

## THE EFFECTIVE SUPERVISION TECHNIQUES THAT INFLUENCE TEACHER'S PERFORMANCE

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**Abstract:** One of the aspects that affect the quality of education is the human resources factor. To achieve the educational goals optimally, it needs to be supported by professional teachers. In general, there are two strategies that can be applied, namely through pre-service education, and in service education. In-service education programs are mostly carried out through supervision activities. There are many supervision techniques that can be applied to improve teacher performance in conducting the tasks, but which the effective techniques have not been known. This study is aimed at determining the supervision techniques that influence teacher performance. This study was conducted in Malang City, involved 65 sample of teachers included elementary and junior high school teachers, by using random sampling technique. The data were collected by questionnaire and documentation, and analyzed by using descriptive statistics and Product Moment Pearson correlation. Based on the results of the analysis, it can be concluded that supervision techniques that significantly influence teacher performance are classroom action research, classroom visitation, teaching demonstration, in on in activities, meeting of teacher work group, training, seminar, and clinical supervision.

**Keywords:** Supervision techniques, in-service education, teacher performance.

### INTRODUCTION

National education functions to develop the ability and shape the character and civilization of the nation. Conceptually education is directed to form a good character. The vision of education is to produce intelligent and competitive human beings. Human intelligence includes spiritual intelligent, emotional intelligent, social intelligent, intellectual intelligent and kinesthetic intelligent.

One of the most crucial factors in realizing the vision is on the ability of educational implementers, especially teachers. Teachers are a central point in the implementation of education. If the teachers can perform tasks optimally, then the vision, mission, and educational goals will be achieved.

In line with the implementation of the student character education, the task and role of the teacher becomes greater. To form a good character in students, it is not enough only through teaching, but it should be more emphasized on the process of education. Education is not only transferring knowledge, but also developing, forming, and culturing values, morals, and character, to become more mature, wealthy and noble human. If it is viewed from the hierarchy of attitude formation,

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character education is not only come to the level of knowledge or perception, but also to the internalization and characterization. As a result, it needs a comprehensive, functional, and integrative education model.

This directly leads to consequences for teachers as educational implementers. Teachers are required to have a higher ability in implementing learning and character education for their students. Teaching or forming values and morals to students, is not only required by completing the material, but it has to provide exemplary and appropriate learning strategies. Turnbull and Muir (2001) argued that to install the values of democracy, honesty or other social values to the students, teachers must have the attitude and personality that show the honesty, democracy, or good social values. Thus, in installing the character of the nation, the teacher have to provide the example and have the right strategy. Character learning strategy is a way, pattern, method, or effort made by the teacher to provide convenience for students in developing good characters.

To support the success of educational programs, teachers must have sufficient ability, it is not only the knowledge, but also the real attitude and skills, not only have academic skills, but also personal skills and social skills. Teacher training and development should be professionally and continuously implemented.

In general, there are two strategies that can be applied, namely through pre-service education, and in service education. The pre-service education is education that is held before achieving the position of teacher, which is implemented in teacher education institution, either institute or university. The in-service education is held to improve teachers' teaching ability, and it is mostly performed through supervision. Supervision is the process of providing assistance to the teachers through encouragement, stimulation, development or guidance to fix and improve the teaching and learning process. Briefly it can be argued that supervision is an aid for improvement of teaching quality. The provision of such assistance can be done in several ways, such as upgrading, seminars, workshops, discussions, meetings, teaching demonstrations and class visitation, that is known as supervision techniques.

There are several supervision techniques reviewed from several sides. If it is viewed from the side of the number of supervised teachers, it can be grouped into two, namely group techniques and individual techniques. Teacher meetings, teaching demonstrations, workshops, training, upgrading, and discussion are the examples of group training techniques. Classroom visitation, self-assessment, classroom observation, and individual conference are examples of individual training techniques. If it is viewed from the implementation, it can be classified into two as well, namely direct techniques and indirect techniques. Workshop, classroom visitation, teacher meetings are the examples of direct supervision techniques. Supervision bulletin is the example of indirect training techniques. Through the variety of supervision techniques, it will provide greater opportunities

in achieving goals.

From the various techniques mentioned before, which techniques are effective to improve teacher performance haven't been known. Several previous studies results show different findings. Wiyono and Maisyaroh (2007) showed there is correlation between teacher professional development activity and teacher teaching ability. In addition, the study of Wiyono, *et. al.* (2008) further indicated that there is significant direct relation actively follow development activity with teacher professionalism in performing task.

On the other hand, Morris and Chance (1997) showed that the four essential elements in developing professional teachers are supervision, school development planning, clinical training, and action research. Hence, it can be underlined that supervision is one of the quite effective techniques for developing professional teachers.

In addition, the results of Shah *et. al.* (2011) also showed that teacher training can improve teachers' ability in classroom management, applying learning methodologies, using media, and applying evaluation techniques. From these findings it can be concluded that teacher training programs as one of the supervision techniques have a significant influence on the improvement of teaching ability upon teachers.

On the other hand, Dhillon and Moreland (1996) showed that professional coaching through effective training is based on competence. In line with these findings, the results of Reed *et. al.* (2011) found that supervision by emphasis on the reflection of practice is an excellent technique for teacher professional development.

Furthermore, there are several studies results that show different results. The results of Sahbaz (2011) showed that in-service training has no significant influence on counselor performance. The results of Yavuz (2010) also found that supervisor behavior in supervising the teacher showed less expected behavior.

Based on the studies results explained above, it can be concluded that the applied supervision techniques have different influences on the improvement of teachers' ability in performing the task. If it is examined further, not all supervision techniques have an influence on teacher performance. Therefore, it is necessary to conduct further study to find out effective supervision techniques to improve teacher performance. It needs to be adjusted to the teachers and cultural characteristics. Based on this explanation, then this study is conducted.

## **OBJECTIVE OF THE STUDY**

This study is aimed to:

1. describe the supervision techniques that are followed by teachers to improve their competence in conducting the profession tasks.

2. find the effective supervision techniques to improve the teachers' performance in performing their profession tasks, especially teaching tasks.

## **METHODOLOGY**

This study is aimed at determining the influence of the application of supervision techniques on teacher performance. By knowing the correlation coefficient of each supervision technique and teacher performance, then it will be known which supervision technique have significant influence to teacher performance. By knowing the influence of each supervision technique on teacher performance, it will be known the effective supervision technique to improve teacher performance.

This study was conducted in Malang city. In accordance with the purpose of this study, it employs correlational descriptive research design. The sample were 65 of teachers which included elementary and junior high school teachers. This study used random sampling technique.

To collect the data, this study used two techniques of data collection, namely questionnaires and documentation. Questionnaires were used to obtain data on the implementation of educational supervision techniques that have been followed by teachers and teacher performance. Documentation techniques were used to obtain documentative data, such as teacher characteristics, and teacher work documents.

Research instruments were developed based on the research variables. The type of instrument was questionnaire with closed rating scale form, equipped by open items. Instrument of supervision technique application consists of twenty five supervision techniques, either individual or group, while the teacher performance is measured from five aspects, that are: work performance based on target of education department, job performance according to social expectation, work performance according to student expectation, work performance in accordance with school standards, and satisfaction of work achievement. Instrument reliability is estimated by Cronbach Alpha formula, while instrument validity is tested by item analysis techniques. Based on the results of reliability analysis, it obtained coefficient of 0.907. That value is above 0.7, thus it can be concluded that the research instrument has met the level of good reliability. Similarly, the results of the item analysis indicated that each item has a good item validity level, with each coefficient is above 0.3.

Regarding to the purpose of this study and existing data types, this study used three techniques of data analysis, descriptive analysis techniques, and Product Moment Pearson correlation analysis. Descriptive analysis techniques was used to describe the frequency of data supervision techniques and teacher performance. Some data analysis techniques used here were the distribution of frequency, mean

and standard deviation. Product Moment Pearson correlation analysis technique was used to see the correlation coefficient of supervision technique and teacher performance.

## RESULTS AND DISCUSSION

The main purpose of this study is to determine the influence of applying the supervision technique on teacher work performance. The ultimate goal is to find effective supervision techniques to improve teacher performance. Before testing the research hypothesis, the data were described by using descriptive analysis techniques. The results of the descriptive analysis of each supervision technique that have been followed by the teachers are presented in Table 1.

TABLE 1: SUPERVISION TECHNIQUES FOLLOWED BY THE TEACHERS

<i>No.</i>	<i>Training techniques</i>	<i>Average f</i>
1.	Teacher Working Group/KKG meeting	4.58
2.	Teachers meeting	3.88
3.	Peer discussion	3.43
4.	Training	3.02
5.	Seminar	2.62
6.	Teaching demonstration	2.55
7.	Class visit	2.40
8.	Clinical supervision	2.14
9.	Upgrading	1.95
10.	In on in activities	1.86
11.	Lesson Study	1.85
12.	Visits between classes	1.77
13.	Teaching simulation	1.72
14.	Class action research	1.69
15.	Private conversation	1.57
16.	Self development	1.52
17.	Visits between schools	1.42
18.	Collegial supervision	1.14
19.	Comparative study	1.14
20.	Workshop	0.94
21.	Seminar workshop	0.94
22.	Courses	0.55
23.	Supervision bulletin	0.49
24.	Teacher orientation	0.49
25.	Library position	0.46

Based on the Table 1, it can be highlighted that most of teachers have been supervised, with various techniques. The most techniques which have been followed are Teacher Working Group meetings, teacher meetings, peer discussions, training, seminars, teaching demonstrations, classroom visitation, clinical supervision, and

upgrading. Supervision techniques that are rarely followed by the teachers are the professional library, teacher orientation or induction, supervision bulletins, and courses.

From the twenty-five techniques of supervision, then it performed hypothesis testing with teacher performance. Based on the result of Product Moment Pearson correlation analysis, it can be concluded that there are eight supervision techniques that have significant positive correlation coefficient. The significance of the correlation coefficient is outlined in the Table 2.

TABLE 2

No.	Independent Variable	Dependent Variable	r	p	Conclusion
1.	Classroom Action Research	Teacher Performance	0.419*	0.001	Significant
2.	Classroom Visitation		0.373*	0.002	Significant
3.	Teaching Demonstration		0.358*	0.003	Significant
4.	In on in Activities		0.353*	0.004	Significant
5.	Teacher Working Group meeting		0.352*	0.004	Significant
6.	Training		0.349*	0.004	Significant
7.	Seminar		0.334*	0.007	Significant
8.	Clinical Supervision		0.321*	0.009	Significant

Based on the Table 2, it can be concluded that there are eight supervision techniques that show significant positive correlation with teacher performance, they are classroom action research, classroom visitation, teaching demonstration, in on in activities, teacher work group meetings, training, seminars, and clinical supervision. Thus, it can be concluded that the eight supervision techniques are the effective supervision techniques to improve the teacher performance.

From further examined of each technique, it can be underlined that the eight supervision techniques are supervision techniques that emphasize the activeness of teachers in the process of training. Through the activeness of the teacher, it can directly bring changes to the teacher's performance.

The results of this study agrees with Wiyono *et. al.* (2008) which mentioned that there is a direct relationship of development activities with the professionalism of teachers in performing the task. The results of Wiyono and Maisyaroh (2007) also indicated that there is a correlation between teacher professional development activities and teachers' teaching ability.

The results of this study are also in accordance with the results of Kotsopoulos *et. al.* (2012) which argued that the research practices carried out by prospective teachers during the study can lead to the research ability of the teachers in the field. The results of this study are also in line with the results from Abdullah *et. al.* (2009) which showed that there is an influence of teacher training on teacher productivity.

Additionally, the Neil's (2006) results also showed that an effective in-service education model for improving teacher performance has several criteria. The criterion of effective in-service education programs are

1. more emphasis on collaboration,
2. relating to the needs of teachers,
3. implemented in the right places, and
4. doing induction for new teachers.

Eight techniques have been proven to have a significant influence on teacher performance, it is also in line with these four criterion.

The results of this study also reinforce the results of Wiyono and Burhanuddin (2015) which found that there is a significant influence of activities in teacher work group meetings on the quality of teaching. The results of this study also agrees with the results of Wiyono *et. al.* (2015) which showed that effective supervision to improve teacher competence is a supervision that emphasizes the activity of teachers, that is collaborative, and refers to humanistic principles.

## **CONCLUSION**

Teachers are the determinants of the education quality. To improve the education quality, teachers competence should always be improved. The program of supervision activities has been conducted a lot in order to improve the teachers competence and professionalism in carrying out the task, but until now it still needs to be examined how the influence of applying these supervision techniques to teacher performance. Therefore, it needs to do research.

Based on the results of this study, it can be concluded that most of the teachers have followed various supervision techniques. The most techniques followed by the teacher are Teacher Working Group meetings, teacher meetings, peer discussions, training, seminars, teaching demonstrations, class visits, clinical supervision, and upgrading. Techniques of supervision that rarely followed by teachers are the library position, teacher orientation or induction, supervision bulletins, and courses.

From the several supervision techniques that followed by the teachers are not all showed significant positive influence on teacher performance. There are eight supervision techniques were proven to have a positive influence or impact on teacher work performance, they are classroom action research, classroom visits, teaching demonstrations, in on in activities, teacher work group meetings, training, seminars, and clinical supervision. These eight supervision techniques are effective supervision techniques to improve teacher performance. When it is examined from its characteristics, these eight techniques are collaborative techniques that emphasize

teacher activeness, and tend to refer to the main problem of teacher task, that is teaching. Therefore, it can be understood, the eight techniques have strong correlation to teacher work performance.

Moreover, it still needs further research to examine other aspects of supervision, such as the principles used, the supervision approach, or the undertaken supervision process. The influence of supervision activities also needs to be seen more, either aspects of increased knowledge, attitudes, skills or success in performing the task. The next study would be better if used a more comprehensive research method in measuring teacher performance.

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