Implementation of the Role of Educators in Improving the Effectiveness of the Supervision of the Head of School in the World of Education

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Keywords:	Abstract
The Power of Teachers, Supervision of Chief Schools, the World of Education.	*Supervisors are made specifically and systematically in order to help stakeholders improve their daily tasks in the environment of the school institution, which is later expected so that teachers and supervisors can provide the best support for the learners who accumulate knowledge also to the guardians of the students who trust their children in the school. The study aims to find out why there are gaps in supervision that occur in the school environment in the conduct of its program of activities. This research uses a method of library study that is carried out using references from a variety of sources. The results of this study show that supervising can enhance the creativity and professionalism of teachers in teaching, but found shortcomings in the path of structural supervision and no horizontal guidance. This problem can be addressed by the way the head of school as a policymaker involves teachers in decision making so that the teacher concerned can provide input on actual events in the field that they experience every day.*
Tenaga Pendidik, Supervisi Kepala Sekolah, Dunia Pendidikan.	Supervise dibuat secara khusus dan sistematis demi menolong para pemegang kepentingan memperbaiki tugas setiap hari pada lingkungan instansi sekolah, yang nantinya diharapkan supaya guru dan pengawas mampu memberikan pelayanan yang terbaik untuk peserta didik yang mengumpulkan pengetahuan juga kepada wali siswa yang memercayakan anaknya di sekolah tersebut. Penelitian ini bertujuan untuk mengetahui alasan dibalik kesenjangan pengawasan yang terjadi di lingkungan sekolah dalam menjalankan program kegiatannya. Penelitian ini menggunakan metode studi kepustakaan yang dilakukan dengan menggunakan berbagai rujukan dari bermacam-macam sumber. Hasil dari penelitian ini menunjukkan bahwa pelaksanaan supervise dapat meningkatkan daya kreativitas dan keprofesionalan guru dalam mengajar, akan tetapi ditemukan kekurangan dalam perjalanannya berupa pengawasan yang bersifat structural saja dan tidak ada yang mengarah secara horizontal. Masalah ini dapat diatasi dengan cara kepala sekolah sebagai pengampu kebijakan melibatkan guru dalam pembuatan keputusan sehingga guru yang bersangkutan dapat memberikan masukan atas kejadian yang actual di lapangan yang mereka alami setiap harinya.

1. Introduction

The creation of a great nation is not independent of the educational process applied to the citizens or inhabitants of the country. Education is a crucial instrument in humanist activity because it must be developed in order to build a great and powerfu

No. 20 of 2003 on the National Education System, Chapter 1 Article 1 paragraph (1) explains that "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that the student actively develops his or her potential to have the spiritual powers of religion, self-control, personality, intelligence, noble morals as well as the skills required of himself, society, nation and country." (Jawhari et al., 2021)

Education has a very fundamental purpose in the endeavour to advance the good of human resources. In Indonesia, the purpose and aspirations of the nation are entrusted to the human resources that manage all the wealth of nature and its contents for the realization of a peaceful, secure, and sentosa structure of society. Before reaching madani society as this is intended, human beings as the key to the primary role in development must have good quality. This quality was later developed into one of the educational goals in Indonesia (Donkoh et al., 2023).

Education is a basic need that is the primary demand of the wider society. Therefore, the government as a sponsor of education always strives to improve the quality of education to produce academics of quality with valuable intellectual, as well as have faith and fear in their personality. All these are planned to the purpose of the Indonesian people to enlighten and improve the life of the nation, and to promote the common well-being (Asyari, 2020).

Furthermore, according to the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, it is said that the aim of conducting education is to realize the common desire of: "National education serves to develop the capacity and form the character and civilization of a decent nation in order to enlighten the life of the nation, aimed at the development of the potential of the pupils to become people who believe and fear the One God, be noble, healthy, knowledgeable, speaking, creative, independent, and become democratic and responsible citizens" (Margareth, 2017).

The law was implemented and then promulgated through a number of government regulations. As stated in Government Regulation No. 19 of 2005 on the National Standards of Education, it is stated that the Government's legislation provides guidance on the importance of the preparation and implementation of the eight National Education Standards. The eight standards are: "Standards of content, process, graduate competence, educational resources, means and means, management, financing and evaluation of education which must be improved in a planned and periodic manner" (Sarifudin, 2019).

From the above understanding, it can be understood that education has a crucial purpose for the ideals of the Indonesian nation. Through wise management

efficiency, then the success of educational goals has a chance to be achieved properly. During this process, the educational institutions need the necessary elements to be included in its implementation, or in other words, in order to establish such a systematic educational order, it is necessary for the staff of experts who are experienced in their fields, namely the administrative staff. The power of administration is the key that governs all the course of education and all the learning activities that take place in it (Hidayat et al., 2022).

The bad image of an educational institution seen by society is a product of the labor of the administration. Thus, it can be said that the administration has an important role to play in preserving the good name of the institutions it establishes as its workplaces, because they are the core responsibilities of the educational services by the general public, where their daughters become consumers of educational institutions or what is commonly called schools (Budi, 2020).

Schools that are systematically organized have a good workforce order anyway. The workforce involved in this is the employee, the teacher, along with the head of the school or the madrasah (Hartati, 1999). In his journey, the injured administration was good at organizing and overseeing the entire component involved. This is where the role of the administrative staff begins to be held accountable (Meriza, n.d.).

Educational supervisors have a close relationship with such educational activities. Education in schools is different from education in non-formal institutions such as mentoring, courses, or other organizations that offer learning services to anyone who wishes to follow them (Milasari et al., 2021). School education is an activity that takes place over a certain period of time with the aim of stimulating the pupils performed by educators by communicating knowledge through a good stimulus that covers the affective, cognitive, and psychomotor aspects. Besides, the journey of gathering science is also accompanied by the formation of creativity and attitude through the teaching that is experienced every day. From this point of view, learning activities should be supervised by supervisors who are part of the management of the education administration (Asyari, 2020).

Management in the terminological sense or origin of the word has a native language namely managiare or manage which means passing the leg. According to Mourel's definition, he understood that "management is the process of efficiently getting activities completed with and through other people" which means management is a process performed efficiently to complete an employee with or through other parties. From this explanation it can be explained that management is the course of activities to support the past process of functions, planning, implementation, control or control, survey, organization or coordination as well as reporting to follow-up that covers all such activities in order to an agreed work programme.

Regarding the administration of education, administration itself has the meaning of helping, serving, and fulfilling. A person who plays the role of supervisor is called a supervisor who has an obligation to provide a responsive and efficient service. Education administration according to Sutisna, is understood as the universality of the process with the main component of human resources

with the appropriate material of knowledge provided and made effective to the purpose and goals of the organization more efficiently. (Sutisna, 2022)

Thus, education administration can be defined as all activities of educational institutions either include organizational activities such as control, consultation, policy making, business formulation, guidance of consultations, as well as correspondence carried out jointly to activate the capacity of personal and material resources through efficient and effective planning to support the fulfilment of the educational objectives to the maximum.

The school administration has a variety of purposes, some of which are: 1) Planning Planning is defining the direction and objectives to be achieved by gathering the necessary information, then planning how to execute a goal. 2) Organization Organization is the activity of organizing and building employment relationships. In the context of education, the purpose of an organization is to distribute responsibilities to each party with authority according to their abilities. 3) Coordination Coordination means directing the tasks performed by each of my responsibilities under the direction of the leader. 4) Communication Communication is the activity of influencing the speaker by drawing them into the actions desired by the other speaker. Communications are important in the flow of information so that there is no mismatch of the plan. 5) Supervision Every educational activity requires a supervisor who has control and responsibility for the continuity of the activity. 6) Employment Some of the problems that hamper the professionalism of employees can be reduced by giving motivation according to the conditions, observing the well-being of employees, and giving additional bonuses or incentives to performing employees, to encourage them to improve their abilities and self-quality. 7) Assessment or evaluation should be carried out to determine to what extent the implementation process takes place in an organization, so that deficiencies or errors can be corrected.

From all the above components it can be understood that the supervisor of education has an extremely important task for the organization of education in schools. Every school needs someone who has the ability to organize every element and keep every element in its place. This is the interest that gives birth to the supervisor of education.

Thro this period, the supervision of education within the school is carried out independently by the head of the school as the highest policy holder. However, in practice, not all components can run smoothly because of the thing that still has a standard bond with only one of the parties. The purpose of this research is to find out the source of this problem and provide solutions that can overcome it (Jawhari et al., 2021).

2. Methods

The method applied to this research is a library study method. A library study or literature research is a technique of collecting information obtained from a variety of literature required. This research is descriptive and has a primary focus on organized explanation of the facts obtained during research. The data in question can be documents, pictures or photographs, up to audio or video recordings. 2. Categorize the data sources according to the necessary needs 3. Take the display of data that has been found from the literature as the main theory in

the research 4. Extract the data found into facts that are later presented in the discussion 5. Analyze the facts with the combination of the real phenomena that occurred.
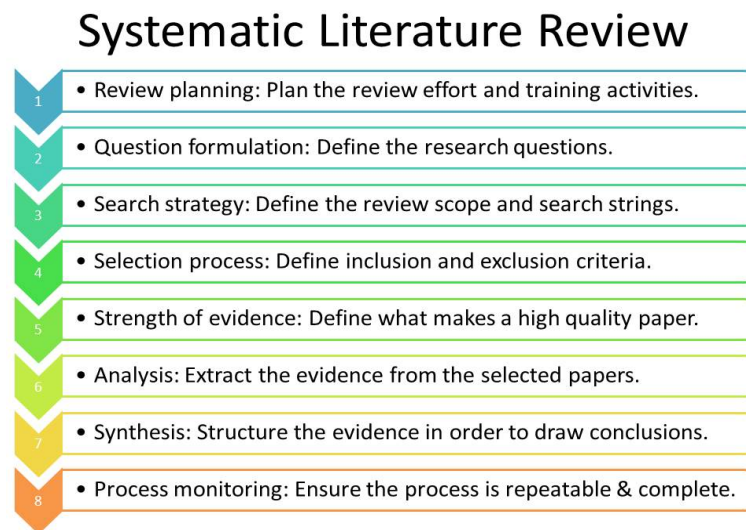
Systematic Literature Review

- 1 • Review planning: Plan the review effort and training activities.
- 2 • Question formulation: Define the research questions.
- 3 • Search strategy: Define the review scope and search strings.
- 4 • Selection process: Define inclusion and exclusion criteria.
- 5 • Strength of evidence: Define what makes a high quality paper.
- 6 • Analysis: Extract the evidence from the selected papers.
- 7 • Synthesis: Structure the evidence in order to draw conclusions.
- 8 • Process monitoring: Ensure the process is repeatable & complete.

Figure 1. Systematic Literature Review

3. Result and Discussion

Supervise is the beginning of the English word supervision which means two words in one phrase, super and vision. Super means great or extraordinary, while vision means vision. Supervising means monitoring or checking from above a leadership structure implemented by a superior on the performance of an officer underneath it.

Supervise is a planned and organized surveillance and inspection activity to help teachers and school staff to ensure that the work they do is as prescribed and hopefully more effective and efficient. In widespread public understanding, the concept of identical supervisor is associated with a supervisor, or manager, or even someone calls it a mandor. But in wider usage, a person who trusts to run supervisors is called a supervisor. A supervisor shall have authority nor authority to appoint, nor to dismiss, until a servant is transferred from under him to another place, until he commits other acts which may be performed under his authority as a manager.

In essence, supervisors have an important role to play in the construction of the school they run through. The development of teacher skills so that more professional should be targeted so that it is in line with the objectives of the students who pursue science. Thus, the effectiveness of surveillance can be applied to the maximum.

As you know, the head of the school is the one who has the authority to be the supervisor in the school. The supervisor is responsible for all teachers and staff or assistant employees in the operation of school activities at all times. As the supreme leader and supervisor, the head of the school is required to have the credibility and integrity of the expertise that inhabitants to build, direct, influence, motivate, move, guide, invite, advise, command, rule, prohibit, until sanction in order to build everyone to walk according to the applicable administrative regulations. When all these components can work properly as their duties and functions work,

then leadership will work smoothly.According to the General Line of the State Hall, Act No. 20 of 1989, as well as Government Regulation No. 28 of 1990, basically, education has the following purposes: 1. Preparing students to advance to the level of secondary or equivalent education and so on. 2. Providing students with basic knowledge and skills that are useful for life in society.

In achieving these objectives, supervisors must be able to provide assistance, oversee, and evaluate matters relating to technical management as well as the development of education and teaching. In order to ensure the quality of education services, the head of the school must have at least four competences in order to be able to perform his duties properly, namely personality, material, social, and not least important is supervisors. Teachers as subordinates of the head are also required to have a standard of competence that is determined. Teacher competence standards include personality, social competence, pedagogic competence, as well as professional competence required in his teaching day-to-day (Saihu, 2019).

In fact, learning in the classroom is an important educational event in the school, so the head of the school in overseeing the work of educators is the primary task as a supervisor. Supervise is specifically designed to help stakeholders to master their duties at all times in the school environment, which is expected later so that teachers and supervisors are able to give the best assessment to learners who accumulate knowledge also to the guardians of students who trust their children at the school (Wesnedi et al., 2021).

Therefore, the role of the supervisor is crucial in making the school a safe and comfortable place for learning, so that he can create such an environment that teachers can enjoy the opportunity and freedom in teaching according to their potential and development of their creativity. Such a phenomenon can only occur if the leadership of the head of school can run democratically, and not even as autocratic or authoritarian. Moreover, supervisors have a duty to give guidance to teachers so that later they have the ability to improve the problems encountered during the teaching process and the development of the curriculum required.

When viewed from the purposes of these supervisors, it can be said that the supervisor of education has several functions such as: 1. Organize and manage all school activities 2. Complete the structure of school leaders 3. Spread the experience of educators 4. Provide stimulation of activities based on creativity 5. Provide adequate means and tools and assessment of teachers continuously 6. Analyze the learning process of teaching that takes place inside or outside the classroom 7. Increase knowledge and creativity to the staff of the teachers and employees 8. Implement educational values and integrate the basic agenda of Education to improve the educational ability of the school teachers.

A supervisor has a principle that is used as a foundation in achieving supervising education. The principles of education supervision are as follows (Milasari et al., 2021):

1. Scientific or scientific Implementation of supervision is carried out in a regular and planned manner, so that its nature is sustainable. Before running, the instrument supervisors must have a plan that is adjusted based on the data that happens in the field.

2. Democracy In the implementation of supervision, the values of discrepancy should be applied in decision-making. Supervisors are not allowed to act authoritatively and selfishly so that teachers are accustomed to unilateral decision-making. The application of democracy is expected to raise the dignity and dignity of teachers.

3. Cooperation or cooperative Cooperation is done by exchanging opinions, and sharing experiences, giving motivation so that teachers can grow together. 4. Constructive Developing the creativity of teachers and encouraging the creation of a safe environment so that everyone can train their potential significantly.

5. Openness The supervision is carried out explicitly and implemented comprehensively including teachers, officers, facilities, staff, to the executive.

6. Practical Situations faced by supervisors are real and carried out on the basis of ethics of professionalism not because of personal relationship or distinction with certain people

When performing his duties, supervisors can scratch out some type or model of supervising Education. Such supervisors are as follows (Milasari et al., 2021)

1. Autocratic type; This type can also be called the authoritarian type, where supervisors have absolute authority over decision makers. In addition, the supervisor strictly monitors to observe how the policies he defines are implemented by the subordinates. Thus, the supervisor's power is absolute in the control of the subordinate in his hands.

2. Type Laisses Faire; Contrary to the autocratic type that oversees all the movements of teachers and employees in the school neighborhood, the laisse faire type gives the subordinate the utmost freedom to make decisions and act as it pleases without directions or from the superiors.

3. Cursive type; Coercion is to impose decisions that are considered best by policymakers without listening to the decision-makers. In the course of his journey, the teacher was not given the opportunity to embrace the policy, but only to follow the rules in force.

4. Training and Guidance Types; Training can be understood as giving latan as well as guidance is guidance to the school staff. Nevertheless, this type has a weakness that decision makers are unable to develop self-competence without supervisory guidance.

5. Democratic type; Democracy is flexible, that is, it gives confidence that is truly capable and has the competence required to assume responsibility.

6. It's a kind of democracy; In its implementation, there are often supervisors who act as if they were acting democratically, like often holding talks or meetings to resolve problems. But in fact the meeting was only used as a formality because all the policies were set in advance, so everyone was forced to accept the decisions smoothly.

7. Types of diplomatic manipulation; Almost the same kind of democracy, this type works secretly by manipulating the minds of the meeting participants to agree with the opinions expressed so that there is no need to argue about which decision is the most appropriate.

Originally, no supervisor has been found to use one of the supervisory models in full. Usually the head of the school blends every type to be combined in solving problems. (Meriza, n.d.)

The collaborative process between teachers and supervisors aims to improve and build educational activities carried out through cooperation and interaction between the two sides. The head of the school as a supervisor is required to master various forms of supervision and control in order to the objectives of the supervisor. Supervision and controlling is intended so that the educators have control in the performance of their duties and do not make misconduct and always be careful (Supriadi, 2019).

1. Group supervisory technique This technique is used when the head of the school is dealing with many teachers. An introduction or introduction is an orientation between the head of the school and the teachers aimed at introducing them to the working environment. At this meeting, the head of school explained the complexities of the school. Then the head of the school asked the teacher for input about his performance so that everyone was open to communicating something unforced and voluntarily. Thus, teachers can be involved in the development of the school supervisory plan.

b. Teacher Meeting is a routine agenda held several times to discuss matters that need to be handled and to update information about the ongoing events in the school neighborhood. In organizing a meeting, the head of the school as a leader must be able to create a comfortable situation, master the subject matter to be discussed, motivate the teacher to take an active part in taking part and expressing his opinion, limit the topic of the issue to be addressed so as not to extend to other non-material discussions, and find a solution that can accommodate all aspirations so that differences of opinion can be minimized so that the meeting can proceed peacefully.

c. Workshop or workshop A workshop is a joint learning activity to solve problems through discussion. The issues discussed together are frequently emerging issues that originate from teachers and are life-centred. In the discussion, participants must actively engage from beginning to end so that the expected benefits can be obtained by all participants present.

All of these supervising techniques are very useful to apply according to their respective environmental conditions. But every place must have a problem relating to the ongoing surveillance dimension. Some of the obstacles the head of the school encounters in carrying out his duties as a supervisor are as follows:

Table 1. Obstacles faced by school principals

Indicators of Challenges	Examples
Ability : 1. Minimum knowledge and skills 2. Not achieved academic qualifications	1. Lack of training and education 2. Teachers do not teach according to the field of study they master

Content:	
1. Leadership structure of the head of school 2. Less time 3. Local isolation 4. Self-esteem 5. Responsibilities	1. Changes in the position that occurred in the leadership structure 2. Tasks that exceeded the capacity 3. The development of professionality is not maximum because of inadequate access 4. The leader does not have the power to complete the assignment so less get respect from his subordinates 5. The workload that exceeds the capita is not borne with the work assistant
Group The cultural group that has already been owned is not in accordance with the dynamics of the times	The knowledge that the school has contrary to customs and traditional culture
Further development Access that does not support the development of professionalism of the profession	The head of the school is not accompanied or has a mentor to provide support in carrying out his duties and roles
Resource The resources required are insufficient	Lack of means and tools interfere with or hinder the implementation of supervision

Implementation of the academic supervision that has been carried out in the school has several parts, namely: 1) In order to improve the professionalism of the thing is done by drawing up a programme of work plan that includes academic supervise with guidelines module of evaluation of teacher performance based on academic calendar involving the head of the school along with the team of supervisors. 2) Average supervision is carried out using the method of visit class on the grounds that it can be done at any time with flexible location and conditions. 3) Evaluation aimed at improving the professionalism is the analysis of data supervisors have collected and then calculated to draw conclusions. Through this result the head of the school gives guidance to the teacher.

The system supervisors that have been implemented have some weaknesses found. The weakness is that teachers have not been involved in policy making. As mentioned above, supervisory planning involves only the head of the school, the supervisor team, and sometimes the deputy head. The role of the teacher is merely to be subject to the application of the supervised project that has been made (Wesnedi et al., 2021). This leads to a lack of participation by teachers, which reduces the awareness of teachers in carrying out their duties as qualified and dedicated educators.

This can be avoided if the head of the school is involved in following the teacher in the decision-making process. Teachers as pioneers carrying out the decision may have a different assessment with the head of the school, so the involvement of teachers in the area of educational supervision will greatly affect the outcome of the decision. In practice in the field, there have been some cases where the head does not perform his duties as it should. Weak supervision of teacher performance leads to a decline in the quality of education. If the teacher does not have the skill to focus on teaching the students, then it can be assured that the students can not

or difficult to acquire the knowledge that they should have acquired at that time. The result of this event is not free from the head of the school itself who is considered to be less supervising the teachers.

Generally speaking, the status of the head of the school greatly affects the performance of teachers below them. It can be understood that the teacher's performance will be better if the leadership role of the chief of the institution is good anyway.

From the presentation, it can be concluded that the actions of the head of school affect the performance of teachers as well as the survival of the educational institutions. Thus, both the teacher and head of the school need improvements in order to restore a good educational system. Further action can be done as follows:

1. Character amplification; The head of the school as well as the supervisor must be aware of the tasks that they are dealing with are fundamental to the future of the institution. The head must master all the academic, administrative, and organizational aspects of the field of duty in order to improve the quality and professionalism of himself, and then to lead others.

2. Application of supervisors; This is the data that will be used as a base material and a reference to determine the policy and the steps to be taken.

3. Construction; Construction can be done directly and indirectly. Construction is carried out directly when there are urgent matters and requires handling as soon as possible.

4. Formation of learning instruments; Surveillance of learning wives is carried out in a way that is discussed by policy makers. The instrument is grouped into several aspects, namely: a). Teachers' equipment in teaching, i.e.: curriculum, Learning Program Plan, each semester program, each year program, ongoing teaching learning activities, supervision during the learning process, as well as evaluation or evaluation of learning outcomes; b). Elements of supervising the learning process, i.e.: observation reports, characteristics of learning objects, teaching skills, and learning material approaches; c). Completion of components and instruments covering academic and non-academic fields; d). Provision of learning facilities and facilities required by teachers of subjects to school managers.
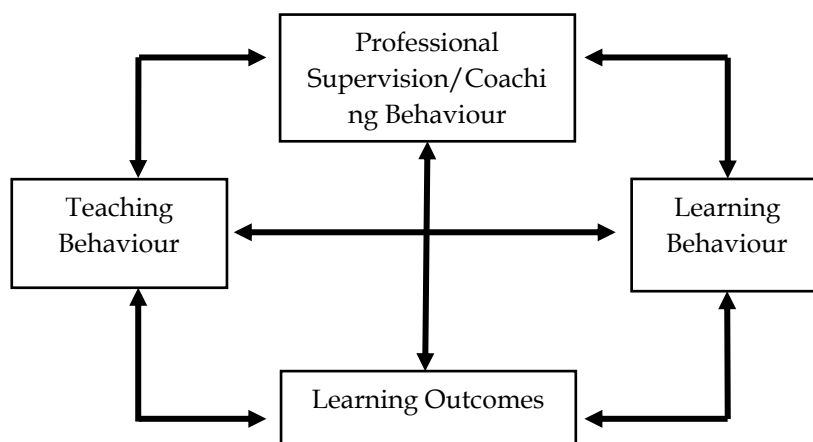

Figure 2. Supervision Relationship Model.

4. Conclusion

The supervisions carried out in the average educational environment have not involved teachers in the development of supervisory plans that will be applied to them later. The involvement of teachers in this matter is very important because from different points of view the resulting decisions can be adapted to the real circumstances that are not only experienced by one party but the other party that is also participating in daily activities. Thus the supervision can be carried out with maximum to obtain results that improve the quality of the educational institutions and the professionalism of teachers.

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