

Implementation of Consultation in Mentoring by School Supervisors in Junior High Schools

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ARTICLE INFO

Article history:

Received 15-04-2025
Accepted 18-05-2025
Published 19-05-2025

Keywords:

Implementation;
Consultation, Mentoring;
School Supervisors;
Junior High Schools

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Competing interest:

The author(s) have declared that no competing interests exist

ABSTRACT

This study aims to describe the implementation of consultation in mentoring by school supervisors at SMP Negeri 3 Ranoyapo. This study uses a qualitative approach and case study method. The location of the study was SMP Negeri 3 Ranoyapo in South Minahasa Regency. The sources of research data were informants of school supervisors, principals, homeroom teachers and subject teachers. The data of this study were collected through interview techniques, observations, and documentation studies which were processed through analysis techniques based on the interaction model. The results of the study include: a) the implementation of consultation in mentoring by school supervisors is shown from the role of school supervisors as consultants, based on the work program of school supervisors, consideration of problems and implementing prescription and collaboration consultation procedures; b) supporting factors for the implementation of consultation in mentoring by school supervisors are the principal and school supervisor personally; and c) inhibiting factors for the implementation of consultation in mentoring by school supervisors are human resources of teachers and non-human resources

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Citation: Mewoh, A. L., Lengkong, J. S. J., & Mongdong, R. J. . (2025). Implementation of Consultation in Mentoring by School Supervisors in Junior High Schools. *Abdurrauf Science and Society*, 1(3), 239-246. <https://doi.org/10.70742/asoc.v1i3.211>

INTRODUCTION

Formal education is a structured, systematic, and tiered educational path organized by official educational institutions. Schools are formal educational institutions that carry out all activities to achieve educational goals. As in Law Number 20 of 2003 concerning the National Education System, national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The national education goals that emphasize the development of student potential have implications that education held in schools is directed at student-centered learning management (Abrori, M., & Muali, 2020). This means that achieving these national education goals requires teachers who are able to plan, implement, and evaluate learning efficiently and effectively. Realizing this is not easy because it involves many influencing factors. One of the factors that is needed to be actively involved in realizing this is the principal (Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022).

Principals are also not easy to manage learning in schools efficiently and effectively. Efficiently means there is no waste in the management of school resources. While effectively means that learning management is directed to achieve school goals as outlined in learning objectives (Tazkiah, Hendriani, Salam, Asmendri, & Aisyah, 2022). It is highly expected that principals have a set of managerial skills that can be used in managing student-centered learning. However, in certain conditions what is expected cannot be fulfilled by the principal due to various reasons, obstacles, and challenges that accompany it Dimmick, M. (2023). Therefore, in a context like this, the principal cannot do it alone to achieve these expectations and especially realize the development of student potential through efficient and effective learning management in schools.

If the principal is faced with various causes, obstacles, and challenges, then the support of the school supervisor is needed. In order to avoid forms of support that are only procedural-administrative in nature, a transformation and optimization of the role of the school supervisor is needed. In this regard, in 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 Merdeka Belajar Policy in Education Units, it has been outlined that in carrying out transformation and optimization, school supervisors carry out supervisory duties through mentoring activities in order to improve the quality of student-centered learning (Mulyasa, 2022).

Although the demands for fulfilling supervisory duties are carried out by school supervisors through mentoring at schools, the results of an initial study conducted by researchers at Ranoyapo 3 State Junior High School in South Minahasa Regency still show a concerning situation. This can be understood from the phenomena identified, including due to the mutation of school supervisors, so that the previously determined mentoring plan tends not to be continued by the replacement supervisor; the principal has not realized the importance of reflection in planning and implementing school work programs; there is still a need to train principals to reflect accurately and plan based on data through the learning community that has been formed; school work programs tend to be monotonous and have not changed much from year to year due to changes in principals; and there is still a need to provide direction to principals to replicate other school programs that have proven successful (Devi & Subiyantoro, 2021).

So far, every time the school supervisor visits the school, it seems as if he knows everything. However, if we look closely, what the school supervisor does is often less substantial, such as asking about the number of teachers, the number of students, filling out supervision forms and even signing the proposed payment of teacher and principal certificates. If there is no signature from the supervisor of the school under his supervision, the certification funds seem not to be disbursed

Harahapa, SD A & Sinaga, MHP (2024). In fact, certification funds are paid when the teaching hours have been fulfilled in the basic education data and only check the learning devices made by the teacher without reviewing them and providing advice or consultation as a way of providing assistance at school.

When analyzing the identified phenomena, it is immediately apparent that school supervisors need to choose and determine the appropriate mentoring method to overcome it. In other words, from the results of the analysis of phenomena that reflect the mentoring problem, an analysis of the solutions needed as a problem-solving approach is needed. Based on the results of the solution analysis by the researcher, it seems that the problem-solving approach needed is no longer in the preparation of mentoring plans and strategies Putri, S. H & Magriasti, L. (2017). Nor in the choice of consultation methods because they have been determined according to existing documentation study data, but what is really needed is the implementation of consultation in mentoring by school supervisors.

The implementation of consultation in mentoring at school cannot be separated from the role of the school supervisor as a professional consultant (Rahmat, et al., 2023). This consultation can be implemented by school supervisors in mentoring at school because initially school supervisors were teachers and principals who had personal abilities that contributed to the progress of the implementation of education in schools.

Basically, the high and low levels of development of the implementation of consultation in mentoring by school supervisors at SMP Negeri 3 Ranoyapo do not just happen, but occur on the basis of the contribution of supporting factors and inhibiting factors.

METHOD

This study uses a qualitative approach with consideration of its characteristics, namely being carried out in a natural setting, the researcher acts as a key instrument, includes various data sources, and the design appears clearer after conducting research at the research location. The type of research method that will be used is a case study with a single case study design type (Creswell, 2012; Gay, Mills & Airasian, 2012). The case in this study is SMP Negeri 3 Ranoyapo as an educational unit or formal educational organization located in South Minahasa Regency.

The research data to be collected in this study are qualitative data in the form of words, text data, and images derived from observations, interviews, and documentation studies (Creswell, 2012). Data in the form of words represents the social reality of the participants or informants. Their words offer detailed and concrete descriptions of the meanings that are considered to come from their words. For example, the expressions of informants obtained through interviews. Data in the form of text data represents the reality of the contents of printed documents in the form of writing that contains meaning. For example, text in a document available at school. While data in the form of images basically represents the reality of the appearance and impression contained in visual materials. For example, photos or videos of the activities of teachers, principals, and school supervisors at school.

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. Testing the validity of data in qualitative research is based on the criteria of credibility, transferability, dependability and confirmability

RESULT AND DISCUSSION

Implementation of consultation in mentoring by school supervisors

Based on the results of data analysis and research findings, it shows that the implementation of consultation in mentoring by school supervisors includes: a) involving school supervisors acting as consultants and principals acting as consultees; b) based on the school supervisor's work program and consideration of problems faced by the principal and needing to be resolved together; and c) carried out by providing solutions or ways out, determining how to solve problems currently being faced by the principal, working together with the principal to solve problems currently being faced by the school, and making the principal actively involved in finding solutions to difficulties or problems experienced.

The research findings that show that school supervisors act as consultants in school mentoring are in principle in line with changes in the policy of transforming the role of school supervisors. In this regard, Rahmat et al. (2023) explained that if previously school supervisors were generally known as "superiors" of the principal with hierarchical relations as obstacles, now school supervisors are encouraged to become partners or learning friends for the principal. Therefore, consultation is needed as one of the methods that needs to be used by school supervisors as consultants for the principal as consultees to make the school mentoring process effective. As found in the study, the consultation used by school supervisors should be based on the school supervisor's work program and consideration of the problems faced by the principal and need to be resolved together.

As also found in the study that the consultation activities by the school supervisor are carried out by providing solutions or solutions, determining how to solve the problems being faced by the principal, together with the principal trying to solve the problems being faced by the school. If the research findings on the consultation activities are studied carefully, then it is relevant to the theory of consultation procedures called prescription, namely the consultant provides advice and does not focus too much on helping the process of solving the problems being faced and collaboration, namely the consultant simultaneously tries to solve the problems being faced (Center for Science, 2024). Meanwhile, the research findings that show that the school supervisor makes the principal actively involved in finding solutions to the difficulties or problems experienced are relevant to the consultation or collaboration process model of Keys, Bemak, Carpenter, Kurpius, Sechin (Glading, 2012). In this model, the school supervisor as a consultant becomes a facilitator of the problem-solving process. The main task of the school supervisor is to make the principal as a consultee actively involved in finding solutions to the difficulties experienced.

Supporting factors for the implementation of consultation in mentoring by school supervisors

Based on the results of data analysis and research findings, it shows that the supporting factors for the implementation of consultation in mentoring by school supervisors are a) personal factors of the principal which include the principal's

openness about problems experienced by the school, the principal's motivation to solve problems, providing opportunities for teachers to participate in the process of preparing school plans, and the willingness to learn from the principal; b) personal factors of the school supervisor which include the trust of the school supervisor, the principal and teachers, and the willingness of the school supervisor to carry out consultations; and government factors which include independent learning policies, data-based planning policies, and policies on the role of school supervisors in implementing independent learning policies in school education units.

The research findings on the implementation of consultation in mentoring by school supervisors which are basically educational policies and their supporting factors are supported by theories and previous research results. For example, reviewed from the theory of policy implementation which shows that where the factors that influence policy implementation include stakeholders and the role of implementation actors (Pressman & Wildavsky, in Tuerah & Tuerah, 2023).

The results of research by Fitriani, Sumarmi & Saputro (2020) show that the factors that support implementation include support from the principal and the government. According to Fullan (2016) also reviewed from the theory of implementation in educational change that the role of the principal which is included in the category of local characteristics/roles and the role of the supervisor as a representative of the local government which is included in the external category are factors that support implementation.

Then, the research findings on the willingness to learn from the principal are in accordance with the results of the study by Habsy, BA, Silviana, M., Zaliha, M. N & Firdiansyah, R. (2024) that effective learning supports implementation. This means that the study of learning is not only aimed at students as learners, but also for principals as lifelong learners who always learn in the context of self-development and continuous professional development.

Inhibiting factors in the implementation of consultation in mentoring by school supervisors

Based on the results of data analysis and research findings, it shows that the inhibiting factors for the implementation of consultation in mentoring by school supervisors are a) human resource factors of teachers which include attitudes of rejecting or opposing school changes/renewals and conflicts with fellow teachers and principals; and b) non-human resource factors which include limited time allocated for consultation activities in school mentoring, and the unavailability of digital technology in the form of a school mentoring platform that can be used for online consultation.

The findings of this study are supported by previous theories and research. Reviewed from the theory of educational change management, one of the stages that must be passed in the process of educational change management is implementation. If educational change through the implementation stage, including in research on the implementation of consultation in mentoring by school supervisors as part of school change, is not managed effectively, then the implementation process will not be optimal.

According to Fullan (2016), the unsuccessful implementation of educational change is determined by three categories of factors, namely change characteristic factors, local role factors, and external factors.

The first category, characteristics of change, includes four factors, namely:

- a. Needs (what are the priority needs that are considered important?),
- b. Clarity (clarity of innovation, namely regarding goals and methods,
- c. Complexity (the degree of difficulty and level of change required by the individuals responsible for implementation), and
- d. Quality/practicality (understanding of the quality and practicality of the change project).

The second category, local characteristics/roles, includes three factors, namely

- a. Covering district level roles (district administrator),
- b. The role of community level (parents and school boards),
- c. The principal, and
- d. Teacher.

The third category, external characteristics, includes three factors, namely:

- a. Government,
- b. Other institutions, and
- c. The role of government and other institutions in implementation.

So, based on the theory of the process of educational change, it implies that if, for example, the human resource factor of teachers which is included in the category of local characteristics/roles is not managed effectively, then instead of functioning as a supporting factor, it will function as an inhibiting factor in the implementation of consultation in mentoring by school supervisors.

Likewise, the research findings on factors that are categorized as non-human resources are the factor of limited time allocated for consultation activities in school mentoring, and the factor of the unavailability of digital technology in the form of a school mentoring platform that can be used for online consultation. Reviewed from the theory of educational management, the research findings include elements that if not managed effectively will actually function as inhibiting factors for the implementation of consultation in school mentoring by school supervisors.

According to Fitriani, Sumarmi & Saputro (2020) also that resources and supporting infrastructure that are not managed properly will have a suboptimal impact on implementation. The results of research by Purnomo, et al. (2021) show that lack of access to resources is a factor inhibiting implementation.

Based on the discussion of the research findings, it implies that if the implementation of consultation in school mentoring by school supervisors is unsuccessful, then it means that there are certain factors that function as obstacles. That is why school supervisors in their collaboration with the principal need to conduct assessment efforts and from the assessment, improvements can be made so that they function as supports. This is important to realize because based on the theory of implementation of the results of previous studies, the factors function as supports or have an influence and are positively and significantly correlated.

CONCLUSION

Implementation of consultation in mentoring by school supervisors includes: a) involving school supervisors acting as consultants and principals acting as consultees; b) based on the school supervisor's work program and consideration of problems faced by the principal and needing to be resolved together; and c) carried out by providing solutions or ways out, determining how to solve problems currently being faced by the principal, working together with the principal to solve problems currently being faced

by the school, and making the principal actively involved in finding solutions to difficulties or problems experienced.

Supporting factors for the implementation of consultation in mentoring by school supervisors are a) personal factors of the principal which include the principal's openness about problems experienced by the school, the principal's motivation to solve problems, providing opportunities for teachers to participate in the process of preparing school plans, and the willingness to learn from the principal; b) personal factors of the school supervisor which include the trust of the school supervisor, the principal and teachers, and the willingness of the school supervisor to carry out consultations; and government factors which include independent learning policies, data-based planning policies, and policies on the role of school supervisors in implementing independent learning policies in school education units.

Inhibiting factors for the implementation of consultation in mentoring by school supervisors are a) human resource factors of teachers which include attitudes of rejecting or opposing school changes/renewals and conflicts with fellow teachers and principals; and b) non-human resource factors which include limited time allocated for consultation activities in school mentoring, and the unavailability of digital technology in the form of a school mentoring platform that can be used for online consultation.

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