

# Research of Management and Supervision: analysis in Counseling

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## Abstract

Counseling services are an essential component of educational institutions in supporting students' personal, social, academic, and career development. The effectiveness of these services is strongly influenced by the quality of school management and supervision, particularly the managerial competence of school principals as administrators, supervisors, and decision-makers. This study aims to analyze the implementation of management and supervision in counseling services by examining the processes of planning, organizing, actuating, and controlling, as well as their influence on counselor performance and program accountability. Using a library research method, the study reviews scientific books, journal articles, and relevant academic documents to synthesize concepts, theories, and empirical findings related to educational management, supervisory practices, and guidance and counseling program implementation. The results show that management and supervision significantly shape the quality of counseling programs, where weaknesses in planning, coordination, monitoring, and documentation contribute to the low effectiveness of guidance services in schools.

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## Keywords

Management, Supervision, Counseling, School

## INTRODUCTION

Anyone running a business has undoubtedly carried out a series of activities, planning, implementing, and evaluating the success and failure of their business. Whether they realize it or not, they have gone through the management process. However, it would be better if they applied a deep understanding of management science in their business practices. This would undoubtedly lead to more focused efforts and easier achievement of goals. Management science, when studied comprehensively and applied consistently, provides clear direction and orderly steps, and allows for easy, accurate, and comprehensive evaluation of successes and failures,

allowing them to be used as learning materials for future actions. Educational organizations, as institutions that are not only physically large but also carry a noble and noble mission to educate the nation, naturally require professional management. No human existence in this world is exempt from membership in an organization. The necessity of human beings in an organization today is aimed at achieving common goals more effectively and efficiently, not merely by chance.

Many management experts have expressed their opinions on the definition of management. To understand the meaning of management, here are some opinions that help understand the concept. Management comes from the Latin words *manus*, meaning hand, and *agere*, meaning to do. These words are combined into the verb "managere," which means to handle. "Managere" is translated into English as the verb "to manage," with the noun "management," and "manager" referring to the person performing management activities. Finally, "management" is translated into Indonesian as "management."

According to Parker (Stoner & Freeman, 2000), management is the art of getting things done through people. Although many experts have offered definitions of management, each with its own perspectives and approaches, management in the broadest sense is referred to as (P4), namely: planning, organizing, directing, and controlling organizational resources to achieve goals effectively and efficiently. Management in the narrowest sense is school/madrasah management, which includes: school/madrasah program planning, school/madrasah implementation, principal leadership, supervision/evaluation, and school/madrasah information systems (Usman, 2010).

In general, management activities exist in every organization and are directed towards achieving organizational goals effectively and efficiently. Management is the ability to direct and achieve desired results with the goals of human efforts and other resources (George, 1973). Hasrey and Blanchard (1988) management is a work process through individuals and groups and other resources to achieve organizational goals. In other words, managerial activities are only found in an organization, whether business organizations, government, schools, industries, hospitals and others. Meanwhile, Haimann, Scoot and Conner (1987) define: "Management is a social and technical process order to accomplish the organization's goals". This means that management is a social and technical process by utilizing resources, influencing human activities and facilitating changes in order to achieve organizational goals.

In the context of guidance and counseling (BK), the success of services is inseparable from the effectiveness of school management. The principal plays a strategic role as an administrator, supervisor, and decision-maker who determines the direction of the BK program implementation. The principal's managerial skills influence the quality of BK teacher performance, program implementation, coordination between service officers, and the formation of accountable accountability. However, various problems are still encountered in the implementation of BK in schools, such as programs that are not structured according to regulations, poor coordination between BK teachers, minimal needs assessments, insufficient resource support, and weak oversight functions. These conditions indicate the importance of an in-depth analysis of how management and supervision are implemented and the extent to which they influence the accountability of the guidance and counseling program. The purpose of this

study is to analyze management and supervision in the implementation of guidance and counseling programs in schools, including planning, organizing, implementing, monitoring, and forms of accountability for the counseling service program.

## METHODS

This type of research is library research, a series of research activities focused on data collection through library sources. In this research, the object of study is explored through various information from books, scientific journals, research articles, and relevant academic documents discussing educational management, supervision, guidance and counseling programs, and accountability of counseling services. Library research is a study that critically examines the knowledge, concepts, theories, and findings contained in academic literature to gain an in-depth understanding of the focus of the study (Syaodih, 2009). Therefore, this research does not collect field data, but relies on literature analysis to develop scientific arguments and formulate a comprehensive understanding of the implementation of management and supervision in guidance and counseling services in schools.

## RESULTS AND DISCUSSIONS

### *Elements of Management*

- 1 Men, namely human labor, both management and operational labor.
- 2 Money, namely the money needed to achieve the desired goal.
- 3 Methods, namely the methods used to achieve the goal.
- 4 Materials, namely the materials used to achieve the goal.
- 5 Machines, namely the machines/tools needed or used to achieve the goal.
- 6 Market, namely the market for selling the goods and services produced.

Humans are the key element in management because the entire process of planning, organizing, implementing, and evaluating can only proceed through the active role of competent human resources. Robbins and Judge (2019) emphasize that organizational effectiveness depends on individual behavior and how they work together. Siagian (2010) also states that the quality of organizational performance is largely determined by the ability of human resources to understand their duties and responsibilities. Hasibuan (2016) adds that management success will increase if there is alignment of motivation, ability, and willingness to work among implementers.

Money or costs are crucial because all organizational activities require planning and budget allocation to achieve goals efficiently. Siagian (2010) explains that financial management must be carried out carefully to avoid hindering operations. Heizer and Render (2017) found that sound financial decisions can improve organizational efficiency and competitiveness. Gitosudarmo (2014) adds that funds serve as a driver of organizational activities and must be planned through an accurate budget planning process.

Methods are crucial because they provide guidelines or work procedures to systematically achieve organizational goals. Koontz (2010) emphasized that appropriate methods will reduce operational errors and increase efficiency. Gitosudarmo (2014) explained that work methods are necessary to maintain consistency and performance standards across various organizational units. Terry (2006) also emphasized that good methods must be based on managerial logic to support structured work processes.

Materials and supporting facilities (materials) serve to provide operational needs so that management processes can run optimally. Heizer and Render (2017) state that adequate material availability improves work flow and productivity. Handoko (2011) explains that materials are a supporting factor that ensures every management function can be carried out without technical obstacles. Stoner and Freeman (2008) add that organizational effectiveness is greatly influenced by proper material management, both in planning and use.

Machines and equipment are elements that help increase productivity, effectiveness, and work accuracy. Render and Heizer (2017) state that modern technology and machinery can increase production capacity and reduce the risk of human error. Sitalaksana (2006) explains that proper machine selection and maintenance increase time and labor efficiency. Sedarmayanti (2017) adds that technology is part of organizational innovation to improve competitiveness and service quality.

The market is a crucial element because it determines the direction of production, consumer needs, and an organization's strategy in offering goods or services. Kotler and Keller (2016) emphasize that market understanding is necessary for organizations to effectively meet consumer needs. Griffin (2017) states that the market influences management strategy in determining objectives and resources. Ferdinand (2014) adds that market analysis helps organizations develop relevant strategies to increase customer satisfaction and loyalty.

## ***Management Functions***

Some management functions in carrying out this task are:

### **1. Planning**

Atmosudirjo states that planning is the calculation and determination of what will be done to achieve a specific objective, where, when, by whom, and how. Thus, every plan contains three characteristics as stated by Atmosudiro (1982), namely:

- (a) Always concerns the future,
- (b) Always contains specific activities and objectives to be carried out,
- (c) There must be a reason, motive, and basis, both personal (personal, individual), organizational, and both.

### **2. Organization**

In accordance with the concept of management, Terry stated that: "organization is the effort to create clear relationships between personnel, so that everyone can work together under favorable conditions to achieve organizational goals (Koontz & Cyril, 1972). The word organization is generally used in relation to people, work, intentions, and information

arranged into a meaningful whole. Organization implies the existence of unifying and separating elements with purpose, harmony, and balance. The unifying elements include a common goal that becomes a shared intention to achieve, while the separating elements include authority—sharing power, delegating responsibility to certain parties, and giving Directing members or units under their responsibility.

### 3. Implementation

Actuating is the activity of encouraging all group members to work consciously and willingly to achieve a predetermined goal in accordance with the organization's planning and structure. Implementation issues are fundamentally related to the human element, so its success is also determined by the leader's ability to relate to their employees. Therefore, management requires strong communication skills, creativity, and initiative, as well as the ability to motivate employees (Lazaruth, 1994).

Actuating is the activity or ability of a manager to persuade, instruct, and assign employees or organizational personnel to carry out work to achieve predetermined goals with enthusiasm. In an organizational context, actuating means management providing instructions to employees and other personnel on how tasks should be carried out and reported, providing further guidance to improve work methods, and supervising task implementation. Actuating is important to ensure employees do not deviate from the established direction, to avoid errors that could potentially arise in their work, and so on. Function Actuating is intended to increase the efficiency of the planned program's success process. This requires the division of tasks, responsibilities, and authority, resulting in increased personnel activity, which in turn is expected to improve program success.

### 4. Supervision

Regarding supervision, Terry states that supervision is a systematic effort that first establishes standards for goal achievement, methods used to measure results, and measures to be taken if deviations from the jointly established goals occur. The application of the supervisory function in learning activities is intended to ensure that organizational members carry out the desired objectives by collecting, analyzing, and evaluating information, and utilizing it to control the organization. Therefore, supervision is viewed from the perspective of input, process, output, and even outcome. Meanwhile, leaders monitor the programs they determine to ensure they are implemented according to their own plans. If errors occur or programs fail to be completed, they immediately make corrections and replanning so that predetermined goals can be achieved to the maximum extent possible.

### 5. Assessment

Assessment is a crucial element of the entire management process, as it is related to efforts to improve the organization's effectiveness and efficiency. achieving goals. Furthermore, assessment is the formulation of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum (education). Assessment is necessary to establish standards for desired quality, gather relevant information, and apply standards to established quality.

According to Terry (1973:4), the four fundamental functions of management are:

1. Planning,
2. Organizing,
3. Actuating,
4. Controlling.

There are four functions within management activities: planning, organizing, actuating, and supervising.

Fayol, as cited in Winardi (1990), proposed five management functions:

1. Planning,
2. Organizing,
3. Commanding,
4. Coordinating,
5. Control.

Similarly, Mondy and Premeaux (1995:8) state that "the management process is said to consist of four functions: planning, organizing, influencing, and controlling." It can be concluded that management essentially has the following functions: planning, organizing, actuating, and supervising.

For a more detailed explanation, several basic management functions are outlined below. Namely:

1. Planning
2. Organizing
3. Directing
4. Coordinating
5. Leadership
6. Communicating
7. Controlling

### ***Program***

A counseling service program is defined as a set of guidance and counseling activities designed in a planned, organized, and coordinated manner over a specific period of time and carried out in an interconnected manner to achieve the objectives. A guidance and counseling program is a unit of overall guidance and counseling activities that will be implemented over a specific period of time, such as monthly, semester, or annually. A program can also be defined as a comprehensive plan that includes the use of resources in an integrated pattern and a sequence of scheduled activities to achieve the stated objectives. A program outlines what, by whom, when, and where the actions will be carried out.

### ***Program Accountability and Oversight***

Accountability comes from two words, namely "account" (account, report or record) and "ability" (ability). Accountability can be interpreted as the ability to show reports or records that

can be accounted for (Suharto, 2006). Accountability comes from the English word "Accountability" which means a state of being accountable. Accountability is also called performance (Kurniawan, 2015; Barus, 2011), then Gibson & Mitchell in Anwar (2014) accountability as responsibility for something to someone with predictable consequences for the desired performance and can be understood from what is accounted for. The basic concept of accountability is based on the classification of managerial responsibilities at each level in an organization, which aims to implement activities in each section. Each unit in an organization, even the smallest, is responsible for every activity carried out in its section. They have a specific activity task burden and need to be accountable to the person who assigned the activity. Accountability is not the same as responsibility. Accountability refers more to accountability for the success or failure of achieving organizational results. When related to the Guidance and Counseling profession, as professional counselors are educators who master and embody their professional practice, Guidance and Counseling accountability must be implemented as a manifestation of the obligation to be accountable for the success or failure of the Guidance and Counseling mission in achieving established goals and objectives. Therefore, Guidance and Counseling accountability must be conveyed to those who have been authorized/trusted regarding the success or failure of program implementation, management, and administration within a specified timeframe.

Furthermore, supervision in counseling is crucial because it is the final and key link in the management process. A key aspect of the school management process, namely the value of the school supervision function, lies primarily in its relationship to planning and delegated activities (Anggraini, 2017). Supervision can be defined as a monitoring process to ensure that all organizational activities are carried out as planned, while also providing corrections and improvements if any deviations are found that could disrupt goal achievement (Luddin, 2013). Supervisory activities are the activities of the Education Unit Supervisor in implementing the preparation of the education unit supervision program, implementation of academic and administrative development, monitoring of eight national education standards, administrative and academic assessments, and reporting on the implementation of the supervision program.

### ***Problems and Solutions***

#### **Problems**

- 1 Counselors have not developed programs in accordance with regulations.
- 2 Typically, service implementation plans are created only when there is assessment and supervision.
- 3 Programs have not been socialized to parties who can support successful program implementation.
- 4 Lack of funding to support counseling services because guidance and counseling activities are not assessed in advance.
- 5 Coordination and collaboration between counselors and other counselors in serving students do not appear to demonstrate a shared vision and mission for comprehensive counseling services, due to the lack of regular meeting schedules.

## Solutions

- 1 Counselors or counseling service implementers should understand how to create and organize programs and implement them in accordance with regulations.
- 2 Service implementation plans should be designed according to student needs and/or problems and implemented effectively, not simply used as assessment material for credit points.
- 3 Programs need to be socialized to relevant parties to ensure successful program implementation.
- 4 Students should maintain confidentiality. To gain support from the principal, the guidance and counseling coordinator and guidance counselors must demonstrate effective performance by first assessing current needs based on existing services.

Monthly coordination meetings by the guidance and counseling coordinator should be strengthened. These meetings discuss issues encountered in guidance and counseling activities at the school and how to improve the performance of guidance counselors through various methods. One way to do this is by sharing the findings with colleagues at the school's guidance and counseling workshop and seminars.

## CONCLUSIONS

The results of the study indicate that the performance of guidance teachers is inseparable from the principal's ability to manage the school. Therefore, the principal, as an administrator and educational manager, is expected to have good managerial skills, because with good managerial skills, the principal will be able to carry out management duties and functions well. This poor management condition causes guidance teachers to be passive and simply wait for students to come to receive services for the problems they face. In addition, support activities for guidance and counseling have not been implemented. Not all guidance teachers have an educational background in the field of guidance and counseling to contribute to the achievement of the principal's performance, even though they have participated in training programs. The performance of the principal regarding the implementation of guidance and counseling in their schools is still not optimal. This is indicated by the continued weakness of supervision and coordination by the principal regarding program planning activities, the absence of reports that substantially explain guidance and counseling activities, and the lack of operational support instruments for guidance and counseling activities.

The lack of supporting guidance and counseling instruments, such as reporting formats, assessment instruments, and service standard operating procedures (SOPs), could be the focus of further research. Future researchers could develop standardized instruments that schools could adopt to improve the accountability and sustainability of guidance and counseling programs.

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