



Management of Supervision of Educational Personnel in Improving the Quality of Educational Services in Relation to the Implementation of Teacher Teaching at SMP Negeri 2 Cianjur

Ahmad Rifandi¹, Teti Ratnawulan², Sani Nurani³, Dinar Dariah⁴, Nina Jamilah⁵, Ali Ma'mur Suryana⁶, Eka Prasetiawati⁷, Dede Tupah Mulyani⁸

^{1,2,3,4,5,6,7,8} Universitas Islam Nusantara Bandung, Indonesia

*Corresponding email: tetiratnawulans@gmail.com

Receive: 12/06/2025	Accepted: 02/09/2025	Published: 01/10/2025
---------------------	----------------------	-----------------------

Abstrak

Pendidikan di tingkat Sekolah Menengah Pertama (SMP) memegang peranan krusial dalam membentuk karakter dan mengembangkan potensi peserta didik menuju jenjang pendidikan yang lebih tinggi. Keberhasilan proses pendidikan di SMP tidak hanya ditentukan oleh kualitas pengajaran guru di kelas, tetapi juga oleh efektivitas dukungan dan layanan dari tenaga kependidikan (tendik). Tendik, dengan beragam peran administratif, teknis, dan layanan lainnya, menjadi tulang punggung operasional sekolah yang mendukung terciptanya lingkungan belajar yang optimal. Di SMPN 2 Cilaku, keberadaan tendik sangat esensial dalam memastikan kelancaran berbagai aspek sekolah, mulai dari administrasi akademik dan kesiswaan, pengelolaan sarana dan prasarana, layanan perpustakaan, hingga dukungan teknis lainnya. Kualitas layanan kependidikan yang diberikan oleh tendik secara signifikan memengaruhi kenyamanan dan efisiensi kerja guru dalam melaksanakan tugas pengajarannya. Ketika tendik mampu memberikan layanan yang responsif dan akuntabel, guru dapat lebih fokus pada perencanaan, pelaksanaan, dan evaluasi pembelajaran. Sinergi antara layanan kependidikan yang diberikan oleh tendik dengan pelaksanaan pengajaran oleh guru merupakan fondasi penting bagi terciptanya mutu pendidikan yang baik. Kolaborasi yang harmonis dan saling mendukung antara kedua elemen ini akan menciptakan iklim kerja yang positif dan kondusif bagi peningkatan kualitas pembelajaran siswa. Namun, potensi terjadinya disinkronisasi atau kurangnya koordinasi antara tendik dan guru dapat menghambat efektivitas proses belajar mengajar secara keseluruhan.

Kata Kunci: *Manajemen Supervisi, Tenaga Kependidikan, Layanan Kependidikan*

Abstract

Education at the junior high school (SMP) level plays a crucial role in shaping the character and developing the potential of students as they progress to higher levels of education. The success of the educational process in SMP is determined not only by the quality of classroom teaching but also by the effectiveness of the support and services provided by the teaching staff. With their diverse administrative, technical, and other service roles, the teaching staff are the backbone of school operations, supporting the creation of an optimal learning environment. At SMPN 2 Cilaku, the presence of teaching

staff is essential in ensuring the smooth running of various aspects of the school, from academic and student administration, facility and infrastructure management, library services, and other technical support. The quality of educational services provided by teaching staff significantly impacts the comfort and efficiency of teachers in carrying out their teaching duties. When teaching staff are able to provide responsive and accountable services, teachers can focus more on planning, implementing, and evaluating learning. The synergy between the educational services provided by teaching staff and the teaching process by teachers is a crucial foundation for achieving high-quality education. Harmonious and mutually supportive collaboration between these two elements will create a positive and conducive working climate for improving the quality of student learning. However, the potential for dissynchronization or lack of coordination between educational staff and teachers can hinder the effectiveness of the overall teaching and learning process.

Keywords: *Supervision Management, Educational Personnel, Educational Services*

INTRODUCTION

A thorough understanding of how supervision strategies for educational staff can contribute to building strong synergy between educational services and teacher teaching practices is highly relevant. Targeted and constructive supervision is expected to improve educational staff performance, identify areas requiring service improvement, and facilitate better communication and collaboration with teachers.

Through effective supervision, potential barriers to educational services can be addressed, and teachers can receive optimal support in carrying out their teaching duties. Thus, strong synergy between educational staff and teachers is expected to contribute significantly to improving the quality of education at SMPN 2 Cilaku. Based on this background, this study aims to examine in-depth the management of educational staff supervision in creating synergy between educational services and teacher teaching practices at SMPN 2 Cilaku.

Teacher supervision, in this context, refers to the supervision and coaching efforts carried out by educational staff, such as the principal, school supervisor, or teacher coordinator, regarding the

implementation of teachers' duties. This is expected to improve the quality of teaching. However, the effectiveness of supervision lies not only in its formal implementation, but also in its ability to create synergy within educational services. This synergy is realized when various elements of educational services, including administration, infrastructure, and other technical support, work harmoniously to support the smooth teaching and learning process carried out by teachers.

The reality on the ground shows that the implementation of teacher supervision and the creation of synergy in educational services to support teacher teaching still face various challenges. Variations in understanding of the role and function of supervision, limited resources, and a lack of coordination between educational service units can hinder the creation of an optimal learning environment for students. Therefore, research on the management of teacher supervision in creating synergy in educational services in the implementation of teacher teaching at SMPN 2 Cilaku is important to conduct. The results of this study are expected to provide a deeper understanding of how teacher supervision can be optimized in order to improve the quality of educational services as a whole,

which will ultimately have a positive impact on the effectiveness of teacher teaching and student learning outcomes.

RESEARCH METHODS

This study uses a qualitative descriptive method to explore the management of educational staff supervision management in improving the quality of educational services related to the implementation of teacher teaching at SMP Negeri 2 Cianjur. The qualitative approach was chosen to gain a deep understanding of educational service practices and to explore the relationship with the implementation of teacher teaching in the classroom (Creswell, 2014; Miles, Huberman, & Saldana, 2014).

Data were collected through three main techniques: in-depth interviews, observation, and documentation. Interviews were conducted with the principal, educational staff, and teachers to understand the management of educational services related to teacher teaching. Observations were conducted during service activities. Document analysis was conducted on all educational staff services related to the implementation of teaching by teachers.

To ensure data validity, researchers used source triangulation techniques (from various informants), method triangulation (interviews, observation, and documentation), and member checking. Researchers also engaged in engagement to build trust and obtain accurate and in-depth data.

Data analysis was conducted using the interactive model by Miles and Huberman (1994), which consists of three main steps: data reduction, data presentation, and conclusion drawing/verification. Data were categorized thematically based on the research focus and analyzed continuously throughout the research process. Data

interpretation was supported by relevant theories, particularly those related to educational staff services.

RESULT AND DISCUSSION

This study reveals a number of important findings related to the management of educational staff supervision in creating quality educational services related to the implementation of teacher teaching at SMP Negeri 2 Cianjur. The findings are arranged based on the focus of the research objectives.

1. Implementation of Educational Staff Supervision Management at SMP Negeri 2 Cianjur

Supervisory management of educational staff has been implemented, but its implementation varies. Planning: Supervisory planning is not specifically and in detail documented for educational staff. Planning is more implicit, integrated with the annual school work program. The Principal stated that for educational staff supervision, frankly, there is no specific schedule like for teacher supervision.

The implementation of supervision tends to be incidental and informal. Supervision is carried out by the Principal and the Head of the Administration Office through daily monitoring and direct reprimands for any deficiencies in service.

Evaluation of educational staff performance is generally carried out at the end of the semester or the end of the academic year, and is not based on a structured performance assessment instrument. Evaluations focus more on discipline and general task completion.

2. Conditions of Educational Services and Implementation of Teacher Teaching

In general, educational services at SMPN 2 Cianjur are considered quite good, particularly in student administration and correspondence. However, teachers have encountered challenges in several other services, such as laboratory and library services.

Teachers at SMPN 2 Cianjur demonstrate dedication and competence in planning and implementing instruction. However, challenges in support services sometimes hinder optimal teaching. The use of media and learning methods that require the support of facilities and infrastructure can lead to less than optimal learning.

3. Synergy between Educational Services and Teacher Training

The findings indicate that the synergy created is partial. Strong synergy is evident in routine and administrative matters. However, weak synergy is found in aspects requiring proactive coordination and a shared understanding of curriculum needs and the readiness of supporting services. Communication between teachers and education staff is often transactional rather than collaborative. There are no forums or regular meetings specifically discussing the synchronization of teacher teaching programs with education staff service schedules.

The findings of this study will be discussed by linking them to the theoretical framework that reveals the gap between Supervisory Management Theory and Practice. The finding that education staff supervision is informal and incidental indicates a gap with Terry's ideal management concept (POAC). The planning and controlling

functions in education staff supervision are not yet optimal. Planning is not documented, and control does not use measurable instruments. Existing practices emphasize the actuating function through verbal direction. This, as Mulyasa (2013) noted, may maintain daily operations but is prone to inconsistency and does not encourage systematic development of education staff competencies.

The concept of synergy in an organization requires integrated goals, effective communication, and coordination. According to Sagala (2009), the professionalism of educational staff is measured not only by the completion of individual tasks but also by their ability to provide services that support the success of other units. The weak synergy in technical services indicates that the role of educational staff in this area is still viewed as "facility caretakers" rather than "learning support partners."

Communication as the Key to Synergy is a major barrier. This aligns with organizational communication theory, which states that to achieve collaboration, communication must be two-way, open, and proactive. The absence of a shared forum leaves teachers and educational staff working in their own "worlds." Teachers design lesson plans without ensuring resource availability, while educational staff wait for requests without proactively offering support according to the academic calendar. This creates inefficiencies that should be addressed through effective supervisory management.

Effective educational staff supervision management, led by the principal, serves as a support system that frees teachers from various non-academic burdens. When educational staff works professionally, efficiently, and purposefully thanks to good supervision, the impact is directly felt by teachers on the front lines.

The following are the specific roles and benefits of effective educational staff supervision management for a teacher:

1. Increasing awareness of the main duties and functions of teachers

This is the most fundamental role. When educational services run smoothly, teachers no longer need to spend time and energy on things outside of teaching.

- a. Previously: Teachers Had to Make Sure the Projector Was Working, Find Markers, Photocopy Materials Themselves, Or Even Help Clean the Classroom.
- b. With Good Supervision from Educational Staff: Teachers Enter Classrooms That Are Clean, With All Facilities and Infrastructure Ready for Use. Teaching materials that need to be copied have already been prepared by administrative staff. Teachers can immediately focus on delivering the material.

2. Creating a Conducive and Safe Learning Environment

Direct Supervision of Cleaning, Security, and Infrastructure Officers Creates a Physical Environment That Supports the Teaching and Learning Process.

Benefits for Teachers: Teachers can teach calmly in a safe and clean environment. A comfortable atmosphere increases student concentration, making it easier for teachers to manage the class and deliver lesson materials.

3. Providing Fast and Accurate Learning Resource Support

Teachers need a variety of resources to teach. Professional educational staff will be partners in providing these resources.

Examples of synergy:

- a. Librarians: Proactively provide lists of new books or references relevant to the subjects taught by teachers.
- b. Laboratory assistants: Prepare all equipment and materials for practical work before the start of classes, as requested by teachers.
- c. Finance/Infrastructure staff: Process the procurement of teaching aids or learning media requested by teachers quickly.

CONCLUSION AND SUGGESTION

Based on data analysis and discussion regarding teacher supervision management in creating synergy between educational services and teaching implementation at SMPN 2 Cilaku, the following conclusions can be drawn:

1. Implementation of Teacher Supervision Strategies: SMPN 2 Cilaku has implemented various teacher supervision strategies, including performance observation, meetings and discussions, feedback, training and development, and performance evaluation. The effectiveness of these strategies varies and has an impact on teacher staff performance.
2. Manifestation of Educational Service Synergy: Educational service synergy at SMPN 2 Cilaku is manifested in the form of efficient administrative support, the availability and maintenance of infrastructure, access to learning resources, and communication and coordination between service units. This synergy directly and indirectly supports the implementation of teachers' teaching duties.

3. Supervision Management in Creating Synergy: Teacher supervision strategies play a crucial role in creating synergy between educational services at SMPN 2 Cilaku. Through supervision, teacher staff understands of their roles and responsibilities in supporting teacher's increases. Communication and coordination between service units is encouraged through feedback and discussion. Supervision also helps identify teacher needs so that services can be adjusted and improved. Furthermore, collaborative supervision has the potential to build a better culture of cooperation.

Overall, this study concludes that the teacher supervision strategy implemented at SMPN 2 Cilaku significantly contributes to creating synergy in educational services that support teacher teaching. Effective supervision focuses not only on supervision but also on coaching, communication, and staff development, resulting in better collaboration between service units and optimal support for teachers in carrying out their duties. Therefore, teacher supervision management is a crucial factor in creating a conducive learning environment and improving the quality of education.

REFERENCES

- Afriansyah, H. (2020). Supervisi Manajerial Kepala Sekolah dalam Meningkatkan Kinerja Tenaga Kependidikan. *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 5(2), 195-204.
- Arikunto, Suharsimi. (2008). *Manajemen Penelitian*. Rineka Cipta.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507.
- <https://doi.org/10.1037/0021-9010.71.3.500>
- Goldhammer, R., Anderson, R. H., & Krajewski, R. J. (1980). *Clinical supervision: Special methods for the supervision of teachers*. Holt, Rinehart and Winston.
- Gray, B. (1989). *Collaborating: Finding common ground for multiparty problems*. Jossey-Bass Publishers.
- Hatun, A. (2010). *Next Generation Talent Management: Talent Management to Survive Turmoil*. London: Palgrave Macmillan.
- Huxham, C., & Vangen, S. (2005). *Managing to collaborate: The theory and practice of collaborative advantage*. Routledge.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.
- Mulyasa, E. (2013). *Manajemen & Kepemimpinan Kepala Sekolah*. Bumi Aksara.
- Pratiwi, N. (2019). Kontribusi Layanan Administrasi Tata Usaha dan Fasilitas Sekolah terhadap Kinerja Mengajar Guru. *Jurnal Administrasi Pendidikan*, 26(1), 123-135.
- Profesional Guru dan Tenaga Kependidikan. Alfabeta.
- Sagala, Syaiful. (2009). *Kemampuan*.
- Suryani, L., & Sunarsi, D. (2021). Sinergitas Kinerja Guru dengan Tenaga Administrasi Sekolah dalam Meningkatkan Mutu Layanan Pendidikan. *Jurnal Ilmiah Wahana Pendidikan*, 7(5), 332-340.
- Terry, George R., & Rue, Leslie W. (2010). *Dasar-Dasar Manajemen* (Edisi Terjemahan). Bumi Aksara.
- Rivai, Veithzal. (2011). *Manajemen Sumber Daya Manusia untuk Perusahaan: Dari Teori ke Praktik*. Rajawali Pers.

- Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta.
- Wibowo, A., & Nurtanto, M. (2018). Implementasi Manajemen Layanan Prima di Perpustakaan Sekolah untuk Mendukung Proses Pembelajaran. Indonesian Journal of School Administration, 2(1), 45-56.