

## **OPTIMIZATION OF SCHOOL EDUCATIONAL MANAGEMENT: ACADEMIC EVALUATION AND SUPERVISION**

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### **Abstract**

The objective of this research is to optimise school education management through academic evaluation and supervision. The method employed in this research is qualitative research, specifically using a case study approach. The use of a case study is chosen because it allows the researcher to deeply understand the context, processes, and complexities of the phenomenon under investigation. The research findings indicate that the optimisation of education management has made significant progress through the evaluation and supervision conducted by school principals and relevant supervisors. However, challenges such as additional workload, the need for leadership skill enhancement, and the involvement of parents and the community still need to be addressed. Strategic steps that can be taken to overcome these challenges include increased investment in professional training and development, expanded collaboration with external parties, and the strengthening of the role of parents and the community in evaluation and supervision. Other measures involve implementing mentoring programmes, advocating for changes in the education system, and investing in educational technology infrastructure.

**Keywords:** Education management, evaluation, supervision

### **Abstrak**

*Tujuan yang akan dicapai dalam penelitian ini yakni optimalisasi manajemen pendidikan sekolah: evaluasi dan supervisi akademik. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif adapun jenis penelitian yang digunakan yakni studi kasus, penggunaan studi kasus dikarenakan peneliti dapat memahami secara mendalam konteks, proses, dan kompleksitas fenomena yang sedang diteliti. Hasil penelitian ini menjelaskan jika optimalisasi manajemen pendidikan telah mencapai kemajuan yang signifikan melalui evaluasi dan supervisi yang dilakukan oleh kepala sekolah dan pengawas terkait. Meskipun demikian, tantangan seperti beban kerja tambahan, kebutuhan akan peningkatan keterampilan kepemimpinan, dan keterlibatan orang tua serta masyarakat masih perlu diatasi. Langkah-langkah strategis yang dapat diambil untuk mengatasi tantangan tersebut mencakup peningkatan investasi dalam pelatihan dan pengembangan profesional, ekspansi kolaborasi dengan pihak luar, dan penguatan peran orang tua serta masyarakat dalam evaluasi dan supervisi. Program mentoring, advokasi perubahan dalam sistem pendidikan, serta investasi dalam infrastruktur teknologi pendidikan.*

**Kata Kunci:** Manajemen pendidikan, evaluasi, supervisi

## INTRODUCTION

According to Agustin (2016), school education management is a discipline of science and practice that focuses on planning, organising, implementing, and evaluating educational activities in the school environment. Education management plays a key role in creating an effective, efficient, and quality learning environment for students, teachers, and all related stakeholders. In this article, we will explore various aspects of school education management, including goals, functions, challenges, and innovations in managing educational institutions. School education management includes various processes and activities aimed at achieving educational goals. This goal involves improving the quality of education, empowering teachers, managing resources efficiently, and establishing a conducive learning environment. Education management is not only the responsibility of the school principal but also involves the cooperation of all stakeholders, including teachers, administrative staff, students, parents, and the local community.

Assa (2022) explains that basically, school education management is aimed at improving the quality of education. Education management aims to improve the quality of education in schools. This includes improving the quality of learning, developing relevant curricula, and implementing innovative teaching methods. Teacher Empowerment: Education management seeks to empower teachers by providing relevant training, supporting their professional development, and creating a positive work environment. Resource Management Efficiency: Education management also includes managing resources efficiently, including school budgets, physical facilities, and learning equipment. Developing a Conducive Learning Environment: Education management is responsible for creating a safe, inclusive, and motivating learning environment for all students.

School education management involves a number of interrelated functions. Each function has an important role in achieving the desired educational goals. Some of the main functions include: a) Educational Planning: Educational planning involves preparing long-term and short-term plans to achieve the educational goals of the school. This includes planning the curriculum, scheduling academic and extracurricular activities, as well as determining the necessary resources. b) Organising: Organising involves structuring the school's organisational structure, determining the roles and responsibilities of each staff member, as well as forming an effective work team. This also includes managing communication and coordination between stakeholders. c) Implementation of Educational Programmes: Implementation of educational programmes includes the implementation of plans that have been prepared. This involves classroom learning activities, the implementation of extracurricular activities, and various other initiatives that support the achievement of educational goals. d) Evaluation and supervision: Evaluation and supervision are important functions in educational management. This includes assessments of programme effectiveness, teacher performance, and student achievement. Evaluation can also be used to make

changes and adjustments as needed. d) Human Resource Development: Human resource development involves efforts to improve the skills and knowledge of staff, especially teachers. Training and professional development are an integral part of educational management to improve the quality of teaching (Irawan et al., 2022).

However, Muhyatun (2023) believes that in the field, the implementation of school education management faces various challenges, such as: a) limited resources; Schools often face limited budgets, physical facilities, and teaching staff. Education management needs to find ways to manage limited resources in order to provide a quality educational experience. b) Changes in the Curriculum and Educational Demands Changes in the curriculum and educational demands that continue to develop are challenges in themselves. Education management must be able to adapt to these changes without sacrificing the quality of education. c) Parental and community involvement Parental and community involvement play a key role in educational success. Challenges arise when there is a lack of participation from parents or a lack of support from the community. d) Educational Technology The use of technology in education can provide great benefits but also raise challenges, especially related to accessibility, training in the use of technology, and protecting student privacy.

These challenges in implementing educational management certainly hinder the development of education and learning in schools. Some of these challenges involve aspects of finance, human resources, technology, and policy changes. Limited funding can hinder the provision of adequate educational facilities, the training of teaching staff, and the development of relevant curricula. Apart from that, the lack of human resources in the form of qualified teaching staff can also be a serious obstacle. A lack of teachers or inadequate continuity of education for teachers can be detrimental to the quality of learning. Using technology in learning can also be a challenge, especially for schools that do not have adequate infrastructure or for educators who are less familiar with educational technology.

Changes in education policies that are often out of sync with actual needs in the field can also cause uncertainty and difficulties in adaptation. In addition, cultural differences and diverse student characteristics can pose challenges in creating an inclusive and supportive learning environment for all students. Overcoming these challenges requires cooperation between various parties, including the government, schools, teachers, parents, and communities. Strategic steps, such as increasing investment in education, improving teacher qualifications, integrating technology into learning, and developing responsive education policies, can help overcome these obstacles and improve the overall quality of education. Based on the explanation above, researchers are interested in conducting research related to optimising school education management: evaluation and academic supervision.

## **METHOD**

The research method used by researchers is qualitative. According to Murdiyanto (2020), the qualitative method study focused on understanding the depth, interpretation, and disclosure meaning of the data collected. As for the type of research used by the researcher, i.e., studies, usage studies, because the researcher can understand in a way the deep context, process, and complexity of the phenomenon researched (Iswadi et al., 2023) Type study This possible researcher will dig for perspective, experience, and possible meaning hidden in the data collected related to optimising school education management: academic evaluation and supervision. A results study can give in-depth, contextual, and detailed insights about the cases studied, which can be used to inform policy, practice, or development theory.

## **RESULTS AND DISCUSSION**

Optimising education management in schools is a crucial factor in improving the quality of education and learning. The results of interviews with several teachers in public schools in Biak Regency show that these optimisation efforts have been implemented quite well, especially through evaluation and supervision activities carried out by the school principal and related supervisors. In this context, it is important to explore further the evaluation methods and aspects of supervision implemented, as well as the impacts and challenges that may arise.

Evaluation and supervision in education management, according to Fauziah et al. (2021), is a critical process that allows stakeholders to identify strengths and weaknesses in the education system. Principals and supervisors play an important role in providing guidance, providing constructive feedback, and ensuring the implementation of school policies in accordance with established standards. One of the findings from this interview is that evaluations are carried out regularly and comprehensively, involving all educational components, from curriculum and teaching to administrative management.

The importance of these evaluations is reflected in their ability to provide a clear picture of student achievement, teaching effectiveness, and the efficiency of managing school resources. Thus, the evaluation process not only serves as a tool for measuring individual or group performance but also as a basis for identifying areas for improvement and developing continuous improvement strategies. However, behind the success of the evaluation, interviews also showed that there were certain challenges faced by teachers, school principals, and supervisors in implementing educational management optimization. One of the challenges that arises is the additional workload for teachers and school staff as a result of rigorous evaluations. This can create additional stress and affect the mental and physical well-being of educators. Apart from that, the success of the evaluation also depends greatly on the skills and competence of the school principal and supervisor in carrying out supervision. Interview results show that, although the majority of principals and supervisors have made maximum efforts,

there is a need for improved leadership and supervision skills to ensure that the evaluation process truly has a positive impact on the quality of education.

According to Arni et al. (2021), the success of educational management is also influenced by collaboration between stakeholders in the school environment. Interviews show that the involvement of parents and the community in the evaluation and supervision process still needs to be improved. While principals and supervisors have an important role, the active participation of parents and the community is also a key element in creating a holistic and integrated educational environment. To improve the optimisation of educational management, expanding the roles and responsibilities of school principals and supervisors in supporting teacher professionalism is important. Continuous training and development needs to be conducted to improve their evaluation and supervision skills. In addition, close collaboration between schools, regional governments, and local communities can create greater synergy in improving the quality of education in Biak Regency.

It is important to note that optimising education management is not an end goal but rather a dynamic process that needs to continue to be adapted to current developments, policy changes, and new challenges that arise. Therefore, targeted and sustainable strategic plans need to be implemented, and continuous evaluation must be an integral part of these efforts. In a global context that continues to develop, the integration of technology in education management is crucial. Although interview results show that the majority of teachers and school staff in Biak District have adopted technology in teaching and administration, challenges still arise related to infrastructure maintenance and continued training. Therefore, investment in educational technology, together with appropriate training, can be a strategic step to improve the efficiency and effectiveness of educational management.

Apart from the challenges and areas of improvement identified, the interview results also illustrate the enthusiasm and commitment of educators in Biak Regency to improving the quality of education. Their active involvement in the evaluation and supervision process shows awareness of the importance of their role in shaping the future of education. Therefore, supporting this initiative and enthusiasm through empowerment, recognition, and incentives can be additional steps to achieving more optimal results.

In conclusion, the results of interviews with several teachers in Biak Regency public schools show that the optimisation of educational management has achieved significant progress, especially through evaluation and supervision efforts carried out by school principals and related supervisors. However, challenges such as additional workload, the need for increased leadership skills, and parental and community involvement still need to be addressed. Continuous improvement and close collaboration between stakeholders in the education sector will be the keys to success in achieving quality education that is relevant to the demands of the times. By maintaining the enthusiasm

and commitment of educators, as well as actively involving all relevant parties, Biak Regency can continue to move towards an inclusive, adaptive, and globally competitive education system.

To overcome these challenges, concrete steps are needed that can support and strengthen efforts to optimise education management. One step that can be taken, according to Sartica & Ismanto (2016), is increasing investment in training and professional development for teachers, school principals, and supervisors. This training can not only improve technical skills in the field of education but can also help improve leadership and management abilities. In addition, expanding collaboration with external parties, such as educational institutions, companies, and non-profit organisations, can be a strategic step. The involvement of external parties can provide additional resources, whether in the form of knowledge, funds, or technology, which can support more effective education delivery. These partnerships can also create opportunities for students to engage in practical programmes and internships, which can increase their readiness to enter the world of work.

Furthermore, expanding the role of parents and the community in the evaluation and supervision process can be an important aspect of improving the quality of education. Actively involving them in decision-making and school policy planning can create a greater sense of ownership, thereby creating an educational environment that is more inclusive and responsive to local needs. The development of mentoring and coaching programmes can also be an effective strategy to support teachers in dealing with additional workloads and improving their skills. Experienced teachers can act as mentors to guide colleagues who are just starting their careers. This not only facilitates the exchange of knowledge and experience but also builds solidarity among educators (Amin, 2023).

In an era of ever-developing information technology, investment in educational technology infrastructure and further training for teachers in integrating technology into learning are becoming increasingly urgent. Digital education can open access to wider learning resources and support innovative learning methods. Therefore, providing equitable access and adequate training in the use of educational technology needs to be the main focus. Apart from internal efforts at the school level, the role of local and national governments is also very important. The government needs to continue to encourage policies that support the optimisation of education management, including adequate budget allocation and the implementation of policies oriented towards improving the quality of education. Government involvement can also include providing incentives for teachers and school principals who achieve good results in their performance evaluations (Amin, 2023; Andry B., 2023).

Lastly, advocacy for change in the education system needs to be increased. Those involved in education in Biak Regency need to unite to fight for deep reform, including changes in policy, curriculum, and teaching practices. Encouraging public awareness of



the importance of quality education and providing support to initiatives that can improve the quality of education can be the keys to achieving significant change. By implementing these steps in an integrated manner, Biak Regency can strengthen the optimisation of its already good education management and face challenges that may arise in the future. By involving all stakeholders, creating an inclusive educational environment, and continuing to adapt to developments in the world of education, Biak Regency can become a successful example of providing relevant, quality education and preparing future generations to face global challenges.

## CONCLUSION

Based on the findings and discussion above, it can be concluded that the results of interviews with teachers in Biak Regency public schools illustrate that the optimisation of educational management has achieved significant progress through evaluation and supervision carried out by school principals and related supervisors. However, challenges such as additional workload, the need for increased leadership skills, and parental and community involvement still need to be addressed. Strategic steps that can be taken to overcome these challenges include increasing investment in training and professional development, expanding collaboration with external parties, and strengthening the role of parents and the community in evaluation and supervision. Mentoring programmes, advocacy for change in the education system, and investment in educational technology infrastructure are also key steps.

It is important to recognise the enthusiasm and commitment of educators in Biak Regency to improving the quality of education. Continuous support, both from regional and national governments, is needed to provide incentives, policies, and budget allocations that support efforts to optimise education management. By maintaining a collaborative spirit among all stakeholders, including teachers, principals, supervisors, parents, and the community, Biak Regency can continue to move towards an inclusive, adaptive, and globally competitive education system. By integrating technology, increasing stakeholder involvement, and continuing to adapt to educational developments, Biak Regency can become an example of success in providing education that prepares future generations to face the complexity of future challenges.

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