

The Significance of Supervision in Enhancing the Quality of Guidance and Counseling in Schools

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Abstract: The implementation of guidance and counseling supervision in Indonesia is still lacking attention and there are few instances of its implementation. However, supervision is one of the platforms for developing the competencies of guidance and counseling teachers in delivering counseling services. Therefore, this study aims to provide an understanding of the importance of implementing guidance and counseling supervision to develop the competencies of guidance and counseling teachers. The research method used is a literature review, to determine how guidance and counseling supervision have been implemented in previous studies and identify the obstacles faced. The results of this study indicate that many schools still overlook the implementation of supervision, there are several obstacles to implementing supervision, and there are recommended approaches for conducting supervision.

Keywords: implementation; supervise, competency

INTRODUCTION

Education in Indonesia continues to change so that the quality of guidance and counseling services in schools is very important (Burceva, 2020). Guidance and counseling programs in the world of education play an important role as a support for students' academic, social, and emotional development (Putri et al., 2024).

Educational institutions with the implementation of data-driven supervision and evaluation consistently show significant improvements in academic achievement and student satisfaction with guidance and counseling programs (Sudibyo & Prasetya, 2024). The quality of guidance and counseling teachers should include a comprehensive understanding of counseling management. In its implementation, school-based guidance and counseling activities are closely linked to supervision in the field of guidance and counseling. The implementation of supervision in counseling and guidance services is vital for enhancing the quality of guidance and counseling in schools (Rahim et al., 2022). Counselors must commit to supporting continuous professional growth and development through training and supervision activities (Mmbwanga et al., 2022). Counseling supervision is a process aimed at developing counselor competencies in providing guidance and counseling services (Glickman, 1985). It serves as a platform for counselors to become more skilled professionals,

enhancing their self-quality, and becoming part of lifelong learning (Nurismawan et al., 2022). In essence, supervision aims to assist counselors in personal and professional development, ultimately contributing to the success of educational endeavors in schools (Rahim et al., 2022). As an integral element within the educational structure of schools, the implementation of guidance and counseling services by qualified professionals has a significant impact on the improvement of educational quality in schools (Ismail, 2018). Therefore, efforts to develop the professionalism of counselors are of utmost importance (Rahim et al., 2022). Despite being an integral part of guidance and counseling services, counseling supervision is not given sufficient attention by counselors, school principals, and school supervisors (Nurismawan et al., 2022). Supervision has been identified as a factor affecting counselor quality enhancement. School principals have the duty and responsibility to advance teaching as part of achieving school success. They serve not only as leaders but also as educational supervisors who influence the effectiveness and success of educational practices in schools (Amelisa & Suhono, 2018).

Prior research by Desty Kurniati in 2021 revealed that only 19% of teachers implemented guidance and counseling supervision in their schools (Kurniati et al., 2021). Furthermore, other studies indicated that the supervision conducted in the research setting did not contribute significantly to improving the quality of guidance and counseling services in schools (Rahim et al., 2022). Lastly, Reza's study in 2015 identified two inhibiting factors for effective guidance and counseling supervision: planning and the commitment, motivation, and competencies of education supervisors were lacking (Reza & Sugiyo, 2015). Subsequent research highlighted that education supervisors still fail to provide specialized supervision and oversight of guidance and counseling services, leading to monotonous and ineffective counseling practices (Amelisa & Suhono, 2018). Another study found that the supervision of guidance and counseling services in Bengkulu Province schools yielded unsatisfactory results due to the supervisor's ineffective methods (Yunani et al., 2021).

Based on these findings, the importance of proper supervision and appropriate methods for its implementation should be addressed. Supervision activities have commendable objectives in improving the quality of guidance and counseling implementation, contributing to the success of educational endeavors in schools.

METHOD

The method used is a literature review. A literature review is employed as the research methodology to describe the topic under investigation (Creswell, 2012). The primary focus of this study is on research studies concerning the implementation of supervision in the field of guidance and counseling. The literature utilized includes articles and books that discuss supervision in the field of guidance and counseling.

RESULT AND DISCUSSION

Program of guidance and counseling in schools is an initiative coordinated by the school principal with the aim of providing optimal benefits for students. The success and effectiveness of the guidance and counseling program heavily rely on the level of support and attention provided by the school principal. The presence and support of the school principal are crucial factors in improving the quality of the guidance and counseling program, such as

providing information to students about the importance of guidance and counseling, organizing special meetings, providing necessary facilities, and ensuring the continuity of the guidance and counseling program. The goal is to ensure the effectiveness of the implementation of the guidance and counseling program (Raupu & Arifanti, 2019).

The implementation of supervision in many schools is still not effective, especially in the field of guidance and counseling. Although some schools have implemented supervision, the methods used are not entirely suitable for developing the quality of guidance and counseling. To achieve optimal effectiveness, the counseling supervision process requires support from appropriate and relevant policy frameworks (Nurismawan et al., 2022).

The significance of supervision lies in its role as a crucial actor in enhancing a counselor's competence and expertise, both personally and professionally. Guidance and counseling supervision can enhance counselor skills, understanding, and counseling practice proficiency (Rahim et al., 2022). The function of guidance and counseling supervision is to monitor, provide support, measure, and assess performance, to be reflected upon jointly by the supervisee and the supervisor (Defriansyah et al., 2023). The proper implementation of guidance and counseling supervision can make a difference between skilled and less-experienced counselors (Nurismawan et al., 2022).

The contribution of guidance and counseling supervision is to enable counselors to gain self-awareness and find solutions to their own challenges (Yunani et al., 2021). Additionally, guidance and counseling supervision are efforts to encourage, coordinate, and accompany counselors to better understand and act effectively in providing guidance and counseling services to foster students' growth (Kurniati et al., 2021).

As a step towards becoming better guidance and counseling teachers, the implementation of supervision can serve as a means to develop their skills. However, obstacles can arise during the supervision process, both from the supervisee and the supervisor ((Kardina et al., 2022). Supervisors should play a role as overseers in fulfilling their duties and responsibilities, as they have a crucial role in supervision activities, providing expert knowledge, helping develop supervisee skills, and guiding supervisees to gain confidence in providing guidance and counseling services (Ilfana & Marjo, 2022; Raupu & Arifanti, 2019; Yunani et al., 2021).

Another hindrance in the implementation of supervision is the timing of the supervisory sessions. Supervision is usually conducted only once a year at the beginning of each academic year, and it often focuses solely on administrative aspects (Kardina et al., 2022). Supervision should encompass all aspects of guidance and counseling services, including guidance services, group counseling services, individual counseling services, and other guidance and counseling programs, to develop the implementation of guidance and counseling services (Raupu & Arifanti, 2019). Furthermore, it is advisable to conduct supervision after each guidance and counseling service has been implemented and at the end of each academic year. By doing so, supervision in schools will not consume significant time at the end of the academic year (Kardina et al., 2022; Nurismawan et al., 2022).

CONCLUSION

The implementation of supervision does not render supervision less competent; instead, it fosters the competency of the supervisor in developing personal and professional skills. The

impact is not limited to the personal and professional competence of the supervisee but also extends to the continuity of guidance and counseling services in schools, ensuring that students feel more comfortable with the availability of such services. Moreover, it contributes to the improvement of the school's quality and aligns with the national education objectives. Hence, supervision serves as a platform to enhance, develop, and elevate the quality of guidance and counseling services.

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