

School Principal Supervision in Improving Guidance and Counseling Teachers Management at SMAN 4 and SMAN 11 Banda Aceh

Arnita Aidil¹, Murniati², Niswanto²

¹Master of Education Administration, Universitas Syiah Kuala, Indonesia

²Universitas Syiah Kuala, Indonesia.

*Corresponding email: arnitaaidil@gmail.com

Received: 23 April 2021

Accepted: 30 July 2021

Published: 29 August 2021

Abstract: This research aims to identify a clear vision of the principal supervision in improving the counseling teachers management. Using the descriptive method with a qualitative approach, this research data collecting techniques were interview, observation, and documentation study. The subjects were the supervisor, principal, vice principal of curriculum affair, and counseling teachers. The results show that the Programs were designed and carried out at least twice a year at the beginning of even and odd semester. The supervision implementation is carried out by the principal or supervision team and the counseling teachers. The principal supervision refers to counseling teacher ability in making counseling programs including the annual program, semester program, implementation plan of classical guidance services (RPL-BK), and empowering students with counseling services. The supervision techniques are conducted by visiting the counseling room individually and in groups, meeting, discussion, and sharing experiences.

Keywords: the supervision of the principal, management, counseling teachers

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi visi supervisi kepala sekolah yang jelas dalam meningkatkan manajemen guru BK. Menggunakan metode deskriptif dengan pendekatan kualitatif, teknik pengumpulan data penelitian ini adalah wawancara, observasi, dan studi dokumentasi. Subyek penelitian ini adalah pengawas, kepala sekolah, wakil kepala sekolah bidang kurikulum, dan guru BK. Hasil penelitian menunjukkan bahwa Program dirancang dan dilaksanakan setidaknya dua kali setahun pada awal semester genap dan ganjil. Pelaksanaan supervisi dilakukan oleh kepala sekolah atau tim supervisi dan guru BK. Supervisi kepala sekolah mengacu pada kemampuan guru BK dalam membuat program konseling yang meliputi program tahunan, program semester, rencana pelaksanaan layanan bimbingan klasikal (RPL-BK), dan pemberdayaan siswa dengan layanan konseling. Teknik supervisi dilakukan dengan mengunjungi ruang konseling secara individu maupun kelompok, pertemuan, diskusi, dan berbagi pengalaman.

Kata kunci: supervisi kepala sekolah, manajemen sekolah, guru BK.

To cite this article:

Aidil, A., Murniati & Niswanto. (2021). School Principal Supervision in Improving Guidance and Counseling Teachers Management at SMAN 4 and SMAN 11 Banda Aceh. *Jurnal Pendidikan Progresif*, 11(2), 447-455. doi: 10.23960/jpp.v11.i2.202125.

■ INTRODUCTION

Education is one of crucial factors in developing qualified human resources (Goodway, Ozmun, & Gallahue, 2019; Pearce & Wood, 2019). The process of education is performed by educators and education practitioners to develop students' potentials (Darling-Hammond, 2017; Kostaris et.al., 2017). The implementation of education by applying guidance to students with the aim to lead children towards the achievement of certain ideals (Özsoy & Ataman, 2017). This means education process today followed with the guidance and counseling is expected to lead students towards their future dreams and the betterment of their attitude (Kizilaslan & Kizilaslan, 2018; Mau, Li, & Hoetmer, 2016).

Based on this idea, for the purpose of helping teachers and educators in improving counseling teachers management at schools requires educational supervision (Boyland et.al., 2019; Okonkwo, Kalu, & Okonkwo, 2018; Mohamed, 2017). Supervision is a guidance conducted by supervisor and school principal to teachers and educators who directly deal with students' learning process in order to improve the teaching and learning environment so that students are able to learn effectively to achieve their goals (Yavuz, et.al., 2017). Supervision is defined as activities that determine essential conditions or conditions that will guarantee the achievement of educational goals (Ndegwa & Khamah, 2018). Supervision conducted by the principal is a bridge of communication between teachers and principals in monitoring the teaching activities of teachers by seeing how they explore lesson material, using varied teaching methods, conducting evaluations and assisting teachers in translating curriculum in accordance with the interests, needs and potential of students (Sappaile et.al., 2018; Fessehatsion, 2017; Harris et.al., 2017).

Supervision can be defined as an activity which determines the condition and essential requirement to assure the education goals. It is supervised by school principal as a mean of communication between teachers and the principal in monitoring learning activities. Thus, supervision is a crucial effort in counseling service therefore it should be done by school supervisor and school principal, which is also very influential in improving the quality of counseling service (Peters, 2017; Carraccio et.al., 2016).

In line with this, supervision towards guidance and counseling teachers is necessary in running the counseling service management program. This is very important for guidance and counseling teachers in order to improve their managerial skills as well. Based on the interview with some guidance and counseling teachers of Senior High Schools in Banda Aceh, it revealed that: "guidance and counseling teachers have been frequently posted for the purpose of incidental problems which made them mainly handled juvenile delinquency like students fighting and violence".

It can be inferred that school principal rarely supervised guidance and counseling teachers so that the counseling service was not done appropriately. Guidance and Counseling service was done sporadically unscheduled because there was no fix practical guide as well as fix time table for that assigned by school supervisor and school principal in terms of guidance and counseling managerial program.

Based on the above problems, guidance and counseling teachers has big role and responsibilities on the development and establishment of students at schools. Therefore, the teachers are required to possess adequate managerial skills in performing counseling service. For this reason as well, school principal supervision is urgent in the improvement of teachers' managerial skills Regarding the above

explanation, the writer intends to do a research on “School principal supervision towards guidance and counseling teachers’ management at SMA N 4 and SMA N 11 Banda Aceh”.

Literature review

Supervision Concept

Every single organization activity in a school aims at achieving learning efficacy and efficiency. One of school principal tasks is as a supervisor supervising teachers’ work. Supervision is defined as activities that determine essential conditions or conditions that will guarantee the achievement of educational goals. Supervision conducted by the principal is a bridge of communication between teachers and principals in monitoring the teaching activities of teachers by seeing how they explore lesson material, using varied teaching methods, conducting evaluations and assisting teachers in translating curriculum in accordance with the interests, needs and potential of students .

The above quote means supervision can be defined as an activity which determines the condition and essential requirement to assure the education goals. It is supervised by school principal as a mean of communication between teachers and the principal in monitoring learning activities (Campbell & Derrington, 2019).

School Principal as a Supervisor

One of the efforts done to upgrade the quality of human resource at schools is through clinical learning teaching and learning supervision done by school principal. The above quote clarifies that school principal has the ability to create learning situation achieving learning objectives. Teacher’s empowerment and coaching are a part of principal’s responsibilities (Siraj & Milfayetty, 2017).

Counseling Process

At the stage of counseling service a guidance and counseling teacher must understand standard procedure of counseling service. The role of guidance and counseling teacher supervision to improve teachers’ professionalism requires coaching from school supervisor and principal. Based on the above fact, guidance and counseling teachers must be able to provide comprehensive to students at school, starting from basic counseling, responsive service, filed of interest, as well as individual plan and support system.

Approach Service and Counseling

Counseling at a school covers for level of services including personal development, social, learning, and career. Some counseling practices are basically directed at the development of effective daily living conditions and the handling of disrupted effective daily conditions with a focus on independence and self-control abilities of clients / counsees, through the implementation of various types of counseling services and support activities, all of which are carried out in the process learning / counseling.

The above quote explains that counseling service leads to individual development and overcoming effective daily condition which hinders counselee from self-control. Basically, these changes reveal a holistic unit which is inseparable in each individual / counselee.

The Concept of Counseling Service Management

Management is a series of activities in managing an organization, while a person who organizes the activities is called manager. The manager must have ability in applying managerial skills and disciplinary. Furthermore, Management

is an aspect that is used by humans to study efforts that can integrate people to work together in efforts to achieve a better life. Management can be applied in all activities. Management is universal and is a systematic knowledge framework, which elevates the rules, principles and concepts of management.

Guidance and Counseling is a school organization which needs management concept to achieve its goal. Guidance and counseling management starts from planning counseling service activities, organizing activities. It organizes all components related to guidance and counseling such as human resources who deal with the service, motivate the people around the school to actively engage in guidance and counseling service as well as evaluate the program to figure out the impact of the program to the school and recipients (Stăiculescu et.al., 2017).

■ METHODS

Previewed from the data collected, this research focused on qualitative approach. The process of qualitative research involves several crucial stages namely; research questions, research procedures, data gathering from research participants, data analysis and data discussion. The research was done at SMA Negeri 11 and SMA Negeri 4 Banda Aceh, both senior high schools were located in different cluster. Research was conducted within two months, starting from March until August 2019. The subjects for this research were taken from school supervisors, school principals, and Guidance and Counseling teachers from both schools. Meanwhile the research instruments used were guided interview, guided observation, and documentation. Credibility test of the research was in triangulation, while the data analysis was modeled from Miles Huberman covering data collection, data reduction, data display, summarization, and verification.

■ RESULTS AND DISCUSSION

School Principal Supervision Program in Improving Guidance and Counseling Teachers of SMA Negeri 4 and SMA Negeri 11 Banda Aceh

School Principal of SMA Negeri 4 Banda Aceh Supervision Program

Supervision Program by schools principals is the initial stage in realizing the achievement. This program started from planning. It is an approach in dealing with the problems. School principals are the education leaders who have important roles in developing quality of education at school. They are the key to education development, comfortable working atmosphere, and professional quality development as well as teachers' management skills.

This research has also revealed coaching and supervision program by school principals has been able to maintain conducive learning and working atmosphere at school. School principals have committed to assure the action of supervision and apply school based management as well as empowering human resources at school including Guidance and Counseling Teachers.

To create secure and comfortable school environment it is expected that principals supervision program would be a good role model as supervisor and manager and able to positively influence the social, political, and cultural aspects at school. A school principal must be able to analyze essential factors in school supervision and the improvement of teachers' management, especially Guidance and Counseling Teachers. In addition, Guidance and Counseling Teachers must be able to run guidance and counseling service and the evaluation of the program.

School Principal of SMA Negeri 11 Banda Aceh Supervision Program

The result of the research shows that school principals have mainly applied the values of school

supervision program through the assistantship of guidance and counseling service and also supported by all school community. School activities will run well and reach the target if the school programs are well-planned and well-set by considering the future condition and follow up activities.

Furthermore, the research also published that in the process of implementing school supervision by school principals towards Guidance and Counseling teachers, the supervisor looked at the teachers' administration file such as annual program (PROTA), semester programs (PROSEM), plan of service program (RPL), and the setting of effective weeks.

Consequently, a school principal has crucial roles not only in leadership but also in organizing school activities program. The supervision process strongly determines the success of the school in realizing the school vision and mission. Supervision is a professional monitoring in academic field, run based on standard procedure of the job division, understanding of deep learning concept. Based on the above explanation, it can be inferred that the implementation of school principal supervision positively has helped the program of effective learning in improving the quality of guidance and counseling teachers management.

The Implementation of School Principal Supervision in Improving management skills of Guidance and Counseling Teachers at SMA Negeri 4 and SMA Negeri 11 Banda Aceh

The enactment of Supervision at SMA Negeri 4 Banda Aceh

The research outcome says that in the process of school principal supervision it was suited with the school condition. It is necessary to improve guidance and counseling teacher

management. The school principals are required to do supervision and write report related to their activities. As part of principals' competence they need to enlighten and manage the school program, particularly program related to school management.

The enactment of supervision was done by school principals together with the supervision team, so in the process of supervision guidance and counseling teachers must complete all the administration requirement or set up the counseling service program covering the annual program set (Prota), semester program (Prosem), learning effective weeks, and counseling service program plan. These administration records are core documents for teachers in teaching: In order for the guidance and counseling in schools to work as expected, clear and regular organizational support is needed. The organization expressly regulates the position, duties and responsibilities of the school personnel involved. In contrast, the pattern of organization of guidance and counseling services consists of several personnel, as follows: (1) the element of Educational Office is the person in charge of carrying out supervision and coaching of the implementation of guidance and counseling services in schools; (2) the principal (along with the vice principal) is the person in charge of education in the whole education unit, including the person responsible for making policies in the implementation of guidance and counseling services

The results of the research exposed that the supervision procedures conducted by school principals is suited with school condition and based on students' need. This modification is referred to program plan. The stages of supervision in improving guidance and counseling teacher professional competency is also done through teacher training such as Focused Group Discussion (MGBK), professional development

training, seminars, workshops, as well as other teaching supporting activities. Doing this activities also has major implications in counseling services.

Performing supervision is also to arrange guidance and counseling program in each of which has particular objectives. In order the program is able to evaluate, it needs to be measured in an evaluation. Without assessment, it is not possible to measure and gauge the achievement of the counseling activities which have been put in to plan.

The Implementation of School Principal Supervision at SMA Negeri 11 Banda Aceh.

The research shows that in the process of supervision conducted by school principal requires several documents such the annual program set (Prota), semester program (Prosem), learning effective weeks, and counseling service program plan. All these documents are the compulsory supplementary file done by guidance and counseling teachers.

To support this, the role of school principal is very vital in leading and organizing and managing teaching and learning program so the learning productivity in the end can be improved which means it will also improve the quality of education.

The Evaluation of School Principal Supervision in Improving Guidance and Counseling Teachers' Management at SMA Negeri 4 dan SMA Negeri 11 Banda Aceh School Principal of SMA Negeri 4 Banda Aceh Supervision Evaluation

Having conducted the supervision, the supervisor takes the evaluation towards the program carried out by supervision team by looking at the guidance and counseling programs. This is done in order to improve the quality of teachers themselves as well as providing top quality of service.

The result of interview with the school supervisor of SMA Negeri 4 Banda Aceh proved

that the evaluation was done by supervision team work so that when the observation was taking place others would be able to take a part. The tem conducted the supervision and observation based on the schedule. After that the team would inform the finding during the supervision process to the school principal. Then they decide the follow up action to be taken for the purpose of the improvement.

School Principal of SMA Negeri 4 Banda Aceh Supervision Evaluation

Supervision Evaluation was not conducted individually, but in a supervision team (team work). School principal worked together with team work and figured out the result of the supervision performance, the result of the supervision process is used as the platform for further steps in coaching teachers either individually or classically. Job descriptions are assigned in supervision process that was the collaboration between school principal and supervision team. This way had assisted the team in gathering the data from the observation. The final finding was informed to the school principal then the principal planed for further action. Interestingly, this collaboration of the team existed due to the good coordination with team work and school principal which seemed to help accelerate the quality.

Follow up action of School Principal School Supervision in Improving Guidance and Counseling Teachers Management Skills at SMA Negeri 4 dan SMA Negeri 11 Banda Aceh

Follow up Action of School Principal Supervision at SMA Negeri 4 Banda Aceh

The result of the study told that the follow up action from school principal supervision was able to increase the work performance of guidance and counseling teachers. This action was also observing the efforts done by guidance and

counseling teachers dealing with inviting students' parents to school to discuss about students. The involvement of parents was regarded as was collaborative support between counseling services and parents, so the teachers obtained accurate information about particular students in the service. This had helped teachers, students as well as parents in solving the problems.

Supervision was conducted in order to provide coaching initiated by identifying and recognizing strength and weakness of the school under their supervision. Through these activities, the supervisor analysis was considered as the basic principles to develop the quality of teachers' management skills. For this purpose, the school principal monitored the supervision program and developed innovative programs of the school. The success of this program became the pattern to support the enactment of the supervision program.

Follow up Action of School Supervision at SMA Negeri 11 Banda Aceh

The result of research revealed that the school principal supervision had brought positive changes to the school. One of the positive impacts from this activity was to improve guidance and counseling teachers' management skills. It is apparent that the program conducted by school principal regarding supervision focused more on support program from principal to teachers in terms of providing guidance and counseling services. This was in line with the role of school principal as a supervisor dealing with motivating movement to teachers. It provided opportunity for teachers to take a part in any teacher training, workshops, seminars, and professionals development programs. Management skills learned by Guidance and counseling teachers helped teachers build their capacity which in the end affects the students. Students would also learn how to be self-reliant, self-disciplined, and good characters. To realize high quality education, the

school principal was expected to run the school professionally. The principal managed the school units such as curriculum which was set up to improve the quality of the school.

■ CONCLUSIONS

In organizing school principal supervision program at SMA Negeri 4 and SMA Negeri 11 Banda Aceh. The Process of organizing supervision programs done in the beginning of the academic year involved some specific team work. The program was also based on schedule assigned regularly, which was conducted twice or three times in one semester; in the beginning, the middle and in the end of the semester. This program was aimed at finding out the level of achievement and mastery of teachers' work plan.

The enactment of school principal supervision program was performed at SMA Negeri 4 and SMA Negeri 11 Banda Aceh. There was a commitment between school principal and teachers as well as other element who were going to be supervised. As a result, all or the elements became well-prepared. The supervision program was performed by school principal along with the supervision team work based on the scheduled time.

The evaluation of school principal supervision was conducted at SMA Negeri 4 and SMA Negeri 11 Banda Aceh.

The follow up action of school principal supervision at SMA Negeri 4 and SMA Negeri 11 Banda Aceh had been conducted professionally and run very well. Apart from that, the efforts in coaching and professional development performed by school principal was to improve the management skills of guidance and counseling teachers in the process of generating good service to students. It correlates with achieving the goal of national education. Finally, to support teachers' work performance, the school principal recommended teachers to

participate in focused group discussion (MGMP/ MGBK), Workshops, seminars dan other professional development courses.

■ REFERENCES

- Boyland, L. G., Geesa, R. L., Lowery, K. P., Quick, M. M., Mayes, R. D., Kim, J., ... & McDonald, K. M. (2019). Collaborative Principal-School Counselor Preparation: National Standards Alignment to Improve Training between Principals and School Counselors. *International Journal of Educational Leadership Preparation*, 14(1), 188-205.
- Campbell, J. W., & Derrington, M. L. (2019). Principals' Perceptions of Teacher Evaluation Reform from Structural and Human Resource Perspectives. *Journal of Educational Supervision*, 2(1), 58.
- Carraccio, C., Englander, R., Holmboe, E. S., & Kogan, J. R. (2016). Driving care quality: aligning trainee assessment and supervision through practical application of entrustable professional activities, competencies, and milestones. *Academic Medicine*, 91(2), 199-203.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice?. *European Journal of Teacher Education*, 40(3), 291-309.
- Fessehatsion, P. W. (2017). School Principal's Role in Facilitating Change in Teaching-Learning Process: Teachers' Attitude. A Case Study on Five Junior Schools in Asmara, Eritrea. *Journal of Education and Practice*, 8(6), 134-142.
- Goodway, J. D., Ozmun, J. C., & Gallahue, D. L. (2019). *Understanding motor development: Infants, children, adolescents, adults*. Jones & Bartlett Learning.
- Harris, A., Jones, M., Cheah, K. S. L., Devadason, E., & Adams, D. (2017). Exploring principals' instructional leadership practices in Malaysia: insights and implications. *Journal of Educational Administration*.
- Kizilaslan, A., & Kizilaslan, M. M. (2018). Anxiety in Visually Impaired Students about the Future. *International Journal of Evaluation and Research in Education*, 7(2), 152-158.
- Kostaris, C., Stylianos, S., Sampson, D. G., Giannakos, M., & Pelliccione, L. (2017). Investigating the potential of the flipped classroom model in K-12 ICT teaching and learning: An action research study. *International Forum of Educational Technology and Society*.
- Mau, W. C. J., Li, J., & Hoetmer, K. (2016). Transforming High School Counseling: Counselors' Roles, Practices, and Expectations for Students' Success. *Administrative Issues Journal: Connecting Education, Practice, and Research*, 6(2), 83-95.
- Mohamed, H. (2017). Using Six Hats' Strategy In Enhancing Supervisory Skills Of Efl Counsellors And Their Intellectual Flexibility. *Journal of Research in Curriculum Instruction and Educational Technology*, 3(1), 163-189.
- Ndegwa, S. M., & Khamah, A. H. (2018). Influence of Curriculum Support Officers' Strategies on Sustainability of Early Childhood Development Education in Mvita Sub County, Mombasa, Kenya. *European Journal of Education Studies*.
- Okonkwo, O. N., Kalu Sunday, A., & Okonkwo, C. V. (2018). Effects of Educational Management on Educational

- Growth in Nigeria: A Study of Imo State. Özsoy, G., & Ataman, A. (2017). The effect of metacognitive strategy training on mathematical problem solving achievement. *International Electronic Journal of Elementary Education*, 1(2), 67-82.
- Pearce, T. C., & Wood, B. E. (2019). Education for transformation: An evaluative framework to guide student voice work in schools. *Critical Studies in Education*, 60(1), 113-130.
- Peters, H. C. (2017). Multicultural complexity: An intersectional lens for clinical supervision. *International Journal for the Advancement of Counselling*, 39(2), 176-187.
- Sappaile, B. I., Masuddin, L. O., Saludung, J., Sappaile, P., Ishak, A. M., Simatupang, W., & Abdullah, S. (2018). Influence of implementation of academic supervision by the school supervisor, interpersonal communication, and teacher motivation on the quality of learning in secondary high schools in regency of South Buton, Indonesia. *Journal of Educational Research and Reviews*, 6(2), 29-37.
- Siraj, S., & Milfayetty, S. (2017, October). Principal Leadership Contribution to Development Characteristics of Competence Professional Teacher. In 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2017). Atlantis Press.
- Stăiculescu, C., Livini, R., Tefan, L. R., Todea, S., & Albu, N. (2017). Managing the Need for Career Guidance and Counseling for Students Case Study—The Bucharest University of Economics Studies. *Revista De Management Comparat International*, 18(2), 158.
- Yavuz, O., Cayirdag, N., Dahir, C., & Gümübeli, A. Y. (2017). Improving student achievement through strengthening principal and school counselor partnership. *International Journal of Educational Reform*, 26(2), 176-201.