Educational Supervison:
Theories and Practices

Tini Mogea

PREFACE

This book is designed and developed to support the Educational Supervision: Theories and Practices. It provides learning resources and teaching ideas for the development and implementation in Educational Program. The rationale behind the package is that students will have knowledge and opportunities to enrich their Educational Supervision: Theories and Practices experience and extend range of supervision abilities through exploring some example of theories and practices in Educational Supervision.

Educational supervision is one of the important part of Education. Educational supervision is a term used to identify the work duties of administrative workers in education. Educational supervisors make sure the educational institution operates efficiently and within the legal requirements and rules. The purpose of this field is to make sure teachers and other faculty members are doing what they're supposed to be doing and that

students are receiving the best education possible. Hopefully through this book it can be a beneficial for readers specially to learn and explore about educational supervision.

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Writer,

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CHAPTER I

MEANING AND SCOPE OF SUPERVISION

1.1 Definition of Supervision

Meaning of Supervision According to Oliva (1999), supervision is a means of equipment to provide special assistance for teachers in improving learning. Supervision is a means of offering specialized teachers in improving instruction. Meanwhile, according to Wiles Kimball., Supervision (supervision) is an aid to improve curriculum and learning towards improving the quality of student learning to improve curriculum and instruction in order to improve the quality of learning of students.

Another expert from the United States named Boardma et.al. in a book written by Sutisna, Oteng. 1989. (1989) provides a limited understanding of supervision

with fairly complete aspects. The completeness of these limits is as follows: "Supervision of instruction in the effort to stimulate, coordinate and guide the continued growth of the teacher in the school, both individually and selectively, in better understanding and more effective performance at all functions of the intructions so that may be better able to stimulate and guide the continued growth of every pupil towards the richest and most intelligent participation and modern democratic society "

With these limitations of understanding it can be concluded that with intensive supervision to the teacher, students will indirectly be affected by the impact that will be elevated in their learning achievements. In the quote explained that supervision aims to help teachers understand the educational goals and what the role of schools in achieving these goals. In addition, supervision also helps teachers see more clearly in understanding the circumstances and needs of their students. This is important because the teacher must be able to meet the needs of students as far as possible. Likewise, the assistance is given to teachers to be able to identify individual student difficulties so that they can plan learning more quickly, through an analysis of the needs and conditions of students.
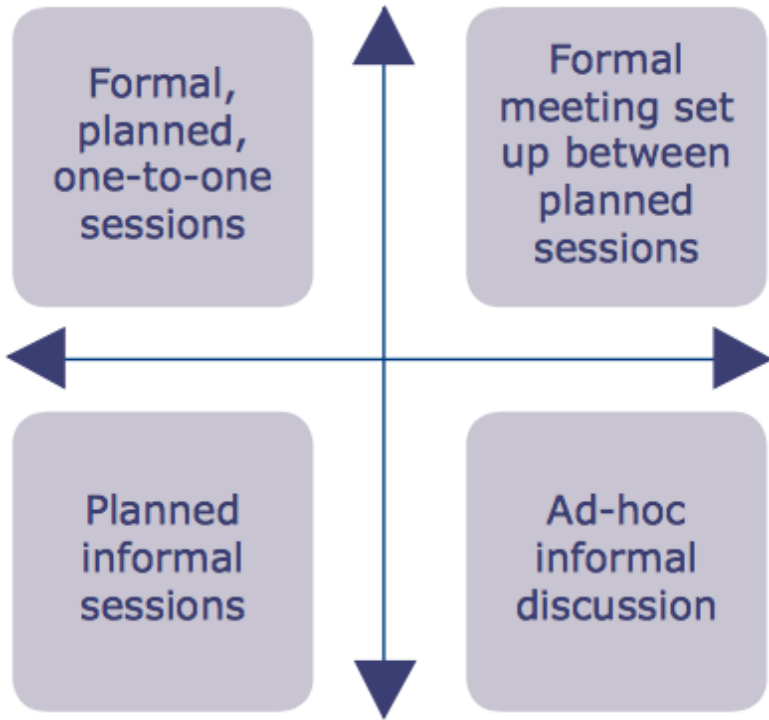
Fugure 1. Formal and informal supervision (Wonnacott J., 2014)

Here are some expert opinions as well as from the dictionary about the meaning and function of supervision as follows:

1. Marriam-Webster (1828). Defines supervision as the action, process, or occupation of supervising, especially: a critical waching and directing (as of activities or course of action). A closer axamination of the word "direct" revealed the following definition to regulate the activities or courses of to carry out the organizing, energizing, supervising,

determining the course of the train and lead performances, all describing supervision in an educational setting, supervision as a leadership role in which the supervisor diagnoses teacher performance needs and then guides, directs, assists, suggests, supports, and consults with the teacher.

2. Goldhammer R., Anderson R. H., and Krajeski R. J. (1980). Supervision is supportive of teacher growth: supervision is the task assigned to certain employees, whether in a line or staff relationship to classroom teachers (or counselor), to stimulate staff growth and development, to influence teacher behavior in the classroom (or counseling center) , and to foster the selection, development, use, and evaluation of good instructional approaches and materials.

Understanding instructional supervision, namely: one of the subsystems of supervision as identified by the eye, Netzer and Krey (1971) cited in Peretomode, V.F. 2004. While the understanding of involving programs is:

1. Goldhammer R., Anderson R. H., and Krajeski R. J. (1980). those activities are engaged in by school personnel for the improving of instruction through changing of teacher behavior.

2. Hoy W. K. and Forsyth P. B. (1986). Instructional supervision any set of activities planned to improve teaching, at its heart it involves a cycle of systematic

planning, observation, and analysis of teaching-learning process.

Understanding the purpose of supervision, among others, namely:

1. Tanner, D., & Tanner, L. N. (1980). people and program supervision merge for the purpose of improving the education provided by schools for children.

2. Supervision's purpose is to promote growth development, interaction, fault-free problem solving, and commitment to build capacity in teachers.

3. Supervisory function as follows: 1) The improvement of the teaching act, 2) The improvement of teachers in service, 3) The selection and organization of subject-matter, 4) Testing and measuring, 5) The rating of teachers. While Oliva itself divides the supervision function into three, namely: 1) staff development, 2) curriculum development and 3) improvement of teaching (instructional development).

Academic supervision is supervision that emphasizes his observations on academic problems, which are directly within the scope of learning activities undertaken by the teacher to help students when they are in the learning process. Academic supervision is the duty of the principal and the task of the school

supervisor. The essence concerns the task of the principal or supervisor to foster teachers in improving the quality of learning, so that it can ultimately improve student learning achievement. Academic supervision focuses on the observation of academic activities, in the form of learning both inside and outside the classroom.

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Satori ponted out that the term acadmic supervision refers to the school system that has the primary mission of improving and improving academic quaity, because "In supervision there is no mention of 'academic supervision', but what is meant is 'instructional supervisiom' or "educational supervision

Academic supervision is a term that is raised to reform or reoririate our educational oversight activities that are considered wrong because it is more concerned with the physical appearance of schools, fund management, and teacher staffing administration, not on the quality of the process outcomes.

Arikunto distinguishes the objectives of supervision into: the general goal of providing technical assistance and guidance to teachers (and other school staff) so that these personnel are able to improve the quality of their performance, especially in carrying out teaching and learning processes. Specific objectives are a clear breakdown or breakdown of the objectives of the general objectives, namely: 1) Improving student performance in its role as learners in order to achieve optimal learning achievement. 2) Improving the quality of teacher performance so that successfully helping students to achieve the expected learning and personal achievement. 3) Increasing the effectiveness of the curriculum so that it is effective, both in the learning process and in mastering graduate competencies. 4) Improving the effectiveness and efficiency of management and utilization of infrastructure for the success of student learning. 6) Improve the quality of the general situation of the school, so as to create a situation that is calm, peaceful which is conducive to school life, the quality of learning and the

success of graduates. If examined, according to the scope of supervision, general objectives are in accordance with general education supervision, while special objectives are in accordance with academic supervision.

CHAPTER II
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EDUCATIONAL INSTITUTION AND ACADEMIC SUPERVISION

2.1 Educational Institution

Educational institutions can be categorized as non-profit organizations that serve the community. Even though it is non-profit, it does not mean that schools are not required to continue to improve the quality of the process and the output of education. On the contrary, schools are expected to really pay attention to quality, because the sacred duty they carry is to contribute to the intellectual life of the nation, and improve the quality of Indonesian human resources.

Educational institutions, especially formal educational institutions, starting from the basic education level up to the level of higher education, have a major role in achieving the quality of education, because educational

institutions are a vehicle for the implementation of the educational process. Therefore educational institutions are responsible for the quality of education.

The problem of disparity in the quality of education in the country is found in various phenomena in the field of education that continue to occur today. These problems touch various dimensions in the system of education administration. In general, the various problems of education that are often the complaints of the wider community give an illustration that the performance of the education world has not fully met the expectations of the wider community, thus making the community to be pessimistic, apathetic, and negative towards the implementation of the education world.

As the Indonesian nation, in an effort to educate the nation's life and shape the character and civilization of a dignified nation, quality education is needed. Various government efforts in efforts to improve the quality of education have been rolled out through various policies including Law Number 20 of 2003 concerning the National Education System, PP Number 19 of 2005 concerning National Education Standards, and Law Number 14 of 2005 concerning Teachers and Lecturers, along with other regulations to set further policies.

Various disparities in the quality of education in the country that are often a public complaint related to a variety of issues relating to the low quality of graduates, many unemployed education graduates, the quality

of education graduates who are not in accordance with market needs, labor, and development providers both in the fields of industry, manufacturing, banking, telecommunications, and information technology, as well as other labor markets, as well as the quality of education graduates who cannot compete in the global job market. These problems are often viewed partially, with the principal responsible for all of them being the Principal.

The principal has a strategic role to improve the quality of education, especially the principal of the elementary school. This is due to the fact that basic education is the foundation for education at the next level, and the principal is the manager. The principal is the highest authority in the school, so the position and role of the principal is very central. This means that the principal's performance is a determining factor for the creation of superior quality education. Because of its central role, the principal is required to improve performance and develop competencies so that they can work effectively and optimally and provide satisfactory results for the achievement of educational goals.
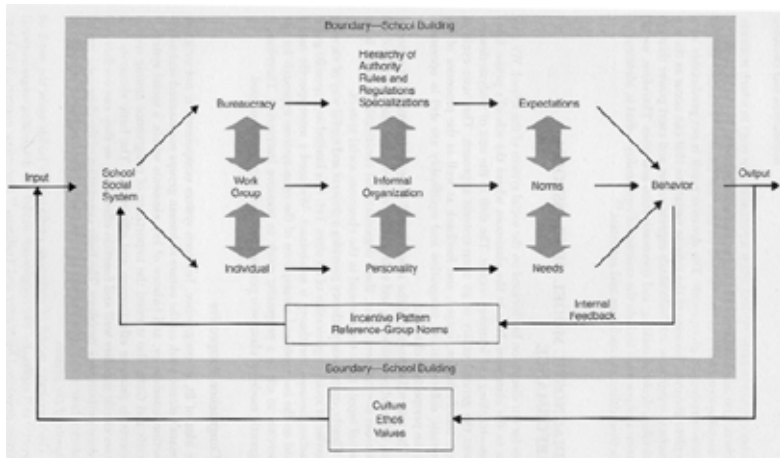
Fugure 1. School as a Social System (Hoy W.K., & Forsyth P. B., 1986)

In the perspective of national education policy (MONE, 2006), there are actually seven main roles for school principals. First, the principal as an educator (educator). Teaching and learning activities are the core of the educational process and teachers are the main implementers and developers of the curriculum in schools. Principals who show high professional commitment and focus on curriculum development and teaching and learning activities in their schools will certainly pay close attention to the level of competency of their teachers, while also trying to facilitate and encourage teachers to continuously improve their competence. Second, as a manager. In managing education staff, one of the tasks that must be carried out by school principals is to carry out maintenance and

professional development activities for teachers. Third, as administrators in particular with regard to financial management, to achieve increased teacher competency is inseparable from the cost factor. How much the school can allocate the budget to improve its teacher competency will affect the competency level of its teachers. Fourth, as a supervisor to find out how far the teacher is able to carry out learning, the principal needs to carry out supervision activities periodically, which can be done through class visits to observe the learning process directly, especially in the selection and use of methods, media used and student involvement in the process learning. Fifth, as a leader (leader). What leadership style of school head can foster creativity while at the same time can encourage the improvement of teacher competence. Kentam, as the creator of the work climate. A conducive work culture and climate will enable each teacher to be more motivated to demonstrate their superior performance, accompanied by efforts to improve their competence. Seventh, as an entrepreneur. In applying the principles of entrepreneurship linked to increasing teacher competency, the principal can create renewal, comparative advantage, and take advantage of various opportunities.

Various attempts have been made by the government through the Ministry of Education and culture to improve the quality of education, for example curriculum development, improvement of the competence of educators and

education staff (teachers, principals and school supervisors) through training, procurement of books and learning facilities, procurement and improvement of educational infrastructure, and improving the quality of school education management. However, various indicators of educational quality that lead to student learning outcomes have not shown the expected improvement. Some schools, especially in big cities show encouraging improvement in quality, while some are still quite alarming.

2.2 Function of Academic Supervision

Academic Supervision Function is First, improving the quality of learning is a supervision function in a narrow scope, focused on the academic aspects, especially those that occur in the classroom when the teacher is providing assistance and direction to students. The supervisor's main attention is focused on student learning behavior and success, both with and without the teacher's direct assistance. Such a function is within the scope of academic supervision. Second, triggers elements associated with learning. This function is aimed at the factors that influence the improvement of the quality of learning, its nature of serving or supporting learning activities. This function is within the scope of administrative supervision. Third, the function of fostering and leading. Supervision reflects the leadership

function of the officials entrusted to lead the school, the school principal.

The development of the understanding of supervision through various stages such as supervisor as an inspector; supervision as a laissez-faire task; then in the second quarter of the 20th century was dominated by the approach of human relations (human relations). Furthermore Oliva defines supervision as follows: Supervision... is conceived as a service to teachers, both as individuals and in groups. To put it simply, supervision is a means of offering specialized teachers in improving instruction. This means that supervision is seen as a service to teachers both individually and in groups. Supervision is a means to provide special assistance in improving learning.

To review and apply supervision activities will be reviewed from several concepts, including Good in the "Dictionary of Education" to formulate supervision as all efforts planned by educational supervisors intended to provide a form of leadership for teachers in efforts to improve teaching. According to Wiles, supervision is an aid in developing better teaching and learning situations. Wiles emphasized that supervision is a service activity provided to help teachers carry out their work better. Whereas Sergiovanni and Starrat argue that supervision is designed to influence teaching, as stated "Supervision

is a set of Activities and role specifications specifically designed to influence instruction".

Alfonso stated "Supervision can be regarded as the services provided for teachers to improve their professional competencies which in turn improve the quality of the teaching-learning process". Meanwhile Harris (1985: 10) formulated "Supervision of instruction is directed toward both maintaining and improving the teaching-learning processes of the school".

Based on some of the formulations above, it can be concluded that supervision is a service or professional guidance for teachers. Professional guidance or services in question are all forms of business that are to provide assistance, encouragement and opportunities to teachers to improve their professional abilities so that they can carry out their main tasks better, namely improving the teaching and learning process and improving the quality of teaching and learning outcomes. Teacher guidance or instructional supervision is a professional service or guidance for teachers, professional guidance is provided by more experts (principals, supervisors, senior teachers, and other coaches). Alfonso, Firth, and Neville emphasized that Instructional supervision is here defined as: behavior officially designed by the organization that directly affects teacher behavior in such a way to facilitate learning and achieve the goals of organization.

According to Alfonso, Firth, and Neville, there are three main concepts (key) in terms of academic supervision. Academic supervision must directly influence and develop teacher behavior in managing the learning process. This is an essential characteristic of academic supervision. In this connection, it should not be assumed narrowly, that there is only one best way that can be applied in all teacher behavior development activities. There is no good academic supervision behavior that is suitable for all teachers. It can be stressed that the level of ability, needs, interests, and professional maturity as well as other personal characteristics of the teacher must be used as a basis for consideration in developing and implementing academic supervision programs. Supervisory behavior in helping teachers develop their abilities must be designed officially, so that the start and end times of the development program are clear. The design is manifested in the form of academic supervision programs that lead to specific objectives. Because academic supervision is a shared responsibility between supervisors and teachers, it would be nice if the program was designed jointly by supervisors and teachers. The ultimate goal of academic supervision is so that teachers are increasingly able to facilitate learning for their students. In detail, the purpose of academic supervision will be further explained below. The purpose of academic supervision is to help teachers develop their

abilities to achieve the learning goals that are planned for their students. Through academic supervision it is expected that the academic quality carried out by teachers will increase. Ability development in this context should not be interpreted narrowly, emphasizing solely on increasing teacher knowledge and teaching skills, but also on increasing commitment (willingness) or motivation (motivation) of teachers, because by increasing the ability and motivation of teacher work , the quality of learning will improve.

Meanwhile, according to Sergiovanni, there are three objectives of academic supervision as follows: Academic supervision is held with the aim of helping teachers develop their professional abilities in under-standing academic, classroom life, developing their teaching skills and using their abilities through certain techniques. Academic supervision is held with a view to monitoring teaching and learning activities in schools. This monitoring activity can be done through the principal's visit to the classes while the teacher. teac-hing, private conversations with teachers, peers, as well as some students. Academic supervision is held to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their own abilities, and encourage teachers so that they have a genuine concern (commitment) towards their tasks and responsibilities. According to Alfonso, Firth, and Neville (1981) A good academic supervision

is an academic supervision that is able to function to achieve the multi objectives mentioned above. There is no success for academic supervision if only paying attention to one particular goal by ignoring other objectives. It is only by reflecting these three objectives that academic supervision will function to change the teaching behavior of the teacher. In turn, changes in teacher behavior towards higher quality will lead to better student learning behavior. Alfonso, Firth, and Neville (1981) describe the system of influence of academic supervision behavior. Based on the description above, it can be synthesized that academic supervision is professional assistance to teachers and principals in improving the quality of the learning/guidance process to enhance student learning outcomes.

2.3 Principles of Academic Supervision

The concept and purpose of academic supervision, as stated by academic supervision experts in advance, does indeed seem idealistic for practitioners of academic supervision (principals). However, this is the normative reality of the basic concept. School principals, whether they like it or not, must be prepared to face problems and obstacles in carrying out academic supervision. The existence of these problems and obstacles can more or less be overcome if in implementing academic

supervision the principal applies the principles of academic supervision.

Lately, some literature has revealed the theory of academic supervision as the basis for every academic supervision behavior. Some terms, such as democracy (democratic), group work (teameffort), and group processes (group process) have been widely discussed and are associated with the concept of academic supervision. The discussion is merely to show us that the behavior of academic supervision must distance itself from the authoritarian nature, where supervisors as superiors and teachers as subordinates. Likewise in the background of the school system, all members (teachers) must actively participate, even preferably as an initiative, in the academic supervision process, while the supervisor is part of it.

All of these are the principles of modern academic supervision that must be realized in every process of academic supervision in schools. In addition to the above, here are some other principles that must be considered and realized by supervisors in carrying out academic supervision, which are as follows.

1. Academic supervision must be able to create harmonious human relations. Human relations that must be created must be open, solidarity, and informal. This relationship is not only between the supervisor and the teacher, but also between

the supervisor and other parties related to the academic supervision program. Therefore, in its implementation the supervisor must possess qualities, such as being helpful, understanding, open, honest, steady, patient, enthusiastic, and full of humor.

2. Academic supervision must be carried out continuously.

Academic supervision is not a part-time task that is only done at any time if there is an opportunity. It should be understood that academic supervision is one of the essential functions in the whole school program. If the teacher has succeeded in developing himself does not mean the completion of the supervisor's task, but must continue to be fostered continuously. This is logical, considering that the learning process problems always arise and develop.

3. Academic supervision must be democratic. Supervisors may not dominate the implementation of academic supervision. The emphasis of democratic academic supervision is active and cooperative. Supervisors must actively involve the teachers they coach. The responsibility for improving academic programs is not only on the supervisor but also on the teacher. Therefore, academic supervision programs should be planned, developed and

implemented in a cooperative manner with teachers, principals, and other relevant parties under the coordination of supervisors.

4. Academic supervision programs must be integrated with educational programs. In every educational organization there are various systems of behavior with the same goal, namely the purpose of education. These behavioral systems include administrative behavior systems, academic behavior systems, student behavior systems, counseling development behavior systems, academic supervision behavioral systems. Between one system with another system must be carried out integrally. Thus, the academic supervision program is integrated with the overall education program. In an effort to realize this principle, a good and harmonious relationship is needed between the supervisor and all parties implementing the education program.

5. Academic supervision must be comprehensive. Academic supervision programs must cover all aspects of academic development, although there may be an emphasis on certain aspects based on the results of the analysis of previous academic development needs. This principle is nothing but to fulfill the demands of multi-purpose academic supervision, in the form of quality control, professional development, and motivating teachers, as explained above.

6. Academic supervision must be constructive. Academic supervision is not the occasional way to look for teacher mistakes. Indeed, in the process of implementing academic supervision there are teacher performance evaluation activities, but the aim is not to find faults. Academic supervision will develop the growth and creativity of teachers in understanding and solving academic problems they face.

7. Academic supervision must be objective. In compiling, implementing and evaluating, the success of an academic supervision program must be objective. Objectivity in the preparation of the program means that the academic supervision program must be arranged based on the real needs of teacher professional development. Similarly, in evaluating the success of the academic supervision program. Herein lies the importance of measurement instruments that have high validity and reliability to measure how the teacher's ability to manage the learning process.

2.4 Dimensions of Academic Supervision

Educational experts have made it clear that a person will work professionally if he has sufficient competence. A person will not be able to work professionally if he only meets one of the competencies among the required

competencies. The competence is a combination of ability and motivation. No matter how high a person's abilities, he will not work professionally if he does not have high work motivation in doing his duties. Conversely, no matter how high a person's work motivation, he will not work professionally if he does not have a high ability to do his duties. In harmony with this explanation is a theory put forward by Glickman (1981). According to him there are four prototype teachers in managing the learning process. The best type of teacher proto, according to this theory, is a professional prototype teacher. A teacher can be classified into professional prototypes if he has a high level of achievement and high level of commitment. The above explanation has specific implications for what an academic supervision program should be. Good academic supervision must be able to make teachers more competent, that is, teachers increasingly master competencies, both personality competencies, pedagogical competencies, professional competencies, and social competencies. Therefore academic supervision, must touch on the development of all teacher competencies. In connection with the development of these two dimensions, according to Neagley (1980) there are two aspects that should be of concern to academic supervision in their planning, implementation, and evaluation. First, what is referred to as the substantive aspects of professional development (hereinafter referred to as the substantive

aspects). This aspect refers to teacher competencies that must be developed through academic supervision. This aspect refers to the competencies that must be mastered by the teacher. His mastery is a support for his success in managing the learning process. There are four teacher competencies that must be developed through academic supervision, namely personality, pedagogical, professional, and social competencies. The first and second aspects of the substance represent the values, beliefs and theories held by the teacher about the nature of knowledge, how students learn, the creation of teacher and student relationships, and other factors. The third aspect relates to how broad the teacher's knowledge about the material or subject matter in the field of study he teaches.

CHAPTER III

APPROACH IN ACADEMIC SUPERVISION

3.1 Activity in Academic Supervision

Teaching supervision activities are activities that must be carried out in the administration of education. Implementation of supervision activities carried out by the principal and school supervisors in providing guidance to teachers. This is because the teaching-learning process carried out by the teacher is the core of the overall education process with the teacher as the main role holder. Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. Therefore supervision activities are considered necessary to improve teacher performance in the learning process.
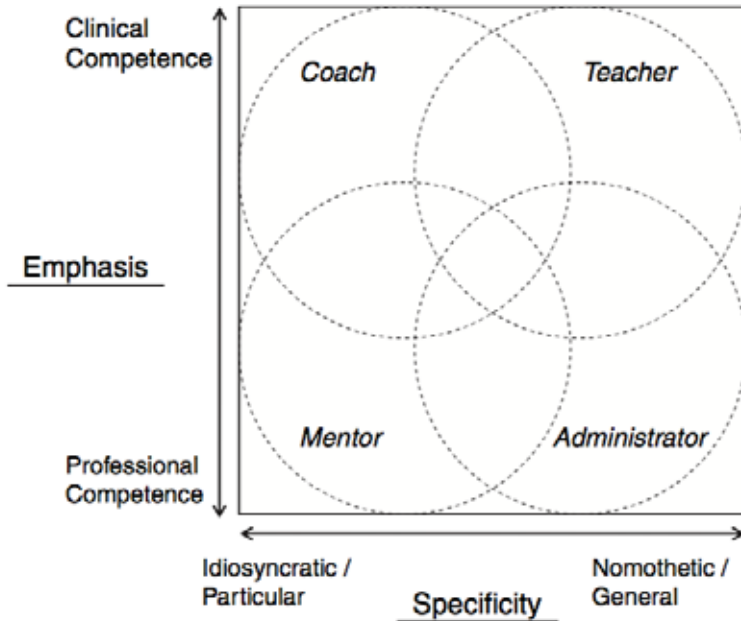
Figure 3. Supervisory roles as defined by the content dimensions of supervision   (Morgan M., 2007)

In general there are 2 (two) activities that fall into the category of teaching supervision, namely:

•   Supervision conducted by the Principal to the teachers.

The Headmaster routinely and regularly carries out supervision activities to teachers in the hope that teachers will be able to improve the learning process that is carried out. In the process, the principal monitors directly when the teacher is teaching. The teacher designs the learning activities in the form

of a learning plan then the principal observes the learning process carried out by the teacher. When supervision activities take place, the principal uses a standardized observation sheet, the Teacher Ability Assessment Tool (APKG). The APKG consists of APKG 1 (to assess the Learning Plan created by the teacher) and APKG 2 (to assess the implementation of the learning process) conducted by the teacher.

- Supervision is carried out by the School Super-intendent to the School Principal and teachers to improve performance.

This supervision activity is carried out by the School Superintendent who is in charge of a School Cluster. The School Cluster is a combination of several nearby schools, usually consisting of 5-8 Primary Schools. The things observed by school supervisors when conducting supervision activities to monitor the performance of school principals, including school administration, include:

Academic Affairs, covering activities:
- Compile annual and semester programs,
- Arrange lesson schedules,
- Regulate the implementation of learning unit mode-ling,
- Determine the norm for grade promotion,
- Determine assessment norms,

- Organize the implementation of learning evaluations,
- Improve teaching improvement,
- Arrange class activities if the teacher is absent, and
- Regulate class discipline and order.

Student Affairs, includes activities:
- Regulate the implementation of new student admissions based on new student admission rules,
- Managing guidance and counseling services,
- Record the attendance and absence of students, and
- Regulate and manage extracurricular activities.

Field of Personnel, including activities:
- Arrange the division of teacher duties,
- Submit promotion, salary, and teacher transfers,
- Organize teacher welfare programs,
- Record teacher's attendance and absence, and
- Record teacher problems or complaints.

Finance, including activities:
- Prepare a school budget and expenditure plan,
- Looking for sources of funds for school activities,
- Allocate funds for school activities, and
- Financial responsibility in accordance with applicable regulations.

Facilities and Infrastructure Sector, covers activities:
- Provision and selection of teacher handbooks,
- Library and laboratory services,
- The use of props,
- Cleanliness and beauty of the school environment,
- Beauty and class cleanliness, and
- Improvement of class completeness.

Field of Public Relations, including activities:
- School collaboration with parents,
- School collaboration with the School Committee,
- School collaboration with related institutions, and
- School collaboration with the surrounding community.

Meanwhile, when supervising teachers, the things monitored by supervisors are also related to the administration of learning that teachers must do, including:
1. Use of semester programs.
2. Use of learning plans.
3. Daily planning.
4. Program and evaluation implementation.
5. Collection of questions.
6. Student work book.
7. Value list book.
8. Book analysis of the results of the evaluation.
9. Book improvement and enrichment programs.

10. Guidance and Counseling program book.
11. The book on the implementation of extracurricular activities.

3.2 Approach in Academic Supervision

There are several approaches that can be done by a supervisor, this is certainly easier for supervisors when supervising subordinates, supervisors can choose which approach will be used in accordance with the conditions of the institution concerned, because each approach in the supervision of education has different characteristics. The right choice depends on the problem at hand and the goal to be achieved. For the intended purpose, several supervision approaches proposed by Wahyudi (2009) are collegial approach, individual approach, clinical approach and artistic approach in teaching.

a.   Collegial Approach

Collegial supervision or commonly called partner supervision is termed in several names, among others, peer supervision, cooperative professional development and even often said to be collaborative supervision.

Figure 3. Collegial supervision model (Strieker T., 2016)

Collegial supervision as a moderate formal process whereby two or more teachers work together in the interests of the teacher's professional development. The form of collegial supervision according to Kimbrough is:

- Teachers meeting with a clear agenda and discussing topics related to the advancement of education in schools;

- Workshops, namely group activities consisting of School Principals, Supervisors and teachers to solve problems encountered through conversation and working in groups;

- The observation of fellow teachers in the class is to involve fellow teacher in turn to see and assess

learning activities in the classroom with their successes and shortcomings.

b. Individual approach

This approach is called an individual interview, which is an opportunity created by a supervisor or principal to work individually with the teacher regarding his professional problems. This approach emphasizes the teacher's personal responsibility for his professionalism. The form of this approach is the teacher makes a learning plan, then submitted to the supervisor, the Principal or other competent parties. At the end of the semester, teachers and supervisors usually meet to discuss obstacles encountered during implementing the learning program. This is suitable for teachers who prefer to work alone.

c. Clinical Approach

The clinical approach is a form of supervision that is focused on improving learning with systematic stages or cycles in logical, intensive planning, observation and analysis of the real teaching performance of making changes in a rational way. There are several stages of clinical supervision planning:

• The initial meeting stage is the creation of a framework, because it is necessary to create a friendly and open atmosphere between the supervisor and the teacher so that the teacher feels

confident and understands the purpose of holding a clinical approach;

- In the classroom observation phase, the teacher conducts learning activities according to the guidelines and procedures agreed upon at the initial stage. Furthermore, the supervisor makes observations based on instruments that have been made and agreed with the teacher. After observation, a supervisor collects information to assist the teacher in analyzing learning;

- The final meeting or feedback stage, the supervisor evaluates the things that happened during the observation and the whole cycle of the supervision process with the aim of increasing teacher performance. This final meeting is a feedback discussion between the supervisor and the teacher. The supervisor presents objective data so that the teacher can find out the strengths and weaknesses of the lesson. The basis of the teacher's feedback is agreement on the observation items that have been made so that the teacher is aware of the level of achievement achieved.
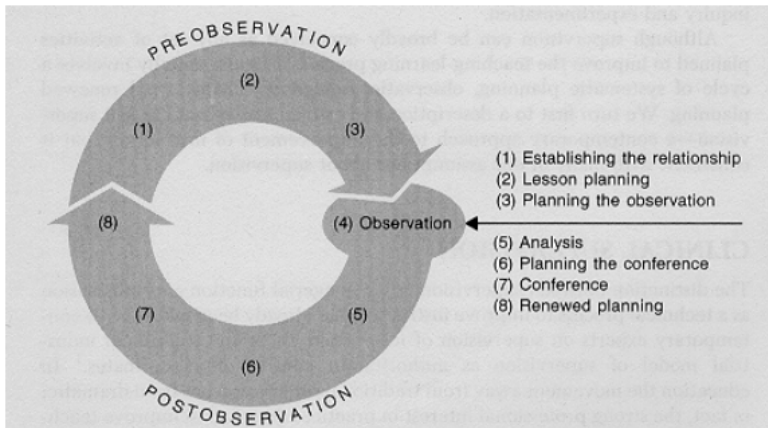
Figure 2. Cycle of Clinical Supervision (Hoy W.K., & Forsyth P. B., 1986)

There are some characteristics of clinical supervision are;

- Essentially supervisors and teachers are equal and help each other improve professionalism skills.
- The focus of clinical supervision is on improving teaching methods, not changing the teacher's personality.
- Feedback on clinical supervision is based on observational evidence.
- Is constructive and gives reinforcement to patterns and behavior attitudes that have been achieved.
- The stage of clinical supervision is continuity and builds on past experience.
- Clinical supervision is a dynamic process of giving and receiving.

- The teacher has the freedom and responsibility to express problems analyzing how to teach himself and develop it.
- Supervisors have the freedom and responsibility to analyze and evaluate how to supervise.
- Teachers have the initiative and responsibility in improving pedagogical competence.
- Supervisors and teachers are open in gathering opinions and mutual respect.

d. Artistic Approach in Teaching Supervision

According to Carter V. Good (1977), artistic is a human activity directed at achieving a goal, but in general use is limited to activities that involve creative abilities, ingenuity, consideration and skills. An artistic approach to teaching supervision is any form of professional assistance services to teachers individually or in groups in order to improve teaching and improve curriculum programs through processes that require intuition, creativity, ingenuity, skills performed by supervisors in supervision activities that have not been agreed in writing in order to improve the quality of education.

The aim of this approach is to improve the quality of education in schools by trying to uncover teaching while reaching out to the teacher's background. This approach has the following characteristics:

- Accept the fact that supervisors with all their strengths and weaknesses, sensitivity and experience are the main instruments. In other words the supervisor gives meaning to all activities during the learning process.
- Requires good relations between supervisors and teachers.

e.   Scientific Approach

The scientific approach in the supervision of learning is closely related to the pursuit of learning effectiveness, meaning that it responds to deficiencies in assessing learning effectiveness (Ali Imron, 2012). These deficiencies can be:

- Lack of clarity and unclear standards used to assess the effectiveness of learning today.
- It is difficult to determine the best methods.
- It is difficult to determine which teacher teaches and carries out the best tasks.

In the scientific view, learning is seen as a science (science), then the improvement of learning can be done by the Supervisor using scientific methods, there are several steps in implementing this scientific approach, as follows:

- Implement the findings of the researchers.

    With the findings of researchers, it will be known which learning is effective and which is not

effective, of course the discovery is based on proven learning theories. So that the Supervisor can achieve the goals of one division.

• Together with researchers conducting research in the field of learning and other matters related to it.

> The research action must be carried out by the Supervisor together with the learning and the Supervisor will get an overview of the learning carried out by the teacher together with his students.

• Apply scientific methods and have a scientific attitude in finding the effectiveness of learning.

> The scientific attitude, among others: clear in looking at the problem without any attention, keep a distance in the observed, objective and use the frameworks recognized in the scientific approach.

> According to Sahertian Piet A. (2010), there are several approaches that can be used in supervision, namely the directive approach, non-directive approach and collaborative approach, the three approaches are based on the theory of learning psychology, the following is an explanation of the three approaches.

• Directive (direct) approach.

> This approach was born from the psychological theory of behaviorism, which is that all actions originate from relaxation, or responses to stimuli/

stimuli. Therefore teachers with shortcomings need to be provided with stimulations so that they can react with reinforcement or punishment. What is meant by the directive approach is a way of approaching problems that are direct. Supervisors provide direct direction, with the aim that teachers who experience problems need direct stimulation so that they can react. The steps of the directive approach are: explain, present, direct, give examples, set benchmarks, and strengthen. And concluded by Muslim, Sri Banun (2009) with the terms of supervising behavior namely: demonstrating (showing), directing (directing), standizing (preparing) and reinforcing (strengthening). Thus, the Supervisor becomes the central that determines improvement in the teacher, the supervisor must be active, creative, and innovative in improving the teaching of the teacher, so that the teacher does not feel dictated in developing his abilities and creativity.

• Non-directive Approach.

This approach was born from an understanding of humanistic psychology, which greatly appreciates the people who will be assisted, by hearing problems. Thus the non-directive approach is a way of approaching problems that are indirect. The supervisor does not directly point out the problem, but first listens actively to what the teacher puts

forward. The supervisor gives as much as possible to the teacher to express the problems experienced, therefore the teacher's personality that is fostered is so respected. In addition, according to Muslim, Sri Banun (2009), teachers must be able to solve their own problems. The role of the supervisor here is to encourage / generate self-awareness and the experiences of the teacher are classified. This approach is more appropriate for professional teachers. Thus, it can be concluded that in this non-directive approach the teacher becomes central which determines improvement in itself. Supervisors only help, encourage teachers to be able to develop their abilities and creativity.

The steps of the non-directive approach are: listening, giving reinforcement, explaining, presenting and solving problems. And concluded by Sri Banun Muslim in terms of supervision behavior, which includes: listening, clarifying, encouraging, presenting, problem solving, negotiating, demonstrating, demonstrating , directing (directing), standadizing (preparing) and reinforcing (strengthening).

- Collaborative Approach.

This collaborative approach was born from cognitive psychology, which assumes that learning is the result of a combination of individual activities

and the environment which in turn influences the formation of individual activities. Thus a collaborative approach is a way of approach that combines directive and non-directive approaches. In this approach the Supervisor and teacher together agree to set the structure, process and criteria in carrying out the process of conversation towards the problem at hand, this collaborative approach uses two-way communication, from the top down and from the bottom up. This approach is more appropriate for teachers who criticize or are too busy. The supervisor's task is to ask the teacher for an explanation if there are things that he expresses are not understood, then encourage the teacher to actualize the initiatives he thinks about to solve the problems he faces or improve his teaching. Thus, it can be concluded that in this collaborative approach, the central ones are supervisors and teachers. Both complement each other to determine the improvement and development of the ability and creativity of teachers.

The steps of the non-directive approach are: present, explain, listen, solve problems and negotiate. And concluded by Sri Banun Muslim in terms of supervision behavior, which includes: presenting (presenting), problem solving (problem solving), and negotiating (negotiation).

CHAPTER IV
ROLES AND RESPONSIBILITIES

4.1 Assessing Learning Needs

Needs assessment is a tool for building and positive change, not solely changing but driven by controversy, rapid improvement, situational crisis but rational, logical functional change, which fulfills the needs of citizens, educators and students. They show a systematic and formal effort to determine and cover more gaps between 'what is there?" And "what should be there" (Voinea L., 2018).

a. Assesment of Needs and Management System

The application of the system approach to education management has occurred since the last 10 years. This has had a large impact on the importance of

needs assessments in the world of education. But the application of the system approach is not something that is easy to implement. One of the requirements that must be met in implementing a systems approach in education is starting with the school leadership. School leaders or school administrators must get training in accordance with their responsibilities. But what happened at that time was that school leaders did not receive training on how to analyze systems and skills in planning.

The lack of training received by school/organization leaders has an impact on their skills in distinguishing between solutions and problems. This provides a reason why schools in the past have not been able to implement effective management in schools. This is exacerbated by the unclear function of the supervision carried out by the supervisor. Supervisors should be able to interpret school foundation policies into concrete actions that should be aligned with school goals (Younas W., 2018).

The problem of the failure of school/organization leaders to create effective school management can be solved by increasing the skills and knowledge of school leaders about the types of comprehensive planning strategies that touch all lines starting from the strategy of creating schools as a safe and comfortable place for students to learn.

b. Curriculum

Curriculum development and its application are the most frequently discussed vehicles for improving the school system but the least understood of the process. This may be due to the focus of curriculum development originating from many sources, lack of agreement on the proper function of the curriculum, lack of appropriate vocabulary and referring to incorrect theories (Mohanasundaram K., 2018)

Basically the curriculum is useful to direct the teaching-learning process so that national education goals can be achieved properly. Referring to the understanding of the curriculum, as for some of the benefits of the curriculum are as follows:

1. Curriculum for Teachers
   - The curriculum can be used as a guide for designing, implementing, and evaluating the results of learning activities.
   - The curriculum can help provide understanding to teaching staff in carrying out their duties and responsibilities.
   - The curriculum can encourage teachers to be more creative in the teaching-learning process.
   - The curriculum can help support teaching for the better.

2. Curriculum for Schools

   • The curriculum will open up opportunities for the school to develop the curriculum in accordance with needs.

   • The curriculum can be used as a tool in the achievement of educational program goals.

3. Curriculum for the community

   • The curriculum can be used as guidelines or standards for parents in guiding their children's learning process.

   • The curriculum allows the community to participate in developing and perfecting educational programs, namely through constructive criticism and suggestions.

4.2 Identifying Teaching Activities

The learning process is a process in which there are interactions between teacher-student and reciprocal communication that take place in educational situations to achieve learning goals (Rustaman, 2001). In the learning process, teachers and students are two inseparable components. Between these two components, there must be a mutually supporting interaction so that student learning outcomes can be achieved optimally.

The learning process is any joint effort between the teacher and students to share and process information, with the hope that the knowledge provided is useful

in students and becomes the foundation of continuous learning, and it is hoped that there will be better changes to achieve a positive improvement marked by changes in individual behavior for the creation of an effective and efficient teaching and learning process. A good learning process will shape intellectual abilities, critical thinking and the emergence of creativity and changes in behavior or a person based on certain practices or experiences.

Components that affect the course of a learning process according to Zain et al (1997), in teaching and learning activities there are several learning components that are interrelated with one another, namely: 1) Teacher, 2) Student, 3) Material, 4) Method, 5) Media, 6) Evaluation.

1. Teacher

    The teacher is one component that is very influential in the learning process, because the teacher plays a very important role, including preparing the material, delivering the material, and managing all teaching and learning activities in the learning process. A learning process, students need a teacher as a source of material in delivering material and a number of knowledge in order to develop student education and human resources.

2. Student

    Another component that also influences the course of a teaching and learning activity is students

or commonly also referred to as students. Students as individuals are people who do not depend on others in the sense of being free to determine themselves and are not forced from outside, so rather than that in the world of education students must be recognized as unique and individual persons. Each student has unique and evolving individual characteristics including emotional, moral, intellectual and social development. This development affects the ability of students as educational subjects.

3. Material

Learning material is one of the most important and very important learning components in teaching and learning activities so that learning objectives can be achieved. learning material is something that is presented by the teacher to be processed and then understood by students, in the context of achieving instructional goals that have been set.

4. Method

The learning method is a component that is needed by the teacher after determining the learning material. Various methods can be used in the learning process in accordance with the learning. Therefore, in the process of music activities in band music learning, methods are needed to facilitate the implementation of activities to achieve what the

music learning objectives are. Before the method is applied, it must first understand the meaning of the method itself. The method is a way used during the teaching process by organizing the material presented as well as possible in order to obtain a planned learning to achieve the goal.

5. Media

A learning process will not run optimally if it is not supported by the media as a means to facilitate a teacher to interact with students in teaching and learning activities. The media is a set of tools or complementary tools used by teachers or educators in order to communicate with students or students.

6. Evaluation

Evaluation is a barometer to measure the achievement of the interaction process, by conducting an evaluation can control student learning outcomes and control the accuracy of a method used by the teacher so that the achievement of learning objectives can be optimized. The evaluation aims to see or measure students' learning in terms of mastery of the material that has been studied in accordance with the objectives set.

CHAPTER V

PRACTRICES OF SUPERVISION

5.1 Background of Supervision

In this section Supervisors explain the objectives, time and organization / school that are the objectives of supervision. Academic supervision also includes curriculum books, teaching and learning activities and the implementation of guidance and counseling. Educative supervision is no less important than administrative supervision. The main target of educational supervision is the teaching and learning process with the aim of improving the quality of the process and the quality of learning outcomes. Variables that influence the learning process include teachers, students, curriculum, tools and learning materials as well as environmental and physical conditions. Therefore, the main focus of

educational supervision is efforts that are to provide opportunities for teachers to develop professionally so that they are able to carry out their main tasks, namely: evaluating and improving the process and learning outcomes.

1.   Aim.

The purpose of supervision explains the back-ground why supervision is carried out on the chosen organization. This will be the main foundation in the implementation of supervision.
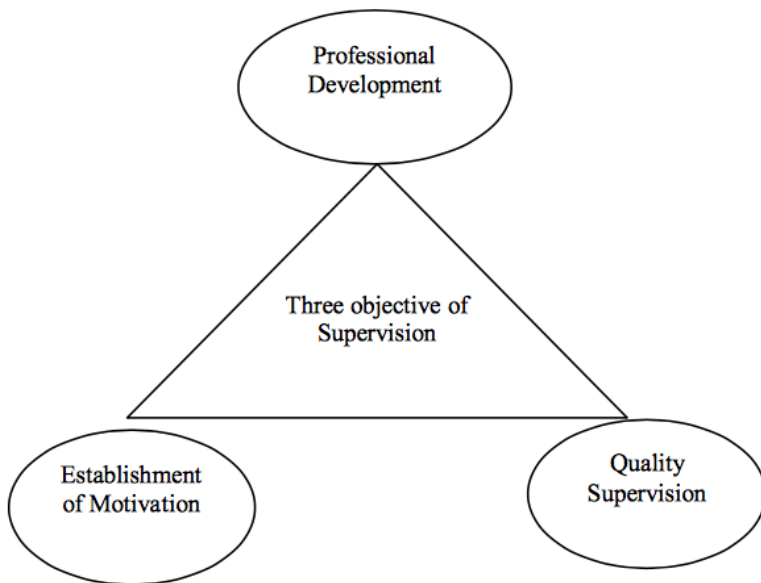
Figure 1. Three Purpose of Academic Supervision (Ambarita B., 2014)

There is no success for academic supervision if only pay attention to one particular goal to the exclusion of other goals. Only by reflecting on these three objectives will serve to change the academic supervision of teachers teaching behavior, and in turn change teacher behavior toward a higher quality of learning behavior will lead to better student.

2. Time.

The time will be described the length of supervision activities carried out in the selected organization. In this section supervisors must determine the duration from the time of supervision to the completion of supervision activities.

3. Organization.

Organization/School is chosen to be the location of supervision. In this section supervisors explain in general terms about the organization chosen.

ORGANIZATIONAL INPUTS

Formal organization

Hierarchy of authority
Rules and regulations
Impersonality
Division of labor
Career
Functions and dysfunctions

Informal organization

Norms
Values
Cliques
Leaders

Individual leadership

Principal and supervisor
Social leader
Task leader
Integrated leader
Passive leader
Contingencies

School climate

Professional interactions
Pupil-control orientation
Managerial system
Trust environment

Resources

Materials
People
Programs

Supervisory opportunities and constraints
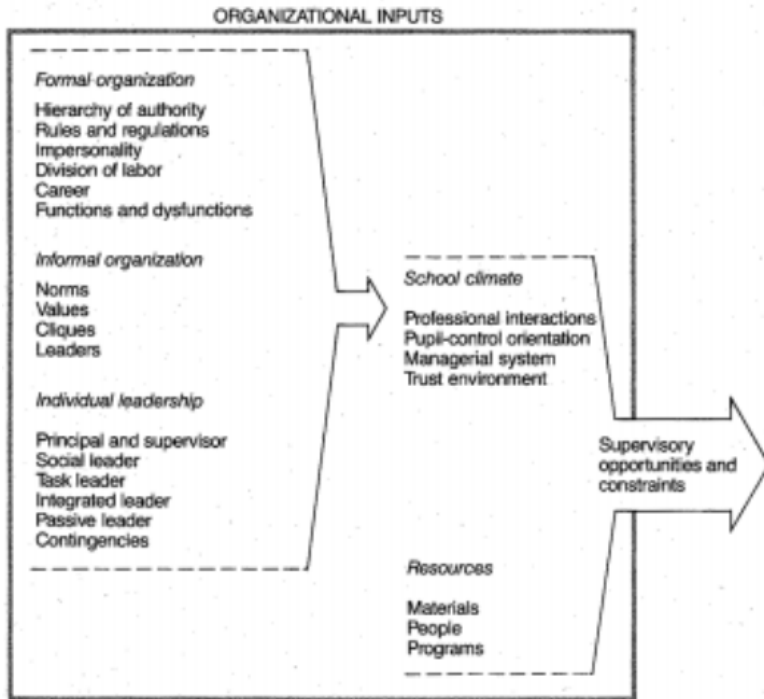
Figure 2. Critical Aspects Inputs (Hoy W.K., & Forsyth P. B., 1986)

5.2 Profile of Organization

In this section supervisors will contain information about the organization in which there is a vision and mission, Principal/head, teachers and staff, facilities and infrastructure, and students.

1.   Organization

LEVELS OF ORGANIZATION

Institutional Level (Board of Education)

—*Institutional function* is representing the local community in
 overseeing the operation of the organization.

   a. To mediate between the managerial level and the public at large
   b. To define general objectives and policies
   c. To maintain the legitimacy of the organization
—The board adjusts the organization to external conditions.

Managerial Level   (Administration)

—*Managerial function* is the internal operation of the organization.

   a. To coordinate internal administrative activities
   b. To mediate between teachers and students and parents
   c. To procure resources to perform functions
—Administrators have the last word on internal policy and management.

Technical Level   (Teachers)

—*Technical function* of the school is teaching.

—Teacher-professionals have the last word on technical decisions.

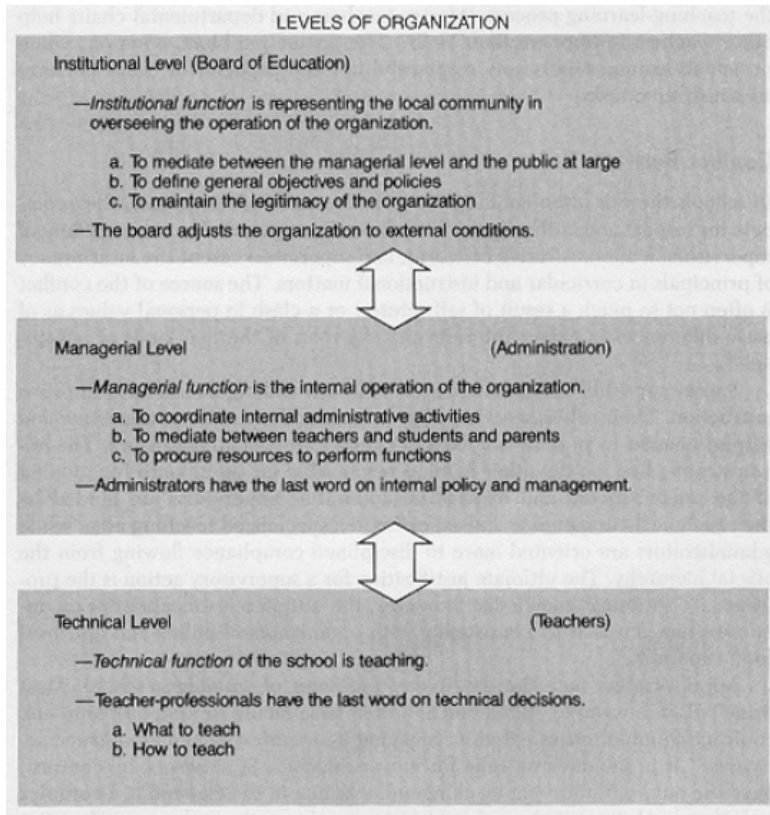   a. What to teach
   b. How to teach

Figure 2. Levels of Organization (Hoy W.K., & Forsyth P. B., 1986)

a.   Vision

Vision is something that is desirable to have in
the future (what do they want to have). Vision
describes the aspirations of the future without
specifying ways to achieve them, effective vision
is a vision that is able to inspire.

b. Mission

Mission is a coveted form in the future (what do they want to be). The mission is a statement that confirms the vision through the choice of form or outline of the path that will be taken to arrive at the vision that was formulated earlier.

2. Principal/Head

The principal as part of a school is also the object of the education supervision. And as the highest holder in a school also needs to be supervised, because looking from the background of the need for educational supervision, that the principal also needs to grow and develop in his position, the principal must try to develop himself, improve the quality of his professionalism and foster enthusiasm in himself in carrying out his job as a principal. The supervisor will explain details about the principal/ leader in the existing organization, both from an educational background or experience.

3. Teacher and Staff

The teacher as the agent of change which is the spearhead of the implementation of learning, in carrying out their duties there needs to be supervision by a supervisor namely the principal who supervises the teacher. Because teachers are also human beings who are experiencing developments at all times and need regular and

systematic supervision. In addition, teachers also need to improve the quality of their professionalism, improve the quality of work, and improve their effectiveness as an educator. Because the teacher must be able to develop and improve the process of teaching and learning activities of students who are even better.

Academic supervision is held with the intention of helping teachers develop their professional abilities in understanding academic, classroom life, developing teaching skills and using their abilities through certain techniques. Academic supervision is held with a view to monitoring teaching and learning activities in schools. This monitoring activity can be carried out through the principal's visit to classes while the teacher is teaching, private conversations with the teacher, his colleagues, or with some of his students. Academic supervision is held to encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their own abilities, and encourage teachers so that they have a genuine concern (commitment) towards their tasks and responsibilities.

School Staff or School Education Personnel are the same. Guidance or supervision of school staff is carried out by the Principal just like a teacher, but

in school staff what needs to be supervised is about staff performance, school administration structuring, ability to work or skills as well as loyalty to school leaders or principals. Because staff also need development in themselves and there needs to be supervision, observation and assessment from supervisors to improve their professionalism as part of an education system. Supervision for school staff or education personnel is broader and deeper as is the supervision of teachers. Because school staff become the executor in managing and running school management that has been set. And the way of coaching the staff is the same as with the teacher.

In this activity supervisors will record the number of teachers and staff in the organization and describe in detail the educational background and tasks of the teacher and staff.

4. Facilities and Infrastructure.

Supervision of facilities and infrastructure talks about the availability of rooms, management and maintenance of facilities, the use of books, the use of media and teaching aids, equipment and maintenance of supporting equipment, school buildings and furniture, learning tools consisting of bookkeeping, teaching aids and laboratory.

5. Student

Students are students or students who are sitting in elementary school, junior high school and also senior high school. A student and student who then learns in order to get knowledge to be able to achieve their goals. A student is a child who is studying from elementary school to high school that is what is called a student and student.
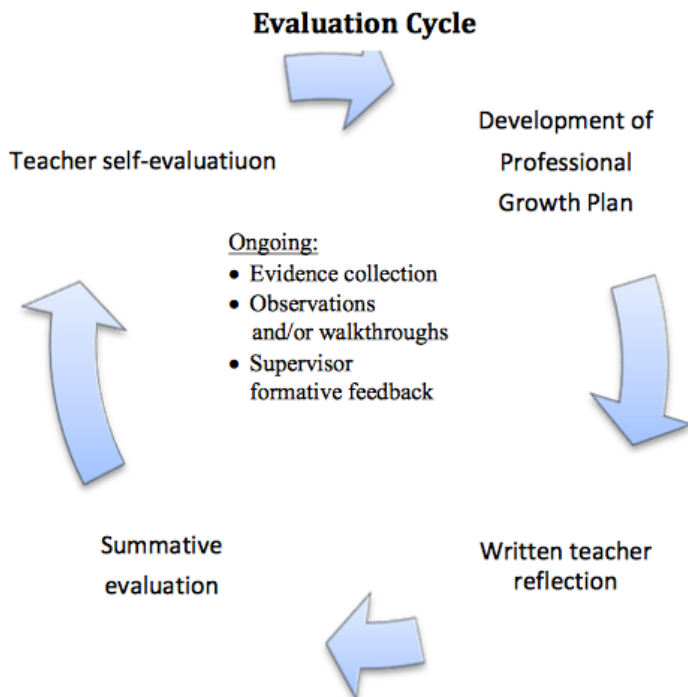
5.3 Evaluation

Figure 3. Evaluation Cycle (LNSU, 2013)

1. Teacher self-evaluatiuon

    Teachers will participate in an initial self-evaluation to determine level of competency and expertise with regards to the School Teaching Standards and the School Learning Principles. Note: Teachers new to the profession, new to School, new to a position within the school or district or teachers who are working on a more intensive improvement plan will have additional supports and directions with regards to completion of the self-evaluation.

2. Development of Professional Growth Plan

    Prior to establishing goals, the teacher should request access to and analyze data related to their job assignment. This data will include their students' performance on state, local and classroom assessments, discipline data, disaggregated demographics, habits of assignment completion, individual student plans, etc. The purpose of this step is to indicate the teacher's understanding of their current students, the students' past performance, student performance after they've had the teacher, etc. in order to develop goals that provide for high quality instruction within the classroom as well as to indicate an understanding of the teacher's role in the larger school system as it relates to student performance.

Based on the self-evaluation, a review of any relevant data and supervisor feedback, teachers will work with their supervisor to develop a growth plan incorporating supervisor recommendations. The plan will include goals, strategies and a list of evidence the teacher and administrator will use to evaluate progress towards meeting the goals. Plan lengths might vary from one to three years for completion. Plans longer than one year will include interim check-ins such as an annual reflection, where teachers may request a revision of the plan if necessary. Once the supervisor approves the plan, the teacher begins working on the plan and collecting evidence.

3. Written Teacher Reflection

The teacher reviews the evidence collected and examines current data against the baseline data in the Professional Growth Plan. Based on a review of the data and evidence, the teacher writes a written reflection for each goal. Reflections should be concise (not to exceed two pages double-spaced). If a goal is not met, the teacher reflects upon what they tried and any changes they'll make as they move forward.

The teacher will schedule a time to meet with their supervisor. Both teacher and supervisor will bring materials necessary to wrap up the plan,

including (1) the self-assessment, (2) the Professional Growth Plan, (3) any written reflections, (4) evidence and data used to evaluate progress. Teachers should also come to this meeting with some ideas about goals for the next Professional Growth Plan.

4.   Summative Evaluation

Following a review of the data and meeting with the teacher the supervisor writes a formal Summative Evaluation that will include a summary of the teacher's impact on student growth based on student scores (whenever appropriate to do so based on instructional grade level and content area) and other assessment data, to be included in the teacher's personnel file.
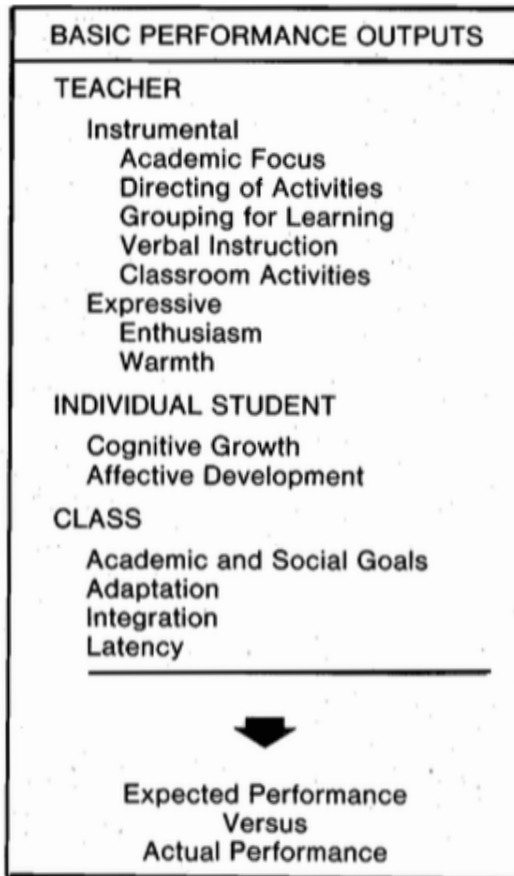
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BASIC PERFORMANCE OUTPUTS

TEACHER
    Instrumental
        Academic Focus
        Directing of Activities
        Grouping for Learning
        Verbal Instruction
        Classroom Activities
    Expressive
        Enthusiasm
        Warmth

INDIVIDUAL STUDENT
    Cognitive Growth
    Affective Development

CLASS
    Academic and Social Goals
    Adaptation
    Integration
    Latency
    _____

            ▼

    Expected Performance
          Versus
    Actual Performance
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Figure 2. Key Performance Issues (Hoy W.K., & Forsyth P. B., 1986)

The teacher reviews and signs the Summative Evaluation. All teachers will be required to sign their Summative Evaluation. Teacher signature only indicates that the teacher has received and read the evaluation and does not indicate teacher agreement with the evaluation.

However, should a teacher dispute the contents of the Summative Evaluation, the teacher is permitted to add a written response to the evaluation for inclusion in their personnel file.

Following the completion of the teacher's cycle, the supervisor will submit to the School Human Resources Department the following materials for inclusion in the teacher's personnel file:

- a copy of the Summative Evaluation;
- the teacher's Professional Growth Plan; and
- any written Formative Evaluations which may have occurred during the cycle.

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