

# Educational Supervision In The Implementation Of Graduate Quality-Based Management In The Era Of The Covid-19 Pandemic

Amiruddin Siahaan<sup>1</sup>, Makmur Syukri<sup>2</sup>, Rizki Akmalia<sup>3</sup>

<sup>1</sup>UIN Sumatera Utara Medan, [amiruddin.siahaan@uinsu.ac.id](mailto:amiruddin.siahaan@uinsu.ac.id)

<sup>2</sup>UIN Sumatera Utara Medan, [makmursyukri@uinsu.ac.id](mailto:makmursyukri@uinsu.ac.id)

<sup>3</sup>Tanjung Pura Langkat Sumatera Utara, [rizki.akmalia@gmail.com](mailto:rizki.akmalia@gmail.com)

<sup>4</sup>UIN Imam Bonjol Padang, [Wahyuli.lius@gmail.com](mailto:Wahyuli.lius@gmail.com)

## Abstract

This article discusses the phenomenon that arises and becomes a factor inhibiting various efforts, including inadequate educational processes, educational outputs or products that have not reached standards, management of educational institutional organizations that have not realized achievement, conventional leadership that tends to have not met professional aspects, and the understanding of institutional commitments and school culture that has not been comprehensively built. The main problem facing schools in general is related to the quality management of education which includes 8 National Standards of Education. In addition, efforts to implement TQM in Education (TQME) always have the expectation of student achievement both academic and non-academic. In this case the role of a leader of an educational institution is very decisive towards improving the quality of education of an institution. One of them is the existence of strict supervision and control of the implementation of policies carried out, especially during the covid-19 pandemic like this. The method used in the discussion of this article is to use qualitative analysis of research reports that have been done in several schools in the city of Medan. With the results of the analysis that states that the principal is the main determinant in the implementation of graduate quality-based management because the principal has all access to make efforts in improving the quality of his school graduates. The supervision of the principal is key in any decision-making that has an impact in improving the quality of graduates.

**Keywords:** educational supervision, graduate quality-based management.

## Introduction

Efforts to achieve educational functions and objectives have been implemented by the government and society. One of them is through improving the quality of the implementation of primary, secondary and college education. Nevertheless, some phenomena that arise and become a factor inhibiting various efforts, including inadequate educational processes, outputs or educational products that are it has not reached standards, institutional management of educational organizations has not realized achievement, conventional leadership that tends to have not met the professional aspects,

and the understanding of commitment institutional as well as school culture that has not been comprehensively awakened.

The main problem facing schools in general is related to the quality management of education which includes 8 National Standards of Education. In addition, efforts to implement TQM in Education (TQME) always have the expectation of student achievement both academic and non-academic. In this case the role of a leader of an educational institution is very decisive towards improving the quality of education of an institution. One of them is the existence of strict supervision and control of the implementation of policies carried out,

especially during the covid-19 `pandemic like this.

Actually, the debate on educational supervision has indeed been widely done such as Rohmatika in his research entitled "Urgency of Managerial Supervision for The Improvement of School Performance" concluded that the role of supervisors is very strategic in performing managerial supervision functions in schools. As a managerial supervisor, he is required to have knowledge, attitudes, and skills in the field of management and leadership so that he can play his role and function in assisting the Principal in managing the School's resources efficiently and effectively. A supervisor must also be able to play his role and function in building the principal to be able to bring about various changes in the School.(Rohmatika 2016)

Furthermore, Kustiayani and Suyatmini in their research entitled Managerial Supervision Management which states the Function of Managerial Supervision Feedback is to improve the findings of non-conformance or overcome the problems found, so as to improve the quality and effectiveness of education implementation.(Kustiayani and Utama 2016)

Syarwan Joni, Dr. Djailani AR, Sakdiah Ibrahim in his research entitled "Implementation of Managerial Supervision of School Superintendents at Private High Schools in Banda Aceh City" concluded that school superintendents are one of the elements that have an important role in improving the work capabilities of school personnel, especially in terms of school management. (Joni, Djailani, and Ibrahim 2016) And there are many more such as: (Astarini 2018). (Mudzakir 2016) Siti Nur Aini (Hamzah 2015). Luh Putu Padmawati, I.N. Natajaya, and K.R.Dantes (Luh Padmawati 2013). But this study has a clear disssing regarding education supervision in a wider and deeper scale. This article is the result of research on two private madrasas in the city of Medan whose madrasa name requested not to be published. His research uses qualitative methods with a case study approach (Case Study), case studies, namely research on individuals, groups, organizations, certain institutions.(Sugiyono 2010) The data sources and informants in the study were the principal, deputy principal, administration (TU), and teachers at the two Madrasah Aliyah Swasta Medan. In collecting

data, researchers use observations, interviews, and documentation. Data analysis techniques are carried out with the stages of data reduction, data display, and conclusion / verification. To determine the validity of the data, the level of trust (credibility), transferability, dependence, and certainty are used

### **Supervisi Education In The Implementation Of Graduate Quality-Based Management**

According to the ancient concept of supervision is carried out in the form of "inpection" or looking for errors. While in the modern view supervision is an effort to improve the learning situation, namely supervision as an aid for teachers in teaching to help students to be better at learning. But in fact in the community, there are still many people who think that educational supervision is identical to supervision that smells of inspections.

Supervision although it contains meaning or often translated as supervision, but has a special meaning that is "helping" and participating in efforts to improve and improve quality. Supervision, has an evaluation function (evaluation) with a research path (research) and is an improvement effort (improvement).(Iqbal 2019)

Quality education is when internal customers (madrassa principals, teachers, and madrassa employees) improve their quality physically and mentally, while external customers, i.e.: external primary (students), external high schools (parents of government and corporate leaders), and external tertiary (community markets)(M. Nur, C. Harun 2016)

In supervision the leadership factor is the most dominant factor It implies that leadership is the ability of individuals to influence others so that others submit to or follow all the wishes of the leader, the ability to control more stable forms of cooperation and increasingly productive processes, through the selection of monolithic personnel.(Ritonga 2020) Teacher, principal involvement (top leader) is needed so that improvement of teacher teaching, practice, and knowledge and trust is obtained.(Miller, R. J., Goddard, R. D., Kim, M., Jacob, R., Goddard, Y., & Schroeder 2016)

Research results show that the principal in Qingdao, China has distinctive instructional leadership that influences teacher professional learning, the importance of self-efficacy in

shaping teacher teaching practices. (Liu, S., & Hallinger 2018) Yunus explained that the professionalism of teachers in SDN 65 Katteong can be seen from 4 aspects of competence; professional, pedagogical, personal, and social. (Yunus 2016) Efforts can be made to improve the quality of teachers by involving scientific meetings, continuing informal institution studies, participating in professional organizations, and participating in science competitions.

Principals have very complex roles, these roles include managers, supervisors, educators, administrators, leaders, innovators, and motivators. (Fitrah 2017) Meanwhile, the quality of education can not be separated from the attention of a madrasa principal to the performance of the teachers staff, and the school environment so that it gets attention from stakeholders and the community. The existence of policies carried out in Malaysia resulted in increased accountability of principals adding contemporary insights in practicing as principals, and viewing leadership practices as transformational and distributed. **Michelle Jones et al., "Contemporary Challenges and Changes: Principals' Leadership Practices in Malaysia," *Asia Pacific Journal of Education* 35, no. 3 (2015): 353–365.** Short leadership factor is the most important because basically leadership is a person's ability to influence others. (Maryati 2016)

If supervision is carried out by the principal, then he must be able to carry out various supervision and controls to improve the performance of educators and education. This supervision or control is a control so that educational activities in schools are directed at the goals that have been set. Systematically, educational supervision is the construction of guidance or demands towards improving the educational situation in general and improving the quality of teaching and learning in particular.

The provision of knowledge that must be owned by every school superintendent is called educational supervision. The main principle of educational supervision is 1) not looking for people's mistakes, but preventing mistakes as early as possible, 2) helping school personnel in addressing school problems on the basis of partnership (equality), 3) working together in mutually beneficial synergies in a positive sense. (Husaini Usman 2011)

In general, why education supervision is needed because it is motivated by the development of science and technology, the demands of human rights, economic growth and uneven prosperity, the fertile bureaucracy and a multilevel system, helping and fostering less qualified teachers, the growth of positions, regulations and demands of the State, cultural, philosophical, psychological and sociological.

Educational supervision is an important part of the educational administration process. Administratively, the supervision process refers to the importance of helping teachers to solve learning problems so that educational goals can be achieved effectively and efficiently. (Syafaruddin and Asrul 2015) Understanding educational supervision generally refers to efforts to improve teaching and learning situations. However, there still seems to be a lot of diversity of opinion in interpreting the term. This will have different implications in its implementation. To provide a frame of reference for understanding supervision, some experts argue, including: (Tim Lecturer, "Administration Pendidikan Universitas Pendidikan Indonesia. (2011)). *Management Education*" (Bandung: Alfabeta, 2011), 312–314.

- a. Neagley was quoted by Made Pidarta as suggesting that any service to teachers aimed at producing instructional improvements, learning and curriculum was said to be supervised. Supervision here is interpreted as assistance and guidance to teachers in the field of instructional, merer and curriculum, in an effort to achieve the goals of the school.
- b. Kimbal Wiles argues that "Supervision is an assistance in the development of a better teaching-learning situation", which is an aid in the development of improved teaching and learning situations.
- c. N.A. Ametembun formulated that educational supervision is a refraction towards improving the educational situation. Education is intended in the form of guidance or demands towards improving the educational situation in general, and improving the quality of teaching and learning in particular.
- d. Oteng Sutisna explained that the new view on supervision has core ideas,

such as: abandoning the professional growth of teachers, developing teaching and learning problems effectively. These new approaches to supervision emphasize the role of supervision as the role of supervision as the assistance, service or development of teachers and other educational personnel with a view to improving teacher quality and the quality of education.

- e. Sergiovanni is quoted by Made Pidarta as saying the following statements related to supervision: 1) supervision is more process than role, 2) supervision is a process used by school personnel who are responsible for aspects of school goals that rely directly on other personnel, to help them complete the school's goals.
- f. The Educational and Cultural Studies and Development Agency defines educational provision as: "all efforts that provide opportunities for teachers to develop professionally, so that they are more able to carry out their main task of improving and perfecting the teaching and learning process.

From some of the above opinions, it can be concluded that in essence educational supervision can be interpreted as professional guidance for teachers. The intended professional guidance is all efforts that provide opportunities for teachers to develop professionally, so that they are more advanced in carrying out their main task of improving and improving the teaching and learning process.

According to Alfonso, Neagley and Evans, and Marks Stroops quoted by Djam'an Satori, describes the relationship of supervision, teaching and learning outcomes In its implementation, supervision is not only supervising whether teachers / employees perform their duties as well as possible in accordance with the instructions or provisions that have been outlined, but also try with teachers, how to improve the teaching-learning process. (Tim Lecturer, 313-314). So in supervision activities, teachers are not considered passive implementers, but are treated as working partners who have ideas, opinions and experiences that need to be heard and appreciated and included in educational improvement efforts.(Ngalim Purwanto 2006)

Various techniques can be used by supervisors in helping teachers improve teaching and learning situations, either in groups (group techniques), or individually (individual techniques) or in a direct or face-to-face and indirect way or through communication media (visual, audial, audio visual).

Some of the supervision techniques that can be used by education supervisors include:Ngalim Purwanto, 316-318.

- a. Class visits plan to get an overview of classroom teaching and learning activities
- b. Private meetings between supervisors and teachers to discuss specific issues facing teachers
- c. Meetings between supervisors and teachers in schools, usually to discuss common problems related to improving or improving the quality of education
- d. Visits between classes or between schools is an activity that is primarily to exchange the experience of teachers or principals about improvement efforts in the teaching-learning process.

Meetings are grouped with the work of the reviewer, the working group of the principal, as well as the meeting of the teacher working group, the teacher activity center and so on. These meetings can be conducted by each working group or a combination that is primarily intended to find problems, find alternative solutions and implement appropriate problem alternatives.

The rise of COVID-19 serves to remind us across all different disciplines that we always have to be prepared by following an all-hazards approach. The importance of sustainable public and private partnerships is not enough just to be stressed. We will pass COVID-19 by implementing good communication, collaboration, cooperation, and coordination however, teacher competence becomes the main determinant of the success of the learning process, including in Indonesia.(Weaver and Wiener 2020) Teachers will try as much as possible so that the learning activities carried out are successful. Teachers act as organizational learning environments and at the same time as learning facilitators. To meet that, the teacher must fulfill the aspect that the teacher as: model, planner, fortune teller,

leader, and guide or guide towards learning centers. (Hanum 2013) Teachers play a role to direct and provide learning facilities to learners (directing and facilitating the learning) so that the learning process runs adequately, not just providing information. How and whatever form of learning strategies, models, and media used by teachers, is actually oriented to one main condition, namely attractive so as to foster student learning interest This also applies during the COVID-19 pandemic. (Abdullah 2016)

When it comes to online learning, convincing learners and parents is a vital element of institutional (teacher and school) responses. In an effort to increase the capacity for online learning, schools should take advantage of asynchronous conditions. As with normal classroom lessons, online learning should include a wide range of tasks and occupations that place COVID-19 in a global and historical context. When deciding on the implementation of online learning, an assessment should be designed that helps the teacher to focus. This viewpoint suggests flexible ways to cover the shortcomings of the learning system until the pandemic is over. Principals and state officials who must manage the educational consequences of this crisis. A variety of simple, functional, and free online courses should be widely available. In addition, user comments related to training aimed at improving the effectiveness of training methods need to be taken into consideration. Educational content in different media formats can be developed and prepared according to the age level of the individual to improve the effectiveness of online learning. (Goddess 2020) At this time the supervision of the principal is certainly needed and plays a very large role in the quality of graduates produced.

We already understand that with proses education is "the change of something into something else. Something that affects the course of the process is called an input, while something from the process results is called an output. Dikmenum, Increased Quality Education Based School, 214. " In education at the school level, the process in question is "(1). Implementation of the curriculum; (2) Educators and educational personnel; (3) Learners; (4) Graduates; (5) Facilities and Infrastructure; (6) Management of education; (7) The school's relationship with the

community; (8) Special services." The process will be said to have high quality, namely: "if the coordination and alignment and compaction of inputs are carried out in harmony, so as to create a pleasant learning situation, able to encourage motivation and interest in learning, and really able to empower learners." (Ahmed Hamadtu and Ahmed Old woman Siddek 2012) (Pettigrew and Whittington 2002) (Harold D. Koontz and Cyril O'Donnel 1964) (Feigenbaum and Feigenbaum 2003)

We need to study from the beginning starting from the planning which is "activities that will be carried out in the future to achieve the goal and in the planning it contains several elements, including a number of activities set before, the existence of processes, results to be achieved, and regarding the future in a certain time." In addition, John R, Scemerlon, (Husaini Usman 2011) stated: "process of setting objectives and determining what should be done to accomplished." Education planning, according to UNESCO, (Schermerhorn and Chappell 2010) affirms that the determination of predictions in determining the wisdom, priorities, and costs of an education system by looking at economic and political realities, the potential of the system to develop the interests of states and the services of the people covered by the system. (Beeby, C E 1992)

Thus in educational supervision, planning activities that can be done includes: goal setting, enforcement of strategies, and development of plans to coordinate activities. As the top management of the principal / madrasah has the task to make the necessary planning both in the present and in the future including the field of staffing, student affairs, learning programs, curriculum, finance and school / madrasah equipment. In the results of research conducted by Kenneth N. Ross and Lars Mahlck, that needs a change in educational planning both conceptually procedurally and methodologically. The required educational planning in particular can be concluded that: "(a) describes the school's mission, (b) recognizes the relationship between educational inputs and outputs, (c) uses a rational approach to future education planning in planning decisions, (d) the role of the education practitioner, (e) assumes a clear causal relationship between the exploration of educational expansion and further needed social development, and (f) build a solid research support system so that decisions can be

made on the basis of evidence and not speculation."(Kenneth N. Ross dan Lars Mahlck 2006)

As J.A. Ashford argues that the quality plan must establish: "(1) The quality goals to be achieved; (2) Specific allocation of responsibilities and authorities during different phases of the project; (3) The specific procedures, methods and work instructions to be applied; (4) Appropriate testing programs, inspections, inspections and audits at appropriate stages (e.g. design and development); (5) A method for changes and modifications in the project quality plan continues; (6) Other steps necessary to meet the objectives" John L Ashford, *The Management of Quality in Construction* (London: published in the Taylor and Francis e-LibraryE and FN Spon, an imprint of Chapman and Hall, 2013), 124.

The main function of educational supervision is controlling as stated by Herujito is "as the fourth element or function of management is to observe and allocate appropriately the deviations that occur." The source of failure of an activity or plan is in two things, namely: (1). Ineligible the requirements of the person or perpetrator who does the work; (2) The existence of influences beyond the reach of humans (force major). Management supervision is a systematic attempt to set implementation standards with planning objectives, design feedback information systems, compare real activities with previously established standards, determine and measure deviations,(Herujito 2006) and take the necessary corrective actions to ensure that all company resources are used in the most effective and efficient way in achieving their objectives. company(Hani 2002)

Of course, in realizing quality schools, it requires the development of vision and mission in the region, every school or madrasa, and the department in the region. There are five pillars to focus on quality vision, namely: "(1). Meeting customer needs; (2) Encourage total community involvement in the program; (3) Develop a system of measurement of educational value added; (4) Support the system required by staff and students to manage change; (5) Continuous improvement by always working hard to make educational products better."(Arcaro 1997)

One of the most important elements in management is leadership. The principal or

madrasa is a leader in educational institutions. His existence became an inspiration and influenced a number of people he led. The success of a leader in carrying out his duties can be seen from the ability to influence the academic community in matters of ideas, feelings, attitudes and behaviors desired by educational institutions. It is a mirror of a very strategic position to realize the dynamics of management in educational institutions. The role and vision of a leader in an educational institution greatly influences the achievements that will be achieved institutionally as well as for his students. Achievement is the expected culmination of planning and a series of actions taken by leadership in educational institutions. Academic achievement is a real indication of success in the management of educational institutions that gives hope also to the quality of human resources (saepul Ma'mun n.d.) Rhenald Marriage, *Mutation DNA Powerhouse* (Jakarta: Gramedia Pustaka Utama, 2008), 225.

The quality of input can be seen from various sides. First, the good condition or not of human resource input such as principals, teachers, administrative staff and students. Second, meet or not the criteria of material input in the form of props, curriculum books, school facilities and infrastructure. Third, meet or not the input criteria in the form of software, such as organizational structure rules, job descriptions, and organizational structures. Fourth, the quality of input that is hopeful and needy, such as vision, motivation, perseverance and ideals."(Sudarwan Given 2006)

As Glewwe, Schreen, Willms, Teddie and Raynolds put it: "The school model or madrasah input-process-output-impact becomes the theoretical framework that references the substance of the model and component structure that was developed more than 37 years ago through literature through the function of educational production and the effectiveness of schools." The developed model has the following component structure: First, the input is as an input or a material designed to be able to produce a planned result; Second, the process is the implementation activity of changing inputs to be able to produce output in the form of output in a planned and systematic manner; Third, the output is an input that has undergone a process of changing into a new form; Fourth, the results are a picture of the impact resulting from graduates who have a high or low level of quality.(Scheerens 2000)

## Conclusion

Education supervision is an inevitability in an educational institution that wants to improve the quality of its education, especially in the quality of graduates produced. The actor of this educational supervision is certainly the principal. The principal is the main determinant in the implementation of graduate quality-based management because the principal has all access to make efforts to improve the quality of his school graduates. The supervision of the principal is key in any decision making that has an impact in improving the quality of graduates.

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