



ANALYSIS OF THE IMPLEMENTATION OF GUIDANCE AND COUNSELING SUPERVISION AT STATE SENIOR HIGH SCHOOLS OF KUBU RAYA REGENCY

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Abstract

The objectives of this research are: (1) to describe and analyze the implementation of guidance and counseling supervision at the State Senior High Schools of Kubu Raya, and (2) to find main factors inhibiting the implementation of guidance and counseling supervisor at the State Senior High Schools of Kubu Raya regency. This study used the qualitative method with the interview as the data collection technique tested its validity through source triangulation. The research subjects in this study were one guidance and counseling supervisor and seven guidance and counseling teachers as the informants. The data analysis techniques used were data reduction, presentation, and conclusion. The results show that: (1) the implementation of the guidance and counseling supervision has still many weaknesses on each stage done by the supervisors, such as unidentified guidance and counseling teachers' needs, the program planning is not yet organized well, the supervisors do not use particular approaches, and they do not control the supervisions carried out, (2) some factors inhibiting the implementation of guidance and counseling supervision include lack of guidance and counseling supervision forces that so many guidance and counseling teachers are not supervised optimally, lack of knowledge and understanding by the supervisors on the implementation of the guidance and counseling supervision, and also minimal development of supervisory competencies in the guidance and counseling field.

Keywords: Implementation of Guidance and Counseling Supervision

INTRODUCTION

Supervision is very important for the guidance and counseling teachers since it can help them to improve their professionalism in carrying out the guidance and counseling program in the schools. Supervision is indispensable considering the decline of the teachers' professionalism and performance. This corresponds with Agus Taufiq (2011: 1), showing that there are many

guidance and counseling teachers having a low performance in the schools, specifically at the senior high school level. Previous research showed that 58% of guidance and counseling teachers have not yet worked professionally. Within these conditions, then the supervision is indispensable in order to improve the teachers' professional competencies of in carrying out their duties and functions.



Ardika. (2010) has suggested some findings that (1) there is a contribution of the supervision on the teachers' performance significantly, (2) there is a contribution of school working climate on the teachers' performance significantly, (3) there is a contribution of work motivation on the teachers' performance significantly, (4) there are joint contributions jointly between the guidance and counseling supervision, school working climate, and work motivation on the teachers' performance significantly.

Some facts above indicate that the implementation of the guidance and counseling supervision is very urgent for the guidance and counseling teachers as it is able to control (*controlling*) and develop the human resources (*human resources development*) in order to improve the quality of guidance and counseling services in the schools and should be implemented sustainably.

FORMULATION OF THE PROBLEM

The problem in this research is 1) **how** the implementation of guidance and counseling supervision at the State Senior High Schools of Kubu Raya?, and (2) what are the factors inhibiting

the implementation of guidance and counseling supervisor at the State Senior High Schools of Kubu Raya regency?.

RESEARCH OBJECTIVES

The objectives of this research are: (1) to describe and analyze the implementation of guidance and counseling supervision at the State Senior High Schools of Kubu Raya, and (2) to find main factors inhibiting the implementation of guidance and counseling supervisor at the State Senior High Schools of Kubu Raya regency.

LITERATURE REVIEW

In general terms supervision means to observe, supervise or guide and stimulate the activities carried out by another person with the intent to make improvements. The concept of supervision based on the belief that improvement is a cooperative effort of all those who participated supervisor as a leader, which also acts as a stimulator, mentor and consultant to his subordinates in order to attempt repairs. Supervision of education is an attempt to coordinate and guide the continuous growth of teachers in the school either individually or in groups. Essentially all

assistance aimed at improvements and coaching aspects of teaching. Arikunto (2006: 4) explained that the supervision is derived from the English which consists of two root words, *super* meaning above and *vision*, having a sense of seeing, so in general supervision is defined as "viewed from above". With this understanding, the supervision is clearly defined as some activities carried out by the supervisors and principals as the officials who have higher positions than the teachers to see or supervise their works. Supervision is observing, identifying what things have been right or still wrong for the purpose of providing guidance. However, this definition gives an implication as if the supervision is the same with inspection in common, especially in education. Educational or school supervision is assumed as errors detecting activities from the subordinates in carrying out orders and regulations from their superiors. These errors are seen as something that should be punished, known as administrative punishment, but the actual supervision activities are performed by certain persons who called as the supervisors as the education leaders to assess the teachers' abilities and other education personnel

in carrying out their respective duties, as well as to give warnings or improvement or to provide many solutions for the difficulties experienced by their subordinates.

Sahertian (2008: 17) explained that "supervision is an attempt to stimulate, coordinate and guide continuously the development of the teachers in the schools, both individually and collectively, in order to better understand and more effectively in achieving all the teaching functions ". Then, Sergiovanni and Starratt (1983: 6) explained that "(a) *supervision is the process of supervision over the role, (b) supervision is a process used by school personnel who are responsible for aspects of school goals and the dependent directly to other personnel, to encourage them to solve the school goals.*"

Prasojo (2011: 25-28) divided the concept of educational supervision into three groups: (1). *Good supervision is democratic*, (2). *Good supervision is objective and systematic*, (3). *Good supervision is creative*.

Democratic supervision is good because we live in a democratic society, and this attitude is also indispensable in this social and national life, for which



the educational process must also be democratic. The teachers as free-thinking individuals train themselves to take the initiatives, develop their self-confidence and participation in decision-making, both associated with the policies and teaching objectives. Objective and systematic supervision, this supervision characteristic lies on the use of objective methods in carrying out the measurement of the learning process and its results, as well as objective grouping accompanied with statistical analysis. The concept of objective and systematic supervision leads to the data collection in order to test new hypotheses and theories. Nyman, Scott J and Timothy B. Smith (Journal of Counseling & Development, 2010) suggested that to improve the quality of the counselors in giving the best services to their clients or students, there should be any control procedures carried out including individual oversight and meetings between professionally licensed groups and staffs with training. The training will also develop and maintain surveillance guidelines in the supervision to ensure the adequate models as well as the continuity of the supervision activities to address challenges.

Supervision in the guidance and counseling context is a very important aspect in realizing the guidance and counseling teachers' accountability. The forms of accountability can be realized in their willingness to supervise consistently, on both administrative, clinical (about the weaknesses found), and capabilities and potentials development supervisions. Mashudi (2013: 174) provided the definitions of supervision that "a relation between the supervisor and the counselor, in which the supervisor provides support and assistance to improve the counselor's professional performance, based on one principle, i.e. recognizing that every human being has the potential to grow."

Educational personnel who are competent to supervise certainly are the school supervisors. The supervision activities will certainly be able to be implemented well if the supervisors have professional competencies in the guidance and counseling field. The professionalism of a supervisor can be seen from the characteristics and properties as follows: 1) knowledgeable about all the works under his control, 2) mastering / understanding completely the plans and programs that have been outlined and which to be achieved by

each institution, 3) being authoritative and having practical skills about the supervision techniques, especially in term of human relations, 4) being honest, assertive, consistent, friendly and humble, 5) having strong willingness and hard-working to achieve the objectives outlined, (Purwanto, 2009: 85-86).

The implementation of the supervision must certainly refer to four elements of managerial practices, including *planning*, *organizing*, *actuating* and *controlling*.

- a. *Planning*. Kauffman (Sugiyono, 2011: 30) argued that planning is a process of determining goals or objectives to be achieved and defining the roadmap and the sources used to achieve the goals as effectively and efficiently as possible.
- b. *Organizing*. Hasibuan (Sugiyono, 2011: 32) stated that organizing means seeking effective behavioral relationships among the people so that they can work together efficiently and thereby gain personal satisfaction in term of carrying out certain tasks under certain environmental conditions in order to achieve specific goals and objectives.

- c. *Actuating*. Siagian (Sugiyono, 2011: 33) stated that actuating is total efforts, ways, techniques, and methods to encourage members of the organization to be willing and work sincerely as well as possible in order to achieve the organizational goals efficiently, effectively and economically.
- d. *Controlling*. Hersey and Blandchard (Sugiyono, 2011: 34) stated that management is the process of providing comparative feedback and follow-up between the results achieved by the predetermined plan and necessary adjustment actions if there are some unwanted deviations.

RESEARCH METHODS

This study used qualitative research method in a phenomenological perspective. According to Husserl (Moleong, 2014), phenomenological perspective is "an approach to gain knowledge of things (objects) and be the experience of human consciousness". The phenomenological qualitative method used in this study was to uncover the implementation of the guidance and counseling supervision in the schools by the research subjects. The research focus was on the implementation of the guidance and



counseling supervision at the state senior high schools of Kubu Raya regency. The research subjects were one guidance and counseling supervisor, and seven guidance and counseling teachers as the informants. The data collection techniques used was in-depth interview analyzed into three stages, namely data reduction, presentation and conclusion (Miles and Huberman, in Sugiyono, 2009: 246). The data validity test used sources triangulation, by comparing or checking the data obtained from different sources.

RESULTS AND DISCUSSION

The results show that there are still some weaknesses in every aspect of the implementation of the guidance and counseling supervision in the high schools. These weaknesses certainly affect the effectiveness of the guidance and counseling supervision process, so that the development of guidance and counseling teachers' performance cannot yet identify comprehensively. Here will be described the research results and discussion of the implementation of the counseling and guidance supervision obtained from the data reduction, presentation, and conclusion.

The supervisors are not identifying the needs of the guidance and counseling teachers. Whereas this identification is very important to know the level of each teacher's needs, so that the guidance process done by the supervisors can be adjusted to their needs. Therefore, the guidance provided will be well-targeted and really help the guidance and counseling teachers in solving various problems in the implementation of the guidance and counseling services. If the identification of the needs is not done, the supervisors cannot clearly know if a teacher really needs some help.

The supervisors do not yet prepare the planning program. The supervision program planning should be conducted as the preparation of monitoring and planning documents of a series of activities to help the teachers to develop their skills in managing the service process to achieve the goals of guidance and counseling program. The supervision program planning is also used as the guidelines for the implementation and supervision, to harmonize the entire school community's perception about the supervision program, be economized and the effectiveness of the use of

school resources (manpower, time and cost).

The supervisors do not use particular approaches for the supervision. To improve the quality of the guidance and counseling teachers, a supervisor must be able to apply many different approaches and techniques because every teacher has also their own different characteristics so that a supervisor should be able to put the approaches and techniques in improving the teachers' performance based on the conditions bad situations. If a supervisor does not use particular approaches in the supervision process, then the supervision is done by only checking the administrative completeness of the teachers, asking for their paper works, and holding some useless discussions without any developmental ones.

The supervisors do not control over the supervision that has been done. They only wait for the reports from the principals about the development of the guidance and counseling teachers. The control should be done for overall management process to remain focused supervision and no deviations. The supervisors will be able to assess their success in developing the guidance and counseling teachers as well as the

improvement of the guidance and counseling teachers' performance that have been given guidance. If there are no any controls, then the development program will be useless because there is no also automatic follow-up of the program, so that the progress of the guidance and counseling teachers in providing the guidance and counseling services in the schools cannot be seen clearly.

CONCLUSIONS

From the results above, it can be concluded that: (1) the implementation of the guidance and counseling supervision has still many weaknesses on each stage done by the supervisors, such as unidentified guidance and counseling teachers 'needs, the program planning is not yet organized well, the supervisors do not use particular approaches, and they do not control the supervisions carried out, (2) some factors inhibiting the implementation of guidance and counseling supervision include lack of guidance and counseling supervision forces that so many guidance and counseling teachers are not supervised optimally, lack of knowledge and understanding by the supervisors on the implementation of the guidance and counseling



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