supervision in schools does not only take place once or twice, but takes place continuously and regularly every certain period. Identifying early on which supervisory tasks have been categorized as highly effective and which ones have not yet reached the highly effective category will help educational institutions maximize and streamline the implementation of supervision in schools. Moreover, so far, research examining the effectiveness of monitoring activities in schools, both at the elementary and advanced levels, has been limited to supervision carried out by school principals, not external experts, and has only been examined from an academic and instructional perspective, while supervision from administrative and curriculum aspects are rarely studied (Fellang et al., 2021; Hernayati & Fauziah, 2022; Lorensius et al., 2022; Singerin, 2021a, 2021b).

The aim of this study was to examine the criteria for the effectiveness of implementing supervision programs by supervisors from outside the school who are specifically appointed to assist teachers in elementary schools in Gorontalo with aspects including administrative supervision tasks, curriculum supervision tasks, and instructional supervision tasks. It is hoped that the results of the research can become a basis for supervisors and educational institutions in identifying from an early age what supervision tasks are categorized as very effective and what is still lacking so that the goal of implementing supervision can be achieved to the maximum level.

2. Methods

This study used a descriptive quantitative approach, aiming to evaluate the effectiveness of supervision implementation to teachers in public elementary schools. The study was conducted across 10 elementary schools in Gorontalo City, Indonesia, involving 80 teachers from the schools. Data collection was facilitated through questionnaires and the documentation was utilized to supplement data concerning the supervisory responsibilities. Data analysis employed descriptive percentage analysis techniques presented in percentage tables.

To calculate percentages in score form, the following formula is utilized.

$$Pr = \frac{Sc}{Si} \times 100 \%$$

Explanation:

Pr : Percentage

Sc : Achievement Score, which is the total score obtained

Si : Ideal Score, which is the maximum score that can be achieved

3. Results and Discussion

3.1 Results

Criteria for the effectiveness of administrative supervision tasks

Criteria for the effectiveness of administrative supervision tasks in the public elementary schools in the city of Gorontalo based on tasks, scores and percentages are presented in Table 1.

Table 1 Criteria for the effectiveness of implementing administrative supervision tasks

NO.	TASKS	SCORE	PERCENTAGE (%)	CRITERIA
1	Developing and setting coaching objectives	366	91.5	Very effective
2	Establishing standard operating procedures (SOP) for coaching activities	360	90	Very effective
3	Developing education policies as stipulated	358	89.5	Effective
4	Drafting long-term, medium-term, and annual operational plans	345	86.25	Effective
5	Guiding school principals in designing the school's organizational structure	366	91.5	Very effective
6	Identifying and securing learning resources	358	89.5	Effective
7	Selecting suitable personnel and staff according to their competencies	348	87	Effective
8	Collaborating with the school principal to provide adequate learning facilities	353	88.25	Effective
9	Managing educational funds effectively	348	87	Effective
10	Assisting teachers in designing and organizing learning activities	373	93.25	Very effective
11	Strengthening the relationship between the school and the community	372	93	Very effective
AVERAGE		359	89.7	Effective

The data presented in Table 1 shows that in administrative supervision tasks, there are 5 supervision tasks that are included in the Very Effective criteria, while the other 6 tasks are included in just Effective criteria. The average percentage in the administrative supervision tasks was 89.7%.

Criteria for the effectiveness of curriculum supervision tasks

Criteria for the effectiveness of curriculum supervision tasks in the public elementary schools in the city of Gorontalo based on tasks, scores and percentages are presented in Table 2.

Table 2 Criteria for the effectiveness of implementing curriculum supervision tasks

NO.	TASKS	SCORE	PERCENTAGE (%)	CRITERIA
1	Guiding teachers in setting learning objectives/indicators	363	90.75	Very effective
2	Analyzing school and teacher needs through surveys/research	357	89.25	Effective
3	Developing programs and planning educational innovations and learning	345	86.25	Effective
4	Designing coaching programs and services for students with special needs	349	87.25	Effective
5	Selecting teaching materials and allocating learning resources	364	91	Very effective
6	Providing orientation for newly appointed teachers	377	94.25	Very effective
7	Offering input on modifying and innovating learning facilities	376	94	Very effective
8	Assisting school principals and teachers in projecting and preparing learning budget needs	360	90.5	Very effective
9	Assisting teachers in preparing learning programs	323	80.75	Effective
10	Guiding school principals and teachers in developing and disseminating school programs	366	91.5	Very effective
AVERAGE		398	89.55	Effective

The data presented in Table 2 shows that in curriculum supervision tasks, there are 6 supervision tasks that are included in the Very Effective criteria, while the other 4 tasks are included in just Effective criteria. The average percentage in the curriculum supervision tasks was 89.55%.

Criteria for the Effectiveness of Instructional Supervision Tasks

Criteria for the effectiveness of instructional supervision tasks in the public elementary schools in the city of Gorontalo based on tasks, scores and percentages are presented in Table 3.

Table 3 Criteria for the effectiveness of implementing instructional supervision tasks

NO.	TASKS	SCORE	PERCENTAGE (%)	CRITERIA
1	Developing lesson plans (syllabus and lesson plans)	369	92.25	Very effective
2	Evaluating teaching programs	364	91	Very effective
3	Initiating innovative teacher programs	354	88.1	Effective
4	Redesigning teaching materials	345	86.25	Effective
5	Delivering innovative teaching resources to teachers	358	89.5	Effective
6	Advising and assisting teachers in overcoming teaching challenges	358	89.5	Effective
7	Utilizing operational funds effectively	343	85.75	Effective
8	Implementing and coordinating teacher training programs	350	87.5	Effective
9	Utilizing references from research findings related to community education needs	348	87	Effective
AVERAGE		354	88.54	Effective

The data presented in Table 3 shows that in instructional supervision tasks, there are 2 supervision tasks that are included in the Very Effective criteria, while the other 7 tasks are included in just Effective criteria. The average percentage in the instructional supervision tasks was 88.54%.

Thus, the criteria for the effectiveness of the supervision activities, in terms of administrative supervision tasks, ranked first in the effective category, followed by curriculum supervision tasks in the second order, and teaching supervision tasks in the third order.

In Figure 1, a diagram of the effectiveness of implementing supervision tasks for teachers in elementary schools in Gorontalo City is presented based on the type of task, score and percentage.

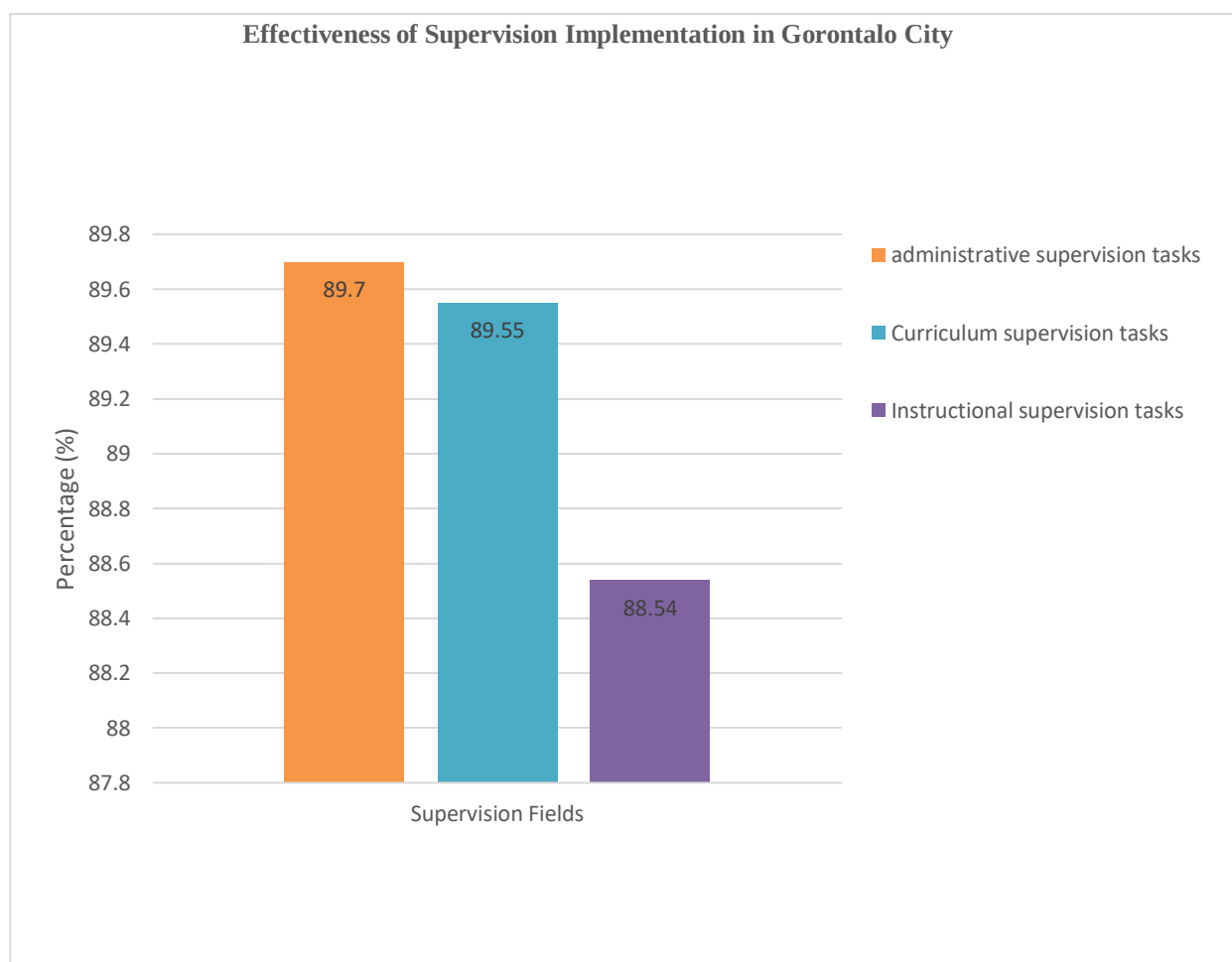


Figure 1. Diagram of the effectiveness of supervision implementation in Gorontalo City

Based on the data presented in Figure 1, it shows that supervision in the learning aspect has the lowest effectiveness score, namely 88.54%, while the score for curriculum supervision tasks reaches 89.55%, and the score for administrative supervision tasks reaches 89.7%. However, these three types of supervision tasks still do not reach the very effective category.

Figure 2 presents the results of identifying supervision tasks that are categorized as very effective and supervision tasks that are still lower in effectiveness in terms of administration, curriculum and instructional supervision.

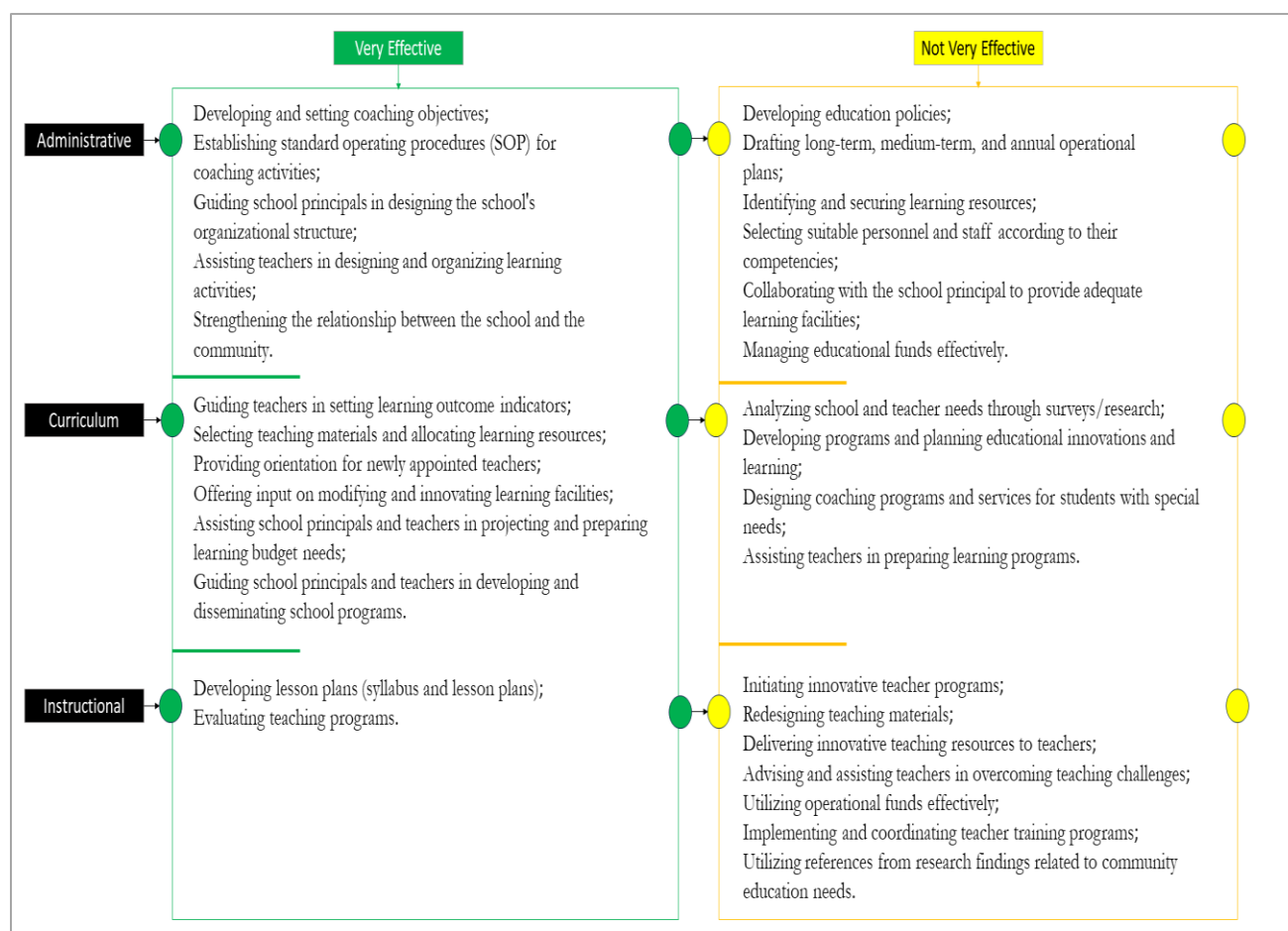


Figure 2. Supervision tasks that are very effective and not yet very effective in elementary schools in Gorontalo City

3.2 Discussion

The results of the current study showed that in implementing the supervision program for teachers in elementary schools in Gorontalo City, the administrative aspect was in the first effective category, followed by supervision tasks in the curriculum and learning aspects. Based on the results on administrative supervision tasks, there were 5 administrative supervision tasks that were included in the criteria for being very effective, while the other 6 tasks were included in the criteria for being just effective. The administrative supervision tasks included in the very effective category were: developing and setting coaching objectives; establishing standard operating procedures (SOP) for coaching activities; guiding school principals in designing the school's organizational structure; assisting teachers in designing and organizing learning activities; strengthening the relationship between the school and the community. This shows that in administrative supervision tasks, the supervisor's ability is still lower in effectiveness in terms of developing education policies; drafting long-term, medium-term, and annual operational plans; identifying and securing learning resources; selecting suitable personnel and staff according to their competencies; collaborating with the school principal to provide adequate learning facilities; managing educational funds effectively. These points are already effective, but they need improvement to become very effective. A previous study showed that workshops, seminars, and other training sessions designed to enhance teachers' skills and competencies could lead to positive outcomes for student achievement (Bechter et al., 2019). Education funds can be allocated to provide more progressive and comprehensive seminars and training to see teacher outcomes and their influence on student outcomes during the learning process. Furthermore, supervisors can also direct educational policy making not only in situations where the teaching and learning system can take place in a conducive manner but also the policies taken to deal with unexpected situations such as if a disaster occurs, as happened when Covid-19 struck (Day, 2019). The principal plays a crucial role in supporting teachers,

underscoring the need for systematic and well-organized supervision. This approach should not only benefit teachers but also extend to school principals, who possess in-depth knowledge of the school environment and interact regularly with teachers. Principals are well-positioned to identify competent teachers and those in need of improvement, as well as facilitating quicker resolution of existing issues and providing valuable support to teachers (Hernayati & Fauziah, 2022; Lorensius et al., 2022; Singerin, 2021a, 2021b).

In terms of curriculum supervision tasks, the results of the current study showed that in this aspect, there were 6 supervision tasks included in the very effective criteria while the other 4 tasks were included in the criteria for just being effective. The curriculum supervision tasks included in the very effective criteria were: guiding teachers in setting learning outcome indicators; selecting teaching materials and allocating learning resources; providing orientation for newly appointed teachers; offering input on modifying and innovating learning facilities; assisting school principals and teachers in projecting and preparing learning budget needs; guiding school principals and teachers in developing and disseminating school programs. This shows that in curriculum supervision tasks, the supervisor's ability is still lower in effectiveness in terms of analyzing school and teacher needs through surveys/research; developing programs and planning educational innovations and learning; designing coaching programs and services for students with special needs; assisting teachers in preparing learning programs. There has been research that proves that curriculum supervision has a positive and significant effect on the effectiveness of the teaching and learning process in schools where the method applied by supervisors in the study is breaking down the curriculum content into units that can be taught, as well as consistently monitoring work schemes, learning plans, and teaching aids used by teachers (Mwambo & Epah, 2022). Another study has also shown how curriculum supervision is carried out very effectively by helping change the teachers' mindset or point of view towards the curriculum and helping teachers adapt to the curriculum slowly; the first year is dedicated solely to how to have teachers build a technical understanding of the newly adopted curriculum, the second year is dedicated to focusing on helping teachers analyze gaps in the curriculum and fill in those gaps, and the third year is dedicated to helping teachers implement the curriculum flexibly. Thus, when it is felt that teachers are too rigid in following the curriculum page by page, supervisors directly support teachers to identify priority standards for each grade level and content area. Teachers are supported to focus on priority standards when engaging with the curriculum (Pak et al., 2020).

In terms of instructional supervision tasks, the results of the current study showed that in this aspect, there were 2 supervision tasks which were included in the very effective criteria while the other 7 tasks were included in the criteria for just being effective. The curriculum supervision tasks included in the very effective criteria were: developing lesson plans (syllabus and lesson plans); evaluating teaching programs. This shows that in the instructional supervision tasks, the supervisor's ability is still lower in effectiveness in terms of initiating innovative teacher programs; redesigning teaching materials; delivering innovative teaching resources to teachers; advising and assisting teachers in overcoming teaching challenges; utilizing operational funds effectively; implementing and coordinating teacher training programs; utilizing references from research findings related to community education needs. In the task of instructional supervision, only the development of learning plans and assessment of learning programs are included in the very satisfactory criteria, while other tasks are still at a lower level of effectiveness.

Based on the results of a previous study related to instructional supervision, these which still have a lower level of effectiveness can be improved by developing a systematic and well-organized supervision pattern (Khun-Inkeeree et al., 2020; Lorensius et al., 2022), which was conveyed to teachers, and carried out together with teachers. The implementation of a systematic and well-organized supervision pattern is then divided into three phases, namely the phase of building strong and effective communication between supervisors and teachers, the phase of spending time accompanying and observing directly how teachers perform in teaching in class, and the joint evaluation phase. with the teacher based on the results of observations in the class (Fellang et al., 2021; Lorensius et al., 2022).

There have been a study showing that the approach, principles, and techniques used in the implementation of instructional supervision affect the teacher learning process. This learning process encompasses teaching models, instructional materials, and methods used by elementary school teachers (Maisyaroh et al., 2021). Another study revealed that teachers who were supported through training activities showed better performance in the classroom, leading to higher quality student learning outcomes (Bechter et al., 2019). Additionally, research

indicated a positive and significant effect of instructional supervision on teachers' pedagogical competence and teaching performance quality (Singerin, 2021b, 2021a). Furthermore, previous studies demonstrated that teachers' motivation and willingness to develop significantly could influence the success of supervision implementation (Hernayati & Fauziah, 2022). The more confident a teacher is in their ability to succeed (self-efficacy), the higher their achievements in efforts to improve their competence and quality during the mentoring or supervision process (Singerin, 2021b, 2021a). Therefore, the implementation of supervision needs to emphasize how to create an open, natural and interactive atmosphere between supervisors and teachers during the process (McGhee & Stark, 2018, as cited in Lorensius et al., 2022), providing rewards and recognition for each small achievements achieved by teachers during the process, and educational warnings for teachers who are slow in achieving the set targets (Rusdiana et al., 2020). Systematic and well-planned supervision is also the key to successful implementation of supervision (Lorensius et al., 2022) to obtain very effective results.

4. Conclusion

A study related to the effectiveness of implementing supervision for teachers in elementary schools in Gorontalo City, which includes administrative supervision tasks, curriculum supervision tasks, and instructional supervision tasks, has been carried out. Based on the results of this research, it can be concluded that the implementation of supervision tasks from administrative, curriculum and learning aspects by educational supervisors for teachers in elementary schools has still not reached the very effective category. This research is open to further development to the following stages: assessing the effectiveness of the implementation of supervision in elementary schools using a qualitative research design; examining the relationship between the effectiveness of supervision and the quality of the learning process of teachers in elementary schools, as well as its relationship with student learning outcomes.

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