



PSYCHOLOGY-BASED EDUCATIONAL SUPERVISION MANAGEMENT (QUALITATIVE DESCRIPTIVE STUDY AT SMA NEGERI 1 PANGKALAN)

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Abstract

This study aims to analyze the implementation of psychology-based educational supervision management in improving emotional well-being, motivation, and teacher performance. Referring to George R. Terry's management theory, supervision is carried out through the functions of planning, organizing, implementing, and controlling, with a focus on the psychological needs of teachers. The research method used is a qualitative approach with in-depth interview techniques with the principal and five teachers in a junior high school environment. The results of the study indicate that the implementation of psychology-based supervision successfully supports the improvement of teacher motivation and job satisfaction. Teachers who feel psychologically supported show increased self-confidence, work enthusiasm, and quality of interaction with students. Psychology-based supervision also has a positive impact on the quality of learning in the classroom, creating a conducive and interactive learning atmosphere. However, this study also noted challenges in implementation, such as time constraints and the need to adjust supervision methods to meet individual teacher needs. In conclusion, psychology-based supervision with a structured management approach is effective in improving the quality of education through the well-being and performance of educators. This study recommends ongoing adjustments in the supervision program to improve the effectiveness and support for teacher emotional well-being.

Keywords: Educational Supervision, Psychology, Emotional Well-Being, Teacher Performance, Supervision Management.

INTRODUCTION

Educational supervision is an important component in efforts to improve the quality of education at various levels. Supervision, basically, functions as a monitoring and development tool for teachers and other education personnel, which is expected to ensure the effectiveness of the learning process. In this context, the role of the principal and supervisor becomes significant because they are responsible for guiding teachers in carrying out quality teaching tasks. One supervision model that has proven effective is psychology-based supervision, which not only considers the technical aspects of learning but also pays attention to the psychological aspects that affect teacher performance (Hatijah Hatijah, 2022)

The relevant management approach in the context of psychology-based supervision is Terry's management theory. According to George R. Terry, management consists of four main functions, namely planning, organizing, actuating, and controlling. In psychology-based educational supervision, these four management functions are very important to create a conducive work environment for teachers and help them develop their teaching skills professionally. The planning function ensures that the objectives of supervision are clear and in accordance with the needs of teachers and students; the organizing function organizes various resources to support the supervision process; the implementation function supports the provision of direction and motivation to teachers; while the control function helps ensure that supervision runs according to plan and achieves the expected results (Ekaningtyas, 2022).

In several studies, psychology-based supervision has shown positive results in increasing teacher motivation and job satisfaction, which indirectly has an impact on improving student achievement. For example, a study by Musyadad et al. found that intensive psychology-based academic supervision can increase teacher motivation in developing creative learning tools and teaching methods. This study showed an increase in teacher work motivation of 23.28% after the implementation of supervision that pays attention to the emotional and cognitive needs of teachers (Musyadad et al., 2022).

The psychological approach to supervision also helps create a supportive work atmosphere, where teachers feel valued and supported in their professional development. A study at MTs Anwarul Hasaniyyah, for example, showed that supervision involving psychological aspects can increase teacher engagement and satisfaction, so that they are more motivated to create an optimal learning environment for students (Nur Faradila and Sholehah, 2023). By implementing the implementation function of Terry's management theory, the principal as a supervisor is able to provide effective direction and motivation to teachers, so as to encourage them to give their best in learning.

In addition, the challenges of supervision in the modern era also require the use of a deeper psychological approach, especially to overcome work stress and emotional challenges experienced by teachers. The study by Marianus et al. found that psychology-based supervision strategies can function as a means of developing sustainable teacher competencies, by paying attention to aspects of psychological well-being and reducing stress in teaching tasks (Bestari et al., 2023). In this context, the control function of Terry's theory can help supervisors monitor the effectiveness of supervision and make necessary adjustments to meet the psychological needs of teachers, so that they remain motivated and feel supported in their work.

Thus, psychology-based supervision provides a holistic approach to managing and developing educators. Through a deep understanding of the psychological condition of teachers,

educational supervision functions not only as monitoring but also as an empowerment tool that helps teachers develop professionally and personally. By utilizing the four management functions according to Terry, educational supervision can be implemented effectively, focusing on improving the quality of learning, and creating a supportive and motivating work climate for teachers and students. This study aims to further explore psychology-based educational supervision management in creating a supportive work climate, improving teacher performance, and improving the quality of education in schools.

METHODOLOGY

The research approach is qualitative, which aims to explore in-depth understanding of the implementation of psychology-based educational supervision management. The qualitative approach was chosen because it can explain the process, views, and perceptions of principals and teachers in implementing psychology-based supervision. This approach allows researchers to collect rich and detailed data through direct interaction with research subjects.

The method used in this study is a case study, where the focus is on understanding the practice of psychology-based educational supervision in a particular school environment. Case studies allow researchers to conduct in-depth exploration of the supervision process, the psychological factors that play a role, and the application of management theory according to George R. Terry in this context. Through this method, research can document the supervision process comprehensively from the perspective of the principal and teachers as research subjects

RESULTS AND DISCUSSION

1. Implementation of Management Functions According to George R. Terry in Psychology-Based Supervision

The first finding shows that the principal applies the four management functions (planning, organizing, implementing, and controlling) in psychology-based educational supervision in a structured and systematic manner.

- a. **Planning:** The principal begins the supervision process by planning the objectives and methods of supervision that focus on the psychological needs of teachers. For example, the principal holds a preliminary discussion with teachers to understand the problems and challenges faced in teaching. This step helps the supervisor determine a supervision approach that is appropriate to the emotional needs of teachers, such as providing special support for teachers who show signs of fatigue or stress. Planning is the initial step in psychology-based educational supervision that aims to formulate specific supervision strategies and objectives. At this stage, the principal or supervisor takes the following steps:
 - 1) **Identification of Teacher Psychological Needs:** The supervisor conducts an initial assessment to understand the emotional and psychological conditions of teachers. This can be done through questionnaires, interviews, or observations of teachers, to determine what obstacles or psychological needs they face in the teaching process.
 - 2) **Setting Supervisory Goals:** Based on identified needs, the supervisor sets realistic supervision goals that are appropriate to the teacher's problems. For example, if the teacher is feeling low on self-confidence, the supervision goal might focus on increasing self-confidence through positive guidance and support.

- 3) Planning a Psychology-Based Supervision Program: Once the goals are set, the supervisor plans a supervision program that includes activities, methods, and approaches that focus on the teacher's psychological well-being, such as personal feedback sessions, mentoring programs, or group discussions that support psychological development.
 - 4) Preparing a Supervision Schedule: The supervisor prepares a structured supervision schedule, including when supervision will be conducted, its duration, and the time interval between each session. A clear schedule allows the teacher to prepare and helps the supervisor to monitor progress periodically.
- b. Organizing: The principal organizes the resources needed for psychology-based supervision, including setting aside specific times for personal supervision meetings and providing facilities that support a conducive working atmosphere. In this case, the principal also involves a school psychologist or counselor if needed to help address more complex issues. In the organizing stage, the supervisor arranges the resources, roles, and support needed to ensure the supervision program runs smoothly. The steps in this organization include:
- 1) Assignment of Tasks and Roles: The supervisor determines who will be involved in the supervision process, including a support team or counselor who can help teachers deal with emotional and psychological challenges.
 - 2) Provision of Support Resources: Resources such as comfortable meeting rooms, self-development materials, and access to counseling services are prepared to create an environment conducive to supervision. For example, providing a special quiet room for personal and in-depth supervision sessions.
 - 3) Formation of a Support Team: If necessary, the supervisor can form a team consisting of a psychologist or counselor who helps accompany the teacher. This team plays a role in providing special psychological support according to the teacher's needs, especially if there are deeper emotional or motivational problems.
 - 4) Coordination and Communication: The supervisor ensures that there is good communication between all parties involved, including teachers, supervisors, and other support teams. This coordination includes notification of the schedule, the purpose of supervision, and the expectations of each party involved.
- c. Implementation (Actuating): In the implementation function, the principal uses an empathetic and communicative approach. The supervisor tries to provide motivation, not only by providing feedback on teacher performance, but also by listening to their concerns and challenges. Teachers feel more appreciated and motivated to improve the quality of their teaching when they receive emotional support from the supervisor. The implementation stage is the process in which the supervisor carries out supervision activities according to the plan that has been prepared with an empathetic and psychology-based approach. In implementing psychology-based supervision, here are the steps:
- 1) Empathetic Approach in Supervision: The supervisor uses an empathetic approach by listening to the concerns and needs of teachers without judgment. This empathy allows teachers to feel supported and appreciated in their role.

- 2) **Providing Motivation and Feedback:** The supervisor provides constructive feedback and motivation that is in accordance with the psychological needs of teachers. This feedback is not only focused on the technical aspects of learning but also on the mental and emotional aspects that affect their performance. For example, providing appreciation for the teacher's efforts in overcoming teaching challenges.
 - 3) **Use of Reflective Techniques:** The supervisor helps teachers to reflect on their teaching in a positive and beneficial way for self-development. This reflection technique can help teachers identify strengths and areas for improvement, and design an appropriate improvement plan.
 - 4) **Individual Guidance:** In psychology-based supervision, supervisors provide individual attention to discuss and resolve specific problems experienced by teachers, both in terms of teaching skills and psychological conditions that may affect their performance in the classroom.
- d. **Controlling:** The principal periodically evaluates and monitors the progress of teachers after the supervision process. Findings show that personal control, for example through follow-up meetings, helps teachers feel supported in overcoming the emotional and technical obstacles they face in learning. Controlling is the final stage that ensures that the entire supervision process runs according to plan and achieves the expected results. In psychology-based supervision, control is carried out periodically and personally, including the following steps:
- 1) **Periodic Monitoring:** The supervisor monitors the progress of teachers after the supervision session. This monitoring can be done through class visits or follow-up discussions to ensure that teachers implement the results of supervision and show improvements in performance and motivation.
 - 2) **Evaluation of Supervision Effectiveness:** The supervisor conducts an evaluation to assess the effectiveness of the supervision program. This evaluation not only assesses changes in technical performance, but also includes the emotional well-being of teachers. This evaluation data can be collected through interviews, observations, or feedback from teachers.
 - 3) **Provision of Follow-up:** If new obstacles or challenges are found, the supervisor provides appropriate follow-up to address these obstacles. For example, if a teacher shows signs of stress, the supervisor can provide additional support, such as counseling sessions or relaxation programs.
 - 4) **Adjustment of the Supervision Program:** Based on the evaluation results, the supervisor makes adjustments to the supervision program to make it more effective and relevant to the psychological needs of teachers. These adjustments aim to correct any weaknesses that may exist in the supervision program and ensure that the supervision approach remains appropriate to the dynamic conditions and needs of teachers.

CONCLUSION

This study shows that the implementation of psychology-based educational supervision with management functions according to George R. Terry, which include planning, organizing, implementing, and controlling, successfully supports the improvement of emotional well-being,

motivation, and teacher performance. An approach that focuses on the psychological aspects of teachers creates a more conducive work environment, increases job satisfaction, and strengthens positive relationships between principals and teachers. This has a direct impact on the quality of classroom learning, where teachers who feel psychologically supported are more confident, motivated, and effective in teaching. Therefore, psychology-based supervision can be an effective strategy in improving the quality of education through the welfare of educators.

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