School Supervisors in Enhancing Education Quality via the School Accreditation Process

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A R T I C L E   I N F O

A B S T R A K

Peningkatan kualitas pendidikan menjadi prioritas utama. Namun permasalahan yang ada saat ini adalah masih banyak sekolah yang perlu memberikan perhatian lebih terhadap mutu pendidikan. Berdasarkan hal tersebut, tujuan penelitian ini yaitu untuk untuk menganalisis pengaruh pengawas sekolah dalam meningkatkan mutu pendidikan melalui proses akreditasi sekolah. Pendekatan yang diterapkan dalam penelitian ini adalah kualitatif, sedangkan teknik pengumpulan data yang digunakan adalah kombinasi kualitatif dan kuantitatif. Subjek penelitian ini yaitu40 orang (20 guru dan 20 tendik dinas pendidikan). Metode yang digunakan untuk mengumpulkan data adalah studi dokumen, observasi dan wawancara. Instrumen yang digunakan dalam pengumpulan data yaitu lembar kuesioner. Teknik analisis data kuantitatif diterapkan untuk menganalisis tingkat kualitas kinerja pengawas sekolah yang meliputi tiga tahap: yaitu Kondensasi data, Tampilan data, dan (3) Kesimpulan/verifikasi. Pengolahan Data Kuantitatif dilakukan dengan menyediakan instrumen kuesioner dan urgensi penanganan setiap variabel. Hasil penelitian ini menyimpulkan bahwa terjadi kesenjangan peran pengawas sekolah. Hal ini menandakan bahwa pengawas sekolah belum optimal dalam melaksanakan peranannya sebagai seorang supervisor. Untuk mengatasi kesenjangan peran pengawas sekolah terdapat beberapa upaya untuk menghilangkan kesenjangan yang terjadi antara tenaga kependidikan dan guru terhadap peranan pengawas sekolah diantaranya peningkatan supervise dan pembinaan, memperkuat komunikasi dan kolaborasi yang efektif, pemberian dukungan yang memadai, pengembangan keterampilan pengawas sekolah, dan melakukan evaluasi serta perbaikan berkelanjutan.

A B S T R A C T

Improving the quality of education is a top priority. However, the current problem is that many schools still need to pay more attention to the quality of education. Based on this, this research aims to analyze the influence of school supervisors in improving the quality of education through the school accreditation process. The approach applied in this research is qualitative, while the data collection technique used combines qualitative and quantitative. The subjects of this research were 40 people (20 teachers and 20 education service staff). The methods used to collect data are document study, observation, and interviews. The instrument used in data collection was a questionnaire sheet. Quantitative data analysis techniques are applied to analyze the quality of school supervisors' performance, including three stages: data condensation, data display, and (3) Conclusion/verification. Quantitative Data Processing is carried out by providing questionnaire instruments and the urgency of handling each variable. The results of this research conclude that there is a gap in the role of school supervisors. This indicates that the school supervisor needs to be more optimal in carrying out his role as a supervisor. To overcome the gap in the role of school supervisors there are several efforts to eliminate the gap that occurs between education staff and teachers regarding the role of school supervisors, including increasing supervision and coaching, strengthening effective communication and collaboration, providing adequate support, developing the skills of school supervisors, and conducting evaluations and continuous improvement.

1. INTRODUCTION

In order to improve the quality of national education in a gradual, planned, and measurable manner, school supervision is carried out. Development must be carried out at the same time as building an education quality control system through four integrated programs: education standardization, school quality evaluation, school accreditation, and teacher quality improvement certification (Musnaeni, 2022; Prasetya & Harjanto, 2020). Standardization of education must be interpreted as an effort to equalize the direction of education nationally, which has flexibility and flexibility in its implementation (Abadi et al., 2019; Suwartini, 2017; Umar & Ismail, 2018). The role of school supervisors is vital in improving the quality of education in the schools they support. School supervisors are teachers who are civil servants,

appointed and given responsibility and authority by authorized officials to carry out academic supervision and managerial supervision of schools/madrasahs (Messi et al., 2018; Priatna, 2016). The existence of school supervisors plays an essential role in fostering and developing the professional abilities of educators, school principals, and other school staff (Fahmi et al., 2018; Nurtaniati, 2018). Improved performance can be measured by assisting school principals and teachers in solving problems, meeting their needs, and assisting schools in developing their target schools (Hartawan, 2020; Puspitasari et al., 2021). Optimal performance can only be achieved if supervisors have increased competence. The better the competencies supervisors master, the more impact they will have on their performance, ultimately becoming professional supervisors who continue to develop their capacity and improve their abilities (Oktarina & Rahmi, 2019; Suwartini, 2017). In addition, supervisors assume responsibility as part of educational developers. As education developers, school supervisors have a significant role in improving the quality of school education (A. P. Dewi, 2020; Nasution et al., 2021). This improvement is focused on the teaching and learning process in the classroom and improving school accreditation. Previous findings show that the role of school supervisors is vital, especially in monitoring and evaluating the educational process to ensure that educational quality standards are met (Alsahli, 2023; Atia, 2020). Other research also provides insight into the importance of accreditation and quality assurance in education (Martínez Larrechea & Chiancone, 2022). Improving the quality of education is a top priority. Increasing school accreditation is recognized as an essential indicator in assessing the quality of education (Atia, 2020; Ulum, 2019). This trend highlights the vital role of school supervisors in ensuring that schools meet established educational standards. However, the current problem is that many schools still need to pay more attention to the quality of education. This is also reinforced by previous research findings, which reveal that many schools still need to pay more attention to school quality (Azhari & Kurniady, 2016; Timor, 2018). Other research also reveals that schools experience challenges improving accreditation (Afridoni et al., 2022; Marjuki et al., 2018). The obstacle that schools usually face when preparing for accreditation is document preparation, which needs to be better organized. The physical evidence documents required for accreditation are not systematic, so their existence could be more obvious. Apart from that, there needs to be more understanding and awareness of the importance of accreditation to improve the quality of education. Although school accreditation is considered necessary, many schools, including SMP Asy-Syifa Sukoharjo, need help achieving or maintaining a high level of accreditation. This problem is often related to the need for more effective monitoring and evaluation of the learning process and school management. Evaluation of teaching practices is an integral part of the accreditation process, reflecting interactions during learning and teaching activities (Simbolon, 2018; Yusup, 2017).

Accreditation is the opposite of self-evaluation. Self-evaluation is an assessment from external parties to recognize the quality of education provided (Nasir, 2020; Seleshu, 2017). Accreditation is an assessment of the level of quality qualifications of public and private schools by the government. The results of accreditation have consequences for the position of state and private schools with the assessment of accredited educational units consisting of accreditation A (excellent), accreditation B (good), and accreditation C (fair). Efforts or strategies that need to be carried out in preparation for accreditation are (a) strengthening school development plans and accreditation components, (b) forming/strengthening school quality assurance teams, (c) strengthening management information systems, (d) self-evaluation to determine school readiness, (e) development and strengthening of school components, (f) self-evaluation and preparation of accreditation applications (Arja et al., 2021; Nasir, 2020; Simangunsong, 2019). School or madrasah strategies in implementing accreditation can be achieved, among others, by preparing the school community, preparing accreditation documents and components, providing assistance and explanations during visitations, and clarification of findings (Karkouti et al., 2022; Simangunsong, 2019). School supervisors' task in the education scope is to improve teacher performance so that teachers can effectively carry out the learning process to achieve educational goals (Messi et al., 2018; Priatna, 2016; Solichah, 2020). In their position as technical supervisors supervising the education of several designated schools, school supervisors must understand, appreciate, and be skilled in their duties. Supervisors have particular duties in education that enable teachers to evaluate and change their teaching methods (Rindarti, 2021; Sitaasih, 2020). Previous research revealed that supervision tasks that have the potential to influence teacher development include direct mentoring, group development, professional development, curriculum development, and action research (Dwikurnaningsih, 2020; Gumiandari, 2021; Sarjono, 2020). Other research also reveals that the benefits of school supervision are increasing teachers' abilities to lead and guide students (A. P. Dewi, 2020; Ghifar et al., 2019; Musyadad et al., 2022). Other findings also reveal that supervision helps ensure the learning process runs according to predetermined standards (Evanofrita et al., 2020; Purnamaraya, 2019; Tamim Mulloh & Muslim, 2022). Based on this description, it can be concluded that school supervisors or educational unit supervisors are professional educational personnel who have complete duties,

responsibilities, and authority by officials who are authorized to carry out guidance and supervision of education in schools, both supervision in the academic field (technical education) and managerial field (school management). Besides supervisors' primary duties and functions, supervisors are also an integral part of improving the quality of education in schools. However, there has yet to be a study regarding school supervisors in improving the quality of education through the school accreditation process. Based on this, this research aims to analyze the influence of school supervisors in improving the quality of education through the school accreditation process. This research is expected to provide new insights into how school supervisors can be crucial in improving school accreditation.

2. METHODS

The approach applied in this study is qualitative, while the data collection technique used is a combination of qualitative and quantitative. In this study, mixed data collection techniques were implemented, where qualitative techniques were used to answer the first research question about the role of supervisors in improving school accreditation. Meanwhile, quantitative techniques were applied to answer the second research question, which was carried out through filling out questionnaires. The object used as a study for this research is Asy-Syifa Junior High School Sukoharjo located on Jl. Arya Saloka, Dusun 2, Purbayan, Kec. Baki, Sukoharjo Regency, Central Java 57556, Indonesia, Surakarta City. The methods used to collect data are document study, observation and interviews. First, document studies, namely by studying government regulations as a basic reference used in research measures regarding the role of school supervisors. Second, observation, direct observation on the object of research conducted at Asy-Syifa Junior High School which is the object of research. Third, in-depth interviews, namely by conducting interviews conducted by agencies, corps, supervisors, committees, and principals to explore information about the role of school supervisors related to improving school accreditation. Instrumen yang digunakan dalam mengumpulkan data yaitu lembar kuesioner. The instrument grid is presented in Table 1.

Table 1. Research Instrument Grid

No	Komponen	Sub Komponen
1	Quality of Graduates	1. Character
		2. Graduate Competency
		3. Stakeholder Satisfaction
2	Learning process	1. Quality of Learning
		2. Learning Climate
		3. Utilization of SARPRAS to Support the Learning Process
3	Teacher Quality	1. Teacher Competency
		2. Teacher Innovation and Creativity
4	School Management	1. School Vision and Mission
		2. Student Management

Quantitative data analysis techniques are applied to analyze the level of quality performance of school supervisors which includes three stages: (1) Data condensation, where data is simplified and compiled; (2) Data display, which involves organizing data for easy understanding and analysis; and (3) Conclusion / verification (Miles & Huberman, 2014). Quantitative Data Processing is carried out by providing questionnaire instruments and the urgency of handling each variable using scales S (Always), SE (Often), JS (Rarely), TP (Never). Respondents were chosen proportionally because the population consisted of teachers and educators. Each question has been provided with several alternative answer choices. The respondents in this study were 40 people consisting of 20 teachers of Ash-Syifa Junior High School and 20 staff of the Surakarta education office.

3. RESULT AND DISCUSSION

Results

The 2020 School / Madrasah Accreditation Guidelines were prepared by the National Accreditation Board for Schools / Madrasah (BAN-S / M) as a companion to the School / Madrasah Accreditation POS in 2020, as per BAN-SM Decree Number: 246 / BAN-SM / SK / 2020. This study uses 4 assessment components, namely: (1) Graduate Quality, (2) Learning Process, (3) Teacher Quality, and (4) School Management. Based on the 2020 School / Madrasah Accreditation Guidelines, schools / madrasahs

are declared accredited if they obtain a final accreditation score, at least 71. This final score is obtained from scoring on two aspects of the assessment which include the Adequacy Assessment Value and the Performance Visitation Value. The Adequacy Assessment value has a weight of 15% while the Performance Visitation value has a weight of 85% which is divided into four components, namely: (1) Graduate Quality, with a weight of 30%, (2) Learning Process, with a weight of 25%, (3) Teachers, with a weight of 15%, and (4) School Management, with a weight of 15%. Gap in the perception of education personnel and teachers' perceptions of the role of school supervisors on the quality of graduates showed in Table 2.

Table 2. Gap in the Perception of Education Personnel and Teachers' Perceptions of the Role of School Supervisors on the Quality of Graduates

Category	Sub Components	Average Score		Ideal Score	Gap Score		Information
		Teacher	Tendik		Teacher	Tendik	
Learning Process	Quality of Learning	2.3333	2.41667	4	-1.6667	-1.5833	There is a gap
	Learning Climate	2.675	2.325	4	-1.325	-1.675	There is a gap
	Utilization of SARPRAS to Support the Learning Process	2.5	2.6125	4	-1.5	-1.3875	There is a gap

From the table above, it is known that the lowest gap from supervisors in improving accreditation in the graduate quality category according to teacher perception, which is -1.78 in the sub-component of stakeholder satisfaction. Meanwhile, according to the perception of education staff, it lies in the sub-component of graduate competence, which is -1.55. Gaps in the perception of education personnel and teachers' perceptions of the role of school supervisors in the learning process showed in Table 3.

Table 3. Gaps in the Perception of Education Personnel and Teachers' Perceptions of the Role of School Supervisors in the Learning Process

Category	Sub Components	Average Score		Ideal Score	Gap Score		Information
		Teacher	Tendik		Teacher	Tendik	
Learning Process	Quality of Learning	2.3333	2.41667	4	-1.6667	-1.5833	There is a gap
	Learning Climate	2.675	2.325	4	-1.325	-1.675	There is a gap
	Utilization of SARPRAS to Support the Learning Process	2.5	2.6125	4	-1.5	-1.3875	There is a gap

From the table above, it is known that the lowest gap of supervisors in improving accreditation in the category of learning processes according to teacher perception, which is -1.6667 in the sub-component of learning quality. Meanwhile, according to the perception of education staff, it is located in the sub-component of the learning climate, which is -1,675. Gap in the perception of education personnel and teachers' perceptions of the role of school supervisors on teacher quality in Table 4.

Table 4. Gap in the Perception of Education Personnel and Teachers' Perceptions of the Role of School Supervisors on Teacher Quality

Category	Sub Components	Average Score		Ideal Score	Gap Score		Information
		Teacher	Tendik		Teacher	Tendik	
Teacher Quality	Teacher Competence	2.5875	2.675	4	-1.4125	-1.325	There is a gap
	Teacher Innovation and Creativity	2.48	2.46	4	-1.52	-1.54	There is a gap

From the table above, it is known that the lowest gap of supervisors in improving accreditation in the teacher quality category according to teacher perception is -1.52 in the sub-component of teacher innovation and creativity. Meanwhile, according to the perception of education staff, it lies in the sub-component of teacher innovation and creativity, which is -1.54. Gap in the perception of education personnel and teachers' perceptions of the role of school supervisors in school management in Table 5.

Table 5. Gap in the Perception of Education Personnel and Teachers' Perceptions of the Role of School Supervisors in School Management

Category	Sub Components	Average Score		Ideal Score	Gap Score		Information
		Teacher	Tendik		Teacher	Tendik	
School Management	Vision and Mission of the School	2.6875	2.5125	4	-1.3125	-1.4875	There is a gap
	Student Management	2.566	2.53333	4	-1.4333	-1.4667	There is a gap

From the table above, it is known that the lowest gap of supervisors in increasing accreditation in the school management category according to teacher perception, which is -1.4333 in the sub-component of school vision and mission. Meanwhile, according to the perception of education staff, it lies in the sub-component of the vision and mission of the school, which is -1.4875.

Discussion

The First, more attention needs to be placed on the perceptions of education staff and teachers of the role of school supervisors in the quality of graduates. Based on quantitative data, it was found that there is a significant gap in the role of school supervisors in the subcomponents of character, graduate competency, and stakeholder satisfaction. In the quality category, graduates with school accreditation have a negative value, which means that the role assigned by the school supervisor needs to be done in ideal conditions. The quality of graduates is an essential component of education, and it determines the quality of graduates from an educational institution (Rachmawati, 2020; Rahmawati & Anggraini, 2017). Previous findings also confirm that the excellent quality of graduates influences the quality of education provided to students (Lee & Martin, 2017; Prosekov et al., 2020; Succi & Canovi, 2020). An in-depth interview conducted by researchers with the Head of the Sukoharjo Regency Education Service stated that "this is because school supervisors do not provide supervision over the character formation of school graduates". This shows that school supervisors need to carry out character development and supervise the quality of graduates to improve the quality of graduates (Nurtaniati, 2018; Priatna, 2016). Previous findings also confirm that in achieving good-quality graduates, educational institutions must have graduate quality standards, improve the quality of learning, ensure a balance between educational facilities in urban and rural areas, and increase teacher motivation and performance (Musyadad et al., 2022; Ulfah & Santoso, 2021).

Second, more attention needs to be paid to the perceptions of educational staff and teachers' perceptions of the role of school supervisors in the learning process. Based on the results above, it was found that the gap in the role of school supervisors in the learning process category towards school accreditation is negative, which means that the role played by school supervisors needs to be by ideal conditions. Teacher professionalism in learning is essential for improving the quality of education (Dewi et al., 2020; Setiawan & Syaifuddin, 2020; Somantri, 2021). This gap can significantly impact the quality of education in schools. When the role of school supervisors is different from what is expected, this can disrupt the learning process, cause a lack of teacher professional development, and even decrease student motivation (Patabang & Murniarti, 2021; Sum & Taran, 2020). Apart from that, this gap can also hinder the achievement of academic and non-academic targets set by the school. Professional teachers have critical thinking, creativity, innovation, collaboration, and digital literacy skills. Previous findings also reveal that professional teachers can help students achieve set educational goals (Purnamaraya, 2019; Ramadani et al., 2021). Other research states that to achieve teacher professionalism, teachers must take the Teacher Competency Test (UKG), improve teacher competency continuously, and adapt to digital technology (Fitria et al., 2019; Najmiah, 2021). Third, the a gap in the perception of educational staff and teachers' perceptions of the role of school supervisors on teacher quality. Based on the results above, it is known that the gap in the role of school supervisors in the teacher quality category toward school accreditation is presented in the table. School supervisors monitor teacher competence, and teacher innovation and creativity receive negative marks. The gap in the role of school supervisors in teacher quality categories in school accreditation occurs due to several factors. One is the need for more awareness or adequate understanding by school supervisors regarding the importance of developing teacher competency and recognizing their innovation and creativity (Fahmi et al., 2018; Nurtaniati, 2018). School supervisors who cannot provide adequate support in this case can make teachers unmotivated to develop themselves or innovate in the learning process (Ajasan et al., 2016; Messi et al., 2018). Apart from that, organizational or structural constraints in the school supervision system can also be the cause. If schools have excessive workloads or need more time to conduct in-depth supervision of teacher

performance, this can hamper the effectiveness of supervision of teacher quality (Suwartini, 2017; Yusup, 2017). Adequate supervision includes measuring and assessing teacher performance and providing adequate support to increase competence and creativity (Masnun, 2017; Simbolon, 2018). If school supervision can provide adequate support, a gap between teacher quality categories and school accreditation could be reflected in a positive score.

Fourth, there is a gap in the perceptions of educational staff and teachers' perceptions of the role of school supervisors in school management. Based on quantitative data, it was found that the large gap in the role of school supervisors in the school management category towards school accreditation according to the perception of education staff and teachers was negative. School supervisors supervise school management, including the school's vision and mission and student management (Ajasan et al., 2016; Messi et al., 2018; Musyadad et al., 2022; Sarjono, 2020). An interview with Korwas stated, "Negative perceptions may arise if education staff and teachers have high expectations of the role of school supervisors in school management. However, the reality does not match these expectations. An interview with one of the teachers stated that "School supervisor" and school staff may have different understandings or approaches regarding school management and the accreditation process. This difference can give rise to negative perceptions if school supervisors and staff fail to communicate or collaborate to achieve goals (Musyadad et al., 2022; Sarjono, 2020).

This shows a gap in perception regarding the role of school supervisors in school management, mainly regarding school accreditation, which unmet expectations and a lack of communication and collaboration between school supervisors and staff may cause. Previous findings also reveal that the role of school supervisors is as a quality guarantor in educational units (Evanofrita et al., 2020; Purnamaraya, 2019). Therefore, efforts are needed to identify the causes of these gaps and develop effective strategies to improve the role of school supervisors to suit better the needs and demands of learning in schools. Other research also reveals that school supervisors are obliged to help improve the quality of the learning process (Lalupanda, 2019; Tampubolon, 2020). What needs to be considered is the role of school supervisors in improving the quality of education, especially teacher professionalism in teaching and learning activities to support school accreditation. The limitation of this research is that this research only measures the role of school supervisors in improving school accreditation. This research implies that these findings provide an overview of school supervisors needing to be more optimal in their supervisory role. It is hoped that supervisors will carry out their role as supervisors optimally so that the maximum quality of education can be achieved.

4. CONCLUSION

The results of research and findings in the field shows that there is a gap in the role of school supervisors. This indicates that the school supervisor has not been optimal in carrying out his role as a supervisor. There are several efforts to eliminate the gap that occurs between education personnel and teachers in the role of school supervisors including increasing supervision and coaching, strengthening effective communication and collaboration, providing adequate support, developing school supervisors' skills, and conducting continuous evaluation and improvement.

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