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# Academic Supervision Management Model for Elementary School Teachers in the 3T (Frontier, Underdeveloped, and Outermost) Regions

Herry Sanoto<sup>1</sup>, Soesanto<sup>2</sup>, AT Sugito<sup>3</sup>, Kardoyo<sup>4</sup><sup>1,2,3,4</sup> Universitas Negeri Semarang

Corresponding e-mail: herry.sanoto@uksw.edu

**1****Article Info****Volume 83****Page Number: 16971 - 16978****Publication Issue:****May – June 2020****Abstract****2**

The implementation of the academic supervision management model is totally vital for elementary school teachers in the 3T (frontier, underdeveloped, and outermost) regions to improve their performance abilities and professional competencies. Thus far, the implementation of academic supervision in one of the 3T regions (Bengkayang Regency – West Kalimantan) still confronts a variety of challenges and obstacles including the time, distance and cost. This makes the implementation of the academic supervision management model less useful for elementary school teachers. According to this issue, an effective academic supervision management model is required for elementary school teachers in 3T regions. This study aimed at describing the academic supervision management model that has been carried out for elementary school teachers in the 3T regions. Based on the research results, an overview of the academic supervision management model in the 3T regions to date could be obtained. This model was formed in accordance with the way the supervisors supervise elementary school teachers. This model begins with the coordination between the principal and supervisors to determine the academic supervision program. The academic supervision program is divided into 3 stages, i.e.: stage 1: setting the goals and objectives, stage 2: conducting an assessment using the IPKG – 1, IPKG – 2 and IPKG – 3 instruments, and stage 3: conducting academic supervision.

**Keywords:** Academic Supervision Management Model, Elementary School Teacher**Article History****Article Received:** 1 May 2020**Revised:** 11 May 2020**Accepted:** 20 May 2020**Publication:** 24 May 2020

## **5** I. Introduction

Law Number 23 of 2003 concerning the National Education System (Sisdiknas) article 5 paragraph 1 states that every citizen has the same right in obtaining quality education and article 5 paragraph 3 states that citizens in remote or underdeveloped areas and remote indigenous people are entitled to special service education. Quality education will require quality human resources, superior competence and high thinking ability. On the basis of the Law Number 20 of 2003, it has the implication

for the importance of education staffs (teachers) in implementing quality education.

Teachers are the main actor in the creation of quality education in schools. Quality education begins with quality teachers. Sucipto in Mukhtar and Iskandar (2009) states that teachers are the determinant of the success of education through their performance at the institutional and executive level. In the Minister of National Education regulation (Permendiknas) No. 16 of 2007 with reference to Standards for Academic Qualifications and Competencies of

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Teachers, it is stated that there are 4 (four) standard competencies for elementary school/ Islamic elementary school (MI) class teachers, which are: (1) educational competence; (2) personality competence; (3) social competence; and (4) professional competence. With these competencies, teachers are expected to improve their performance and become professional teachers. In this regard, education management has a role to support the improvement of the competence and performance of teachers in creating quality education. This improvement can be carried out by performing management functions. Terry [1], [2] states that there are 4 management functions that must be implemented, i.e. *Planning, Organizing, Actuating and Controlling*. According to the *Controlling* function, the activities of academic supervision are required to implement for action and improvement plans. Academic supervision is one of the controlling functions in the implementation of the coaching, monitoring, evaluating, guiding and professional training duties [3]. Academic supervision aims to help teachers develop their abilities to achieve the learning objectives [4], develop professionalism and, control the quality of teachers [5]–[7] that have proven its effects on the improvement of teachers' performance and motivation [8], [9]. Academic supervision implemented by a supervisor to teachers in schools. As a consequence, it is expected that teachers will understand the advantages and disadvantages in making planning, implementing the learning process in the classroom, and planning and developing learning assessment instruments [10], [11]. Feedbacks from supervision can also be a material for teacher reflection to add and improve their insight and knowledge [12], [13].

In order that the achievement of the supervision objectives and the benefits can be felt by the teacher is highly dependent on the way the supervision is carried out. Supervision as an effort to improve the quality of educators in order to improve the quality of education needs to be carried out effectively and efficiently. This will be realized with the cooperation of the whole elements involved (supervisors, schools, government and society) [14], [15], and the

organization must be *holistic* and *scientific* [16], [17]. In its implementation, supervision in various regions and countries encounters various challenges and obstacles that lead to the inability to achieve the objectives; hence, the benefits of supervision cannot be felt by schools and teachers, for example supervisors the task of whom is only to find mistakes instead of helping improve teacher performance [18], supervision management implementation and complexity of individual teachers [19]. If these challenges and obstacles are not handled properly, it may result in problems in the implementation of supervision. The main problem of supervision faced in the field at this moment, especially in developing countries [20], is the limited materials needed by supervisors because of the unavailability of required data / information, weak communication between supervisors and teachers and principals, limitation of costs and time so that supervision does not reach the entire teachers or schools, and inconsistent education policies and systems. These problems are the main obstacles to equal distribution of quality improvement in education and have the potential to occur in remote areas such as the frontier, underdeveloped and outermost (3T) regions in Indonesia. Research on the implementation of supervision in Indonesia, especially in the 3T regions, shows that the implementation is not effective and requires improvement. The limitation of space and time and the mechanism or approach utilized lead to supervision activities that do not succeed in portraying teacher performance capabilities completely so that supervision does not produce the required feedback to improve teacher performance and the educational process in schools [21], [22].

1. One of the areas categorized as 3T regions is Bengkayang Regency in West Kalimantan. Based on the observation by the researchers in Bengkayang, the academic supervision undertaken by supervisors of elementary school level in Bengkayang Regency could identify some of the challenges and problems in the implementation of academic supervision, which are: (1) The very large geographical location of Bengkayang Regency of 5396.30 km<sup>2</sup> makes the

spread of elementary school (SD) far apart between one school and another so that the visit to the elementary schools to provide guidance for the trained teachers does not run according to plan and even some are not visited in an entire one school year; (2) The number of elementary school supervisors in Bengkayang Regency is not proportional to the number of target schools, i.e. elementary schools in Bengkayang Regency that has 301 schools with the number of school supervisors of 21 people, and these elementary schools are spread in 17 Districts; (3) The communication patterns between supervisors and teachers are very lacking and even if communication occurs, it is limited to school visits without follow-up; (4) A variety of information and the plan of supervision relating to the planning, implementation and evaluation of supervision are not carried out, recorded and conveyed properly; (5) The supervision model that has been carried out by supervisors is not effective and not experienced by the whole elementary school teachers in Bengkayang Regency; (6) Bengkayang Regency is one of the 3T (frontier, underdeveloped and outermost) regions in Indonesia. Hence, an appropriate supervision model is required in order that the implementation of supervision can run effectively; (7) Operational and transportation costs in supervising elementary schools from the Regional Government are still very low, i.e. Rp 350,000.00 / month; (8) The safety factor also becomes an obstacle to the school supervisors to observe vast territory and criminal threat factors, and they even frequently stay at local residents' houses overnight on the way home after doing supervision; (9) The culture and local wisdom are still in touch with supervision way in the area of Bengkayang Regency; (10) The infrastructure facilities in the use of ICT are sufficient since in every district there is a telephone network and there is a VSAT network; and (11) The time required to conduct supervision is very lacking because of the distribution of schools and elementary school teachers in Bengkayang Regency. Based on these problems and challenges, there is a necessity of research that aims to describe the academic supervision management model that has

been carried out for elementary school teachers in the 3T regions.

## II. Theoretical Review

The President of the Republic of Indonesia established the Nawacita program or 9 priority programs for five years in 2015. The Nawacita Program was outlined in the 2015-2019 National Medium-Term Development Plan (RPJMN). This program is the foundation of the direction of national development policy and has 3 main characteristics, i.e. the presence of the State, development of the peripheral areas and mental revolution. The concept of development of the peripheral areas is to reinforce regions and villages within the framework of a unitary state through asymmetric decentralization, equalization of regional development with the focus on eastern Indonesia and border areas. According to Nawacita program, then the concept of the 3 T (frontier, underdeveloped and outermost) region program was created to accelerate the process of national development of peripheral areas and it was stipulated in Presidential Decree No.

Supervision is an effort of providing services to teachers, either individually or in group in order to improve quality of teaching and curriculum (Sahertian 2000: 19). Based on these issues, supervisors can hold a meeting and coordinate privately with the supervised teacher to discuss the findings of the implementation of the supervision as a form of coaching.

Supervision is an independent working area in the education system. Based on the division in the education system, there are four interrelated systems that can be observed in Figure 2.3. The four systems are not only interconnected or even intersected or even at one time there are parts of the system that are not in the domain of other systems. The supervisory system is represented by the dotted lines, while the other systems are drawn by a solid line. This means that the area of supervision is independent, but still has links with the other three systems.



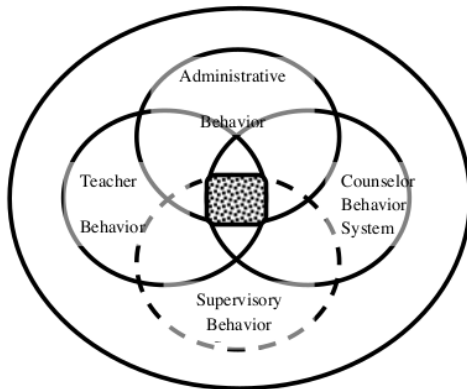


Figure 1. *Education System* [23]

The implementation of supervision can be carried out properly if the supervisor pays attention to the supervision model that will be utilized. The model in this study is a pattern. Supervision models can be grouped into four, which are (1) scientific model; (2) conventional model; (3) clinical model; and (4) artistic model [21], [24], [25]. The scientific supervision model is in accordance with the assessments conducted by students to evaluate the process of teaching and learning activities of teachers in the classroom. The results of the assessments are given as the feedbacks on the teaching performance of teachers during the learning process [26]. Cogan [4] states that clinical supervision is basically coaching the performance of teachers in managing the teaching and learning

process. The implementation is designed with rational practice. Cogan [4] emphasizes the aspects of clinical supervision on five things, i.e. (1) clinical supervision process; (2) interactions between teacher and student; (3) teacher performance in teaching; (4) teacher's relationship with supervisors; and (5) data analysis based on actual events in the class. The purpose of clinical supervision is to help modify teaching patterns that are ineffective or less effective [27]. In the artistic model, the supervisor has a good relationship with the supervised teacher so that the supervised teachers feel guided, accepted, and safe that foster an impetus to move forward.

### III. Method

This research employed descriptive analytic method, which is trying to focus on the factual problem solving section through data collection and data compilation which is eventually explained and analyzed. The data collection techniques were carried out by interview, observation and documentation study.

### IV. Result and Discuss

Based on the research findings, an overview of the implementation of academic supervision models for elementary school teachers in the 3T regions is obtained as the following:

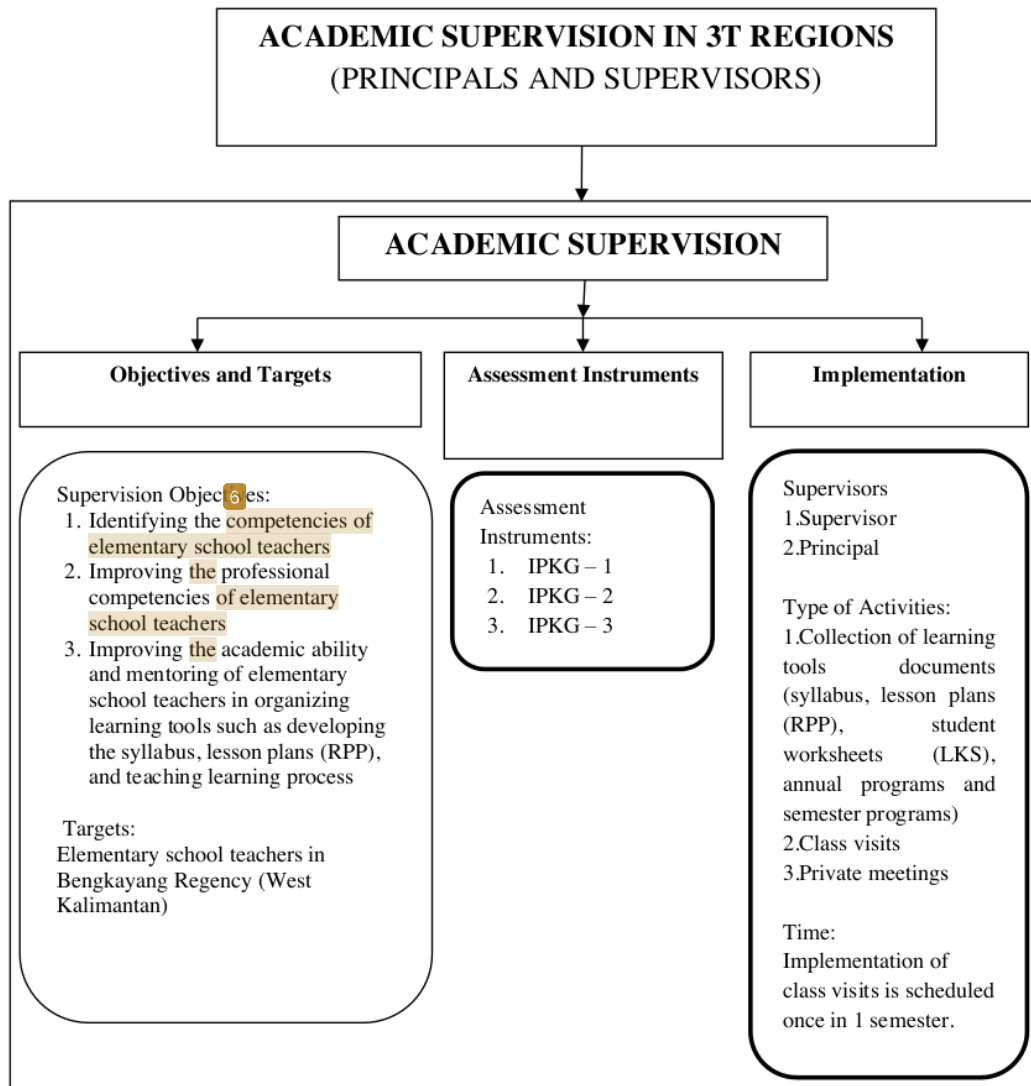


Figure 2. Supervision Model

Supervision in the 3T regions is carried out by supervisors (principals and school supervisors). Supervision planning is carried out by supervisors in the form of work programs of school supervisors and principals. The objectives of implementation of supervision are: (1) Identifying the competencies of elementary school teachers; (2) increasing the professional competencies of elementary school teachers; and (3) Improving the academic ability and mentoring of elementary school teachers in organizing learning tools such as developing the

syllabus, lesson plans (RPP), and teaching learning process. The target of the supervision is elementary school teachers in Bengkayang Regency, West Kalimantan. The assessment instruments employed in conducting supervision are the Teacher Ability Assessment Instrument in the Development of Syllabus (IPKG – 1), the Teacher Ability Assessment Instrument in the Compilation of Learning Implementation Plans (IPKG – 2) and the Teacher Ability Assessment Instrument in Learning Implementation (IPKG – 3).

The implementation of supervision is carried out by collecting documents, i.e. in the form of learning tools that the teachers have and use in the learning implementation. Supervisors conduct a documentary assessment using the IPKG – 1 with the aim of assessing the ability of teachers in developing syllabus and IPKG – 2 with the aim of assessing the ability of teachers in preparing lesson plans for teaching and learning. After that, the supervisors make a visit in the classroom and assessing the performance of teachers in the learning process using IPKG – 3 to assess the implementation of teaching and learning. After the class visit is performed, then the supervisor and teacher meet privately to discuss the performance of the implementation of the learning process from the planning to the implementation stage in supervision activities to decide on the follow-up. This meeting aims to provide guidance and training for elementary school teachers. Supervision is scheduled once in a semester. In the implementation of the academic supervision model for teachers in Bengkayang Regency (3T), there are obstacles and challenges including time, distance and cost. These factors make the objectives of supervision are not beneficial enough for teachers to improve their performance and professional competency abilities [28]–[31].

### V. Conclusion

The academic supervision model in the 3T area is formed based on the way supervisors supervised elementary school teachers. This model is initiated by the coordination between the principal and supervisors to determine the academic supervision program. The academic supervision program is divided into 3 stages, which are stage 1: setting the objectives and targets, stage 2: conducting an assessment using the IPKG – 1, IPKG – 2, IPKG – 3 instruments, and stage 3: implementing academic supervision.

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