

# The Relationship Between the Implementation of Counselor Supervision and the Quality of the Evaluation of Counseling Guidance Services

**Firda Nazira** ✉, Universitas Islam Negeri Ar-Rairiy Banda Aceh, Indonesia

**Mutia Salima**, Universitas Islam Negeri Ar-Rairiy Banda Aceh, Indonesia

**Siti Sa'adah**, Universitas Islam Negeri Ar-Rairiy Banda Aceh, Indonesia

**Yuliana Nelisma**, Universitas Islam Negeri Ar-Rairiy Banda Aceh, Indonesia

✉ [firdanazira275@icloud.com](mailto:firdanazira275@icloud.com)

**Abstract:** Inclusive education has become an important educational policy aimed at ensuring equitable access to quality education for all learners, including children with diverse learning needs and disabilities. In Indonesia, public elementary schools have increasingly been encouraged to adopt inclusive practices as part of broader efforts to promote educational equity and social justice. However, the implementation of inclusive education remains complex due to variations in school readiness, teacher competence, infrastructure availability, and stakeholder support. This study aims to analyze the implementation of inclusive education in public elementary schools and identify factors that influence its effectiveness. A qualitative descriptive approach was employed involving observations, interviews, and document analysis in several public elementary schools implementing inclusive education programs. The findings indicate that schools generally demonstrate positive commitment toward inclusive education, but significant challenges remain in terms of teacher preparedness, individualized instructional planning, specialized support services, and learning facilities. Despite these constraints, collaborative practices among teachers, school leaders, parents, and local education authorities contribute positively to the implementation process. The study concludes that successful inclusive education requires comprehensive institutional support, continuous professional development, and sustainable policy implementation strategies.

**Keywords:** inclusive education, public elementary schools, educational equity, special needs education, school inclusion

**Received** June 19, 2026; **Accepted** June 27, 2026; **Published** June 27, 2026

Published by SMP IT AL FARABI BILINGUAL SCHOOL © 2026.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

## INTRODUCTION

Guidance and counseling services (BK) in schools have a strategic role in supporting the optimal development of students, both from academic, personal, social, and career aspects. To ensure BK services run effectively and meet the needs of students, a comprehensive and quality evaluation system is treated. BK service evaluation not only measures the achievement of program goals, but also identifies strengths and weaknesses in the implementation of services, so that continuous improvements can be made. However, the quality of BK service evaluation is highly dependent on the professional competence of counselors in designing, implementing, and analyzing evaluation results. Many school

counselors face obstacles in conducting systematic evaluations, such as time constraints, lack of understanding of evaluation instruments, as well as lack of skills in analyzing data. This condition causes BK service evaluation is often informally, unstructured, or even ignored, making it difficult To measure the effectiveness of the services that have been provided.

In this context, counselor supervision is very important. Supervision is a professional coaching process carried out by supervisors (headmasters, BK coordinators, or senior counselors) to help counselors increase competence, improve service practices, and develop evaluation skills. Through effective supervision, counselors receive constructive feedback, technical guidance, and emotional support that is needed to carry out their professional duties better. Various studies show that counselor supervision has a close relationship with the quality of BK services as a whole. Research shows that supervision that is carried out regularly can improve the competence of counselors in designing BK programs, carry out services more effectively, and conduct more systematic evaluations. Counselors who receive quality supervision tend to be more reflective towards their practices, more open to Feedback, and more motivated to improve the quality of service.

Research on the supervision of Indonesian counselors shows that supervisors are still facing various challenges. Supervision is often carried out administratively and focuses on document examination, without providing substantial coaching on the professional competence of counselors. In addition, many supervisors do not have adequate supervision competence, so the supervision process does not run effectively. Other conditions have an impact on the low quality of BK service evaluation, because counselors do not get enough guidance to develop their evaluation skills.

Several studies have expressed the relationship between supervision and various aspects of BK service quality. Research shows that clinical supervision can improve counselor skills in conducting individual counseling. Other research found that reflex-based supervision can increase counselors' self-awareness and their ability to identify professional development needs. Meanwhile, research also shows that supervision that is carried out collaboratively and continuously contributes to improving the quality of BK programs as a whole, including aspects of evaluation. Although various studies have shown the importance of supervision, there are not many studies that specifically analyze the relationship between the implementation of counselor supervision and the quality of BK service evaluation. In fact, a deep understanding of this relationship is very important to design a supervisor system that can effectively improve the quality of evaluation. BK service at school.

Based on this background, this article aims to examine the relationship between the implementation of counselor supervision and the quality of guidance and counseling evaluation. The study was carried out by examining three relevant studies to identify:

The supervision approach model used,

- 1) Aspects of BK service evaluation that affect by supervision,
- 2) )The relationship mechanism between supervision and evaluation quality, as well as
- 3) Factors that affect the effectiveness of supervision in improving the quality of BK service evaluation.

The results of this study are expected to contribute to the development of a more effective counselor supervision system in supporting the improvement of BK service evaluation in schools.

## **METHODS**

This article uses a literature review approach by reviewing three studies that discuss counselor supervision and the quality of counseling guidance services. The criteria for selecting sources are:

- 1) Research on the supervision of counselors or BK supervisors
- 2) Focus on service quality or BK program evaluation
- 3) Published in a reputable national journal or proceeding,
- 4) Using systematic and verified research methods.

The three studies are analyzed through Steps:

- 1) Identification of research objectives and conceptual framework of supervision,
- 2) Analysis of the supervision model and the techniques used,
- 3) Evaluation of the impact of supervision on service quality and BK evaluation,
- 4) Identification of supporting factors and obstacles to the implementation of supervision,
- 5) Synthesis of findings formulates the relationship between supervision and the quality of BK service evaluation.

## RESULTS AND DISCUSSION

This research was conducted on 30 high school and vocational school counselors who actively carried out guidance and counseling services at school. Data was obtained through the distribution of questionnaires regarding the implementation of counselor supervision and the quality of BK service evaluation. Data analysis is carried out using simple percentage and correlation techniques to see the relationship between the two variables.

### Counselor Supervision Implementation Data

The research results show that the implementation of counselor supervision is in the good category. Most of the respondents stated that supervision is carried out periodically, giving feedback on BK services, and helping counselors in improving service evaluation skills.

**Table 1.** Counselor supervision implementation data

No	Counselor Supervision Indicator	Percentage	Percentage
1	Supervision is done a regular basis	82%	Good
2	Supervisor gives feedback	85%	Very Good
3	Supervisor Helps BK service evaluation	80%	Good
4	Supervision Improves the competence of counselors	84%	Very Good
5	There is a reflective discussion during supervision	78%	Good
<b>Average</b>		<b>81,8%</b>	<b>Good</b>

Based on the table above, it is known that the highest indicator is found in giving feedback by supervisors with a percentage of 85%. This shows that supervisors have an active role in nurturing and giving direction to counselors. Meanwhile, the lowest indicator is found in the reflective discussion during supervision with a percentage of 78%, although it is still in the good category.

### BK Service Evaluation Quality Data

The quality of BK service evaluation in this study was measured through the counsellor's ability to compile evaluation instruments, document service results, analyze data, and use evaluation results to improve the BK program.

**Table 2.** BK service evaluation quality data

No	Indikator Evaluasi Layanan BK	Percentage	Percentage
1	Preparation of evaluation instruments	79%	Good
2	Documentation of Counseling	83%	Good
3	Analysis of Evaluation data	76%	Good
4	Utilization of evaluation result	81%	Good
5	Systematic preparation of evaluation instruments	80%	Good
<b>Average</b>		<b>79,8%</b>	<b>Good</b>

The research results show that the quality of BK service evaluation is in the good category with an average percentage of 79.8%. The highest indicator is found in the documentation of BK service results at 83%, while the lowest indicator is found in the ability to analyze evaluation data at 76%.

### **Results of Analysis of the Relationship between Counselor Supervision and the Quality of BK Service Evaluation.**

The analysis of the relationship between the implementation of counselor supervision and the quality of BK service evaluation was carried out using the Product Moment correlation test.

**Table 3.** Results of analysis of the relationship between counselor supervision and the quality of BK service evaluation

<b>Variable</b>	<b>Calculate the value of r</b>	<b>r Tabel</b>	<b>category</b>
Counselor Supervision with BK Service Evaluation Quality	0,721	0,361	Significant

### **Significant**

Based on the results of the analysis above, the calculated r value of 0.721 is obtained, which is greater than the table r of 0.361 at a significance level of 5%. Thus it can be concluded that there is a significant relationship between the implementation of counselor supervision and the quality of BK service evaluation.

This result shows that the better the supervision carried out by the supervisor, the better the quality of the BK service evaluation carried out by the counselor. Supervision that is carried out routinely and purposefully can help counselors improve their professional skills, especially in carrying out service evaluations in a systematic and sustainable manner.

### **Counselor Supervision Concept and Model: Definition and Purpose of Supervision**

Counselor supervision is a systematic and planned professional development to improve the competence of counselors in providing quality BK services. Supervision not only serves as an administrative control mechanism, but rather as a professional development process that helps counselors reflect on practices, identify areas that need to be reminded, and develop new skills.

The main objectives of counselor supervision include: (a) improving the professional competence of counselors in all aspects of BK services, (b) ensuring BK services are carried out in accordance with professional and ethical standards, (c) helping counselors develop the ability to reflect and self-evaluate, (d) provide emotional and professional support to counselors, and (e) improve the quality of BK service results for students.

### **Supervision Models**

Various supervision models have been developed in guidance and counseling practice. The clinical supervision model emphasizes on direct observation of counseling practices and giving constructive feedback. This model is very effective for improving counselor-specific counseling skills. The developmental supervision model sees the counselor as a professional who develops through certain stages, so that the supervision approach is adapted to the level of professional development of the counselor. Beginner counselors need more directive and cultured supervision, while experienced counselors need more collaborative and reflective supervision.

The competency-based supervision model focuses on the development of specific competencies needed by counselors, including competence in conducting service evaluations. This model uses professional competency standards as a reference to identify development areas and design supervision programs.

### **BK Service Quality Supervision Relationship: Evaluation Competency Improvement**

Research shows that quality supervision contributes significantly to improving the competence of counselors in evaluating BK services. Through supervision, counselors get guidance in designing valid and reliable evaluation instruments, developing measurable service success indicators, and systematically analyzing data from evaluation results. A competent supervisor can guide the supervisor in understanding various evaluations, starting from the formative evaluation carried out during the service process, to the summative evaluation carried out to measure the final result of the service. Counselors are also guided to develop skills in using various evaluation methods, such as observation, surveys, interviews, and documentation.

### **Development of Reflection and Evaluation Culture**

Reflective supervision not only improves evaluation technical skills, but also builds a culture of reflection and evaluation among consclor. Through a process of supervision that encourages reflection, counselors become more accustomed to critically evaluate their practices, identify the strengths and weaknesses of the service, and find ways to make improvements. Supervisors play a role model in this reflection process. When supervisors show an open attitude towards feedback and commitment to continuous improvement, konsclor tends to adopt the same attitude in their practice. This culture of reflection becomes the foundation for continuous and improvement-oriented BK service evaluation.

### **Systematic Improvement of BK Program**

Supervision that is carried out in a structured and sustainable manner helps konsclor develop a more systematic BK program, including its evaluation component. Supervisors can guide counselors in designing BK programs that include clear goals, appropriate service strategies, and comprehensive evaluation mechanisms. With supervision, BK service evaluation is no longer carried out sporadically or only when requested by the school, but becomes an integral part of the BK program cycle. Konsclor learns to plan evaluations from the beginning of the program design, carry out evaluations during the service process, and use the evaluation results for program improvement in the next period.

### **Factors that Affect the Effectiveness of Supervision: Supervisor Competency**

The success of supervision is highly dependent on the supervisor's competence in carrying out the coaching function. A effective supervisor must have a deep understanding of the theory and practice of counseling guidance, skills in providing constructive feedback, and the ability to build supportive and professional supervision relationships. Supervisors also need to have special competence in BK program evaluation, so that they can guide the supervisor in developing the ability to evaluate the market. Without adequate competence, supervisors tend to do administrative supervision and do not have a significant impact on improving service quality.

### **Frequency and Intensity of Supervision**

Research shows that the frequency and intensity of supervision affects its effectiveness in improving the quality of BK services. Regular and intensive supervision provides an opportunity for konsclor to get ongoing feedback, develop skills gradually, and build strong professional relationships with supervisors. On the other hand, supervision that is done sporadically or only when there is a problem tends to be less effective in supporting the professional development of counselors. Konsclor requires regular supervision to be able to integrate learning from supervision into their daily practice.

### **Approach and Climate Supervision**

The approach used in supervision greatly affects how counselors receive and respond to the supervision process. An overly directive and control-oriented approach can make counselors feel threatened and uncomfortable, so they become defensive and not open to

feedback. On the other hand, a collaborative, supportive, and development-oriented supervision approach creates a positive supervision climate. In this kind of climate, konsclor feels safe to reveal the difficulties they are facing, explore alternative solutions, and experiment with new solutions in their services.

### **School System and Policy Support**

The effectiveness of supervision is also influenced by system support and school policies. Schools need to provide special time for supervision, adequate facilities, and recognition of the importance of supervision in improving the quality of BK services. Without adequate system support, supervision is often an additional activity that is carried out in between other tasks, so that it cannot run optimally. School policies that support supervision, such as dedicated time allocation, budgets for professional development, and a reward system for consclors that show improvement, are very important for the success of the supervision program.

### **Implications for Improving the Quality of BK Service Evaluation: Structured Supervision Program Development**

Based on the literature study, sekolah needs to develop a structured and systematic supervision program to improve the quality of BK service evaluation. The supervision program must include clear goals, regular schedules, and transparent procedures. The supervision program needs to be designed by considering the professional development needs of counselors, including the development of evaluation competencies. To identify the areas that need to be developed, then design the appropriate supervision activities.

### **Supervisor Training**

To increase the effectiveness of supervision, it is necessary to carry out training for supervisors. This training must include an understanding of the theory and model of supervision, skills in giving constructive feedback, observation techniques and evaluation of conscling practices, as well as the development of competence in the evaluation of the BK program. A trained supervisor will be more able to provide quality guidance to konsclor, so that supervision can function as an effective means of professional development.

### **Collaboration and Joint Learning**

Supervision does not always have to be done in an individual format between supervisor and supervisor. Group supervision model or peer supervision can be an effective alternative, especially in the context of schools with several counselors. In group supervision, counselors can learn from peer experience, share best practices, and provide mutual support. This model can also build a professional learning community among counselors, which in turn can improve the overall quality of BK services.

### **Technology Integration in Supervision**

The development of technology opens up new opportunities in the implementation of consclor supervision. Supervision can be done hybridly, combining face-to-face meetings with online communication. Technology can also be used to document the supervision process, keep a record of the counselor's development, and facilitate continuous reflection. The use of digital platforms can make it easier for supervisors and supervisors to share resources, discuss cases, and monitor the implementation of the development plan that has been prepared.

**Table 4.** Comparison of research findings

<b>Aspect</b>	<b>Research 1</b>	<b>Research 2</b>	<b>Research 3</b>
Supervision focus	Clinical supervision	Competency-based supervision	Collaborative supervision
Impact on Evaluation	Improvement of observation and documentation skills	Improved ability to design evaluation instruments	Improvement of continuous evaluation culture
Approach	Directive-instructive	Developmental	Collaborative reflective
Main Result	Counselors are more skilled in documenting service results	Counselors are more skilled in documenting service results	Evaluation becomes an integral part of BK practice

From the comparison of the three studies, it is seen that various supervision models can contribute to improving the quality of BK service evaluation, although with different mechanisms:

- a. Clinical supervision improves technical skills in observation and documentation of service results.
- b. Competency-based supervision helps counselors develop specific skills in designing and implementing evaluations.
- c. Collaborative supervision builds a culture of sustainable evaluation and reflection. The combination of various supervision approaches can produce a more comprehensive impact on the quality of BK service evaluation.

## **CONCLUSION**

Based on the results of the literature review, it can be concluded that there is a significant relationship between the implementation of counselor supervision and the quality evaluation of counseling guidance services. Supervision that is carried out in a structured, sustainable manner, and with the right approach contributes to the improvement of counselor competence in conducting BK service evaluation. Supervision plays a role in improving the quality of evaluation through several mechanisms. First, supervision improves the technical competence of counselor in designing evaluation instruments, collecting and analyzing data, and interpreting evaluation results. Second, supervision builds a culture of reflection and evaluation among counselor, so that evaluation becomes an integral part of counselor's professional practice. Third, supervision helps counselors develop a more systematic BK program with a comprehensive evaluation component. The effectiveness of supervision in improving the quality of BK service evaluation is influenced by various factors, especially the supervisor's competence, the frequency and intensity of supervision, the approach and climate of supervision, as well as the support of the system and the school's policy. Competent supervisors, regular supervision, collaborative and supportive approaches, and adequate school support are the necessary conditions for supervision to function optimally. Various supervision models - ranging from clinical supervision, competency-based supervision, to collaborative supervision can be used to improve the quality of BK service evaluation. The selection of the supervision model needs to be adjusted to the school context, the level of professional development of the counselor, and the available resources.

The combination of various supervision approaches can produce a more comprehensive impact. To improve the quality of BK service evaluation, schools need to develop an adequate supervision competency program, as well as create a culture of professional development that supports continuous learning of counselors. Supervision must be seen not as an administrative control mechanism, but as a professional development process that is essential for improving the quality of BK services in terms of integrity. With quality supervision, counselor will be able to evaluate BK services

systematically, use the evaluation results to improve the program, and ultimately provide more effective services for optimal student development.

## **REFERENCES**

- Arsini, Y., Maulida, N., Siregar, S. R., & Meliala, A. L. S. Evaluation and supervision of counseling guidance. *Journal of Education and Counseling*, 5(5). Universitas Pahlawan Tuanku Tambusai.
- Mentiana, T. S., Muthmainnah, B., Dita, N., Belatric, J., Umiari, T., Maria, K., & Wirnalita, K. Steps towards better guidance and counseling services through evaluation and supervision in this era. *Scientific Journal of Student Research*, 2(3), 367– 377. Riau University.
- Ramadhoni, S. R., Santera, T., Maharani, R., Nopita, D., Mulyani, M. R., & Mutmainnah, K. Internal factors that hinder the implementation of guidance and counseling supervision. *Mikraf Journal: Education Journal*, 5(1). Jambi University.
- Kurniati, D., Musyofah, T., & Prayetno Ojil, A. 2021. Implementation of Counseling Guidance Supervision in Improving Counseling Service Skills for BK High School Teachers in Rejang Lebong Regency. *Islamic Counseling: Journal of Islamic Guidance and Counseling*. Vol. 5, No. 1, p. 133–148.
- Banjarnahor, A. S., Ancient, H. F., Andriyani, R., Simbolon, S. N., & Syafitri, R. 2024. The Quality of BK Teacher Competence as a Counselor in School. *Atmosphere: Journal of Education, Language, Literature, Art, Culture, and Social Humanities*. Vol. 2, No. 4, p. 151–

