



Leadership Concepts in Educational Supervision

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Abstract. The lack of relevant supervision standards is characterised by a lack of clear standards in educational supervision practice. This causes many educational supervision leaders to face challenges in providing adequate support and training to teachers. Lack of resources, time and opportunities for training can limit leaders' ability to help teachers improve their skills. The important role of educational leadership and supervision in improving the quality of education therefore this study aims to explore the dimensions and qualitative aspects underlying leadership in educational supervision. The research method used was qualitative desk research, in which relevant literature was identified and analysed to gain an in-depth understanding of the topic. The findings suggest that leadership in educational supervision plays an important role in achieving educational goals. Leadership involves the ability to influence, direct and motivate others. Educational supervision, on the other hand, aims to improve the quality of education through guidance and counselling to teachers. The right leadership style can contribute to teachers' job satisfaction and learning quality.

Keywords: Leadership, Supervision, Education.

1. Introduction

The education system is an important element in a country's development. Improving the quality and effectiveness of the education system plays a crucial role in achieving national development goals, improving the quality of human resources and forming a quality society. In an effort to improve the quality of education, attention to educational leadership and supervision is increasing (Simbolon et al., 2022).

Educational leadership plays a very important role in shaping the direction and vision of educational institutions (Yanti et al., 2023). An effective educational leader is able to inspire, mobilise and motivate teachers, educational staff and students to achieve set educational goals (Fiandi et al., 2023). Strong leadership is also able to create a conducive learning environment, increase student participation, and stimulate innovation and positive change in educational institutions (Alfiandrizar et al., 2023).

On the other hand, educational supervision aims to improve educational processes and achievements through guidance and counselling to teachers and educational staff (Mumtahanah, 2014). Through supervision, teachers can get constructive feedback, a deeper understanding of effective teaching practices and support in their professional development (Suardi et al., 2023). Good educational supervision is also able to help

teachers overcome the challenges and difficulties they face in carrying out their teaching tasks (Sahartian, 2008).

What happens in the field that supervision standards become one of the main issues is the lack of clear standards in educational supervision practice (Fiandi & Ilmi, 2022). This can lead to significant variations in the approaches, methodologies, and assessments used by supervisory leaders. Sholihah et al., (2021). Lack of clear standards can hinder consistency, accountability and uniformity in education supervision, as well as a lack of support and training: Many education supervision leaders face challenges in providing adequate support and training to teachers. Lack of resources, time and opportunities for training can limit leaders' ability to help teachers improve their skills. Rapid and frequent changes in education policy can be a significant issue in supervision leadership. Leaders need to be able to keep up with and adapt to these changes but often limited time and resources make this difficult to do effectively. Lack of coordination and communication between educational supervision agencies.

Limited human and financial resources for educational supervision. Many regions in Indonesia still face constraints in terms of budget and sufficient supervisory staff. This can lead to education supervisors being overburdened with excessive tasks, resulting in a lack of time and attention given to individual schools. In addition, limited resources also affect the ability of supervisors to attend necessary training and professional development (Alfiandrizar et al., 2023).

An in-depth understanding of leadership in educational supervision is crucial in the context of improving and enhancing the quality of education. Through effective leadership, educational supervisors can provide appropriate guidance to teachers, motivate them to improve their teaching practices and create a positive learning culture in the school environment. However, an understanding of the dimensions and qualitative aspects underlying leadership in educational supervision still needs further research.

Previous research has provided initial insights into leadership in educational supervision. For example, some studies have highlighted the importance of effective communication, conflict management skills and understanding of supervision tasks in leadership practices. However, most of the research that has been conducted has used a quantitative approach and focussed on measuring the level of success or teacher satisfaction with educational supervision. Research using a qualitative approach to literature review is still limited, which indicates the need for a deeper understanding of leadership in educational supervision (Indah & Habibah, 2022).

Therefore, this research aims to fill this knowledge gap by using a qualitative method of literature study. By exploring relevant literature and analysing various related theories and concepts, this research is expected to provide a more comprehensive understanding of the qualitative aspects and dimensions underlying leadership in educational supervision. The results of this study are expected to contribute to the development of better educational leadership theory and practice, as well as improving the quality and effectiveness of the education system as a whole.

2. Methods

The qualitative method of literature study is a research approach that is carried out by collecting data from relevant literature sources and analysing them in depth (Mustopa & Iswantir, 2023). In this case, researchers can examine various theories, concepts, previous research findings, and expert views related to the topic. By conducting a literature search, reading and reviewing various relevant sources, then analysing and rearranging the information found to gain a comprehensive understanding of leadership in educational supervision. This method allows researchers to gain in-depth insight into the concepts and theories underlying educational leadership, as well as understand the context, roles, challenges and strategies associated with leadership practices in educational supervision (Sumarni et al., 2023).

3. Results and Discussion

3.1 Leadership Concept

Baharuddin & Nursita, (2020)"In everyday life, both in the family environment, organisations, companies and government, we often hear the designation of leaders, leadership and power, these three words do have a relationship related to one another. Experts interpret the concept of a leader as someone with leadership authority directing subordinates to do part of their work in achieving goals ". A person who is given the status of leader of a member or organisation by election, descent, or other means. So that the leader is someone who can influence, encourage, invite, guide, move, direct, and if necessary force people or groups to accept their influence in order to help achieve a goal in an institution or organisation.

The leader is needed because of the need for an institution or organisation to achieve its goals which it must lead which is called leadership, so leadership is an action or behaviour of the leader to achieve the goals of the institution or organisation (Negeri et al., 2020). Leadership is the key to the direction, goals, and success of an institution in achieving and achieving previously set goals. Where education is a form of organisation where the level of success is largely determined by management and leadership factors (Jhuji, 2020).

Baharuddin & Nursita, (2020) in their research stated that leadership is the process of influencing, motivating, moving people both individuals and organisations that aim to achieve a certain goal. If synchronised in the world of education, the individual who becomes a motivator, mover, and who influences an educator is the principal who is the leader within the school scope.

3.2 Supervision Concept

Supervision comes from two words: "super" and "vision". The word "super" implies a higher rank or position, superior, superior, greater or better. Meanwhile, the word "vision" means the ability to realise something is not really visible so that the two elements forming the word supervision can be combined and concluded that supervision is the view of a more expert person to a person who has expertise under him. Supervisor is a professional when carrying out his duties. He acts on the basis of scientific principles that aim to improve the quality of education, in carrying out supervision, more abilities are needed so that he can see sharply the problem of improving the quality of education, has the sensitivity to understand it not only using ordinary eye sight, because what he

observes is not only a concrete problem that is visible, but some require the sensitivity of the inner eye (Kristiawan et al., 2019).

Shaifudin, (2020) stated, morphologically, "supervision" consists of two words, namely "super" which means more and "vision" which means see, look, watch, or supervise. From these two words (super and vision), some of the substance of supervision can be interpreted as follows:

- 3.2.1 Activities from the superior party in the form of seeing, observing, and assessing and supervising from above on the realisation of activities or work results of subordinates.
- 3.2.2 An effort made by adults who have a higher view of knowledge, skills and attitudes to help those in need of guidance.
- 3.2.3 An activity to transform various innovative views so that they can be translated into measurable activities.
- 3.2.4 A professional guidance by supervisors so that teachers can demonstrate professional work.

Harma & Afriasyah, (2019) in his research states that Supervision is an activity aimed at improving and improving educational processes and achievements. Or assistance provided to teachers and all staff to develop better learning situations.

- 3.2.1 Good Carter defines supervision as the efforts of school officials in leading teachers and other officials, in improving teaching, including stimulating, selecting the growth and development of teachers and revising educational goals, teaching materials, and teaching methods and teaching evaluation. God Carter sees it as leading teachers in the teaching profession,
- 3.2.2 Boardman said Supervision is an effort to stimulate, coordinate and guide continuously the growth of teachers in schools both individually and collectively, so that they are more understanding and more effective in realising all teaching functions so that they can stimulate and guide the growth of each student continuously, and are able and more capable of participating in modern democratic society. Boardman. Sees supervision as more capable of participating in modern society.
- 3.2.3 Wilem Mantja says that supervision is defined as the activities of supervisors (official positions) carried out to improve the teaching and learning process (PBM). There are two objectives (dual objectives) that supervision must realise, namely; improvement (student teachers) and improving the quality of education. Willem Mantja views supervision as an activity for improvement (student teachers) and improving the quality of education.

The education supervision quoted by Baharuddin & Nursita, (2020) namely "coaching towards improving the educational situation or improving the quality of education". To carry out the objectives of supervision in improving performance effectively, it is necessary to improve the ability of educators. Judging from the previous description, it can be seen that the functions of educational supervision itself include:

- 3.2.1 Helping schools and the government produce graduates who have competencies in accordance with the SKLs that have been set, even more;
- 3.2.2 Helping teachers develop professionally.
- 3.2.3 Helping the school and parents or community to work together well.

The function of supervision is as a service or assistance to teachers to develop teaching and learning situations. The concept of supervision is actually directed towards coaching. This means that principals, teachers and other personnel in schools are given facilities to improve their ability to carry out their main duties and functions. According to Anwar and Sagala, supervisors have main functions, among others (Harma & Afriasyah, 2019):

- 3.2.1 Determine which problems are truly urgent to address.
- 3.2.2 Organising inspections, namely before providing services to teachers, supervisors first need to conduct inspections as an effort to survey the entire system.
- 3.2.3 Provide solutions to the results of inspections that have been surveyed.
- 3.2.4 Assessment
- 3.2.5 Exercise, and
- 3.2.6 Coaching or development.

3.3 Leadership in educational supervision

Educational leadership is the ability to influence, coordinate, and mobilise other people who have something to do with the implementation and development of education in order to achieve educational/school goals effectively and efficiently (Art, 2021). According to Syafruddin, educational leadership carried out by school principals or leaders of other educational institutions contains elements, namely: (Asrul & Syarafuddin, 2015)

- 3.3.1 The process of influencing teachers, staff and students as well as related parties (school committee and parents);
- 3.3.2 Influence that is intended to get others to perform a desired action;
- 3.3.3 Takes place within the school organisation to manage learning activities;
- 3.3.4 School principals are formally appointed by the education authority or foundation in the field of education;
- 3.3.5 The goal that will be achieved through the leadership process is the achievement of educational goals for graduates with good personality and quality;
- 3.3.6 Leadership activities are more human relations oriented than organising material resources.

Teachers can achieve job satisfaction with the role of an ideal leader who is able to apply the right leadership style depending on the conditions and problems faced in an institution. Many models of leadership styles are expressed by experts, including four styles of leadership, namely (Baharuddin & Nursita, 2020):

- 3.3.1 *Directing*, this style is used to complete difficult tasks and subordinates who are not experienced and motivated to do the task. The leader directs what needs to be done;
- 3.3.2 *Coaching*, leaders who use this style are characterised by always giving detailed directions, clear instructions, and supervising the work of their subordinates from a close distance, so this style is also known as the telling style;
- 3.3.3 *Supporting*, in this style the leader provides facilities and also assistance to subordinates in carrying out their duties;
- 3.3.4 *Delegating*, leaders in this style tend to delegate responsibility for decision making and implementation.

Leadership is closely related to educational supervision. An effective educational leader has the responsibility to establish a clear vision and mission for the education system in the area or institution he or she leads. This vision and mission guide educational supervisors in designing appropriate supervision activities to achieve these goals. In addition, leaders also have an important role in setting the standards and criteria that schools and teachers must fulfil in providing quality education. Education supervisors will use these standards as a reference in evaluating and supervising the performance of schools and teachers. Therefore, good leadership will ensure that these standards are carefully developed and take into account the latest developments in education.

In addition, education leaders also have the responsibility of selecting and developing education supervisors. The supervisor selection process should be based on adequate qualifications, experience and leadership skills. Leaders should also ensure ongoing training and development for supervisors to enable them to perform their supervisory duties well. In addition, strong leadership in education supervision also involves building the capacity of schools and teachers. Leaders must be able to identify the professional development needs of schools and teachers and develop relevant training programmes. Education supervisors work with leaders to provide appropriate guidance and supervision to improve the quality of education at the school level.

Educational leaders also have an important role in monitoring and evaluating the effectiveness of educational supervision. They must ensure that supervisors perform their duties well, follow established procedures and provide constructive feedback to schools and teachers. Leaders should also use data and information from supervision to make strategic decisions in education development. Thus, good leadership in educational supervision provides clear direction, ensures high quality supervision and promotes continuous improvement in the education system (Yanti et al., 2023).

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4. Conclusions

Leadership in educational supervision is a person's ability to influence, coordinate and mobilise people involved in education to achieve educational goals effectively. An educational leader, such as a school principal, has an important role in leading teachers, staff, students and other related parties, as well as managing learning activities in educational institutions. The goal of educational leadership is to achieve quality graduates with a leadership style that is appropriate to the conditions and problems faced in educational institutions.

Leadership in educational supervision involves the process of influencing, motivating and directing individuals in the educational environment to achieve predetermined goals. An educational leader must have the ability to guide, provide solutions, conduct assessments, provide training and conduct coaching to teachers and educational staff. With effective leadership, principals or leaders of educational institutions can help improve the quality of education, build good cooperation between schools, parents and communities, and develop better learning situations to achieve optimal educational achievement.

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