

## QUALITY OF EDUCATION SERVICES: A DIVISION OF DUTIES AND SUPERVISION PERSPECTIVE

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### ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh pembagian tugas dan pengawasan terhadap kualitas layanan pendidikan di Yayasan Hudatul Falah, Ciseeng, Kabupaten Bogor. Menggunakan pendekatan kuantitatif dengan metode korelasional, penelitian ini melibatkan seluruh guru di yayasan tersebut, dengan jumlah sampel sebanyak 60 responden. Data dikumpulkan melalui kuesioner yang mengukur tiga variabel utama: pembagian tugas, pengawasan, dan kualitas layanan pendidikan. Hasil analisis regresi menunjukkan bahwa pembagian tugas memiliki pengaruh yang signifikan terhadap kualitas layanan dengan koefisien korelasi sebesar 0,859 dan koefisien determinasi 0,738. Pengawasan juga berpengaruh signifikan dengan koefisien korelasi 0,740 dan koefisien determinasi 0,548. Kombinasi keduanya menunjukkan pengaruh yang sangat kuat terhadap kualitas layanan, dengan koefisien korelasi 0,881 dan koefisien determinasi 0,776. Temuan ini menunjukkan bahwa pengelolaan pembagian tugas yang jelas dan pengawasan yang efektif dapat meningkatkan kualitas layanan pendidikan, memberikan kontribusi positif bagi pengelolaan pendidikan di lembaga pendidikan lainnya.

**Kata Kunci:** Pembagian tugas, Pengawasan, Kualitas layanan

### ABSTRACT

This study examines the effect of task division and supervision on the quality of educational services at the Hudatul Falah Foundation, Ciseeng, Bogor Regency. Using a quantitative approach with a correlational method, this study involved all teachers at the foundation, with a sample size of 60 respondents. Data were collected through a questionnaire that measured three main variables: task division, supervision, and quality of educational services. The regression analysis showed that task division significantly affected service quality with a correlation coefficient of 0.859 and a determination coefficient of 0.738. Supervision also had a significant effect, with a correlation coefficient of 0.740 and a determination coefficient of 0.548. The combination of the two showed a powerful impact on service quality, with a correlation coefficient of 0.881 and a determination coefficient of 0.776. These findings indicate that clear management of task division and adequate supervision can improve the quality of educational services, positively contributing to the management of education in other academic institutions.

**Keywords:** Task Division; Supervision; Service Quality

## INTRODUCTION

Education has a vital role in shaping the quality of human resources that will determine the direction of a nation's progress. Over time, the quality of education has become an important issue that requires serious attention from various parties, including the government, educational institutions, and the community. To improve the quality of education, many factors need to be considered, one of which is the education management applied in each institution. A well-managed educational institution can provide quality educational services to its students. One of the important aspects of education management is a clear division of duties among educators and education personnel, as well as adequate supervision.

According to Tjiptono (2011), the quality of educational services is very closely related to the satisfaction of students and parents with the performance of educational institutions. A clear division of tasks between teachers, principals, and other support staff is a crucial first step in creating an effective learning atmosphere. Every party in an educational institution must understand its role well to contribute optimally to achieving educational goals. In addition, supervision carried out by school principals and education supervisors is essential to ensure that the learning process runs by the standards that have been set.

At the Hudatul Falah Foundation, Ciseeng, Bogor Regency, there are challenges in managing the division of tasks and supervision that can affect the quality of education services. Inefficient division of tasks and suboptimal supervision can impact the low quality of student services. Therefore, this study examines the influence of the division of tasks and supervision on the quality of educational services at the Hudatul Falah Foundation.

This research raises three main focuses that need to be answered: first, does the division of duties significantly influence the quality of educational services at the Hudatul Falah Foundation? Second, how does supervision affect the quality of education services? Moreover, third, is there a combined effect between the division of tasks and supervision on the quality of education services? By answering these questions, this research is expected to provide a clearer picture of the importance of education management in improving the quality of services provided to students.

As part of efforts to improve the quality of education, this study also presents solutions based on existing findings. Educational management that involves a clear division of tasks and structured supervision has excellent potential to improve the effectiveness of the learning process. This is in line with the view of Zeithaml and Bitner (2000), who stated that the quality of educational services is highly dependent on the ability of educational institutions to manage various internal aspects, including the division of tasks and supervision. In addition, this research is expected to improve education management policies in other educational foundations, especially in the context of schools in regions still facing challenges regarding the quality of education services.

This study uses a quantitative approach with a correlational method to identify the relationship between task sharing, supervision, and quality of educational services. Using a data collection technique in the form of a questionnaire distributed to teachers at the Hudatul Falah Foundation, this study will test the influence of each variable and the combined influence of the two variables on the quality of educational services. It is hoped that the results of this

research can provide helpful input for the management of the Hudatul Falah Foundation in formulating policies that can improve the quality of education provided to students.

## **METHOD**

This study uses a quantitative design with a correlational approach. This correlational research aims to identify the relationship between the variables studied, namely the division of tasks, supervision, and the quality of educational services. The correlational approach makes it possible to analyze the extent of the relationship between two or more variables. The population in this study is all teachers at the Hudatul Falah Ciseeng Foundation, Bogor Regency, which consists of 60 people. The sample of this study is the total population because the number is relatively small, namely 60 people. Therefore, this study used a saturated sample that included all population members.

The data in this study were collected using a questionnaire distributed to teachers at the Hudatul Falah Foundation. The questionnaire consists of three main parts: 1) Task Division: Questions about the extent to which the division of tasks among teachers has been done fairly and effectively. 2) Supervision: Questions about the supervision carried out by the principal and school supervisors on teachers' performance. 3) Quality of Service: A question that measures the quality of services provided to learners.

The collected data were analyzed using correlation and regression analysis techniques. Correlation tests were used to determine how much of a relationship exists between task sharing, supervision and service quality. In contrast, regression tests were used to determine the magnitude of each variable's influence on service quality.

## **RESULT**

This study aims to identify the effect of task division and supervision on the quality of educational services at the Hudatul Falah Foundation, Ciseeng, Bogor. Based on the data obtained, this study produced several important findings that can be described as follows:

### **1. The Effect of Task Sharing on Service Quality**

The division of tasks in educational institutions is essential to ensure that each individual has clear responsibilities in the learning process. In this study, it was found that the division of tasks has a significant influence on the quality of educational services. The correlation coefficient obtained from the regression analysis results was **0,859**, which shows a powerful relationship between task division and service quality. A determination coefficient ( $R^2$ ) of **0,738** indicates that the division of tasks can explain **73,8%** of the variation in service quality.

The interpretation of these results indicates that the more transparent and more effective the division of tasks between school teachers, the higher the quality of services provided to students. With a clear division of tasks, teachers can focus on their responsibilities without feeling burdened with tasks that do not fit into their specialization or an unbalanced workload. Efficient division of tasks can improve teacher performance and, in turn, the quality of teaching and student satisfaction. It also reflects the importance of good task management in improving the overall quality of education. For example, when teachers' duties in teaching, assessing, and accompanying students are divided fairly and according to their competence, teachers can pay

greater attention to the quality of teaching and monitoring student development. This contributes to the development of more optimal students' abilities.

## **2. The Effect of Supervision on Service Quality**

Adequate supervision by school principals and supervisors is an important aspect in ensuring that the quality of education provided in schools meets the standards that have been set. The study results show that supervision positively and significantly influences the quality of education services.

The correlation coefficient obtained was **0,740**, which indicates a reasonably strong relationship between supervision and quality of service. A determination coefficient ( $R^2$ ) of **0,548** indicates that supervision can explain **54,8%** of the variation in service quality.

Interpreting adequate supervision can ensure that all teachers follow appropriate learning procedures, use appropriate methods, and adhere to applicable curriculum standards. Supervision that is well done by school principals and supervisors can help improve the quality of educational services by providing constructive feedback to teachers and monitoring and evaluating the learning process on an ongoing basis. Supervision carried out in this way not only increases teachers' compliance with existing rules but also encourages them to continue to develop competencies and skills in teaching. In addition, positive supervision can also provide moral support to teachers, ultimately impacting the quality of teaching and learning in schools. For example, supervision that is not only administrative but also includes coaching and training for teachers can improve the quality of the learning process. This kind of supervision allows teachers to develop and improve the services they provide to students.

## **3. The Combined Effect of Task Sharing and Supervision on Service Quality**

In addition to examining the influence of each variable separately, this study also analyzes the combined influence of task division and supervision on the quality of educational services. When these two variables were analyzed together, it was found that the division of tasks and supervision significantly influenced the quality of educational services. The combined correlation coefficient between task sharing and supervision of service quality was **0,881**, which indicates a powerful relationship between the two factors and service quality. A determination coefficient ( $R^2$ ) of **0,776** indicates that these two variables can explain **77,6%** of the variation in service quality.

The interpretation of these results confirms that good management regarding division of duties and supervision is essential to improve the overall quality of educational services. These two factors complement each other and work together to improve the effectiveness of services in schools. A clear division of tasks allows each teacher to focus on their respective roles, while good supervision ensures that the tasks are carried out correctly and according to the standards that have been set. The combination of these two factors shows that the quality of educational services can be achieved optimally only with effective division of tasks and good supervision. Educational management involving these two aspects can create a more structured and quality learning environment, improving students' educational outcomes.

For example, if the division of duties between teachers and supervisors is done clearly and fairly, and supervision is carried out constructively and supports professional development, the quality of education provided will be significantly improved.

## Supporting Tables

**Table 1:** *Correlation of Task Sharing and Service Quality*

Variable	Correlation Coefficients (r)	Coefficient of Determination (R <sup>2</sup> )	Effect (%)
Task Sharing and Service Quality	0,859	0,738	73,8%

**Table 2:** *Correlation of Supervision and Service Quality*

Variable	Correlation Coefficients (r)	Coefficient of Determination (R <sup>2</sup> )	Effect (%)
Supervision and Quality of Service	0,740	0,548	54,8%

**Table 3:** *The Effect of Task Sharing and Supervision on Service Quality*

Variable	Correlation Coefficients (r)	Coefficient of Determination (R <sup>2</sup> )	Effect (%)
<i>Task Sharing + Supervision and Service Quality</i>	0,881	0,776	77,6%

## DISCUSSION

### Division of Duties and Supervision in Education

Clear division of duties and strict supervision play an important role in determining the quality of educational services. Unclear or uneven division of tasks can lead to imbalances in teachers' work, affecting the quality of services provided to learners. On the other hand, well-conducted supervision can ensure that assignments are carried out according to the set standards and that teachers get the support they need. This research supports previous findings that good organizational management, including educational institutions, can improve performance and customer satisfaction. Zeithaml and Bitner (2000) stated that good organizational management greatly influences the quality of service consumers provide. In education, teachers function as "servants" who provide educational services to students, and good task management and adequate supervision can improve the quality of services provided.

The data analysis obtained through questionnaires, interviews, and observations found that the equal division of tasks between teachers and supervision by school principals positively affected the quality of educational services. These results show that good management of the division of tasks and adequate supervision can improve the quality of education provided by educational institutions. This follows the previous findings that good management improves the quality of student services.

### Implications for Education Policy

The results of this study have several important implications for education policy, especially in the managerial context in schools. First, effective division of duties between teachers and strict supervision can be a determining factor in improving the quality of

education. Therefore, school management must ensure that duties are divided fairly and transparently. This will provide clarity for all parties involved in the education process, reduce confusion, and improve coordination among educators. In addition, continuous supervision will ensure that the educational standards that have been set can be adequately achieved.

Second, school supervisors need to be provided with more in-depth training and sufficient resources to perform their duties effectively. Supervision is not only about checking teacher performance, but also about providing constructive feedback and supporting the professional development of teachers. Supervisors must be able to motivate teachers to continue to improve their performance through proper coaching and not only focus on administrative evaluations. Supervision can improve the overall quality of educational services by providing adequate support to teachers.

### **Research Limitations and Recommendations for Further Research**

While this study provides valuable insights into the influence of task sharing and supervision on the quality of educational services, some limitations need to be considered. First, this research was only conducted at one educational foundation, the Hudatul Falah Foundation in Ciseeng, Bogor Regency. Therefore, the results of this study may not be generalized to all educational institutions in Indonesia. Further research can expand the sample and cover different types of schools in urban and rural areas to test these findings further and obtain a more comprehensive picture of the influence of task division and supervision on the quality of educational services.

Second, this study only focuses on two main variables: the division of tasks and supervision. Although these two variables have been proven to influence the quality of education services significantly, many other factors can still affect the quality of education, such as educational facilities and infrastructure, teacher motivation, and the role of parents in education. Therefore, further research may involve other variables influencing the educational process, such as school environment factors and parental involvement. In addition, these variables can also be analyzed separately to determine the extent to which they affect the quality of education in the broader educational institution.

### **CONCLUSION**

Based on the results of this study, it can be concluded that the clear division of tasks and supervision significantly influences the quality of educational services at the Hudatul Falah Foundation, Ciseeng. Effective division of tasks and constant supervision can improve teacher performance, positively affecting the quality of education students receive. The study also showed that the combined influence of the two factors was greater than the influence of the two separately, with the division of duties and supervision being able to explain almost 77.6% of the variation in service quality. Therefore, to improve education quality, educational institutions' management needs to ensure that the division of duties is carried out transparently and fairly, and the principal and supervisor carry out continuous and constructive supervision. This research has implications for education policy, especially for school management, which involves a clear division of tasks and appropriate supervision. School management must pay more attention to these aspects to create a more effective learning atmosphere and increase student satisfaction.

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