

## TEACHER SUPERVISION AS AN IMPROVEMENT IN THE QUALITY OF EDUCATION

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### ABSTRACT

Teacher professionalism improvement is an important program to run. The program is carried out to enable the resulting teachers to facilitate their students in accordance with the demands of 21st century learning. Thus, to maintain teacher performance, supervision needs to be carried out regularly. Therefore, this study aims to analyze the impact of the implementation of the teacher supervision program and describe the obstacles or constraints faced when conducting this program. The study was conducted qualitatively with descriptive methods. Data collection was carried out by interviewing a number of teachers and supervisors selected using the purposive sampling technique. The results of the data analysis showed that supervision on the teachers had a quite positive impact, but there were still some obstacles faced by the supervisors and the teachers themselves. This study provides an overview of how to conduct supervision activities. In addition, the obstacles faced can be taken into consideration in the recruitment activities of prospective education supervisors

### INTRODUCTION

Education is a research topic that can be analyzed and applied on a variety of scales, from students, prospective teachers, teachers or supervisors. Education has a complex nature because it has both conceptual and methodological implications (Jacobson, Levin, & Kapur, 2019; Mital, Moore, & Llewellyn, 2014; Velle, 2019). The elements of an educational institution consist of regulations, policies, organizers, staff, tools and materials, costs and other tools (Bojuwoye, Moletsane, Stofile, Moolla, & Sylvester, 2014; Sun & Huang, 2016; Tamuliene, 2014). These elements can be found as a whole in a school that also interacts with the community.

Schools basically have a significant influence on the development of society with student learning activities (Almaraz & Stieber, 2017; Benson, 2017; Palmieri & Palma, 2017). This certainly builds the community because schools prepare students with certain knowledge and skills (Akareem & Hossain, 2016; Haruthaithanasan, 2017; Serdyukov, 2017). Therefore, students will contribute to their community and can help make their regions better places to live. In addition, through education, students are also able to learn more friendly and develop good relationships with their peers through cooperation in various types of learning (Altun, 2015; Devi, Musthafa, & Gustine, 2015; Mohammad, 2018). This can be achieved easily if students are guided by professional teachers (Adnot, Dee, & Katz, 2017; Borroughs, 2019; Sirait, 2016).

The main influential element is the teacher. Vygotsky (1978) Theory suggests that other people who are more knowledgeable, including teachers and peers, can help in student development. One of the

determining factors in the student success in learning is teacher involvement (Canales & Maldonado, 2018; Chetty, Friedman, & Rockoff, 2014; Toropova et al., 2019). The teacher has pedagogical abilities to create a learning environment that is appropriate to the characteristics of the material through the selection of learning models/methods/approaches (Auerbach & Andrews, 2018; Dorgu, 2016; Odomuso, Olisama, & Areelu, 2018). Therefore, the teacher is a human resource that must be nurtured and developed continuously in order to carry out their functions professionally.

In the process of improving teacher professionalism, it is very important to instill the skills needed to respond to the challenges of the 21st century education context (Hermans, Sloep, & Kreijns, 2017; Sprott, 2019; Wingrave & McMahon, 2015; Wolf & Peele, 2019). In addition, the development of teacher professionalism is designed to enable the improvement of the student achievements (Powell & Bodur, 2019). The improvement of teacher professionalism can be done with various things, namely the implementation of an internship program, curriculum training, or workshop on the use of learning media (Baecher, Chung, & Baecher, 2019; Stieler-hunt & Jones, 2019). However, in order to make sure what is being taught implemented in learning, it is necessary to conduct superintendence or supervision activities in the hope of maintaining the stability of teacher performance in the classroom (Brandon, Hollweck, Kent, & Whalen, 2018; Kalule & Bouchamma, 2014).

Supervision is identical to the process of management, administration, evaluation and accountability or various activities and creativity related to school management (Boudreau, 1999). Supervision is carried out to reduce failures in the education system and to determine whether teachers master their tasks professionally or not (Ozdemir & Yirci, 2015). It is also carried out as material to find the latest research themes in the field of education.

Supervision is basically directed at two aspects, namely academic and managerial supervisions (Ibrahim, 2018). Academic supervision focuses on the supervisor's observation of academic activities, in the form of learning both inside and outside the classroom. Managerial supervision focuses on observations on aspects of school management and administration that function as supporting elements of learning implementation.

The study by Sedarmayanti & Jubaedah (2016) shows that the role of educational supervisors is not yet maximal in carrying out guidance to teachers, so does the performance of teachers in carrying out their duties and functions that still need continuous guidance and coaching. The solution that was and is being offered is providing certification. According to the study by Sukasni & Efendy (2017), teacher certification policy was initially as an effort to make the existing teachers become professional teachers. However, some indications show that the teacher certification policy fails to reach the goal.

Therefore, it is necessary to do various strategic steps by policy makers to regulate the role of supervisors and efforts to improve teacher performance. The two previous studies were analyzed quantitatively so as not to elicit any further explanation of the obstacles encountered by supervisors and teachers in carrying out their duties. Therefore, the novelty of this study is to analyze deeper about the role of supervisors or teachers and analyze the obstacles encountered during the supervision activities.

## METHOD

The approach taken in this study is qualitative with the descriptive method. Qualitative research was chosen in order to achieve the objectives of the study in a valid, accurate, and reliable manner. In this study, the researcher was fully involved with the situation and phenomenon.

The subjects in this study included the teacher and supervisor who provide information for the completeness of the required data in the form of words, actions and answers from the results of the interview. The sampling in this study was carried out using purposive sampling technique. Because of the difficulty in reaching all schools in Sumedang Regency, only three districts were selected. Data collection was done by a structured interview method. The researcher did not determine the standard questions, but the researcher's questions referred to three aspects of the implementation, the impact, and the obstacles of the supervision. To facilitate the steps in analyzing the research results, the problems of the study are formulated as (1) What is the impact of supervision on teacher performance? and (2) What are the inhibiting factors of the implementation of teacher supervision?

## RESULT AND DISCUSSION

Data collection was carried out using the interview method. Some questions are asked both to the teacher and to the supervisor.

### **These answers, identified and generally presented in Table 1.**

Aspects	Answers of Questions
	What are supervised?
	1. The teacher makes learning plans that are tailored to the characteristics of the students.
	2. Mastery of teaching materials.
	a. Mastering subject matter and school curriculum
	b. Mastering deepening material/learning application
	c. Getting to know the students' initial abilities
Implementation of Supervision	3. Classroom management.
	a. Mastering theories and principles of learning
	b. Arranging classroom layout
	c. Creating a learning climate
	4. Using learning media/resources
	a. Studying various kinds of learning media
	b. Studying the learning media selection criteria

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	<ul style="list-style-type: none"><li>c. Using learning media</li></ul>
	5. Management of teaching and learning interactions <ul style="list-style-type: none"><li>a. Motivating students to learn</li><li>b. Assessing students' active participation</li><li>c. Studying and using forms of questions appropriately</li><li>d. Carrying out remedial learning</li></ul>
	6. Conducting an assessment <ul style="list-style-type: none"><li>a. Assessment function</li><li>b. Assessment techniques and procedures</li></ul>
Impact	<ul style="list-style-type: none"><li>1. Creating a guidance process for students</li><li>2. Helping teachers understand teaching skills</li><li>3. Compliance with learning planning</li><li>4. The teacher pay attention to the information more actively</li></ul>
	For the Supervisor
Inhibiting	<ul style="list-style-type: none"><li>1. The deployment of supervisors not according to demands</li></ul>
Factor	<ul style="list-style-type: none"><li>2. Location of supervision</li><li>3. Determination of supervision time</li><li>4. Lack of teacher attention</li></ul>
	For the Teacher
	<ul style="list-style-type: none"><li>1. Low student attention</li></ul>

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## 1. Implementation of Teacher Supervision

It is expected that the implementation of supervision can cause a change in teacher professionalism in the scopes of scientific knowledge, attitude, personality, discipline, competency enhancement, and work performance. If the supervision continues, it will have a positive influence on improving teacher professionalism. The study by Ramadona & Wibowo (2016) shows that in addition to the evaluation purposes, supervision activities are expected to help teachers because some of them do not yet know the types, procedures and mechanisms in obtaining information used for the development of their professionalism.

At the implementation stage, the teacher begins to show a systematic attitude in developing the learning program. If the teacher has good planning, they will have the ability to predict obstacles or opportunities in teaching a concept, in which they can more easily arrange the problem solving. In addition, this ability is able to make teachers use limited time in the classroom more efficiently. Good classroom management will lead the the achievement of all learning objectives in one meeting.

The answers of the teacher's interview show the teacher's consideration of the initial ability to choose learning methods. Initial ability is the knowledge obtained by the students., which is very important to do because each student has their distinctive behaviors and characteristics. Information about the different characteristics aims to determine what to be taught and what not to be taught. To find out the students' initial abilities, tests, both in the form of formal tests or question and answer between the teacher and students, are needed.

In addition to understanding the students, teachers also need to master the theories and principles of learning. According to Rifa'i (2016), mastering learning theory and learning principles is a form of teacher understanding related to how to present learning effectively through educative interactions based on appropriate learning theories and principles. In line with this, Irwantoro & Suryana (2016) also state that mastering the theories and principles of learning means that teachers have knowledge about the nature of learning that educates, learning theories and their implications in learning, learning principles and approaches, and learning methods and models. In order to have mastery of learning theories and principles that educate, teachers must master the learning theories and principles related to the way they present learning effectively and educatively.

After choosing the right method, the teacher needs to choose the appropriate learning media. Education in the 21st century helps teachers to convey concepts to students in an easy way. Learning technology is a supporting means to facilitate the achievement of learning objectives, the formation of competencies, presentation of data, information, learning materials, and cultural variations. According to Rifma (2016), mastery of technology in education is intended to facilitate or streamline learning activities. In line with this, Munir (2014) stated that the quality of learning is expected to be further improved by using modern technology in the learning process that increases learning motivation. This is based on the research results of Canbazoğlu Bilici et al., (2013) that teachers need to understand how technology can be linked to learning and how to integrate it into learning plans in the classroom. Mastery of technology is important in learning to streamline the process of receiving information for students in order to increase their motivations.

Good learning is student-centered learning, in which the students are actively involved in adding other knowledge based on the material that has been delivered by the teacher. Students who are actively looking for additional knowledge tailored to the material taught by the teacher can develop their writing and reading cultures. After the learning, feedback and follow-up from the lesson plan in the form of providing reinforcement, enrichment and remedies must be provided. After that, an assessment of the student learning outcomes is carried out.

The evaluation conducted by the teacher aims to assess the ability of students to apply the knowledge gained and skills in a variety of authentic/real contexts. The assessment is carried out with not only paper and pencil evaluation but also several types of alternative assessments. The most-commonly assessment type used by the teacher is performance assessment or evaluation. Students are brought into a condition, where they are required to work collaboratively to solve complex problems (Stiggins, 1994). Student performance assessment can be done when the students are doing a performance or through the products made by the students. Student performance assessed must be adjusted with learning indicators so that learning objectives are achieved. According to Wulan (2009), performance assessment has been recommended by assessment experts as an authentic assessment of science learning. However, the large potential of performance assessment in assessing the ability of the science process has not been utilized by most science teachers in Indonesia.

Teachers may use various types of assessment techniques because of the nature of performance assessments that reach assessment in the realm of students' knowledge, attitudes and skills. Performance assessments allow students to show what they know

## **2. Impact of Teacher Supervision Implementation**

Based on the analysis of respondents' interview answers, several important points were obtained about the impact of the school supervisor's guidance on teacher competence, i.e.

### **a. Creating learning and guidance process for students**

An adequate learning process can facilitate students to achieve the learning goals delivered by the teacher. An effective learning process can be initiated by creating a communicative and fun learning environment in the classroom for both the teacher and students. If fulfilled, indirectly, the students will be motivated to participate in a series of learning activities provided by the teacher.

### **b. Helping teachers understand teaching skills**

The impact of supervision can help teachers understand certain criteria including goal-oriented strategies in students and subject matter-oriented strategies. Based on these objectives, the teacher can formulate teaching-learning strategies that are arranged based on student needs in the form of knowledge or skills to enable the students to gain knowledge, understandings, attitudes, habits, and skills. However, besides the skills to be conveyed, it is better if the teacher has the ability to deliver learning material or what is often referred to as teaching skills.

The teaching skills that must be mastered by the teacher are Questioning, Reinforcement Skills, Variation Skills, Explaining Skills, Opening and Closing Skills, Set Induction Close, skills to guide small group discussions, class management skills, and individual teaching skills.

### **c. The suitability of learning with the lesson plans**

Lesson plans are made to facilitate teachers to implement learning. The purpose is to train the teacher to adjust the time with the material to be delivered and the learning resources and what activities are likely to occur in the classroom.

The teacher always makes a teaching preparation when implementing learning. The teaching preparation and administration is controlled by the school principal after carrying out an assessment of the items.

### **d. The teacher pays attention to the information more actively**

The existence of supervision activities makes teachers pay more attention to the information related to curriculum changes in order that the teaching and learning activities carried out remain in the correct period. Not only that, the change in competencies expected after learning also usually

changes if the curriculum changes. Thus, the material, teaching period, and competency achievements remain up to date.

In addition, the teacher will pay more attention to time so as not to interfere with the next lesson. That way, the other teachers don't feel disturbed.

In general, supervision activities have a good influence on teacher performance. This is in line with study of Amanda, Salam, & Saggaf, (2016), in which there is a significant influence between the quantity of supervision done and the teacher performance. Teacher performance in the study is in the high category. The study of Hasanah (2014) demonstrating teacher teaching performance is also academically supervised by the school principal and the teacher work group. A teacher work group is one form of supervisions, which is a form of cooperation carried out by two or more teachers who have the same goal in developing professionalism. Through this program, teachers can discuss matters relating to the task of educating.

The study by Imah (2018) also shows the success of the supervision program is strengthened by the guidance of the school principal. The guidance includes the preparation of a syllabus, selecting materials according to basic competencies, and facilitating teachers with books and means of supporting the mastery of the material. SW Khoeriyah (2015) explains that the essence of supervision activities is not to assess teacher performance but to help teachers improve their professionalism.

### **3. Inhibiting factors of the implementation of teacher supervision**

During supervision, there are obstacles that need to be resolved. The obstacles can be divided into two parts, namely external and internal obstacles. External obstacles refer to the administrative constraints, such as distribution, supervision funds, and the location, while internal barriers include constraints that come from the supervisors, teachers or students themselves.

The results show that the obstacles obtained by the supervisor at the time of coaching the teachers are as follows:

#### **a. Distribution of supervisors not according to demands**

The distribution of supervisors which is not balanced in numbers makes some regions have insufficient number of supervisors. This is due to the lack of recruitment of supervisors in the area. In addition, differences in the educational background of supervisors are also one of the causes of constrained supervision activities.

#### **b. Fostered school location**

The difficulty in accessing the schools is the constraint in conducting supervision activities. The other constraint is the supervisor's lack of knowledge about the school location to be supervised, especially if the location of the school is far from the crowd.

**c. Difficulty in arranging supervision schedule.**

Supervision and coaching are usually done at the same time, which makes it difficult to find an appropriate schedule. Consideration of teacher's teaching hours is the main cause of obstacles in coaching.

**d. The teacher's less enthusiasm.**

This can be seen from the lack of teacher attendance to be supervised. In addition, teachers also sometimes do not bring the necessary documents. However, the main cause is that every teacher has their own activities outside of school hours.

The constraints faced by supervisors are different from those faced by the teacher. Based on the teacher's answers in general in Table 1, we can see that the teacher has obstacles in the form of low student knowledge.

These constraints are obstacles that generally occur. Students lack the ability to remember the material given by the teacher. Lack of student knowledge is caused by many factors, one of which is the students are less motivated to learn the material, which makes them only go through the learning topic without giving an impression and makes them forget about the topic. Another cause of the student's lack of knowledge about the subject is they feel the topic being studied is difficult, which does not generate interest and end up with unmemorable lessons

The teacher can motivate students by good attention focusing. Attention focusing is one of the important things in classroom management. Without attention, the information transfer process will not run properly so the results are less optimal. If students' attention is not focused on learning, they may not be able to capture or get the correct perception of the material being studied. Attention is a process in learning where students choose and respond to the many stimuli they receive. Student attention can be obtained by increasing their motivation through the relevance of the material and describing the context to be taught with enthusiasm (Bradbury, 2016). Student attention also refers to the willingness, needs, desires and coercion of students to participate in and be successful in the learning process. Student attention is the centralization of concentration, power and psychic energy in dealing with an object, in this case the student attention in the learning process in class (Taylor & Parsons, 2011).

## CONCLUSION

Based on the analysis of the research data, it can be concluded that the implementation of teacher supervision activities is carried out by paying attention to each learning stage. Learning stages include planning, classroom management to the assessment process stages for students. Supervision activities on the teacher give a fairly positive impact in helping the teacher in learning activities and student guidance, raising the habits of teachers to adjust teaching planning and implementation and making them more active in finding information. However, there are still several obstacles



encountered in the implementation of this supervision related to the supervisor and teacher. The supervisor feels hampered by the locations of the target schools that are difficult to reach and feels a lack of enthusiasm from the teacher. Meanwhile, the obstacle faced by the teacher is the lack of student participation in learning. The results of this study contribute to efforts to improve the supervision system on teachers, provide an overview of how to carry out the supervision process, and can be taken into consideration in the recruitment process of prospective supervisors.

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