

# Diálogos

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## E-Supervision: The Future of the Social Work Supervision Practice in Indonesia

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**Abstract:** This study aims to analyze the implementation of the supervision of social work practice processes carried out in 34 provinces throughout Indonesia by emphasizing the supervision function which includes administration, education and supportive functions. This research was conducted using a descriptive qualitative approach. Data collection techniques used in this research are literature studies. The results of the study found that there were obstacles in supervising social workers/supervision due to regional geographical distance constraints and the lack of social workers who had educational background on social work or social welfare. The findings of this study propose the design of an online-based supervision model to support the practice of supervision in Indonesia, which refers to the need to carry out current social work tasks.

**Keywords:** *Supervision, Social Work, Administrative Functions, Educational Functions, Supportive Functions.*

### INTRODUCTION

Supervision is an inseparable part in the process of social work practices, this is done to monitor, direct and ensure the performance of the supervised people doing work effectively and safely for clients (Caspi & Reid, 2012). Kadushin (2002) further stated that the purpose of supervision was to increase professionalism and independence in the practice of social work.

The main functions of the supervision of social work practices are education, administration, and support. These functions must be carried out simultaneously, but in their implementation, there is more emphasis on administrative, educational or supportive functions. In the administrative function, supervision is more focused on the management process, reporting. While the education process is associated with increased knowledge and skills in the process of social work practice. While supportive implementation, to provide motivation or enthusiasm so that supervised social workers enjoy doing their work, can maintain work stability when experiencing burn out or burnout or even trauma exposure due to handling client trauma (Kadushin, 2002; Avram, 2017).

People who conduct supervision are called supervisors, assuming that a supervisor must have more knowledge and skills compared to social workers in his supervision (Brashears, 1995). While people who are supervised are called supervisee, in this case, social workers who provide services in social work practices. Some references mention the supervised field of social work practice in clinical management such as child protection services, disability, mental health.

Supervisors are responsible for carrying out supervisee tasks and must help carry out supervisee tasks more effectively, but often cannot directly observe what social workers are doing. For this reason, a tool is needed to monitor the activities carried out by the supervisee. The tool can be in the form of case notes, written reports and even developed tools or technology to conduct supervision.

Based on this background, an effective supervision model is needed for supervisors of social workers in the progress program through information media. Researchers are interested in developing a social work supervision model for the Social Workers Service Unit.

## LITERATURE REVIEW

### I. Supervision

The word supervision comes from the Latin *super* (above) and *videre* (watching, seeing). Therefore, a supervisor is defined as a supervisor or oversee the quality and responsibilities of the work of others. The definition emphasizes aspects of administrative supervision, by noting that work at the lower level (supervisee) carried out can be accepted quantitatively and qualitatively (Kadushin, 2002). Sheafor & Horejsi (2003), defines supervision as an effort to prepare practitioners who are new and social worker tools for quality control in service delivery. Supervision is intended to improve the delivery of humanitarian services through monitoring staff performance and help staff members experience growth and development in their knowledge and skills.

Robinson defines supervision as an educational process in which someone with a set of knowledge and skills is responsible for training someone who has less ability (Kadushin 2002). Supervision in social work is defined as a process in which knowledge and skills are distributed (transferred) from experienced officers (workers) to inexperienced officers or staff. Thus it can be explained that supervision in social work is directed to help organizational/institutional staff to mobilize their knowledge and skills to carry out their work effectively and efficiently. So here there is an interaction between the supervisor and the supervisee, and in that interaction, there is a teaching-learning, educational, administrative process.

The short term goal is to improve the ability of workers to work more effectively. Short-term goals affect long-term goals. The aim is to be effective and efficient in providing services to clients according to the mandate given by the community to the institution where the social worker works. Cambell (2002) suggests that the main objective of supervision is to ensure the quality of service to clients while social workers can learn and grow professionally. According to Morrison (1993), Anzasw (1998), that the purpose of supervision is to provide assurance that: 1) social workers get clarity about their roles and responsibilities; 2) Provide encouragement to social workers so that the goals of their profession; 3) Improve the quality of service to clients; 4) Encourage professional development and provide personal support.

Kadushin (2002), put forward the function of supervision of social work from three aspects, namely:

#### a. Administrative functions

Supervision on administrative functions is focused on implementing institutional policies appropriately, effectively, and correctly. Specific objectives are to provide accurate insight into social workers regarding the work context within the institution where social workers work so that social workers can do their jobs properly. Supervisory tasks in carrying out administrative functions are: 1) Recruitment and administrative selection, namely supervisors are involved and provide input relating to staff reception; 2) Assistance in the placement of novice workers to feel accepted as members of the work environment; 3) Work planning, i.e. can design work; 4) Assignment of work, individually covering the assignment criteria; time management, job assignment procedures; 5) Delegating authority to carry out a work or action after getting prior approval; 6) Monitoring or monitoring based on oral reports, notes, and statistics from the supervisee and the use of time by the supervisee; 7) Coordination of work, i.e. connecting one worker in a particular unit with other units in an institution, also with other service institutions that are in a wider social welfare network; 8) Evaluation where the supervisor must explain what the supervisee's performance has been like, notifying mistakes and providing alternative solutions to problems; and 9) performing the communication function.

b. Educational Function

Educational supervision is concerned with how accuracy and effectiveness relate to the knowledge, skills and attitudes needed to do a particular job. The aim is to increase the capacity of social workers or supervisees. Gleeson (1992) suggests that there are differences between educational supervision and staff development, and training. Staff development refers more to all procedures within the institution and requires all employees to improve relations, knowledge, skills, and attitudes related to their work, including in-service training and educational supervision. Educational Supervision As a complement to In-Service Training and a more specific type of staff development. Supervisors carry out the responsibility to assist the supervisee in implementing and implementing general learning provided in in-service training, specifically or individually.

c. Supportive function

The implementation of supervision in this function focuses on giving enthusiasm and job satisfaction to the supervisee. The aim is to help social workers increase work motivation and job satisfaction in carrying out their duties. Pines and Maslach (in Kadushin, 2002) suggested the issue of burnout as a syndrome of physical and emotional saturation resulting from work stress that causes a negative self-concept, negative attitudes towards work, and loss of attention and feelings to clients. The symptoms of burn-out are feeling physically drained, they are often more susceptible to colds, tension headaches, digestive difficulties, and sleep disorders. Supervisors must be aware that there are times when social workers lose their enthusiasm for work, and this must be addressed immediately.

According to Shulman, the supervision process consists of 4 (four) stages, namely:

- a. Preparatory Phase (preliminary phase). At this stage, it takes place before the initial meeting between the supervisor and staff.
- b. The Beginning Phase (phase beginning). At this stage, it deals with an agreement which includes formulating the purpose of supervision, the role of the supervisor and matters relating to answering questions regarding the supervisor's authority (rights).
- c. Work Phase (phase work). At this stage organized which includes the use of relevant skills.
- d. Termination and Transition Phase (phase ending and transition).

Supervision can be done in the form of:

- a. Individual supervision (individual supervision), namely supervision conducted regularly, the most frequent form of interaction is an individual meeting between supervisors and those who are supervised.
- b. Group supervision (group supervision), namely the implementation of regularly scheduled meetings between supervisors and a small group of supervised social workers.
- c. Special supervision (ad hoc supervision). Short and unscheduled meetings between supervisors and their supervised small groups. It is designed to respond to problems and issues that arise in daily practice activities.
- d. Formal case presentations. At the meeting in-depth present their job descriptions about specific cases and projects. The supervisor and other participants then offer advice and guidance on how to improve each renderer's performance (Kadushin, 2002; Caspi & Reid, 2012).

Cohen & Rhodes in Kadushin (2002), said there are 12 components of effective supervision, consisting of a) Determining individual and group goals for task allocation and implementation; b) Making joint decision making; c) Direct the group process; d) Planning work and managing cases; e) Develop communication networks; f) Evaluating performance; g) Motivate workers; h) Case consultation and professional support; i) Team Building; j) Advocating workers and clients; k) Conflict management; l) Change in plans.

Supervisors in conducting supervision need to pay attention to the following principles: 1) Base on the collective source of the group process; 2) Based on professional relationships; 3) Simple and informal; 4) Objectives and introspective; 5) Acceptance; 6) Uniqueness; in the process of supervision we must be able to distinguish between one another because of the uniqueness in humans; 7) Communication; 8) Maintain confidentiality. Other principles that support supervision activities are: 1) Involving workers in the implementation of work; 2) Recognition; 3) Delegating Authority, and 4) the principle of mutual attention.

## 2. Social Worker

Leonora Scrafica-de Guzman explained the meaning of social work as follows Social work is a profession whose main field is engaged in organized social service activities, where the aim is to facilitate and strengthen relations in mutual adjustment and mutual benefit between individuals and their social environment through the use of methods social work methods (Wibhawa et al., 2010).

According to Huda (2009), social work is a profession that encourages social change, solves problems in relation to human relations, empowers and frees people to improve their welfare, relying on theories of human behaviour and social systems and interventions carried out at the point where people interact with their environment.

Whereas another understanding of social work is a professional activity in helping individuals, groups and communities to increase or improve the capacity of the community to function socially which aims to create conducive conditions for the community to achieve a goal, Zastro (1999). As a professional activity, social work is based on a body of knowledge, a body of skills, and a body of values. The three components are developed from several social sciences such as sociology, psychology, anthropology, philosophy, economics, and politics.

Various notions of social work have been stated above in various ways, depending on the angle from which each is reviewed. However, from the overall definition stated about social work, it can be broadly grouped that social work can be seen as:

- a. Social work as an art in practice, because in practice social work requires high skills to understand others and in helping them to have the ability to help themselves.
- b. Social work as a science, because it has methods of solving problems and because it is carried out objectively in finding and understanding facts and in developing operational principles and concepts.
- c. Social work as a profession because at the present time already has and fulfills the requirements of a profession.

Relating to the field of human resource development, social work scientific studies in practice include the fields of micro, mezzo, and macro studies. Which includes the field of micro studies (social casework), focus on individual habits and the impact that can befall the individual concerned, the field of study mezzo (social group work) see the interaction of individuals with the group or its environment, and with people closest to it, and the field of study macro (community organization) looks more at state policy, the community environment where individuals face problems, examines the presence or absence of legislation that protects the problems faced (Wibhawa et al., 2010).

The role of social workers in groups is as follows (Wibhawa et al., 2010):

- a. Broker, which is the liaison between the client and those who can help him.
- b. Mediator, Social Worker helps resolve conflicts, disputes and disputes of group members.
- c. Educators, namely as teachers, social workers provide new information, models to help clients learn new things.
- d. Facilitator, that is, as the person who will make it easier and easier for the client's path to becoming better.

## METHOD

Research on the implementation of social work supervision by supervisors of the Social Workers Service Unit (Sakti Peksos) in Indonesia was conducted using descriptive qualitative research. This study is intended not only to obtain a picture of the implementation of supervision of social work by supervisors to social workers but from this description, it can be determined the needs of the supervision model used by social workers supervisors in the future. In addition, the reason for using this type of descriptive qualitative research, because this research aims to capture various information phenomena, especially those related to the focus of the research, besides, this approach can present a holistic or comprehensive form of analysis.

## RESULTS AND DISCUSSION

Based on the results of research on the implementation of supervision and media needs to supervise social work practices in Indonesia, where the comparison of supervisors and supervised ones is inadequate and geographically the distance between supervisors is far away, it is necessary to have online-based communication media. The following is the design of Social Work supervision models by Supervisor of Bakti Social Work Unit based online which contains the name of the model, the front view of the application, description of administrative tasks, description of the process of supporting and educational tasks, ACL application users, Area registers, Supervising Social Work System on line, Dashboard, hassle, report input, supervisor area, social media social networking forum, knowledge management system, system management training, and networking management system. This design was made in consultation with IT experts. This application is made with a menu in Indonesian and partly in English.

### 1. Model Name: Social Worker Supervision Application System Design

### 2. Front view application

This website-based application, built using a content management system (CMS) with the PHP Hypertext Preprocessor (PHP) programming language, stores data through a Structured Query Language (SQL) database management system. The front view of the application is as shown below:



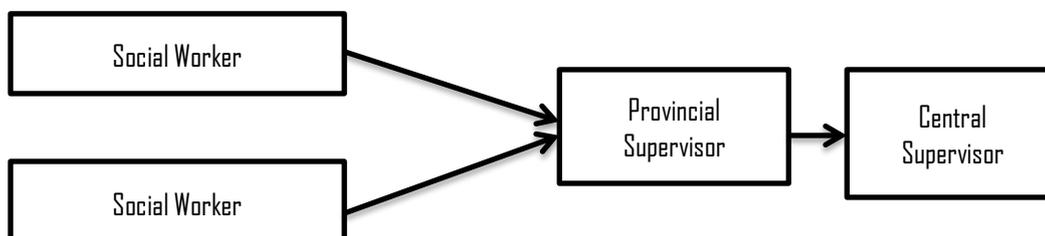
Figure 1 Display of Social Work Supervision Applications

From the picture, a simple display design can be seen because it puts forward more integrative functions and facilitates the development of applications in the future. The application is Mobile friendly to support the

convenience and ease of accessing content via mobile devices such as smartphones, tablets and other types of gadgets. With the support of mobile devices, this application can maximize performance on mobile devices.

### 3. Overview of the Reporting Process

The following is an overview of the reporting mechanism from social workers to supervisors.



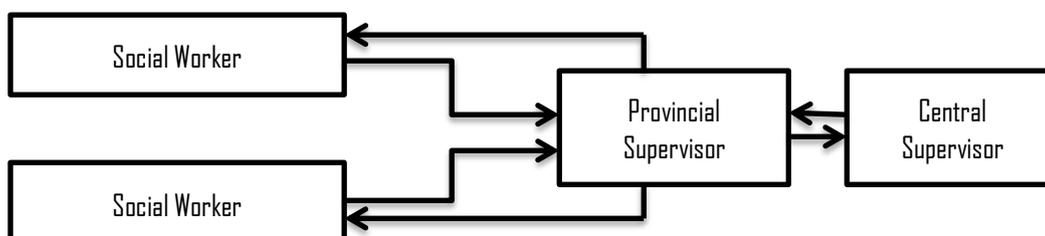
**Figure 2 Features of the Social Workers Reporting Process for Supervisors and Supervisors**

From the picture above the following can be explained that:

- The social worker is in charge of sending monthly reports to provincial supervisors
- Provincial supervisors check reports and recap reports from social workers according to task criteria.
- The provincial supervisor sends the results of the report recap to the central supervisor.
- The provincial supervisors provide a list of the names of social workers who are recommended to receive honoraria to the central supervisor.
- The central supervisor makes a letter of recommendation to all workers signed by the director and submitted to the KPN for disbursement of honorarium.

### 4. Overview of the Supporting and Education Process

An overview of the supporting and educational processes can be seen in the following figure:



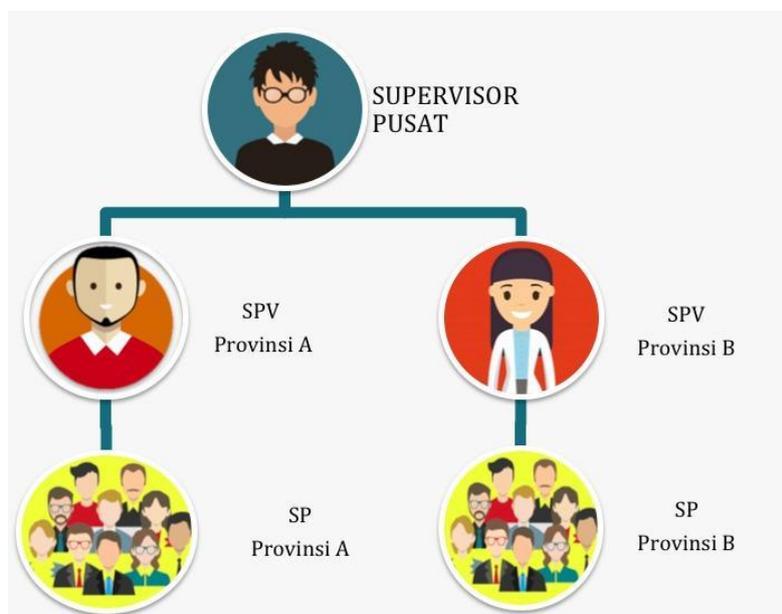
**Figure 3. The Process of Supporting and Education**

From the picture above can be explained as follows:

- Information about the social work assignments and child welfare programs is informed through a supervisor from the central supervisor.
- Provincial supervisors will forward the information obtained to the social workers under their supervision
- Two-way communication between social workers and provincial supervisors, and between central supervisors and provincial supervisors

### 5. Application Control List (ACL) Application Users

Access Control List (ACL) is a user access setting.



**Figure 4. Acces Control List (ACL)**

From the picture above it can be explained

- The register consists of social workers (*Pekzas*), Provincial Supervisor (*Supervisor Provinsi/SPV Provinsi*), and Central Supervisor (*Supervisor Pusat*).
- Register has a level, each level has a different authority. The highest level of the central supervisor, then the provincial SPV and limited to social workers.
- Each register has a personal account, only the person concerned can change or add data.
- Social Workers can only input the data they have.
- Supervisors can view and edit data throughout Social Workers under their supervision.
- Central Supervisor can see data for all provinces, can edit, delete or add data.

## 6. Area Register

Areas that are only accessed by the account owner

Judul Artikel	Kategori	Tanggal Dibuat
Pendampingan Diversi ABH	Respon Kasus	12-2-2020
TEPAK bersama LKSA	TEPAK	11-3-2020
Visit COTA	Adopsi	18-4-2020

**Figure 5 Area Register**

In the picture above can be explained as follows:

- a. Social workers (*Sakti Peksas*) can send a report recap online, usually using an excel file that is filled by *Sakti Peksas*, then sent to an supervisor's email. Their overall SPV results are reports
- b. Social Workers can post activities in the application, so far SP activities are posted and sent through WA Group, the posts will be deleted and not well-documented
- c. All users can do personal data editing, text editing, photo editing

## 7. On-Line Social Work Supervision System

This system is adapted to three supervisory tasks based on the supervisory function, namely administration, supporting, and education which can be seen in the following figure:

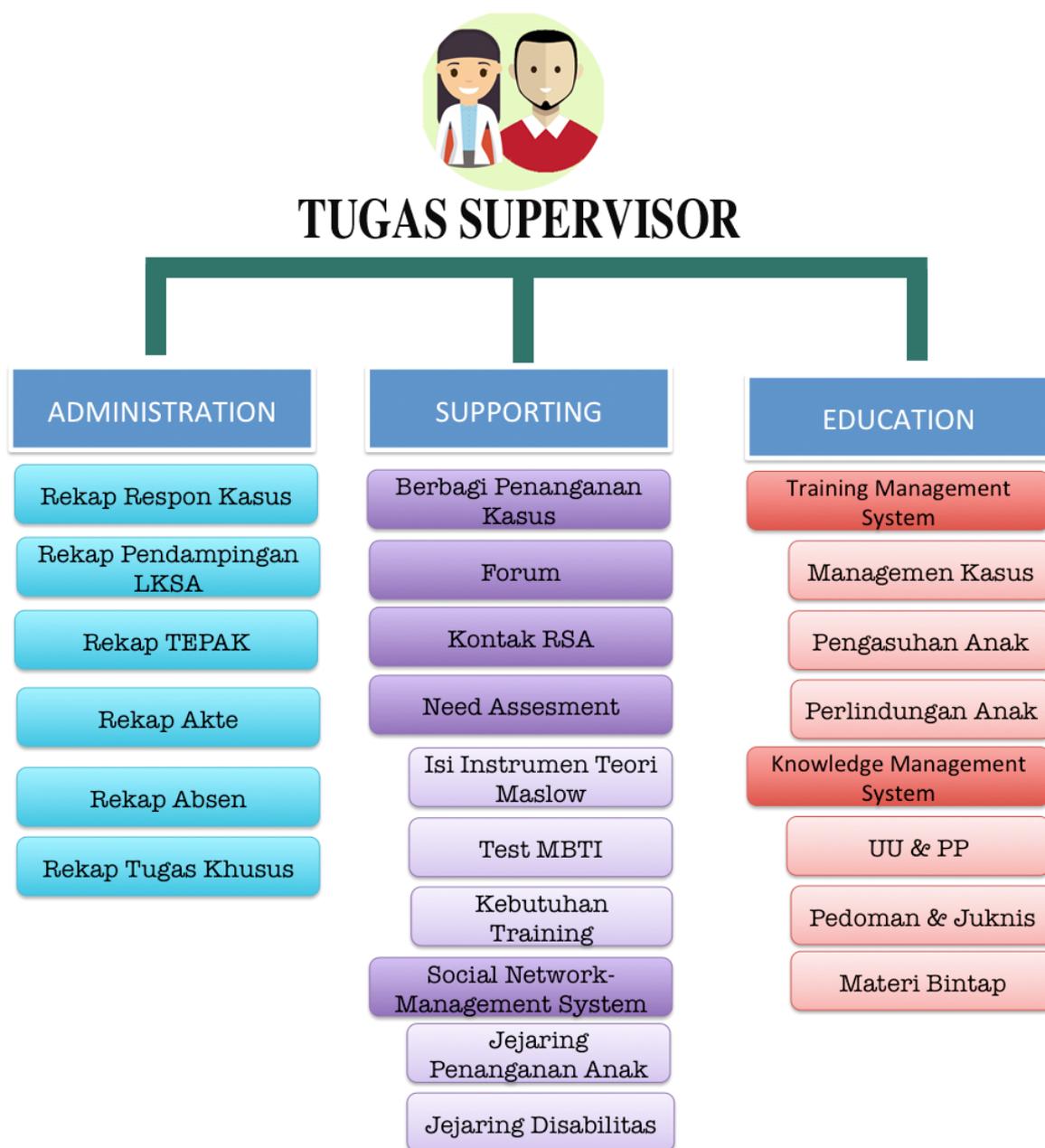


Figure 6 Supervisor Duties

From this picture can be explained:

- a. A menu is a navigation tool for directing application users into the system.
- b. The menu above is divided into three major sections, including education, supporting and administration. The supervisor's duties, consisting of education, supporting and administration, are written in Indonesian, because this application is used in Indonesia.

## 8. Dashboard

The Dashboard area is an area that contains graphs of data input results made by the social workers of each region, consisting of various recaps according to the task. The dashboard menu is made in Indonesian. This dashboard is updated automatically every 5 minutes, right after inputting data from the social workers. Following are the design drawing features:

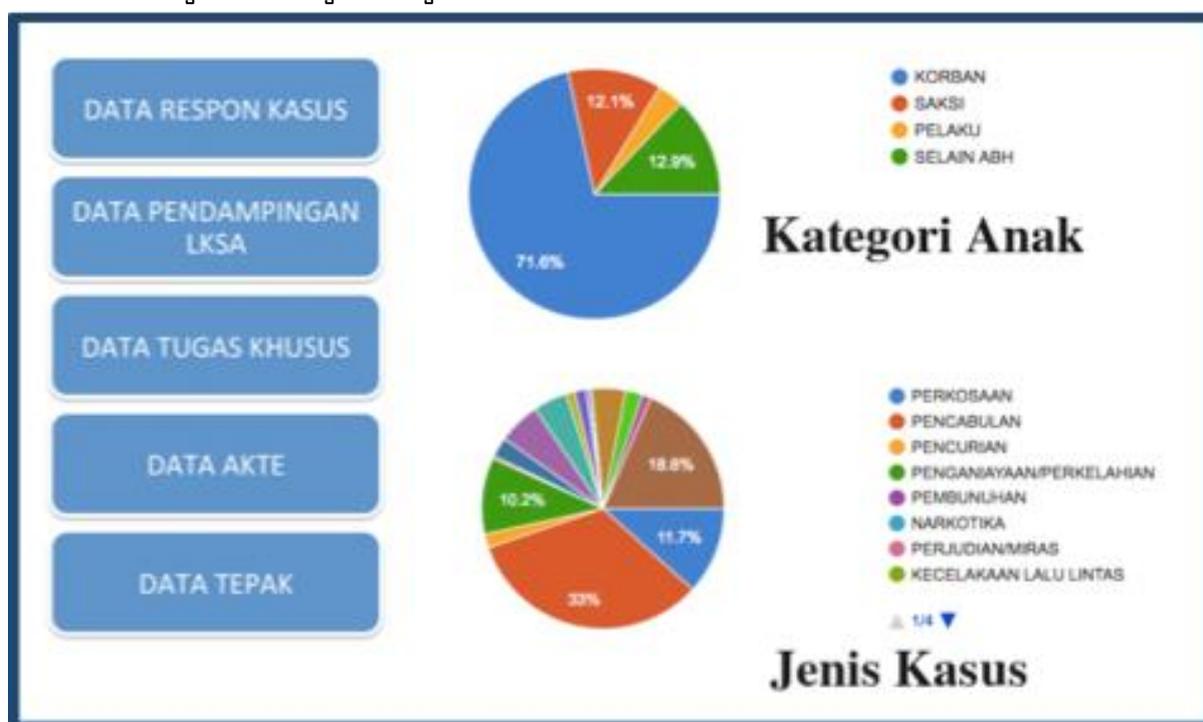


Figure 7 Dashboard

## 9. Reportage

The reportage contains various social work activities which are published for the social workers and directorate of RSA. The purpose of this area is to give the opportunity to social workers to write and give the widest opportunity to social workers to do self-actualization. Aside from being a place for self-actualization, social workers reportage is also expected to be able to inspire the power of other social workers in carrying out their tasks.

The reportage area will be divided into several categories including social work and of course tailored to the needs. In detail how the display response will be displayed in the following image:



Figure 8 Reportage

## 10. Report Input

This area is for social worker activities to do monthly report input. Forms are adjusted to the number of report recap, including the recap of recap, recapitalization of LKSA assistance, case response recap, recapitulation, and others. It will clearly be displayed in the following image:

The image shows a form for report input. It is divided into three main sections. The top section is 'Base Data' and contains two sub-sections: 'LKSA' and 'Tepak'. The 'LKSA' sub-section has five text input fields labeled 'Nama', 'LKSA', 'Juml Anak', 'Materi', and 'Kluster'. The 'Tepak' sub-section has five fields: 'Provinsi' (a dropdown menu with 'Please choose'), 'Kab/Kota' (text input), 'Juml Peserta' (text input), 'Tanggal' (a date picker showing '2019-10-01'), and a folder icon. The bottom section is 'Contact Data' and has two text input fields labeled 'Phone' and 'Email', both with red asterisks indicating they are required fields.

Figure 9 Report Input

## 11. Area Supervisor

The supervisor area can only be accessed by supervisors in each region, this area allows supervisors to edit data. Supervisors can download data files from the input of magic social media with the form of Microsoft Excel file extension. Supervisors can check data, who has sent a report and who if the social workers have

inputted data, SPV download and give approval for disbursement of honorariums not yet, the supervisor's task is to ensure that all social workers have input data. A clear example of a feature display plan will be illustrated below:

**REKAP EXCEL RESPON KASUS ANAK**

No	Nama Pekerja	Posisi	Organisasi / Instansi	Nama Anak / Kasus	Isi / Deskripsi	Tanggal Awal	Tanggal Akhir	Penyedia	Uraian Kasus	Status	Penyediaan Kasus
1	...	...	...	...	...	...	...	...	...	...	...
2	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...	...	...	...	...
11	...	...	...	...	...	...	...	...	...	...	...
12	...	...	...	...	...	...	...	...	...	...	...
13	...	...	...	...	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...	...	...	...	...
15	...	...	...	...	...	...	...	...	...	...	...
16	...	...	...	...	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...	...	...	...	...
18	...	...	...	...	...	...	...	...	...	...	...
19	...	...	...	...	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...	...	...	...	...
21	...	...	...	...	...	...	...	...	...	...	...
22	...	...	...	...	...	...	...	...	...	...	...
23	...	...	...	...	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...	...	...	...	...
25	...	...	...	...	...	...	...	...	...	...	...
26	...	...	...	...	...	...	...	...	...	...	...
27	...	...	...	...	...	...	...	...	...	...	...
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29	...	...	...	...	...	...	...	...	...	...	...
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31	...	...	...	...	...	...	...	...	...	...	...
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33	...	...	...	...	...	...	...	...	...	...	...
34	...	...	...	...	...	...	...	...	...	...	...
35	...	...	...	...	...	...	...	...	...	...	...
36	...	...	...	...	...	...	...	...	...	...	...
37	...	...	...	...	...	...	...	...	...	...	...
38	...	...	...	...	...	...	...	...	...	...	...
39	...	...	...	...	...	...	...	...	...	...	...
40	...	...	...	...	...	...	...	...	...	...	...
41	...	...	...	...	...	...	...	...	...	...	...
42	...	...	...	...	...	...	...	...	...	...	...
43	...	...	...	...	...	...	...	...	...	...	...
44	...	...	...	...	...	...	...	...	...	...	...
45	...	...	...	...	...	...	...	...	...	...	...
46	...	...	...	...	...	...	...	...	...	...	...
47	...	...	...	...	...	...	...	...	...	...	...
48	...	...	...	...	...	...	...	...	...	...	...
49	...	...	...	...	...	...	...	...	...	...	...
50	...	...	...	...	...	...	...	...	...	...	...

Figure 10 Supervisor Recap

## 12. Social Work Forum

*Sakti Peksas* forum is a forum or place to exchange ideas about a certain topic freely related to the tasks and problems faced by *Peksas* Social Service. The topics that are usually communicated in WA groups are:

- a. When is guidance established?
- b. How to apply for leave?
- c. What is the theme of National Children's Day
- d. How to apply for BANSOS for new LKSAs etc.

Each social worker can send a discussion topic and the other social workers can give a response. In this forum also involves a moderator whose function is to approve or disapprove a topic in the publication. Moderator settings can be adjusted to the needs of whether certain topics need to be moderated or not. For the Social Workers Forum this is described in the following features:

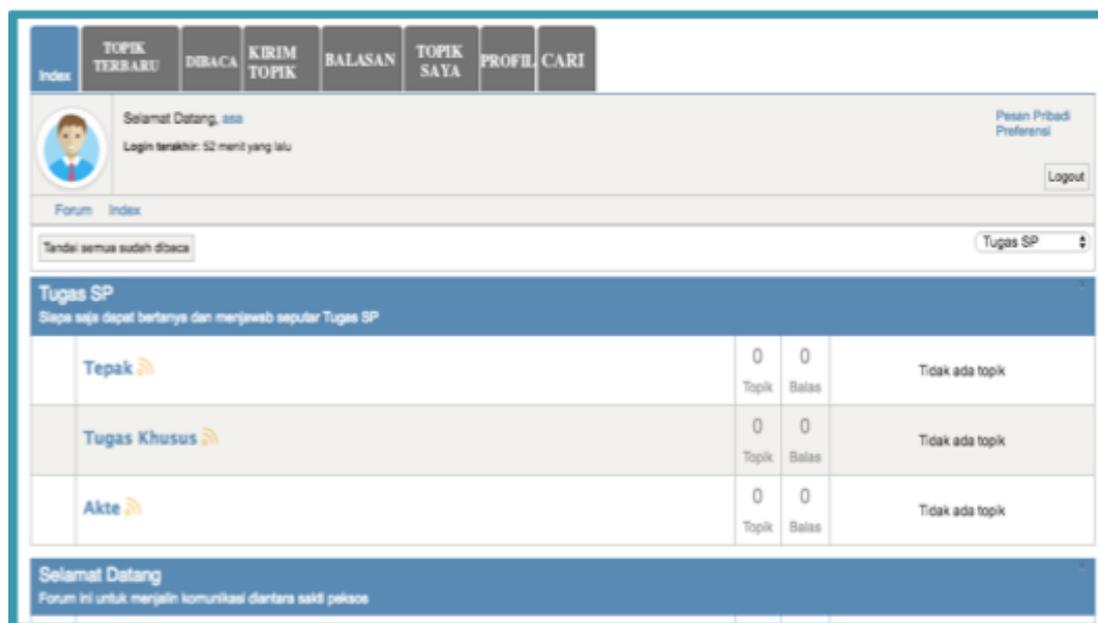


Figure 11 Social Work Forum

### 13. Knowledge Management System

The knowledge management system is a facility to increase the knowledge and reference of social workers in a variety of knowledge programs, policies and books. This section can contain technical guidelines, guidelines, books, laws, bin tap presentations, seminar material and so on. The features in online can be described as follows:



Figure 12 Knowledge Management System

### 14. Training Management System

Training management system application that is in the online supervision system is an application that can help plan, implement a learning process or social work skills training. This training is usually in the form of

increasing the capacity of social workers in handling social welfare and child protection. Features in the online application can be described as follows:



Figure 13 Training Management System

#### 15. Network Management System

The networking management system application that is in the online supervision system is an application that can help social workers find data and network contacts in handling child cases. This application is a contact database for all child handling networks in all provinces and districts/cities. In detail, these features are described as follows:



Figure 14 Network Management System

## CONCLUSION

Supervision of social work practices, especially supervision of social workers in handling social problems, has been carried out in Indonesia. This has been supported by the policy of the Ministry of Social Affairs by facilitating placement in 34 Provinces in Indonesia to supervise social workers placed in 453 municipal districts. Implementation of supervision has also referred to the supervision function as stated by experts in supervising social work, namely supportive, educative and administrative functions. The ratio of supervisors to the supervised Social Workers Supervision is one to the number of city districts in the province. The problem faced by supervisors is the geographical distance between workers and supervisors as far away as in the Maluku islands.

Based on the educational background it also shows that only 29.19% of Social Workers' Social Workers background have a social work education and social welfare, this indicates that the need for supervision in handling social work practices is very much needed. To overcome these problems, *Sakti Peksos* proposes social media to be an effective media. For this reason, the results of this study propose the design of an online-based social work supervision model that refers to the implementation of the tasks of the Social Workers Social Work Program in supporting children's social rehabilitation programs (*Progresia*). In this regard, the research team created an online supervision model by referring to the current needs of the social workers' social work.

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