

Implementation Model of Guidance by School Supervisors in Junior High Schools

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ABSTRACT

This study aims to describe the implementation model of mentoring by school supervisors at State Junior High School 2 Amurang in South Minahasa Regency. This study uses a qualitative approach and case study method. The location of the study is State Junior High School 2 Amurang in South Minahasa Regency. The sources of research data are informants of school supervisors, principals, homeroom teachers and subject teachers. The data of this study were collected using interviews, observation, and documentation study techniques and processed using qualitative data analysis techniques, namely the interaction model. The results of the study indicate that the implementation model of mentoring by school supervisors is a cycle consisting of four stages of mentoring starting from the planning stage of school mentoring, the mentoring stage for planning school work programs, the mentoring stage for implementing school work programs, and the reporting stage of school mentoring results. After discussing the research findings, it is continued by compiling research conclusions and recommendations that are recommendatory

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INTRODUCTION

Efforts to improve the quality of student-centered learning require active support from human resources (HR), both those occupying structural and functional positions. Referring to the Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform (PermenPAN-RB) Number 21 of 2010 concerning the Functional Position of School Supervisors and their Credit Points, the main task of school supervisors is to carry out academic and managerial supervision tasks in educational units which include the preparation of supervision programs, implementation of coaching, monitoring the implementation of 8 (eight) National Education Standards, assessment, guidance and professional training of teachers,

evaluation of the results of the implementation of supervision programs, and implementation of supervisory tasks in special areas. This confirms that school supervisors are functional positions and in carrying out their supervisory functions are burdened with the main tasks that must be carried out, namely academic and managerial supervision tasks in educational units such as schools (Siagian, 2015:135).

Basically, to realize the main task in improving the quality of learning in the school environment requires active support from school supervisors. In this regard, in the Regulation of the Director General of Teachers and Education Personnel Number 4831 of 2023 concerning the role of school supervisors in implementing the independent learning policy in Education Units, it is stated 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 implementing the transformation and optimization of the role of school supervisors, they carry out supervisory duties through mentoring activities (Sarwoto, 2018:92).

Furthermore, the regulation explains that what is meant by mentoring is the activity of school supervisors accompanying school principals in increasing the capacity and quality of school services to organize student-centered learning using relevant strategies and methods (Purwadarminta, 2018:8).

Based on the regulation, it clearly emphasizes the transformation and optimization of the role of school supervisors in carrying out supervisory duties in schools, namely through mentoring. However, when researchers conducted initial research at State Junior High School (SMP) 2 Amurang located in South Minahasa Regency, interesting phenomena were obtained that were very important to be studied in more depth showing two different sides.

On the first side, school supervisors have carried out activities to prepare supervision programs, implement coaching, monitor the implementation of 8 national education standards, assess, guide and evaluate the implementation of programs and the results of the implementation of the supervision program. On the other side, the realization of the fulfillment of the burden of these tasks tends to be limited to activities following the routine of administrative work mechanisms and the provision of supervision programs which are solely as accountability for the fulfillment of managerial supervision tasks (Rahmat, et al., 2023: 7). This means that the realization of the fulfillment of the burden of academic supervision tasks is still lower in weight compared to administrative supervision tasks.

The occurrence of these differences indicates that there is a phenomenon of gaps in the fulfillment of academic and managerial supervision tasks and the absence of transformation and optimization of the role of school supervisors and in implementing the transformation and optimization of the role of school supervisors in carrying out supervisory duties in schools (Suwarno, 2016:139). Many ways have been attempted by the government to overcome this problem. For example, a training program was held for school supervisors; school supervisors were given the opportunity to continue their education to a higher level to improve the level of educational qualifications; and the provision of learning resources and learning platforms that are utilized independently, both offline and online. This situation

indicates that there is a problem situation that still needs to be attempted as a solution to reduce the existing gap.

Based on the literature study conducted by the researcher, one of the solution options that can be attempted through this research is mentoring activities by school supervisors. This is in line with government policy through the Director General of Teachers and Education Personnel who initiated the idea of transformation and optimization of the role of school supervisors, namely carrying out supervisory duties through mentoring activities (Suharto, 2015).

In essence, the emergence of ideas and implementation of ideas regarding mentoring have been carried out by researchers and developers in various fields. For example, in the field of education, especially the Directorate General of Early Childhood Education and Community Education through the Directorate of Course and Training Development, which adopted it as an effort to improve the learning process of course and training programs (Rachmiati, M., Hermana, A & Haryono, 2019). The purpose of developing the Digital Marketing Mentoring Model in Entrepreneurial Skills Education (PKW) is to provide a reference for managers and instructors in providing digital marketing mentoring in Entrepreneurial Skills Education (PKW) through social media and websites and to improve the competence of Entrepreneurial Skills Education (PKW) students in digital marketing through social media and websites.

The adoption and application of mentoring ideas by the Director General of Teachers and Education Personnel through his team of experts has been formulated as a policy on the Role of School Supervisors in the Implementation of the Independent Learning Policy in Educational Units. This policy must be implemented by all levels of school supervisors, including school supervisors at the junior high school level. The objectives of mentoring activities that must be achieved by school supervision as stipulated in the Regulation of the Director General of Teachers and Education Personnel Number 4831 of 2023 concerning the Role of School Supervisors in the Implementation of the Independent Learning Policy in Educational Units are to assist school principals in preparing work program plans and budgets for educational units based on data-based planning policies on educational report cards; assisting school principals in implementing work programs for educational units using strategies, methods, and feedback according to the needs of each educational unit; accompanying school principals in developing operational curricula for educational units and learning planning according to the profile of educational units that are centered on students; providing regular feedback to school principals based on the results of reflection on the implementation of educational unit programs to ensure improved learning quality; encourage evaluation of the implementation of teacher and principal learning through a reflection process on the achievement of literacy and numeracy competencies and the profile of Pancasila students according to graduate competency standards; encourage principals to empower learning communities in educational units; and facilitate principals in studying and implementing the principles of the Independent Curriculum in the context of transforming learning in educational units.

Mentoring by school supervisors at the junior high school level in South Minahasa Regency and specifically at SMP Negeri 2 Amurang is being actively implemented. For researchers, this research is very urgent and imperative because it

can be explored about the implementation model of mentoring developed by supervisors in collaboration with the principal to realize the achievement of policy objectives and fulfillment of supervisory duties through mentoring activities by school supervisors.

METHOD

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 2 Amurang 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 that represent the social reality of the participants or informants, text data that represents the reality of the contents of printed documents in the form of writing that contains meaning, and images from observations, interviews, and documentation studies (Creswell, 2014). While data in the form of images basically represents the reality of the appearance and impression contained in the visual material. For example, photos or videos of teacher activities at school.

The data sources for this study were teachers, principals, students, school committee administrators or other parties who had information related to learning innovation management at SMP Negeri 2 Amurang, South Minahasa Regency.

The research will use data collection techniques in the form of observation, interviews, documents, audio-visual materials. 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

School mentoring planning by school supervisors

Based on the research findings, it shows that the planning stage of school mentoring by school supervisors includes activities consisting of identifying the principal's commitment to change by exploring the level of leadership capacity for change and the level of awareness of the principal to reflect on mapping the principal's commitment to change; determining mentoring strategies for schools based on the results of reflection; determining mentoring methods that are in accordance with the mentoring strategy and school work program; compiling mentoring plan documents, and activities to send mentoring plan documents that have been prepared to the education office, and involving the principal and teachers at the school, whether homeroom teachers and subject teachers.

The findings of this study are relevant to the planning stage of school mentoring by school supervisors from the school supervisor mentoring cycle. Rahmat, et al. (2023) explained that school supervisors in carrying out the planning stage of mentoring schools carry out the following activities.

- a. Identifying the principal's commitment to change by exploring the level of change leadership capacity and the principal's level of awareness to carry out reflection;
- b. Determining the appropriate mentoring strategy for each educational unit based on the results of reflection;
- c. Determining the appropriate mentoring method in accordance with the mentoring strategy and work program of each educational unit;
- d. Prepare a Mentoring Plan document containing 1) a list of Educational Units being mentored; 2) mentoring strategies and methods for each Educational Unit; and 3) a scale of Mentoring priorities based on the Mentoring needs of each Educational Unit;
- e. In the case where the number of School Supervisors is limited and the number of Educational Units being assisted exceeds the ideal ratio, School Supervisors can carry out adaptive Mentoring planning by utilizing technology or other relevant tools; and
- f. Submitting the prepared Mentoring Plan document to the Education Office.

In addition, the research findings on school mentoring planning activities are relevant to the study of educational planning activities as the first and main function in educational management theory as stated by Asnawir (Kurniawan & Khoiri, 2022) below.

- a. Reviewing the strategic direction of education policy and the general education improvement agenda
- b. Review and refine statements about the school's vision, mission, goals and objectives,
- c. Identifying improvement needs and opportunities,
- d. Formulation of strategies and actions to be taken to achieve goals and objectives,
- e. Conduct monitoring and evaluation activities to periodically measure progress in program implementation, and
- f. Analyze data, announce and submit progress reports to the public and other interested parties

Specifically related to the research findings on involving principals and teachers in planning actually indicate that school supervisors apply the principles of mentoring, namely professional, which aims to improve the quality of human resources sustainably in schools; collaboration, namely by involving the Principal, teachers, education personnel, and school residents to achieve common goals; equality, which is carried out by building equal (non-hierarchical) relationships between school supervisors and the principals they supervise; and evaluation-based, which is always carried out based on a study of areas that need to be improved according to the results of reflection (Rahmat, et al., 2023)

On the other hand, it can be explained that the planning of mentoring by school supervisors is part of the planning of educational activities at the school level. In this regard, in the Regulation of the Minister of Education, Culture, Research, and Technology Number 47 of 2023 concerning Management Standards in Early Childhood Education, Elementary Education Level, and Secondary Education Level, it has been stipulated that one of the standards for educational management is the planning of educational activities that aim to improve the quality of the learning

process and student learning outcomes in a sustainable manner based on self-evaluation of educational units.

Although the findings of this study indicate that mentoring planning has been carried out by school supervisors, however, if examined from the perspective of educational management standards, especially related to educational activity planning standards regulated in the regulation, it should be guided by the vision, mission, and objectives of the education unit, so that mentoring planning by school supervisors contributes to producing short-term school work plans within a period of 1 (one) year and medium-term work plans within a period of 4 (four) years. Thus, on the basis of mentoring by school supervisors with the right strategies and methods, schools are facilitated in implementing school work programs efficiently (not wasteful in managing school resources) and effectively (achieving mentoring goals, planning goals, and school goals, educational goals).

Assistance in planning school work programs by school supervisors

Based on the research findings, it shows that the mentoring stage for school work program planning by school supervisors includes activities consisting of conducting reflection with the principal to explore the school's condition; exploring the root of the problem that requires improvement; discussing priority recommendation options; involving the principal and teachers to explore and enrich the information obtained from the results of the reflection; implementing mentoring methods in accompanying the principal in preparing work program plans and school budgets according to the results of the reflection; communicating the school work program plans that have been prepared together, and encouraging the education office to provide support to schools in implementing school work programs.

The findings of this study are relevant to the mentoring stage for school work program planning by school supervisors from the school supervisor mentoring cycle. Rahmat, et al. (2023) explained that school supervisors in carrying out the mentoring stage for school work program planning carry out the following activities.

- a. Conducting reflection together with the Principal to explore the condition of the Education Unit, exploring the root of the problem and areas that require improvement, and discussing priority recommendation options on the education report card;
- b. Involving other Education Unit members to deepen and enrich the information findings obtained from the results of reflection.
- c. Implementing the Mentoring method in assisting the Principal in preparing the work program plan and budget for the Education Unit in accordance with the results of the reflection;
- d. Informing the Education Office of the work program plans of the assisted Education Units that have been prepared together with the School Principal in a manner that is adapted to the needs and characteristics of the local culture; and
- e. Encourage the Education Office to provide support for each Education Unit, in implementing the Education Unit's work program.

Assistance in the implementation of school work programs by school supervisors

Based on the research findings, it shows that the stage of mentoring the implementation of school work programs by school supervisors includes activities

consisting of conducting reflections with the principal; providing periodic feedback to monitor the implementation and progress of school programs; using mentoring methods that have been determined in order to accompany the principal in implementing the school work program; accompanying the principal in carrying out performance activities for the implementation of school programs and during the work program, and periodically informing the development and achievements of the implementation of school programs to the education office.

The findings of this study are relevant to the mentoring stage for the implementation of school work programs by school supervisors from the school supervisor mentoring cycle. Rahmat, et al. (2023) explained that school supervisors in carrying out the mentoring stage for the implementation of school work programs carry out the following activities.

- a. Conduct reflections together with the Principal and provide regular feedback to monitor the implementation and progress of the Education Unit program;
- b. Implementing the Mentoring method in order to accompany the School Principal in implementing the work program of the Education Unit that has been prepared;
- c. Accompanying the Principal in carrying out demonstration activities for the implementation of the Education Unit program; and
- d. Inform the Education Office of the progress and/or achievements of the implementation of the Education Unit program periodically, during the work program.

On the other hand, assistance to the planning of school work programs by school supervisors can be explained as part of the planning of educational activities at the school level. In this regard, in the Regulation of the Minister of Education, Culture, Research, and Technology Number 47 of 2023 concerning Management Standards for Early Childhood Education, Elementary Education Level, and Secondary Education Level, it has been stipulated that one of the standards for educational management is that the implementation of educational activities is an action to mobilize and use all available resources in educational units in order to achieve goals and objectives in accordance with the planning that has been set.

It is also stipulated in the regulation that there are areas in the implementation of educational activities in schools. In relation to this, assistance in the implementation of school work programs includes the areas of curriculum and learning, educational personnel, facilities and infrastructure, and budgeting.

Reporting of mentoring results by school supervisors

Based on the research findings, it shows that the reporting stage of school mentoring results includes activities consisting of compiling reports on the results of school mentoring; officially reporting the report on the results of mentoring to the education office; establishing effective communication with the education office in order to advocate for a follow-up plan for the recommendations contained in the mentoring report document; creating a mentoring reflection work in written form; and utilizing data and information in the mentoring report as additional references in compiling school mentoring planning for the next period or cycle.

The findings of this study are relevant to the reporting stage of mentoring results by school supervisors from the school supervisor mentoring cycle. Rahmat, et al. (2023) explained that school supervisors in carrying out the mentoring results reporting stage carry out the following activities.

- a. Compiling a report on the results of the mentoring must include at least:
 - 1) description of change commitment, before and after implementation of Mentoring;
 - 2) evaluation results of the implementation of Mentoring; and
 - 3) recommendations for support required from the Department of Education;
- b. Reporting the results of the mentoring to the Education Office;
- c. Establish communication with the Education Office in order to advocate for a follow-up plan for the recommendations contained in the Mentoring report document;
- d. Creating reflective works of Mentoring in the form of writings, articles, and/or videos of good practices to be published on platforms developed by the Ministry and/or professional organizations; and
- e. Utilize the data and information contained in the Mentoring report as an additional reference in preparing the Mentoring plan for the next Education Unit period.

Viewed from the perspective of educational management, the research findings on the reporting stage of mentoring results by school supervisors are part of the implementation of educational supervision standards. As stipulated in the Regulation of the Minister of Education, Culture, Research, and Technology Number 47 of 2023 concerning Management Standards for Early Childhood Education, Elementary Education Level, and Secondary Education Level, supervision of educational activities aims to ensure the implementation of education in a transparent, accountable manner and continuous improvement of the quality of the learning process and outcomes so that the implementation of education is effective and efficient. The regulation also stipulates that one of the standards for educational supervision is carried out through evaluation. This is in line with the research findings that one of the main points of the preparation of the mentoring results report by the principal is the evaluation results of the implementation of mentoring.

The evaluation results of the implementation of mentoring by school supervisors should be placed in a frame of mind that evaluation can be carried out as a collaborative assessment process of educational activities that have been implemented to become the basis for preparing educational activity plans, including school mentoring planning for the next cycle. This is important to understand because the transformation of the role of school supervisors directed to a new role, namely mentoring, is a cycle. That is why after the first cycle of mentoring which begins with the mentoring planning stage which produces school work programs to the mentoring stage for school work program planning, to the mentoring stage for the implementation of school work programs until it ends with the reporting stage of mentoring results by school supervisors, then a new cycle will be started again, namely the second cycle by following the mentoring stages so that there is continuous improvement in mentoring which has an impact on continuous improvement in the quality and results of education in schools.

CONCLUSION

School mentoring planning by school supervisors as the first stage includes activities to identify the principal's commitment to change by exploring the level of leadership capacity for change and the level of awareness of the principal to reflect on

mapping the principal's commitment to change; determine mentoring strategies for schools based on the results of reflection; determine mentoring methods that are in accordance with the mentoring strategy and school work program; prepare mentoring plan documents, and activities to send mentoring plan documents that have been prepared to the education office, and involve the principal and teachers at the school, whether homeroom teachers and subject teachers. Assistance to school work program planning by school supervisors as the second stage includes activities to conduct reflection with the principal to explore the condition of the school; explore the root of the problem that requires improvement; discuss priority recommendation options; involve the principal and teachers to explore and enrich the information obtained from the results of the reflection; apply the assistance method in accompanying the principal in preparing the work program plan and school budget according to the results of the reflection; communicate the school work program plan that has been prepared together, and encourage the education office to provide support to schools in implementing the school work program.

Assistance in the implementation of school work programs by school supervisors as the third stage includes activities to conduct reflections with the principal; provide periodic feedback to monitor the implementation and progress of school programs; use mentoring methods that have been determined in order to accompany the principal in implementing the school work program; accompany the principal in carrying out performance activities for the implementation of school programs and during the work program, and periodically inform the education office about the development and achievements of the implementation of school programs.

Reporting the results of school mentoring as the fourth stage includes activities to compile reports on the results of school mentoring; officially report the reports on the results of mentoring to the education office; establish effective communication with the education office in order to advocate for a follow-up plan for the recommendations contained in the mentoring report document; create a reflection work on mentoring in written form; and utilize data and information in the mentoring report as additional references in compiling school mentoring planning for the next period or cycle.

Referring to the research conclusions, the following suggestions can be put forward. The research findings on the mentoring model by school supervisors can be used as a reference in developing programs to improve the quality of education at the junior high school level. The stages of mentoring by school supervisors found in this study can be used as a mechanism for developing mentoring programs to improve the quality of education at the elementary, middle, high, and vocational school levels. The mentoring model by school supervisors found in this study needs to be developed digitally in the form of a specific application program or platform, so that it is faster and easier for school supervisors and other parties in the mentoring process. Research using qualitative research methods can be conducted by applying qualitative research methods and/or mixing methods (mixed quantitative-qualitative, qualitative-quantitative methods).

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