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School Supervisors Facilitation Skills In Junior High Schools

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ABSTRACT

This study aims to describe the facilitation skills, enabling and hindering factors of school supervisors' facilitation skills in Amurang State Junior High School. The study used a qualitative approach and a case study method. The location of the study was Amurang Public Junior High School in South Minahsa County. The research data sources were school superintendents, principals, classroom trustees, and subject teachers. The data collection techniques used were interviews, observations, and documentation studies. The data analysis technique used refers to the interaction model. The results of the study showed that facilitation skills by the superintendent included listening to each principal's needs, conducting a needs analysis for school program development, posing cultivating questions, building consensus or agreement, and setting meeting times; factors supporting facilitation skills were categorized as school superintendent internal and external factors; and hindering factors of facilitating skills were categorized as superintendents' personal factors and principals' personal factors. Then, in addition to conducting a discussion of the research results related to their relevance to theory and previous research, it also puts forward research conclusions and suggestions related to the urgency of facilitation skills regarding the school acquisition process.

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INTRODUCTION

Improving the quality of student-centered learning is one of the strategies in educational development. Realizing this requires quality human resources (HR). Various efforts have been made by the government to improve the quality of teachers, principals, and school supervisors as well as other educational personnel such as laboratory assistants, librarians, and technicians. All of this is done with the hope that the process and results of learning in schools continue to improve.

The policy of learning process standards and graduate competency standards has been set by the government as an effort to standardize in order to ensure the achievement of the expected quality of the learning process and results. However, to realize this requires adequate support from teacher and principal competencies. Although improving the quality of teachers and principals through continuous professional development has been carried out so far, various stakeholders continue to discuss the state of the quality of learning that is centered on students. This implies that monitoring the quality of learning is important to improve its quality.

Basically, efforts to improve the quality of supervision have been carried out through policy interventions for continuous professional development for school supervisors. The policy interventions are not only by the ministry that directly handles the education sector, but also come from the ministry that handles the empowerment of state apparatus, which among other things continues to improve the functional positions of school supervisors.

The description of the improvement of the functional position of school supervisor can be understood in the Regulation of the Minister of Empowerment of State Apparatus and Bureaucratic Reform Number 21 of 2010 concerning the Functional Position of School Supervisor and its Credit Points that the functional position of School Supervisor is a functional position that has a scope of duties, responsibilities and authority to carry out academic and managerial supervision activities in educational units. School Supervisors are Civil Servants (PNS) who are given full duties, responsibilities and authority by authorized officials to carry out academic and managerial supervision in educational units. Supervision activities are the activities of school supervisors in preparing supervision programs, implementing supervision programs, evaluating the results of program implementation, and carrying out professional guidance and training for teachers (Veitzhal Rivai, 2016:148).

In order to actualize the arrangement of tasks, responsibilities, and authorities as well as academic and managerial supervision effectively and to meet the workload of school supervisors so that the quality of supervision will continue to improve, continuous improvement efforts are needed (Patton, 2015). This improvement is not only limited to increasing the number and qualifications of school supervisors, but much more importantly, transforming and optimizing the role of school supervisors. In this regard, through the Regulation of the Director General of Teachers and Education Personnel Number 4831/B/HK.03.01/2023 concerning the Role of School Supervisors in the Implementation of the Independent Learning Policy in Education Units, it has been determined that in order to improve the quality of student-centered learning in schools, a transformation and optimization of the role of school supervisors is needed and in carrying out the transformation and optimization, school supervisors carry out supervisory duties through mentoring activities in schools (Mulyasa, 2022:45) In addition, in the implementation of supervision through mentoring, school supervisors are required to choose and determine the method or method of mentoring that is in accordance with the needs of supervision in schools. One of the relevant things used by school supervisors in providing assistance is through facilitation and acting as a facilitator.

The implementation of the role of the school supervisor as an effective facilitator requires facilitation skills. According toCserti (2024) facilitation skills are invaluable in many situations including inmanaging team meetings, increasing participation and engagement at events and conferences, increasing clarity in group processes, getting everyone on the same page, including diverse opinions and

stakeholders, evaluating options, creating action plans as a group, and supporting the group in making real and effective progress towards its goals (Zahri, et al., 2017).

In the context of implementing school supervision through mentoring, facilitation skills are very important for school supervisors (McBrown, 2024). Its importance is closely related to the facilitation of school supervisors in planning mentoring in schools, mentoring the planning of school programs and activities, and mentoring the implementation of school programs and activities, and mentoring reporting. However, mentoring activities using this facilitation are not easy to implement effectively in schools.

Research conducted by Dupa & Maimad (2023)shows that teacher facilitation skills are classified as moderate and there is a significant relationship between teacher facilitation skills and student academic achievement. Motivational skills and listening and observation skills have the lowest average values among teacher skills. Teacher facilitation skills are very important in improving and raising student academic achievement. Meanwhile, research conducted by Nurhasanah (2019) illustrates that hpartial test results for work skill variables have a significant influence on work productivity. For work facility variables, they partially have a significant influence on work productivity. Work Skill and facility variables partially have a significant influence on work productivity. Simultaneous test results for work skill variables, work facilities have a significant influence on work productivity.

When researchers conducted preliminary research at SMP Negeri 1 Amurang in South Minahasa Regency, several important phenomena were obtained related to mentoring activities through facilitation by school supervisors. These phenomena include the reluctance of teachers and principals to be directly supervised by school supervisors for academic and managerial activities at school, the implementation of supervision to schools that is incidental in nature, tends to be less trusted, supervision that is not based on data as a basis for implementing supervision at school, sometimes the presence of school supervisors only causes conflict at school, and tends to prioritize other schools in carrying out academic supervision for unpleasant reasons, less skilled in facilitating meetings after supervision is carried out, and supervision that is carried out tends to be oriented towards school managerial supervision so that it has an impact on learning at school (Widayatun, 2005).

Several identified phenomena indicate that mentoring through facilitation is not yet effective because it has not optimally demonstrated the facilitation skills of school supervisors. Meanwhile, according to The International Association of Facilitators (IAF) (Yunita, 2023) facilitation is a skill. If these things are ignored by school supervisors, it will have a negative impact on the implementation of mentoring and efforts to improve the quality of student-centered learning. Therefore, researchers are interested in conducting research on the Facilitation Skills of School Supervisors at SMP Negeri 1 Amurang.

METHOD

Based on the formulation of the problem and the purpose of the study, this study is relevant to use a qualitative approach with the type of research method that will be used is a case study with a single case study design (Creswell, 2012; Gay, Mills & Airasian, 2012). The case in this study is SMP Negeri 1 Amurang as an educational unit or formal educational organization located in South Minahasa Regency.

The research data to be collected in this study is qualitative data in the form of words, text data, and images originating from observations, interviews, and documentation studies (Creswell, 2014).

The data analysis technique that will be used by the researcher is adapted from the interaction model of Miles and Huberman (Sugiyono, 2014). Qualitative data analysis activities start from data collection then to data reduction and to data presentation. Between data reduction, data presentation, and drawing conclusions, there is mutual interaction. Every time a conclusion is drawn and/or verified, it means that the data collected through interviews, observations, documentation, and audio-visual materials from various data sources has reached saturation point. Therefore, after drawing conclusions.

The criteria for testing the validity of data through data credibility testing will use triangulation of data sources and triangulation of data collection techniques, transferability to describe in detail and as carefully as possible the research findings, dependability to assess the quality of this qualitative research process, and confirmability as a criterion for assessing the quality of research results by recording data and information tracking and interpretation supported by evidence in the audit trail.

RESULT AND DISCUSSION

School Supervisor Facilitation Skills

The research findings on the facilitation skills of school supervisors are to position themselves as listeners, namely listening to every need of the school principal, conducting a needs analysis for the development of school programs, asking provocative questions, building consensus or agreement, and arranging meeting times.

Basically, the findings of this study are relevant to the concepts and findings of other researchers. For example, tThe Learning Experts (2024) stated that the skills needed by a facilitator to work effectively are as follows.

a. Facilitation skills to prepare for meetings include: asking the right questions, process design, agenda planning, communicating with stakeholders, and organizing,
b. Facilitation skills for facilitating meetings include: creating an inclusive environment, communicating clear guidelines and instructions, group dynamics (and group management), empathy, active listening, verbal skills to facilitate conversation, conflict management, consensus building, time management, gauging the energy level of a room, flexibility, remaining neutral, and recording results.

The results of a study by the Indeed Editorial Team (2025) identified the following types of facilitation skills.

a. Ability to set guidelines. That is, setting guidelines early on allows the facilitated to share a common goal. Progress is often quicker when each facilitated understands the guidelines and knows what the facilitator requires.
b. Neutrality. That is, neutrality is the ability of the school supervisor to remain impartial while facilitating. Remaining neutral as a facilitator for the school supervisor is essential because it allows for facilitation without having an agenda. The success of the parties being facilitated is a priority, regardless of the choices they make.

c. Encouragement. That is, the school supervisor as a facilitator encourages the facilitated to contribute to the conversation which often drives progress. Encouraging the facilitated allows the most shy to participate and feel included.
d. Readiness. That is, readiness is a contributing factor to making progress and facilitating. The school supervisor as a prepared facilitator will be able to provide the resources needed to move the conversation toward a common goal.
e. Flexibility. That is, flexibility is the ability to adapt to change. The supervisor as a facilitator can do this by adapting to the views and mindsets of the facilitated party, whenever necessary.
f. Active listening. This means that the school supervisor involves giving full attention to the facilitated parties. They contribute more when they feel heard. The school supervisor as a facilitator must make sure to listen to everything the facilitated parties say.
g. Time management. That is, when goals need to be met or ideas need to be developed with a deadline, time management is necessary to keep all those being facilitated focused. The school supervisor as a facilitator will use time management skills to ensure progress is being made during the meeting or mentoring.

This is in line with the description of Wiles & Bondi (1986:104) "... to help teachers and others education leaders understand issues and make wise decisions affecting student education". This means that a supervisor helps teachers and education leaders in this case the principal to understand existing issues and make decisions. School supervisors must be able to analyze needs and provide alternative answers to problems experienced by the school.

Furthermore, the results of a study by Lancaster University (2023) found a number of types of core facilitation skills as follows.

a. Questioning. That is, the emphasis in facilitation is on encouraging the facilitated to find their own solutions, ideas, and actions. Questions are the facilitator's primary means of helping the group identify, explore, clarify, and develop understanding and help decide what to do.
b. Leading discussions. That is, another key skill of facilitation is the ability to lead productive discussions that generate ideas and actions. The following questions can be used to ensure that discussions are going well.
c. Active listening. That is, another core skill of facilitation is the ability to listen at multiple levels, including the school supervisor listening for content, intent, areas of common ground, agreement and disagreement.

In addition to core facilitation skills, a number of workplace or school facilitation skills were identified that were assisted by school supervisors. The types of skills referred to are described as follows.

a. Actively listen to each party facilitated by the school supervisor. That is, being an active listener is both a facilitation skill and a social skill. Try your best to listen to what the facilitated party is saying and give your full attention to all parties facilitated. Active listening can show tremendous respect because the facilitated party feels heard.
b. Think about progress regularly. That is, when school supervisors consistently think about making progress, facilitation skills will develop.

c. Manage time effectively. That is, time management is an essential component of facilitation and progress. The more effective you are in managing your own time, the better you can facilitate time.
d. Be flexible and adapt to change. This means that when things in the workplace don't go as planned, practice flexibility and adapt to change all the time while understanding that success doesn't always follow the right plan. Understanding how to adapt to change to achieve goals is essential for school superintendents.
e. Practice empathy for the facilitated. Empathy is a social skill that allows for compassion for what the facilitated is feeling. Practicing empathy can directly contribute to the continuation of mentoring through facilitation that may have stalled. Showing the facilitated that as a school supervisor you understand their feelings can be encouraging and allow progress to continue.

Based on the research findings and their relevance to the results of the studies that have been discussed, it implies that the choice of facilitation methods used in the mentoring process requires facilitation skills from school supervisors.

Supporting Factors for School Supervisor Facilitation Skills

The findings of the study on supporting factors of school supervisor facilitation skills are internal and external factors of school supervisors. Internal factors of school supervisors include competence, motivation, education level, self-confidence of school supervisors, and interpersonal communication with the principal. External factors of school supervisors include: trust of the principal and teachers in the school supervisor, school culture, conducive school climate, and government policies related to the duties of school supervisors.

The findings of this study are in accordance with the results of research and theories of supporting factors for facilitation skills. According to Green (1984) factors that influence facilitation skills consist of knowledge, education, experience, environment and facilities, habits, culture and age. Widayatun (2005) also identified factors that influence facilitation skills.as follows.

a. Motivation issomething that arouses the desire in the school supervisor to take various actions. This motivational factor is what drives him to take action according to the procedures that have been taught.
b. Experience, namelysomething that will strengthen a person's ability to perform an action (skill). The experience factor builds school supervisors to be able to perform subsequent actions better because they have carried out actions in the past.
c. Kexpertise, namelythe expertise possessed by the school supervisor will make him skilled in performing certain skills. The expertise factor will make someone able to do something according to what has been taught.

Then, specifically about the competence of school supervisors as an internal factor of school supervisors found in the research is considered important to discuss. As explained byPutra, et al (2023) and as stated inRegulation of the Director General of Teachers and Education Personnel Number 7328/B.B1/HK.03.01/2023 concerning the School Supervisor Competency Model states that the School Supervisor Competency Model is a description of the knowledge, skills, and behavior of the Technical Competencies required in carrying out duties as a School Supervisor. Technical Competencies are knowledge, skills, and attitudes/behaviors that can be observed, measured and developed that are specifically related to the technical field

of the position. The school supervisor competencies that are technical competencies are as follows.

a. Personality Competence is the ability of a School Supervisor to demonstrate self-quality through moral, emotional, and spiritual maturity to behave in accordance with the code of ethics, self-development through reflective habits, and have a student-centered orientation.
b. Social Competence is the ability of School Supervisors to collaborate with school principals, colleagues, and the community, as well as involvement with stakeholders, professional organizations, and wider networks to improve the quality of educational unit services that are centered on students.
c. Professional Competence is the ability of School Supervisors to assist school principals in developing themselves, developing educational units, and managing the implementation of educational policies in educational units in improving the quality of educational unit services that are centered on students.

Thus, it can be explained that research on facilitation skills in the mentoring process is included in the type of professional competence of school supervisors which is indicated by the following indicators.

a. Assistance to school principals in self-development to improve the quality of educational unit services that are centered on students,
b. Assistance to school principals in developing educational units to improve the quality of educational services that are centered on students, and
c. Assistance to school principals in managing the implementation of educational policies in educational units to improve the quality of educational services that are centered on students.

Furthermore, Research findings on factors that support facilitation skills by school supervisors can be explained based on the Force Field Analysis (FFA) theory developed by Kurt Lewin (Siswanto, 2020). The conformity of the research findings with the FFA theory lies in the dimensions of the driving forces which in this study are conceptualized as factors supporting the facilitation skills of school supervisors. Categorically, these supporting factors are the category of internal factors of school supervisors and the category of external factors of school supervisors.

Factors Inhibiting School Supervisor Facilitation Skills

The findings of the study on the inhibiting factors of school supervisor facilitation skills are factors that originate from the personal characteristics of the school supervisor and the personal characteristics of the school principal. Factors that originate from the personal characteristics of the supervisor include work stress that occurs in providing assistance through facilitation methods and lack of knowledge about effective facilitation skills. Factors that originate from the personal characteristics of the school principal include attitudes that tend not to want to be supervised and tendencies to reject updates to education and learning policies.

The findings of this study are in accordance with the theory and research on inhibiting factors. The lack of knowledge about effective facilitation skills is in line with Green's (1984) study that knowledge is one of the factors that influences facilitation skills.

Then, the research findings on factors that support facilitation skills by school supervisors can be explained based on the Force Field Analysis (FFA) theory

developed by Kurt Lewin (Siswanto, 2020). The conformity of the research findings with the FFA theory lies in the dimensions of inhibiting forces which in this study are conceptualized as factors inhibiting the facilitation skills of school supervisors.

Thus, categorically it shows that the factors inhibiting the facilitation skills of school supervisors can be divided into categories of factors originating from the school supervisor's personality and factors originating from the principal's personality.

CONCLUSION

The facilitation skills of school supervisors include positioning themselves as listeners, namely listening to every need of the school principal, conducting needs analysis for school program development, asking provocative questions, building consensus or agreement, and arranging meeting times. Supporting factors for school supervisor facilitation skills can be divided into two categories, namely: a) internal factors of school supervisors which include competence, motivation, education level, self-confidence of school supervisors, and interpersonal communication with the principal and external factors of school supervisors and b) external factors of school supervisors include the principal's and teachers' trust in school supervisors, school culture, conducive school climate, and government policies related to school supervisor duties. Factors inhibiting the facilitation skills of school supervisors can be divided into two categories, namely: a) factors originating from the supervisor's personality, namely natural work stress in providing assistance through facilitation methods and lack of knowledge about effective facilitation skills and b) factors originating from the principal's personality, namely an attitude that tends not to want to be supervised and a tendency to reject updates to education and learning policies.

Referring to the research conclusions, the following means can be put forward. The types of facilitation skills found in this study can be used as a reference in compiling facilitation skills training programs for school supervisors. The categories of internal and external factors of school supervisors are important to pay attention to in the school mentoring process because they function to support the school supervisor's facilitation skills. Specifically, the competence of school supervisors needs to be used as material for ongoing professional development because it was found in this study as a supporting factor for facilitation skills. The categories of factors originating from the personal characteristics of the school supervisor and the school principal need to be considered in the school mentoring process because they function to support the school supervisor's facilitation skills. This research is limited to the use of qualitative methods and therefore needs to be expanded using quantitative methods by other studies so that the correlation and/or influence of supporting and inhibiting factors on school supervisor facilitation skills can be tested.

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