

## Informational Supervision Approach as an Effort to Improve the Quality of Learning in Schools

\*Nabila Zakiya, Umy Nadrah Simatupang, Yenni Aulia, Sufyarma Marsidin, Rifma

Universitas Negeri Padang, Indonesia  
\*E-mail: bilazakiya@gmail.com

Received: 20 May. 2023, Revised: 22 May. 2023, Accepted: 01 Jun. 2023

### ABSTRACT

Education is the concept of developing knowledge. In it, there are various means of creating a collaboration to educate the nation's children. The elements contained in it are also inseparable from the components which are considered as something very important in supporting effectiveness and quality. The role of the principal is very close to quality improvement by taking responsibility as a supervisor. Regarding the scope of the summary, supervision services cover all aspects, including teachers, methods, techniques, materials, and objectives. Based on the literature study from previous research, the researchers found that the decline in the quality of learning was likely due to factors based on the ineffective implementation of supervision in schools so that the implementation of learning became less effective. One of the supervision approaches that can be carried out by school principals and supervisors to improve teacher professionalism is the informational supervision approach.

*Keywords: Supervision Approach, Informal Supervision, Learning Quality.*



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License

## INTRODUCTION

Education is the concept of developing knowledge. In it, there are various means of creating a collaboration to educate the nation's children. The elements contained in it are also inseparable from the components which are considered as something very important in supporting effectiveness and quality. So in this case, one of the most important components is the teacher (Davis & Simmt, 2006). Teachers are teaching staff who create various creativities in channeling knowledge based on a definite and concrete foundation (Marzuki, 2019). The process is no joke, to create development and progress in the concept of fun learning, activities are carried out, namely educational supervision. Through supervision, teachers will be evaluated. Not as a tool for detecting weaknesses possessed by teachers, but as a means of improvement and quality improvement based on several predetermined standards.

The role of the principal is very close to quality improvement by taking responsibility as a supervisor. The school principal is responsible for this task, including the quality of processes and outcomes (Koyongian *et al.*, 2021). Based on the competence of supervision, Wiles (1957) who was successfully quoted from Muslim (2013) summarizes supervision as "supervision is assistance in the development of a better teaching-learning situation". Regarding the scope of the summary, supervision services cover all aspects, including teachers, methods, techniques, materials, and objectives.

Supervision is very important to be implemented so that the competencies possessed by teachers experience development and progress in teaching and learning activities. However, based on a literature study from previous research, the researchers found that the decline in the quality of learning might have occurred due to factors based on the ineffective

implementation of supervision in schools, so the implementation of learning became less effective. The low learning achievement is related to the teacher's ability to manage low learning. Supervision should be carried out to ensure quality learning. This means that the successful implementation of supervision is measured by the increase in student achievement. One of the supervision approaches that can be carried out by school principals and supervisors to improve teacher professionalism is the informational supervision approach.

## METHODS

The method and type of data collection in this research is to use literature study, by collecting several references or sources through books, journals, and previous research results that support and relate to a predetermined theme, namely the application of a directive informational supervision approach: Overview of Glickman's Developmental Concepts (Glickman 1985; Sonia, 2022). The results of the literature study that has been carried out will be analyzed and described in the results and discussion section.

## RESULTS

Supervision is assistance and services provided to teachers to improve the quality of learning. According to (Purwanto, 2004) supervision has a broad meaning so that it can be interpreted as assistance provided by the school principal to teachers and also school personnel to achieve educational goals. Based on this understanding, it can be seen that it is very important to carry out supervision as effectively as possible to improve teacher quality which will have an impact on increasing student learning outcomes. In line with this understanding (Sahertian, 2000) which says supervision is the assistance given to teachers, either in groups or individually which aims to improve teaching.

Wiles (1955); Darma (2022) say there are five skills a supervisor must have, namely: 1) Skills in human relations; 2) Skills in group processes; 3) Skills in educational leadership; 4) Skills and managing school personnel; and 5) Skills in evaluation. Supervision is a program that must be specifically planned and designed to help teachers improve the quality of learning. For this reason, school principals need to understand and learn what approaches are in implementing supervision. By the phenomena discussed above, the informational supervision approach is one of the most important approaches for a supervisor to understand. Glickman *et al* (2007) argue that the informational supervision approach is an approach in the implementation of supervision that is used when the teacher's development level is rather low, lacks knowledge, is confused and inexperienced, supervisors are more concerned with teacher problems, supervisors are more trusted, and a short time. In this approach, the supervisor is the primary source of information, articulates goals and directs action. Based on observations the supervisor can determine clear class goals for the teacher and direct the teacher to activities that are believed to have a high degree of probability of achieving the goals. The supervisor will specify with the teacher what, when, and how to implement the activity, establish criteria for improvement, and reinforce understanding of what must be done. When we look at sequences of directive information behavior, it is worth remembering that supervisors are constantly framing directions and choices for teachers. The information behavior of the continuum directive

includes: 1) Presenting: Identifying the purpose; 2) Clarifying: Asking for input from the teacher for this purpose; 3) Listening: Understanding the teacher's point of view; 4) Problem-solving: Mentally determining possible actions; 5) Directing: Telling alternatives for the teacher to consider; 6) Listening: Ask the teacher for input into alternatives; 7) Directive (Directing): Developing the final choice; 8) Clarifying: Ask the teacher to choose; 9) Standardizing: Detailing the actions to be taken; and 10) Reinforcing: Repeating and following up on plans.

## CONCLUSIONS

Supervision is the effort of a supervisor in providing assistance and services to teachers and school personnel both individually and in groups to improve the quality of learning. Supervision activities are planned systematically and can ensure that the assistance provided can help achieve educational goals. One approach that can be taken to increase the effectiveness of supervision is the informational supervision approach. The informational supervision approach is an approach in the implementation of supervision that is used when the teacher's level of development is rather low, lacks knowledge, is confused and inexperienced, the supervisor is more concerned with teacher problems, the supervisor is more trusted, and the time is short.

## REFERENCES

- Davis, B., & Simmt, E. (2006). Mathematics-for-teaching: An ongoing investigation of the mathematics that teachers (need to) know. *Educational studies in mathematics*, 61, 293-319.
- Darma, H. (2022). Supervisi Pengajaran Sebagai Alat Manajemen Mutu Terpadu Dalam Pendidikan. *Urnal Serunai Administrasi Pendidikan*, 11(2).
- Glickman, C. D. (1985). *Supervision of instruction: A developmental approach*. Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton,
- Koyongian, Y., Rawis, J. A. ., Wullur, M. M., & Rotty, V. N. J. (2021). Implementasi Supervisi Instruksional: Pendekatan dan Tantangan Pengembangan Profesionalisme Guru. *Jurnal Bahana Manajemen Pendidikan*, 10(2), 48.
- Marzuki, A. G. (2019). The Roles of school principal leadership in developing English teachers' creativities in Palu. *Al-Ta lim Journal*, 26(3), 267-279.
- Muslim, S.B. (2013). *Supervisi Pendidikan Meningkatkan Kualitas Profesionalisme Guru*. Cet. III; Jakarta: Alfabeta.
- Purwanto, N. (2004). *Administrasi dan Supervisi Pendidikan*. PT. Remaja Rosdakarya.
- Sahertian, P. A. (2000). *Konsep dasar & Teknik Supervisi Pendidikan Dalam Rangka Pengembangan Sumber Daya Manusia*. Rineka Cipta.
- Sonia, N. R. (2022). Supervisi Pengembangan Mutu Pendidikan: Tinjauan Konsep Developmental Supervision Glickman. *Southeast Asian Journal of Islamic Education Management*, 3(1), 103–122.
- Wiles, K. (1957). The Fourth R. *Childhood Education*, 33(5), 203-208.