Improving the Quality of Education Based on the Role of the School Supervisor

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ABSTRACT

The Indonesian government has long recognized the importance of enhancing its education system to meet global standards and ensure equitable access to quality education for all its citizens. This research aims to determine the results of educational supervision observations that reflect the government's initiatives to improve access and quality of education in Indonesia, as well as catch up with developed countries, and outline the advantages and disadvantages of education in Indonesia compared to education abroad. The author adopts a research method using the literature study method as a form of preparation using references from various sources including archives, the internet (both in digital and physical form), and books. The research results show that support from all parties is needed to support the ongoing improvement process. Education in Indonesia has a unique identity and local policies that other countries do not have. Even though PISA data shows that the quality of education in Indonesia is still far behind, this does not dampen the enthusiasm of all parties to continue to improve the quality. Each system has advantages and disadvantages, and the system implemented must be adapted to the conditions in each region, while maintaining regional policies that need to be adjusted. This research contributes to educational quality control to improve the quality of educators and educated society 5.0.

Keywords: *Quality of Education, Supervision, Education*

INTRODUCTION

The government continues to strive to improve the quality of education today. These efforts do not only come from the government, but also involve the private sector, educational institutions and the general public. Some community members who understand the importance of investing in education try to find the best schools for their children. These best schools, with high fees and luxurious facilities, can provide superior and quality educational services. Some people choose to send their children to domestic schools that have international standards, with payment of school fees in dollars and foreign teachers. Serious discussions about the quality of education have taken center stage in the last decade. This is due to the understanding that the quality of education greatly influences the quality of graduates. Quality education is needed to produce quality human resources. Therefore, quality education is the main focus of attention of all parties, including society.

Quality as an overall concept that involves customer satisfaction and other aspects, such as the quality of people, work processes, and every aspect of the organization (Minsih et al., 2019). This shows that quality is not only limited to the product, but also involves other aspects that affect the organization (Akmaluddin et al., 2020). Regulation no. 19 of 2005 stipulates that National Education Standards include minimum criteria for educational components. This standard allows each level and pathway of education to develop education optimally in accordance with the characteristics and particularities of its program (Tute et al., 2020).

National higher education standards are set to a minimum to provide flexibility to each educational unit at the higher education level (Romadhon & MS, 2021). This aims to enable them to develop the quality of educational services in accordance with their study programs and expertise, within the framework of education autonomy (Mattayang, 2019). However, there is still a view in society that believes that schools abroad are of better quality than those at home. This view is understandable because there is still inequality in the quality of education in Indonesia, especially in terms of human resources, facilities and educational infrastructure in several regions (Winarsih, 2023); (Harmendi et al., 2021): (Timor, 2018). Parents strive to provide the best education for their children, and in the context of human resources, the presence of professional lecturers or teachers is considered to play an important role in influencing an effective teaching and learning process (Sari, Surjono, et al., 2019); (Fauzi et al., 2019); (Agustina et al., 2023). Education is considered a very crucial aspect for children to help them achieve a successful future. Quality education is expected to improve children's skills, mindset and insight (Mansyur, 2020); (Sari, Kasmini, & Husni, 2023); (Sari, Amelia, et al., 2019); (Jalaluddin et al., 2020). Education facilities and quality are not evenly distributed throughout Indonesia, especially in rural areas. This situation is different from the education system abroad, such as in Malaysia, Singapore, Australia and other developed countries.

PISA survey as a basis for assessing reading, mathematics and science abilities at the global level. The OECD noted that in the 2018 survey, Indonesia's ranking in the Program for International Student Assessment (PISA) was in a low position, namely 72nd out of 77 countries for Reading, 72nd out of 78 countries for Mathematics, and 70th out of 78 countries for Science. This ranking has tended to stagnate in the last 10-15 years. With this context, the author intends to describe the government's steps to improve access and quality of education in Indonesia, as well as catch up with more developed countries. Apart from that, the author will look at the advantages and disadvantages of education in Indonesia when compared to education abroad. The aim is to provide a general overview of how the quality of education in Indonesia can be improved.

METHODS

This research adopts the literature review or literature study method as the main approach. This method involves exploring sources that contain theories that are relevant to the research problem, mainly taken from writings or articles published in various scientific journals related to the focus of this research. Literature review makes an important contribution in formulating basic concepts or theories that form the basis of research. Literature review or literature study activities are a mandatory stage in research, especially in the context of academic research which aims to explain theoretical aspects and practical benefits. By applying this research method, the author can solve problems appropriately and effectively.

The sources used involve textbooks, scientific journals, statistical references, as well as research results in thesis, thesis, dissertation and internet formats, along with other relevant

sources. Research data sources are quoted from several related literature studies, books, the internet, and sourced directly from information related to research results.

Descriptive qualitative research method with triangulation of the achievement of research objectives obtained through observation, interviews and documentation of real conditions. The first step in research is observation of the problems that arise and are actually phenomena that must be studied. The second step is an interview, collecting qualitative data using an interview questionnaire. Given to the informant and asked several questions which will be answered broadly and directly by the informant. And then the researcher completes the information through real documentation to prove that it is the result of the informant's information so that the research objectives are achieved in accordance with the problem being resolved. The research flow can be seen in the image below.
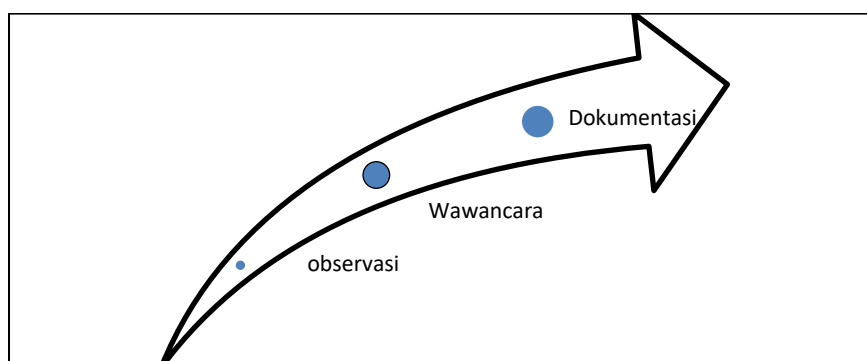
Fig 1. Research Procedures

RESULTS AND DISCUSSION
Results

The government's task in improving the quality of education in Indonesia involves efforts to achieve uniformity in the quality of education in all regions, so that each region has standards that are equivalent to other regions. The uniqueness of each region in Indonesia is an important parameter in assessing the success of efforts to equalize education. The success and characteristics of education in Indonesia depend on local wisdom and the unique characteristics of each region. Indonesia hopes to be superior in creating global-based education through the use of local wisdom in each region (Sari, Kasmini, Bina, et al., 2023); (Syarfuni, Suraiya, 2021). Integrating local wisdom values in learning allows students to understand lesson material better through the context of their surrounding environment (Nurhikmayati & Sunendar, 2020); (Sari, Surjono, et al., 2019). Local wisdom values can be applied in various aspects of providing education based on basic principles. To improve the quality of education in each region through educational autonomy, it is necessary to apply clear, focused and effective management principles (Mukhsin, 2019). At the fundamental level, educational results are measured by the quality of human resources who have competencies in accordance with educational goals, and the conformity between expectations and results is a benchmark for educational quality. One of the indicators and keys to educational success is input and process and results, which can be described in the scheme below.
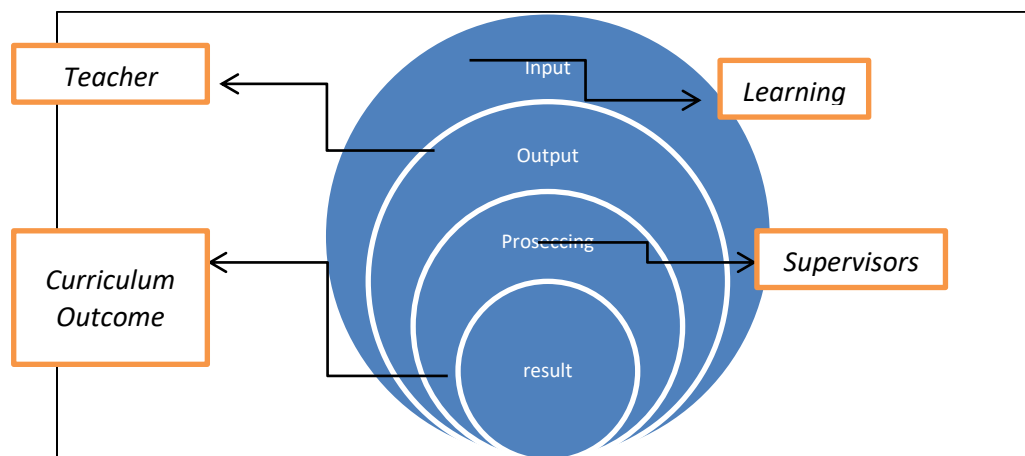
Fig 2. Educational Success Indicator Scheme

Based on the image above, it explains that: Several education improvement programs include improving facilities and infrastructure, quality of governance, and curriculum implementation by educational units. The government continuously improves and equalizes the quality of education systematically and consistently.

Discussion

It can be seen in the table below how the government has succeeded in increasing access and quality of education through the launch of various assistance.

Table 1. School operational level

No.	Criteria	Target
1	Jenis Bantuan	**Students**
2	Organisasi	**Welfare**
3	Kepegawaian	**Human Resources**

In the context of improving quality, several education experts argue that quality is directly related to the six basic components of the learning system and its suprasystem (Agung & Suparman, 2012). First, students with a good background and a supportive family environment that supports children's learning patterns will influence student learning success. Therefore, initial skills and knowledge become capital in the learning process at school. Second, graduates who have competencies meet expectations, because sometimes students' competencies are not in line with the needs of the workforce or the industrial world. This is caused by a mismatch between graduates and the skills required by the world of work. In determining this competency, three parties are involved, namely students, graduate users (work industry), and education providers. Fourth, the learning process must form students' curiosity so that learning can trigger their passion for curiosity and always encourage them to achieve success. Fifth, the role of teachers also plays an important role in improving the quality of education. Teachers must be able to create creative and innovative learning processes by referring to learning objectives. Sixth, the curriculum has a broad and narrow meaning. Narrowly, curriculum can be interpreted as teaching materials or subjects that contain logical material to achieve learning goals. The sixth component is learning materials, the use of which is adjusted to the learning objectives. Learning materials are components related to the content of each subject and must be relevant to learning objectives, student characteristics and learning strategies. According to the research results, the highest number of schools that achieved accreditation received a B grade, with fulfillment of eight national standards for elementary

schools of 73.55%, middle schools 85.97%, high schools 77.07%, and vocational schools 76.15%. National education standards (SNP) that are difficult to achieve include graduate competency standards, personnel, and facilities and infrastructure. The standard variables of content, personnel, facilities and infrastructure, financing, management and assessment have varying positive relationships with the variables of process standards and graduate competency. The quality of service for elementary schools reached 87.4%, while for junior high schools it reached 82.6% (Raharjo, 2012).

Education abroad is often considered superior because it is considered to have better quality, and this is a consideration for society. The following sources summarize the differences, advantages and disadvantages of education in other countries. The author wants to explain his perspective without intending to compare or denigrate education in any country, including Indonesia.

Reduced children's playing time.

At the beginning of the learning process in kindergarten, students are still faced with various learning activities that take time, thereby reducing children's opportunities for play. Even though there are some kindergarten schools that do not require this time-consuming learning activity, learning to read is still considered a necessity for kindergarten students. Finland, for example, is one of the countries that does not require learning to read at kindergarten level. Therefore, students' reading abilities are only developed when they enter elementary school level. In Finnish kindergarten students, the main emphasis is on exploring talents through play activities which also have an educational function. Finland implements social activities for kindergarten students, where students are not given homework (PR) and are allowed to play together at school. The teacher to student ratio is set at around 1:7, creating conditions that make it easier for teachers to discover and develop students' talents and interests at school.

Implementation of Superior Class

Grouping students into superior classes and ordinary classes creates a stark difference between those who have high abilities and those who do not. From a psychological perspective, this can have an impact on students. Some countries do not implement this separation system, but it should be noted that the separation aims to provide special direction to gifted students so they can focus more on developing their abilities.

An orientation period is held at the beginning of school entry

The implementation of the orientation period, which often occurs at the beginning of the school year, is sometimes misused by some parties, and this can have the potential to cause detrimental impacts, even reaching the level of fatalities. Therefore, careful supervision is needed from various related parties. Education providers, who have authority in this matter, must provide clear and consistent explanations to students and parents regarding the purpose of this orientation period. Even though the main aim of this activity is to train the mentality of new students, often its implementation is not in accordance with the purpose of the learning itself. For example, the practice of making students wear different colored socks or seemingly nonsensical activities, such as carrying strange objects, may occur.

In America, for example, new students are only given explanations, seminars, and an introduction to their school environment, so that they can understand school without experiencing embarrassment or degrading treatment. In Japan, the approach used is the "han" concept which involves dividing students into small groups of 4-5 people at the beginning of the school year. This group then does all the activities together for a whole month, such as

eating, sitting and studying. The purpose of this group division is to build a sense of solidarity among new students.

Evaluation results are everything

The implementation of the National Examination which was carried out some time ago was used as a criterion for determining graduation, so the view emerged that this examination has a very significant role. In fact, there should be an assessment of other aspects, such as morals, character, or direct assessment from the teacher. Although at that time, the government also claimed that the National Examination had benefits in mapping the quality of education in all regions of Indonesia, covering 34. The future of education in Indonesia is full of hope and optimism (Sitompul et al., 2019); (Ammy & Wahyuni, 2020); (Faturohman et al., 2022). With the cooperation of all parties (Kemdikbud, 2020); (Indonesia, 2020), it is hoped that education in Indonesia can be of higher quality and able to produce a young generation with noble morals (Muryanti & Herman, 2021); (Pakpahan & Fitriani, 2020), intelligent and broad-minded (Rizkinaswara, 2020); (Sudatha et al., 2020).

CONCLUSION

Improving the quality of education in Indonesia is an urgent need and a necessity. This improvement process requires support from all parties involved. Education in Indonesia has unique characteristics and local policies that other countries do not have. Education has advantages and disadvantages, and the system used must be able to be adapted to the specific conditions in each region, without losing the legacy of local wisdom that needs to be maintained. educational supervision must be carried out because the expansion of teacher skills follows the current era in accordance with government regulations to improve the quality control of education in the regions. Efforts to overcome teachers' lack of knowledge regarding the use of technology in school supervision learning provide an effective contribution to improving the quality of schools in the future.

CONFLICT OF INTEREST

Students' abilities with national and global standards. The learning gap in Indonesia is found in the implications of the curriculum issued by the Ministry of Education and Culture which provides flexibility for educational units to determine the curriculum according to learning needs and influences the leadership of school principals and government support as key factors in learning recovery. School principals and school supervisors who carry out regular monitoring of teachers and utilize technology in learning have an impact on the monitoring results and have succeeded in accelerating the recovery of learning in the Aceh Province.

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