

# A Effort Of An Academic Supervision On Guidance And Counselling Teachers To The Success Of Students Achievements At The Junior High School Students In Jombang Regency Of East Java Indonesia

Titin Indah Pratiwi<sup>1</sup>, Bambang Suratman<sup>2</sup>,  
Yatim Riyanto<sup>3</sup>, Evi Winingsih<sup>4</sup>

Departement of Guidance and counseling<sup>1,4</sup>,  
Faculty of Education, Universitas Negeri Surabaya.

Departement of economy education<sup>2</sup>, Faculty of  
Economy and Bussiness, Universitas Negeri Surabaya.

Departement of Non-Formal Education<sup>3</sup>,  
Faculty of Education, Universitas Negeri Surabaya.

## Abstract

An academic supervision is one of important tools in monitoring, controlling, and improving performance and professionalism of teachers in doing their jobs. The supervision is conducted by principals of the school. In this paper is presented the success of education in two junior high schools in Jombang Regency, East Java, Indonesia, one of them due to the supervision of principals of two school to the guidance and counselling teachers at those schools. This research is a qualitative one, in which the researcher collects data by doing observation and interview to informants, i.e., the principals and guidance and counselling teachers at both schools. Moreover, the researcher inspects all documents related to the supervision processes. The result of the research shows that a regular supervision has been conducted by the principals at least twice a year. As the results, the guidance and counselling teachers work well and show good performance in doing their job. The students' performance is very well since they achieve many awards in many competitions in local, regional, and international levels, as well. Moreover, no serious problems in students' bad behaviour. It can be said that the academic supervision conducted by the principals in both schools can improve the teachers and students' performance, as well.

Keywords: performance, principal, professionalism, qualitative, supervision.

## INTRODUCTION

The success of education in a school is determined by many factors. One of many factors is the quality of teachers (Ramadoni et.al. 2016; Fitrah, 2017). The quality includes competence and professionalism of the teachers. Generally, people think that quality of learning at a school mostly depends on the quality of teachers who works at the school. The quality of education at a school can be seen at the quality of the students and alumni. The better the quality of the school it is the better the quality of students and alumni. It is the job of the principals to maintain and improve the quality of the teachers under their management includes guidance and counselling teachers. To maintain dan improve the quality of education at the school, one of important jobs of principals is supervision to teachers at the schools (Wan Jaafar, 2011). The guidance and counselling teachers have contribution to the achievements of students since they are always available to give good advice and solution to any problems of students (Yuksel-Shahin 2012; Demirel and Yazgunoglu, 2013; Neukrug, 2016). The counselling processes make the student able to manage their anxiety such that they can improve their counselling skills (Andrews and Harris, 2017). The feedback of counsellors to students give a way to face their life (Carvalho et al., 2014)

Pidarta (2009) stated that the purpose of a supervision is (i) help to produce good alumni in quality and quantity, (ii) help to develop personality, competence, and social life of supervisees, (iii) help principals to plan dan improve programs based on the need of public, and (iv) help in improving collaboration the school with the school committee and/or public. Supervision is an important job of principals, since many things can be maintained and improved (Nicoleta, 2015). Supervision is not a therapy, but the supervisors can do therapy if needed, appropriately (Neukrug, 2016). Nicoleta (2015) stated that supervision is a guarantee for improving professionalism and motivates counsellors to develop their competence.

The competency standards for principals in the Regulation of the Minister of National Education number 13 of 2007 are five principal competencies that must be possessed by school principals, namely personality, social, managerial, entrepreneurship, and supervision. The personality competencies refer to: 1) having a noble character, 2) having personality integrity as a leader, 3) having a strong desire in self-development as a school principal, 4) being open in carrying out tasks, 5) having interest and talent as a leader. Social competence definition is being able to cooperate with other parties for the benefit of the school

while playing an active role in community activities. Managerial competence includes the ability to prepare school plans and be able to develop organizations in schools. Meanwhile, supervision competence includes the ability to plan academic supervision programs to increase the professionalism of teachers and school counsellors and to follow up on the results of academic supervision.

The principal is the leader and person in charge of implementing quality learning in schools. Therefore, the principal must also be able to guarantee an increase in the professionalism of teachers and evaluate their performance. Supervision of teacher performance is an important effort to develop professionalism and improve teacher performance in schools. Thus, a school principal is required to have knowledge and skills in supervising teachers (Neukrug, 2016).

In the Ministry of National Education (2007), it is stated three objectives of academic supervision, namely: (1) helping teachers so that their professional abilities develop, especially in terms of understanding class dynamics, improving teaching skills, and optimizing their abilities, (2) monitoring the teaching and learning process in schools, (3) motivating teachers to be able to unleash all their potential when carrying out teaching assignments, growing self-potential, and so that teachers are more focused on their duties. It is clear that the purpose of academic supervision is to foster an attitude of professionalism, motivate and monitor quality, including conducting academic supervision of guidance and counselling teachers (Neukrug, 2016). Management of special services in schools is intended to facilitate and expedite the teaching and learning process as well as serve the specific needs of students in schools.

Education and services in schools play important role in educating students and preparing students to become useful members of society. The school has guidance and counselling services that aim to aid students, so they can solve problems independently and so that students are able to develop their potential (Sevinc et al., 2012; Neukrug, 2016). Astuti (2017) and LAI-YEUNG (2013) wrote that counselling is a process of relationship between the counsellor and the counselee where the counsellor's job is to assist in increasing understanding and finding or resolving problems experienced by the counselee. The existence of counsellor services in schools will be able to optimize the independence of students. Ekin and Oksal (2012) wrote that there was still debated related to responsibility a class teacher as a counsellor in an elementary school. The scope of counsellor's works is mostly related to schools, differ from occupation fields that is done by psychiatrist or psychologist (Sevinc et al., 2012).

The implementation of various special service activities will be easy if the principal is able to apply a psychological approach when managing personnel (Kusmintardjo, 1992). All staff, starting from teachers, counselling guidance officers, health workers, cafeteria workers, and other personnels, must be treated importantly and so they feel an important part in running the school. Specific services are supporting in facilitating and supporting the learning process. The purpose of managing school-specific services is translated from the writings of Susther and Wetzler (Kusmintardjo, 1992) as follows "support services in schools are formed and managed to support teaching and these assistance services must be able to serve the special needs of students".

Jumadiyah et al. (2017) suggested that the role of counsellors in schools is as a facilitator, motivator, mediator, informer, transmitter, and evaluator. Research by Mau, et al (2016) also suggested that improving guidance services to students can be done using self-knowledge development strategies, namely individual counselling, group counselling, referrals, and home visits. However, counsellors in schools must be good enough, competent, and professional, since the clients often observing the counsellors, as well. They usually compare the existing counsellor to their experiences in counselling before. Otherwise, the clients will not be confidence when the counsellor could not perform well (Sackett and Lawson, 2016).

Abimanyu (2005) and Glickman et al. (2007) stated that supervision on guidance and counselling was the effort to motivate, organize, and guide the adviser teachers, individually or in group, sustainably. The supervision is commonly conducted by a senior member (Neukrug, 2016) who has more experience in doing the job. It is intended to give understanding to teachers related to an effective way in doing their jobs. It is expected that they can guide their students participate in their environment, positively and productively.

The teachers and government agencies that overshadow it greatly determine the progress of education. Student achievement is strongly influenced by the reciprocal relationship between teachers and students. Teachers must be able to cultivate the positive potential of students in all aspects such as moral, social, intellectual, and emotional. The development of all these aspects can be pursued through guidance and counselling techniques (Fasehatsion, 2017).

To increase the students 'potentials into competence, an integrative education service system is needed. The competence and achievement of students can be grown properly if the school counsellor and subject teachers in the education unit completing each other in guidance services. Due to differences in potential (talent, intelligence,

personality, interests, physical condition), family conditions, and the learning experiences of each student, the development services provided are also different.

Therefore, supervision is needed to improve, develop, and improve guidance and counselling services carried out by a counsellor (Yeh et al. 2008, Basith and Fitriyadi, 2017). The task of the supervisor is very important because he/she can help, guide, direct, or serve the counsellor in carrying out his duties. Academic supervision is an action taken to help teachers develop the professionalism of the learning process (Priansa and Somad, 2014). This success will be more optimal if the academic supervision carried out is not only aimed at learning teachers but also for counselling teachers or school counsellors to help improve services to students and increase student competence according to students' interests and talents. However, the success of supervision is also determined by the style of supervisor doing the job. The different types of supervision were explained by Page and Wosket (2001). Furthermore, a supervisor when carrying out the supervision process can assist the counsellor in solving the problems, he/she faces. Therefore, a success of a school needs to be investigated whether it is due to some counselling activities.

In this research, two junior high schools are investigated. The schools are SMP 1 Darul Ulum Peterongan Jombang (the Junior High School Darul Ulum 1 of Peterongan Jombang) and SMPN 3 Peterongan Jombang (the Public Junior High School 3 Peterongan Jombang). Both schools have good reputation in local and national level since they obtain superior criteria (*unggulan*) from the Minister of Education. The achievement of their students is also good in both academic and non-academic competitions. In addition, SMP Negeri 3 Peterongan is also a reference school, a school that has a School Work Unit (UKS) that is directly fostered by the ministry and has a library that is accredited A. The purpose of this research is to: 1) Describe and analyse how the school principal's academic supervision process for teachers' guidance and counselling which includes planning, implementation, and evaluation, 2) Describe and analyse how school principals provide follow-up activities on the results of the guidance and counselling teacher's academic supervision.

## RESEARCH METHODS

This study uses a qualitative method with a descriptive approach (Denzin and Lincoln, 2009, Flick et al. 2017, Ghony and Almanshur, 2017). Moleong (2018) suggested that qualitative research is research that aims to understand the problems (perceptions, behaviours, motivations, etc.) that are currently occurring in research subjects in a descriptive, specific,

and natural context, using various scientific methods. Qualitative research emphasizes more on the quality aspects of the entity under study. Ladbury (2012) explained on how to do the qualitative research related to supervision. Moleong (2018) revealed that qualitative methods aim to understand the phenomena experienced by research subjects, including by explaining behaviour, perception, motivation, behaviour, and others, in terms of language and in a certain natural context. Bogdan and Taylor (1992) and Bogdan dan Biklen (1992) wrote that data on this research was called soft, in which it describes people, location, and discussion which cannot be solved with statistics procedures. The research questions is formed in general operational variable that is formulated to deepen the complexity of the topic. This study describes the role of academic supervision of counsellors at SMP Darul Ulum 1 Peterongan Jombang and SMPN 3 Peterongan Jombang. Inductive reasoning is more dominant in this research.

The research subjects were school principals and school counsellors at SMP Darul Ulum 1 Peterongan Jombang and SMP Negeri 3 Peterongan Jombang. The informants needed in this study were school principals as supervisors and supervised school counsellors. In this study, data or information was obtained through interviews and observation of the actions of informants, namely the school principal and the guidance and counselling teachers. Data collection techniques carried out included (1) in-depth interviews, (2) observation, (3) documentation, (4) data analysis, (5) data validity testing, and (6) research conclusions. Observations were made through observation, systematic recording, both directly and indirectly (Margono, 2000). While documentation was done by collecting data in the form of notes during interviews, supporting documents, and photos of activities. Data analysis in this study used inductive data analysis, namely data reduction, data presentation, and drawing conclusions. The data obtained was then tabulated and analysed. The analysis step consisted of (1) data condensation, (2) data presentation, (3) conclusion presentation. The data that has been analysed needs to be tested for its validity. The technical criteria for data validity put forward by Lincoln and Guba (Riyanto, 2007) consist of credibility, transferability, dependability, and confirmability.

## **RESEARCH FINDINGS**

SMP Darul Ulum 1 Peterongan Jombang is one of the private junior high schools in Jombang. SMP Darul Ulum 1 Middle School Peterongan Jombang is located on Jalan Rejoso, Wonokerto Selatan, Peterongan, Kec. Jombang, Jombang Regency, East Java 61481. SMP Darul Ulum 1 Peterongan Jombang is an education unit that is relatively older than

other education units at the Darul Ulum Islamic Boarding School, which was founded in 1968.

This school is led by a principal. The principal's duty is to lead and direct the development of the school through policies issued in accordance with established procedures. In carrying out their duties, the principal consults the school committee and the Darul Ulum Peterongan Jombang Islamic Boarding School Foundation or people who have significant experience in developing the school. This school has won many achievements both in the academic and non-academic fields. Student achievement is also inseparable from the supervision activities that have been held. Supervision activities have had a positive impact on improving the quality of teachers.

SMPN 3 Peterongan Jombang is one of the public junior high schools in Jombang. SMPN 3 Peterongan Jombang is located at the Darul Ulum Islamic Boarding School, Rejoso, Jalan Moh. As'ad Umar No.3, Wonokerto Selatan, Peterongan, Jombang, East Java 61481. SMPN 3 Peterongan Jombang is a reference school, a school that has a Student Activity Unit (UKS) directly fostered by the ministry and has a library that is accredited Superior.

SMPN 3 Peterongan Jombang, which is in the middle of the Darul Ulum Islamic Boarding School, is a school that combines the national curriculum with the Islamic boarding school curriculum to form comprehensive character and morals. SMPN 3 Peterongan was founded in 1997 with good achievements, so it was accredited a SSN (a national standard school) school in 2006. The quality of teachers in this school is very good. This is evidenced by the many achievements of students at this school both at the local and national levels. The role of supervision is very helpful in fostering the quality of teachers in this school.

The components of academic supervision at SMP Darul Ulum and SMPN 3 Peterongan Jombang experienced significant changes after having coaching and improvement activities included three 3 components, namely:

Academic Supervision Component	Activities
Planning	Make plans for syllabus preparation, preparation of RPL (Implementation Plan for Guidance and Counseling Services) which leads to a preventive approach and responsive services to students and preparation of weekly work programs, per semester, and Annual Programs

Action	Implementation of individual guidance, scheduled guidance, group guidance and mapping of student talents and interests
Evaluation	It is carried out continuously completed with follow-up

Implementation of academic supervision at SMPN Darul Ulum and SMPN 3 Peterongan Jombang is in accordance with competency standards. This is evidenced by the existence of individual guidance and group guidance through school extracurricular activities. In this study, 8 research informants were obtained, namely 2 principals from the two schools and 6 counselling teachers, 3 from each school. The selection of this informant was due to the ability and experience directly owned by the principal and counselling teacher in carrying out the academic supervision of the guidance and counselling teacher so that the implementation of the guidance and counselling teacher's academic supervision in each school could be known to increase the professionalism of the guidance and counselling teacher.

Based on the results of interviews with respondents or informants, it can be concluded that the academic supervision model applied at SMP Darul Ulum and SMPN 3 Peterongan Jombang includes: 1) understanding concepts, principles, and tendencies towards developing service models for students, 2) guiding school counsellors in providing direction, motivation and problem solving to students, 3) guiding teachers and school counsellors in carrying out learning/guidance activities to develop students' potential, 4) guiding teachers and school counsellors in managing and caring for school facilities, 5) motivating teachers and school counsellors in take advantage of technological advances as for learning activities and consultation with school counsellors.

## RESULTS AND DISCUSSION

Based on the results of the study, it was found that the implementation of the principal's academic supervision of guidance and counselling teachers at SMP Darul Ulum 1 Peterongan Jombang and at SMPN 3 Peterongan Jombang was carried out once or twice in a year at the odd semesters and even semesters. Lee and Ding (2008) explained the results of supervision of principals and the provincial education authority that give more understanding to teachers and principals related to school management. However, since the supervision was conducted too often, the schools had no time to properly improve, and teachers felt less confidence. Planning for academic supervision is carried out by

establishing relationships with guidance teachers and supervisors, compiling guidance and counselling programs, implementing planned guidance and counselling programs, evaluating and following-up on each implementation of the guidance and counselling program.

The implementation of academic supervision for guidance and counselling teachers is of course inseparable from the readiness of several supporting documents for the implementation of academic supervision by the principal of SMP Darul Ulum 1 Peterongan Jombang. The service aspects contained in academic supervision activities are as follows:

No	Service Aspect	Academic Supervision
1	Students	The intensity of students consulting school counselors
2	Completeness of school counselor/counselor teacher documents	Administrative documents for school counselors/counselors, which include student biodata, semester counseling programs, case books, incident notes, sociometry, counseling activity journals, guest books, and reports
3	Infrastructure	Availability of agenda books, adequate consulting rooms, providing therapeutic and comfortable services
4	Service	Basic services, responsive, interest services, and system support
5	Counseling Guidance Activities	Carry out classical guidance and group guidance regularly and scheduled

This document is prepared before the process or implementation of academic supervision. Completeness of documents is the main thing or administrative requirement before carrying out academic supervision of guidance and counselling teachers. The aspects mentioned above are used as a reference by supervisors in carrying out academic supervision to provide guidance to school counsellors to be able to carry out their duties in a professional manner at work.

After carrying out academic supervision activities, the principal will get an overview related to his professional competence as a guidance and counselling teacher. The results of the supervision will become the material for evaluation. The results of the academic supervision carried out by the principal of students and teachers at SMP Darul Ulum Peterongan and SMPN 3 Peterongan Jombang are as follows:

The indicators assessed	Score
1. Planning which includes:	
a. Preparation of RPL, weekly program, semester program, annual program, syllabus	82.5%
b. Completeness of administrative documents	87%
c. Facilities and infrastructure	88.5%
2. Implementation of Responsive Services	92%
3. Evaluation and Follow Up	87.5 %
Average Score	87.5%

Based on the results of academic supervision, it shows that the assessment of the planning of school counsellor services at SMP Darul Ulum 1 Peterongan and SMPN 3 Peterongan Jombang which includes the preparation of the service program has a value of 82.5% which shows good, and completeness of administrative documents has a value of 87%. Meanwhile, the responsive service implementation indicator has a value of 92% which indicates a very good category. While the evaluation indicator and follow-up have a value of 87.5% which shows very good. This description was obtained according to the analysis when carrying out academic supervision and based on the results of monitoring the competence of the guidance and counselling teachers. Next, the principal followed up the results of the academic supervision of the guidance and counselling to the teachers of SMP Darul Ulum 1 Peterongan Jombang.

The results of academic supervision require follow-up to have a real impact on increasing teacher professionalism. Follow-up activities on the results of academic supervision at SMP Darul Ulum 1 Peterongan Jombang are given in the form of an assessment of supervision containing assessment and suggestions for the improvement in carrying out the guidance and counselling program. Follow-up activities on the results of academic supervision at SMP Darul Ulum 1 Peterongan Jombang are in the form of supervision assessments that contain assessments and suggestions for improvement in carrying out the

guidance and counselling program. The following discussion is related to the factors that hinder the implementation of academic supervision. These findings indicate that the inhibiting factors for the implementation of academic supervision for guidance and counselling teachers at SMP Darul Ulum are, 1) the guidance and counselling program at SMP 1 Peterongan Jombang is not optimal due to the lack of competence of guidance and counselling teachers, 2) Counselling guidance service activities are rarely documented, the existence of the Covid-19 pandemic which has hampered the implementation of counselling guidance services (only done online) causes counselling guidance service activities to run less effectively, 3) and a lack of time to evaluate counselling guidance programs internally.

The implementation of academic supervision activities at SMP Darul Ulum 1 Peterongan Jombang has been going well. There was no conflict between the supervisory team and the guidance and counselling teachers involved. Even so, it does not mean that the implementation of supervision activities does not encounter a problem. Supervision activities involve several parties who have different characters. This sometimes becomes an obstacle. Nevertheless, all the above constraints did not make the implementation of supervision activities fail. In fact, with the tenacity and wisdom possessed by supervisors through an understanding of the diversity of characters possessed by each teacher, they can reduce existing conflicts. In fact, by practicing local religious and cultural values, they are finally able to produce a supervision activity that is far from a sense of threat, fear of the existence of inspections or surveillance activities, as well as efforts to find weaknesses or assess competence felt by guidance teachers and counselling.

As the result, supervision activities look good and are carried out based on the achievement of aspects of the assessment, and all obstacles that arise can be handled wisely and professionally. It is impossible for an activity to run effectively without factors that can support the smoothness and success of the activity, therefore supporting factors are needed to support the success of an activity carried out. The implementation of academic supervision for guidance and counselling teachers at SMP Darul Ulum 1 Peterongan Jombang certainly has several supporting factors for the implementation of academic supervision activities. Factors supporting the implementation of academic supervision for guidance and counselling teachers at SMP Darul Ulum 1 Peterongan Jombang are provided in the form of material support such as facilities and infrastructure for counselling and spiritual services in the form of support and appreciation for teachers who have achievements. Factors supporting the implementation of academic supervision have a

significant influence, where there are supporting factors the implementation of academic supervision can run smoothly.

The implementation of academic supervision activities cannot be separated from the supervision model used by supervisors in carrying out their duties, where the supervision model used by supervisors must also be appropriate so that the supervision activities carried out can run effectively and efficiently so that success will be achieved from the beginning of supervision to follow-up. The academic supervision model used by the principal of SMP Darul Ulum 1 Peterongan Jombang is a clinical supervision model. Clinical supervision is a process of meeting between teachers and supervisors to discuss a problem being faced by teachers which aims to assist teachers in making improvements and helping teachers improve their professionalism. The clinical supervision model at SMP Darul Ulum 1 Peterongan Jombang is carried out by providing professional assistance in accordance with the problems being faced by teachers to improve their professionalism. Implementation of clinical supervision is carried out by the teacher conveying the problems being faced openly without coercion and in an atmosphere full of warmth, mutual respect, and mutual assistance between supervisors and teachers.

Based on the results of research related to academic supervision as an effort to increase the professionalism of guidance and counselling teachers at SMPN 3 Peterongan Jombang, it was found that the implementation of academic supervision is carried out twice a year according to the problems that occur. Implementation of academic supervision for guidance and counselling teachers at SMPN 3 Peterongan Jombang also aims to support teacher development. As for the stages of supervision activities starting from preparation, implementation, evaluation, and follow-up, the stages of supervision activities are carried out in accordance with the proper sequence and procedures so that the implementation of supervision can be systematically arranged.

The implementation of academic supervision for guidance and counselling teachers at SMPN 3 Peterongan Jombang is carried out by making work programs, compiling instruments, processing supervision results, conveying results, conducting evaluations, and following up. Before carrying out academic supervision activities, of course, several documents must be prepared as administrative requirements in carrying out academic supervision activities for guidance and counselling teachers at SMPN 3 Peterongan Jombang. Some of the documents that must be prepared include educational calendars, annual and semester guidance counselling programs, Implementation Plan for Guidance and Counselling Services or RPL, student attendance books, and guidance counselling support services. Evaluation of the implementation of

academic supervision for guidance and counselling teachers at SMPN 3 Peterongan Jombang is given directly and indirectly. Evaluation is given directly on general matters, but evaluation is given indirectly on clinical and personal matters to find out the strengths and weaknesses of the implementation of counselling guidance.

#### **Follow-up Activities for the Results of Academic Supervision of the Principal of SMP Darul Ulum 1 and SMPN 3 Peterongan Jombang**

After carrying out academic supervision activities, the principal will get an overview related to the professional competence of guidance and counselling teachers. This description is obtained according to the analysis when carrying out academic supervision based on the competence of guidance and counselling teachers. The results of academic supervision also require follow-up to have a real impact on increasing teacher professionalism. Follow-up activities on the results of supervision at SMP Darul Ulum 1 and SMPN 3 Peterongan Jombang aim to improve competence and provide good service in accordance with the problems being faced. The suggestion given by both principals are mostly in common, i.e., the teachers must have followed more training, workshops, seminars, and meeting with other guidance and counselling teachers from other education institutions. It is the same as what Neukrug (2016) wrote, in which many counsellors are busy by helping others, but they forget their own needs such as improving their competence. Training type that was suggested by Slaten dan Baskin (2014) may be useful to improve the counsellors 'competence. It is expected that the competence of the counsellors complies with the standard quality as stated in the Ministry of National Education Regulation No. 27 year 2008 and by Erford et al. (2003).

#### **Factors Inhibiting the Implementation of Principal Academic Supervision at SMP Darul Ulum 1 and SMPN 3 Peterongan Jombang**

Reza and Sugiyo (2015) in their research found that one of the serious inhibiting factors was the internal factor, i.e., low motivation and commitment. However, it is not the case in this research. The implementation of academic supervision at SMP Darul Ulum 1 Peterongan Jombang certainly has inhibiting factors, one of which is related to work programs that are still not specific, supporting data is still incomplete, student development records are incomplete, and there is no digitalization of documents. Moreover, the teachers said that during the pandemic the counselling was conducted online such that the administration works could not be effective. Nevertheless, Yuksel-Shahin (2012) suggested that all secretary or administration work was not conducted by counsellors, but they must hire other person to do the job. However, at the SMPN 3 Peterongan Jombang most guidance and

counselling teachers said that they have no problem in doing their job. Even so, some of these inhibiting factors did not make the implementation of supervision fail and did not meet the problem-solving point. In fact, with the tenacity and wisdom possessed by supervisors, through an understanding of the diversity of characters possessed by each teacher, they can solve existing problems. As the result, supervision activities look so fun and are carried out in a humane way, and all obstacles that arise can be handled wisely and professionally.

### **Supporting Factors for the Implementation of Principal Academic Supervision at at SMP Darul Ulum 1 and SMPN 3 Peterongan Jombang**

The next discussion is regarding the supporting factors for the implementation of academic supervision by the principal. It is impossible for an activity to run effectively without factors that can support the smoothness and success of the activity, therefore supporting factors are needed to support the success of an activity carried out. At the SMP 1 Darul Ulum, some teachers said that the supporting factor is the infrastructure facilities and rewards provided by the school principal. The facilities will make the guidance and counselling processes fluently and keep secret. It is like what Yuksel-Shahin (2012) suggested that physical facilities should be appropriate. The rewards make the teachers enthusiastic in doing their jobs. The factors that can support the implementation of academic supervision for guidance and counselling teachers at SMPN 3 Peterongan Jombang are the existence of education supervisors from the education authority (the regency) and the availability of adequate facilities and infrastructure. The teachers said that the supervision conducted by the education authority's supervisors make them more enthusiastic since they feel to be reckoned. They think that the supervisors from the education authority are competent and can create positive environment when doing the supervision (Gökyera, 2015). Meanwhile, adequate facilities and infrastructure are one of the things that have a great influence in being able to support teachers in improving their professional competence as teachers.

### **Model of Academic Supervision at SMP Darul Ulum 1 and SMPN 3 Peterongan Jombang**

The academic supervision model is very necessary in the implementation of supervision activities, but the supervision model chosen by the supervisor must also be considered and adapted to existing needs, conditions, and problems so that the implementation of academic supervision can run well and can be on target. The academic supervision model used by the principal of SMP Darul Ulum 1 and SMPN 3 Peterongan Jombang is a clinical supervision model. The use of the clinical supervision model aims to assist teachers in making

improvements and helping teachers improve their professionalism. Several guidance and counselling teachers at SMP Darul Ulum 1 and SMPN 3 Peterongan Jombang also said that the use of the clinical supervision model in implementing academic supervision for guidance and counselling teachers could make teachers more comfortable in conveying all the problems they faced and making improvements according to the best suggestions from the supervisor. The clinical supervision model at SMPN 3 Peterongan Jombang is carried out through three stages including the meeting stage, the observation stage, and the evaluation stage.

## **CONCLUSIONS AND SUGGESTIONS**

### **A. Conclusion**

1. In both schools, the supervision conducted by the school principals is carried out twice in a year, that is in the odd semester and even semester. Things that are supervised include the preparation of the counselling guidance programs, the implementation of the guidance counselling programs according to plans, as well as the evaluation process and follow-up plans. Supervised documents include counselling guidance program plans, guidance counselling service documentation, Implementation Plan for Guidance and Counselling Services or RPL, student lists, and so on. Evaluation of the results of supervision is given every semester after the supervision process is carried out, given directly/orally, or indirectly/written to the teacher. The supervision model implemented at both schools is the clinical one. This model makes the close relationship between the supervisor and the supervisees, and the information can be obtained largely. Laschober et al. (2013) stated that the relationship between counsellors and clinical supervisors must be in the positive way and encourage social relationship to reduce negative perception. In general, supervisor supposed to be open, accepting, and flexible during the supervision processes such that the closed relationship between the supervisor and supervisee happens (Ancis and Marshall, 2010).
2. The principals of both schools do follow-up academic supervision in the form of supervision assessments with suggestions to guidance and counselling teachers for improvement in carrying out the guidance and counselling programs at both schools. The suggestions include preparing administration works before providing services and following more workshops, seminars, training, dan meeting with other guidance and counselling teachers from other education institutions. It is in accordance with what Yuksel-Shahin (2012) suggested. To have more competencies, an experiential training is

one of the trainings that is very good to be attended since the trainees directly in touch with problems based experienced (Osborn et.al., 2003). Supervision and follow-up activities in the two schools have been carried out properly, in accordance with the correct supervision rules. Therefore, unsurprisingly if the students at both schools achieved many awards in academic and non-academic competition in local and national levels. Moreover, no serious problems happen related to students' behaviour.

### **B. Suggestions**

For the implementation of supervision in schools to result in an increase in the competence of guidance and counselling teachers, the following suggestions can be made by a supervisor/principal:

1. A school principal must establish close personal relationships with the teachers he supervised. The hope is that teachers will feel protected by the presence of the principal.
2. Supervision should be carried out more frequently, for example twice in each semester. This will make teachers more serious in carrying out teaching, starting from preparation to evaluation of learning outcomes.

### **REFERENCES**

1. Abimanyu, Soli. (2005). Supervisi Bimbingan dan Konseling di Sekolah. Proceeding Konvensi XIV dan Konggres X Asosiasi Bimbingan dan Konseling Indonesia, Semarang, April 13-16, 2005
2. Ancis, Julie R. and Marshall, Doreen S. (2010). Using a Multicultural Framework to Assess Supervisees' Perceptions of Culturally Connpetent Supervision. *Journal of Counseling and Development*. Vol. 88, 277—284
3. Andrews, Paul and Harris, Sera (2017). Using Live Supervision to Teach Counselling Skills to Social Work Students. *Social Work Education*. VOL . 36, NO. 3, 299—311
4. Astuti, S. (2017). Supervisi Akademik Untuk Meningkatkan Kompetensi Guru di SD Laboratorium UKWS. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 7(1), 49-59.
5. Basith, Abd. dan Fitriyadi, Slamet. 2017. Analysis of the implementation of guidance and counselling supervision at senior high schools, Indonesian *Journal of School Counselling* (2017), 2(1), 8-13
6. Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods* (2nd ed.). London: Allyn and Bacon.
7. Bogdan, Robert, and Taylor, Steven. 1992. *Pengantar Metode Kualitatif*. Surabaya: Usaha Nasional.
8. Carvalho, Carolina; Martinsb, Dulce; Santanac, Lidia E; dan Feliciano, Luis. 2014. Teacher Feedback: Educational Guidance in Different School Contexts, *WCPCG 2014, Procedia-Sosial and Behavioral Sciences* Vol. 159, 219—223

9. Demirel, Melek and Yazgunoglu, Selen (2013). The evaluation of classroom guidance activities in primary schools. *Procedia - Social and Behavioral Sciences* 93 (2013) 1598 – 1602
10. Denzin, Norman K. and Lincoln, Yvonna S. (2009). *Handbook of Qualitative Research*. Pustaka Pelajar, Yogyakarta
11. Ekin, Mehruzul Tugba Yildiz dan Oksal, Aynur (2012). Elementary School Teacher Perceptions of School Counselor Effectiveness, *Procedia—Sosial and Behavioral Sciences*. Vol. 47, 1917—1921
12. Erford, B.T.; House, R.; & Martin, P. 2003. Transforming the School Counseling Profession. In B.T. Erford (Ed), *Transforming the School Counseling Profession* (pp. 1—20). Columbus OH: Merrill/ Prentice-Hall
13. Fasehatsion, P., W. (2017). School Principals 'Role in Facilitating Change in Teaching Learning Process: Teachers 'Attitude. A case Study on Five Junior Schools in Asrama, Eritrea. *Journal of Education and Practice*, 8(6), 134-142.
14. Fitrah, M. (2017). Peran kepala sekolah dalam meningkatkan mutu pendidikan. *Jurnal Penjaminan Mutu*, 3(1), 31–42.
15. Glickman, C.D., Gordon, Stephen P., and Ross-Gordon, Jovita M. (2009). *The Basic Guide to Supervision and Instructional Leadership*. Boston: Pearson
16. Flick, Uwe; Steinke, Ines; & Kardoff, Ernst. (2017). *Buku Induk Penelitian Kualitatif*. Yogyakarta: Cantrik Pustaka.
17. Ghony, M. Djunaidi and Almanshur, Fauzan (2017). *Metodologi Penelitian Kualitatif*. Yogyakarta: Ar-Ruzz Media.
18. Gökyera, Necmi (2015). The Views of Provincial School Inspectors on the Obstacles to Communication with Teachers in the Counselling and Inspection Process *Procedia - Social and Behavioral Sciences* 185, 490 – 494
19. Jumadiah, N., Nurdia, O., Rahmi, R., & Rhoni, R. (2017). "Implementasi Supervisi Akademik Kepala MIS Batusangkar". *Jurnal Manajemen Kepemimpinan dan Supervisi Pendidikan*. Vol. 1 No.1. Program Pascasarjana Universitas Negeri Palembang.
20. Kusmintardjo (1992). *Pengelolaan Layanan Khusus di Sekolah* (Jilid I). Malang: IKIP Malang.
21. Kusumawati, I. (2019). Efektivitas Kepemimpinan Kepala Sekolah Pada SMK Negeri 4 Kota Jambi. *Jurnal Pendidikan dan Kependidikan*. 3(2), 39-55
22. LAI-YEUNG, Susanna Wai Ching. (2014). The Need for Guidance and Counselling Training for Teachers, *International Congress on Clinical and Counselling Psychology (CPSYC)*, *Procedia - Sosial and Behavioral Sciences* 113; 36–43
23. Ladbury, Janelle Lynn Stahl, (2012). *School Counseling Supervision: A Qualitative Summary From The Perspective Of School Counseling Site-Supervisors*, A Dissertation Submitted to the Graduate Faculty of the North Dakota State University of Agriculture and Applied Science
24. Laschober, Tanja C., de Tormes Eby, Lillian Turner, and Kinkade, Katie (2013). Mentoring Support from Clinical Supervisors: Mentor Motives and Associations with Counselor Work-To-Nonwork Conflict. *Journal of Substance Abuse Treatment* Vol. 44, 186–192
25. Lee, John Chi-kin and Ding, Daoyong (2008). *School Supervision and Evaluation in China: the Shanghai Perspective*, The current issue and full text

archive of this journal is available at [www.emeraldinsight.com/0968-4883.htm](http://www.emeraldinsight.com/0968-4883.htm)

26. Mau, W. C. J., Li, J., & Hoetmer, K. (2016). Transforming High School Counseling: Counselors' Roles, Practices, and Expectations for Students Success. *Administrative Issues Journal: Connecting Education Practice and Research*. 6(2), 83-95
27. Margono (2000). *Metodologi Penelitian*, Jakarta: Rineka Cipta
28. The Ministry of National Education (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 13 Tahun 2007 Tentang Standar Kepala Sekolah/Madrasah*
29. The Ministry of National Education (2008). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 27 Tahun 2008 Tentang Standar Kualifikasi Akademik dan Kompetensi Konselor*
30. Moleong, L. J. 2018. *Metode Penelitian Kualitatif*. 3<sup>rd</sup> eds. Bandung: Remaja Rosdakarya.
31. Neukrug, Edward (2016). *The World of the Counselor: An Introduction to the Counseling*. 5th Eds. Profession Cengage Learning, Boston, MA 02210 USA
32. Nicoleta, Litoiu (2015). Supervision in Career Counselling—Theoretical Framework and Practical Benefits. The 6<sup>th</sup> International Conference Edu World 2014 "Education Facing Contemporary World Issues", 7th - 9th November 2014; *Procedia - Social and Behavioural Sciences* 180 (2015) 1094–1101.
33. Osborn, Cynthia J., Daninirsch, Carrie L., and Page, Betsy J. (2003). Experiential Training in Group Counselling: Humanistic Processes in Practice. *Journal of Humanistic Counselling, Education and Development*. Vol. 42, 14—28
34. Page, Stave and Wosket, Val (2001). *Supervising the Counsellors: A Cyclical Model*, 2<sup>nd</sup> Ed. Brunner-Routledge, Hove, East Sussex, BN3 2FA
35. Priansa, D. J. and Somad, Rismi. (2014). *Manajemen Supervisi dan Kepemimpinan Kepala Sekolah*. Eds. Ai Kasmanah. Bandung: Alfabeta
36. Reza, M.Khoiru and Sugiyo (2015). Faktor-faktor Internal Penghambat Pelaksanaan Supervisi Bimbingan dan Konseling. *Indonesian Journal of Guidance and Counselling: Theory and Application*. 4 (4), 26—32
37. Riyanto, Yatim. 2007. *Metodologi Penelitian Pendidikan Kualitatif dan Kuantitatif*. Surabaya: Unipress UNESA
38. Ramadoni, W., Kusmintardjo, K., and Arifin, I. (2016). Kepemimpinan Kepala Sekolah dalam Upaya Peningkatan Kinerja Guru (Studi Multi Kasus di Paud Islam Sabilillah dan Sdn Tanjungsari 1 Kabupaten Sidoarjo). *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 1(8), 1500–1504.
39. Sackett, Corrine R. and Lawson, Gerard (2016). A Phenomenological Inquiry of Clients' Meaningful Experiences in Counseling With Counselors-in-Training. *Journal of Counseling and Development*. Vol. 94, 62—71
40. Sergiovanni, T.J. dan Starratt, R.J. 2007. *Supervision: A redefinition* (8th Ed). New York: Mc Graw-Hill.
41. Sevinc, Kenan; Tasci, Sibel; & Demir, Elif. (2012). Some Problems of Psychological Counseling and Guidance System in Turkey, *Procedia—Social and Behavioural Sciences* 46 (2012) 1056—1063

42. Slaten, Christopher D. and Baskin, Thomas W. (2014). Contextual School Counseling: A Frame-work for Training With Implications for Curriculum, Supervision, Practice, and Future Research, *The Counseling Psychologist*. Vol. 42(1) 97–123
43. Wan Jaafar, Wan Marzuki (2011). The counselling performance among trainee counsellor in Malaysia. *Procedia - Social and Behavioural Sciences* 30, 512 – 516
44. Yeh , Christine J., Chang, Tai, Chiang, Lillian, Drost, Christopher M., Spelliscy, Dorota, Carter, Robert T, and Chang, Yaowen (2008). Development, Content, Process and Outcome of An Online Peer Supervision Group for Counselor Trainees. *Computers in Human Behavior* Vol. 22 2889–2898
45. Yuksel-Shahin, Fulya (2012). School Counsellor Assessment of the Psychological Counselling and Guidance Services Their Offer at Their School. *Procedia-Social and Behavioral Sciences* 47, 327 – 339