

Implementation of Educational Supervision to Improve the Quality of Education in Madrasah

*Batina Yuli Utami, Velnika Elmanisar, Fitria Ose, Sufyarman Marsidin, Rifma

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

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ABSTRACT

The decline in the quality of education is caused by various factors, including unprofessional educational supervision, limitations in learning activities, and the practice of corruption, collusion, and nepotism. Ineffective supervision results in a gap between supervisors and teachers, so that the quality of learning is not optimal. In addition, the practice of cheating in national exams which is still rampant is also a serious concern. To overcome this problem, hard work is needed from educational thinkers and practitioners to improve the quality of education through professional supervision and breaking the chain of corruption. This study aims to identify problems in the education system in Indonesia and emphasize the importance of supervision in improving the quality of education. The research method used is a literature study, with analysis of various secondary data sources such as books and journals. The results of the study indicate that effective supervision can improve the quality of the learning process and learning environment, so there needs to be a focus on improving teacher skills through professional guidance.

Keywords: Quality of Education; Educational Supervision; Corruption; Fraud; Literature Study.



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INTRODUCTION

Educational institutions are shifting and changing to meet the demands of the times. It is undeniable that the quality of education in Indonesia is still far from expectations, especially when compared to the quality of education in other countries. According to data from the World Development Program (WDP), Indonesia was ranked 107th out of 189 countries in 2020 with a Human Development Index of 0.718, a life expectancy of 71.7, a life expectancy of 13.6, an average length of education of 8.2, and a per capita income of 11,459 (Setyadi, 2022). Although Indonesia has not experienced an increase in ranking, the WDP still considers Indonesia to be a country with a high Human Development Index. However, this must be our concern because we are still lagging behind several friendly countries.

Based on various concerns about the condition of our education system, especially regarding supervision, the management of education, which is mostly still conventional, greatly affects the quality of education, namely educational institutions produce students with good, poor, or average learning outcomes. Overall, educational institutions in Indonesia, under the Education Office and the Ministry of Religion, have experienced a

decline in quality due to several factors. First, educational supervision has not been carried out professionally, thus hampering the understanding and implementation of supervision which is still rigid and formal, so that there is still a gap between supervisors and teachers (Maryance et al., 2022). Second, learning activities are not optimal due to existing limitations (Putra, 2010). Third, is the national data collected from the National Examination not fully possible through a fair national examination process? As a result, although quantitatively the results show a significant increase in learning achievement scores, qualitatively cheating practices are still often found. This raises concerns for our teachers. Fourth, many people know that there are still many education personnel who commit corruption, collusion, and nepotism. This phenomenon continues to appear in the same but different forms from the New Order era to the Reformation era for more than ten years. They are even more common and difficult to eliminate. This is a worrying situation in our world of education. Therefore, as thinkers and practitioners of education, we must work hard to improve this situation. Based on the above, as practitioners of education, we must fight hard to combat the problems facing the world of education. We must make breakthroughs, such as conducting professional supervision of educational institutions to ensure that the quality of education can be achieved by the educational goals that have been set.

The purpose of this paper is to identify and analyze various problems faced by the world of education in Indonesia, and to emphasize the importance of the role of supervision in improving the quality of education in a literature review. The author highlights problems such as unprofessionalism in supervision, practices of corruption, collusion, nepotism, and cheating practices in national exams that affect the quality of education. Thus, the author wishes to invite educational thinkers and researchers to work hard to improve this condition and make breakthroughs in the form of professional supervision to achieve the quality of education by the educational goals that have been set.

METHODS

This research uses a type of library study because the author can produce results from texts and is confronted with library data. To obtain relevant research results, the author will look for books, journals, and library data as data sources, and then carry out analysis and collection from these sources. One of the characteristics of library research is that the author obtains sources from secondary data that are easily accessible and can be analyzed.

RESULT

3.1 Education Supervision

The English "supervision" consists of two words, "super" and "vision", which respectively means above or over, and "vision" means to see or review (Manathunga, 2012). Therefore, etymologically, supervision means looking and reviewing from above or observing and assessing from above what is done by superiors on the activities, creativity, and performance of their subordinates (Bertagna, 2011). Supervision is a coaching activity intended to assist teachers and other school employees in carrying out their duties well.

Supervision and several terms are almost synonymous, and they are often used interchangeably in practice. Supervision, inspection, and inspection are some of these terms. To ensure that tasks are performed correctly and according to requirements, supervision is necessary. The focus of the inspection is to determine how the activities implementation has achieved the expected results. Inspections are carried out to find deficiencies or errors in work. Therefore, since the description of supervision and the terms above are almost identical, it is natural that they are often used together.

If we pay attention, supervision is usually considered the same as directors and managers. In this commonly used language, there is a reluctance to limit the term supervision to those at lower levels in the management structure. Foremen and superintendents, which in our country are called "foreman" supervisors, "opined", and "peter", are common terms for this position other than supervisor (Wilder, 1949). They are people who are directly and face-to-face responsible for the daily activities of a group of subordinate employees. They do many things, such as assigning tasks and dividing the work, checking how efficient the processes, techniques, and methods used are, and obtaining the necessary equipment. In addition, a manager is often given the authority to hire, fire, or transfer employees, as well as carry out other actions carried out by a manager. Wiles (1967) defines supervision with the words, "Supervision is assistance in the development of a better teaching-learning situation". Supervision helps create a better learning environment. The results show that supervision services cover the entire teaching and learning situation (objectives, materials, techniques, methods, educators, students, and environment). Supervision activities should improve and enhance this learning situation. Therefore, the supervision service covers all aspects of education and teaching implementation. Inspection and supervision cannot be equated, inspection emphasizes friendship based on service and better cooperation between teachers because it is democratic.

Therefore, supervision is aimed at creating or changing the teaching and learning environment better. To achieve this, two important elements must be considered. First, the implementation of teaching and learning activities, and second, things that support teaching and learning activities. Because the teacher is the main element, supervision services and activities must be focused on improving and increasing the teacher's ability to

manage learning activities. Thus, teachers must have the following abilities: personal abilities, professional abilities, and social abilities. From the description above, it is clear that educational supervision is professional guidance for teachers. Professional guidance is all efforts that provide teachers with the opportunity to develop professionally, allowing them to progress further in carrying out their main task, namely improving and improving the student learning process.

3.2 Supervision and improving the quality of education

Product quality is suitable for the use of fitness to meet needs and customer satisfaction (Pradeep et al., 2020). The suitability of the product user is based on five main characteristics, namely 1) technology, namely power; 2) psychology, namely image sense or status; 3) time i.e. reliability; 4) contractual i.e. existence guarantee; and 5) ethics i.e. courtesy. According to Crosby et al (1990), quality is conformance to requirements, that is, appropriate with what is required or standardized. A product has quality if it complies with predetermined standards or quality criteria. These quality standards include raw materials, production processes and finished products. In education, quality includes input, process, and lack of education. In terms of educational input, everything must be available because it is needed for the process to take place (Beshah, 2011). The things in question include software and resources that function as process guides. Resource input includes human resources (school/madrasah principals, teachers/ustadz, including BP teachers, employees, and students) and additional resources (equipment, equipment, money, materials, and so on). Software input includes the school/madrasah organizational structure, statutory regulations, task descriptions, plans, and programs (Kornelis & Ock, 2014). Input expectations include the vision, mission, goals and objectives that the school/madrasah wants to achieve. For the process to run well, input is very important. Therefore, the level of input readiness can be used to measure the high or low quality of input. The higher the input readiness, the higher the quality of the input. Apart from that, it is the educational process is a change in something become something else. Something that influences the ongoing process is called input, while something from the process is called input/output. In micro-scale education (school/madrasah level), process what is meant is the decision-making process, management process institutions, program management processes, teaching and learning processes, and monitoring and evaluation process, noting that it is a learning process.

Teaching has the highest level of importance compared to other processes. The process is said to be of high quality if the organization and harmonization of school inputs (such as teachers, students, santri, curriculum, money, equipment, and so on) is carried out effectively. This makes it possible to create enjoyable learning situations (enjoyable learning), encourage interest and motivation to learn, and truly empower students. The word empower means that students or santri not only have control over what they do. (regarding potential), the connection is that the role of a supervisor is a person who has

a job or education that helps improve the quality of education. All school or madrasah employees receive this training to gain the skills needed to create a better teaching and learning environment. According to Getzels (1967), roles are defined in terms of role expectations the normative rights and obligations that determine what a person should do and should not do in various situations when he or she holds a particular role in the organization. Therefore every time we talk about a person's role in an organization including school/madrasah, of course, always in the form of normative roles or ideals only.

CONCLUSIONS

Indonesia still faces significant challenges in improving the quality of education, as reflected by its low ranking in the Human Development Index. Unprofessional educational supervision is one of the main factors hindering this improvement. Supervision that is carried out rigidly and formally without a more personal approach to teachers has caused gaps in the understanding and implementation of effective supervision. In addition, the practices of corruption, collusion, and nepotism that are still rampant, as well as cheating in national exams, worsen the condition of education. These problems indicate the need for a more serious and professional approach to educational supervision to create a better and fairer learning environment. This study concludes that improving the educational supervision system to be more professional and transparent is very much needed to improve the quality of education in Indonesia. With effective guidance, teachers can improve their abilities and performance, thus having a positive impact on student learning outcomes. Therefore, educational thinkers and practitioners need to work together to overcome this problem and create breakthroughs that can support the achievement of higher education goals.

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