

CHAPTER I

INTRODUCTION

A. Background of The Research

Supervision is designed to promote effective teaching and learning process in schools. Lack of supervision could result into inadequate teacher's preparation by, negative attitude of students toward school and not conducive school climate¹. These are common problems affecting school discipline, students' participation and teachers' performance in the classroom. These common school disciplinary problems are the results of inadequate supervisions resulting from inadequate funds and skilled manpower in the inspectorate division in Education area.

Over long period of time, supervision in Indonesia had been based on hierarchical principles. The role of the teacher was to impart basic truths to children, whereas the role of the supervisor was to serve as the “*inspector*” to ensure the curriculum had been followed and essential skills had been learned². As this orientation toward teacher supervision became more common, many teachers were afraid to ask supervisors for help or to seek collegial assistance for fear that doing so would expose weaknesses in their teaching, which could be reflected later in low evaluations and possible punitive actions. As Ebmeier and Nicklaus noted, supervision as an evaluation tool reduced the possibility of nurturing collegiality, collaboration, and reflective practice.

In beginning, supervision in Indonesia also run as one of management activity in order to identify or inspect education process in a school or

¹ Oghuvbu, E. P., *Problems of Supervision as perceived by school Administrators and Teachers in Delta State Secondary Schools*. Journal of Education and Society 2 (1) , 1999, p.29 - 34.

² Ebmeier, H., and Nicklaus, J. (1999). *The impact of peer and principal collaborative supervision on teachers' trust, commitment, desire for collaboration, and efficacy*. Journal of Curriculum and Supervision, 14(4), p. 351-378.

department³. The one who supervised must show the proof of their performances during education process. The principle should show how to manage the school environments; teachers, employees, finance and infrastructures. Teachers give a view to supervisors how to manage the class during teaching-learning process. Then, the employee must be evaluated how to take care the school's infrastructures or do administration. It needs to change and develop into better.

But, nowadays supervision must be done effectively. It needs the involvement of all sides of education generally, supervisor and persons who supervised especially. Effective supervision is a key to delivering positive outcomes for all people who use adult and children's social care, like primary, junior, senior high schools, or kindergartens etc.⁴ The criteria of effective supervision are:

- a. A clear supervision policy
- b. Effective training of supervisors
- c. Strong lead and example by senior managers
- d. Performance objectives for supervision practice in place for all supervisors
- e. Monitoring of actual practice – frequency and quality, etc.⁵

Then, it is generally accepted that effective supervision is conducted for several specific reasons. Wanzare and Da Costa⁶ mention the reasons below.

- a. Instruction improvement
- b. Effective professional development of teachers
- c. Helping teachers to become aware of their teaching and its consequences for learners
- d. Enabling teachers to try out new instructional techniques in a safe, supportive environment

³ Supandi, *Administrasi dan Supervisi Pendidikan*, Departemen Agama Universitas Terbuka, Jakarta, 1996, p.10

⁴ Rowe, Andrea et al, *Providing effective supervision A workforce development tool, including a unit of competence and supporting guidance*, Children's Workforce Development Council, 2007, p.7.

⁵ *Ibid.* p. 7.

⁶ Wanzare, Z., and Da Costa, J. L., *Supervision and staff development: Overview of the literature*, NASSP Bulletin, 84(618), 2000, p. 47-54.

e. Fostering curriculum development, etc.

Thus, it can be concluded that effective supervision is closely connected or correlated with teacher's professional development. It has been identified as a means to enhance the performance of teachers in professional roles since being a true “*professional*” requires that a teacher has to be supervised in order to make them fully capable of making appropriate decisions and providing high quality services. It also requires the teacher to be in constant pursuit of better understanding and more efficacious methodologies. This connection has been the theme of a thorough study in recent decades⁷.

Table 1. The Study of Supervision Connected with Professional Development

| No | Title | Researcher | Year | Institution |
|----|---|--|------|---|
| 1. | Teacher Supervision As Professional Development: Does It Work? | Myrna L. Greene, | 1992 | <i>Journal of Curriculum and Supervision</i> University of Lethbridge Winter 1992. Vol 7, No 2, 131-148 From: www.ascd.org/ASCD/pdf/journals/jcs |
| 2. | Relationship between instructional supervision and professional development | Tadele Akalu Tesfaw and Roelande H. Hofman | 2014 | <i>The International Education Journal: Comparative Perspectives</i> Vol. 13, No. 1, 2014. From: http://iejcomparative.org |
| 3. | Pengaruh Supervisi Kepala Sekolah Terhadap Kinerja Guru SD Se - Kecamatan Sewon Bantul Yogyakarta | Edi Supriono | 2014 | Program Studi Manajemen Pendidikan Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta. From: eprints.uny.ac.id/13821 |

(Source: www.google.co.id, downloaded at 31 October 2016)

Education is a complicated process that brings various facets of views into the play. The role of a teacher in this process cannot be underestimated⁸ for fulfilling the goal of education in teaching and learning process. In order to ensure an optimum teaching-learning environment, teachers must not only be well educated, but also become the part of the learning community. The purpose of teacher education and other professional development experiences

⁷ Smith, S. J., *Teacher mentoring and collaboration*, Journal of Special Education Technology, 17(1), 2002, p. 47-48.

⁸ Glatthorn, A. A., *Differentiated supervision*, VA: Association for Supervision and Curriculum Development, Alexandria, 1990.

is to promote the learning and growth of teachers as a person and as a professional. That is why, supervision is needed.

At the same time, the variety of personal teacher may have respective ways in improving classroom and school instructions. They are in a unique position to nurture, develop, and articulate the community's vision of what a learning environment can and should be⁹. It means every single person has own opinion or perspective to what he/she thinks, feels and does related to the education process. Supervision involves the process of checking, the positive implementation of what the teachers have planned in advance. It is an inspective and supervised action aimed for achieving organizational goals. Among those exercising supervisory responsibilities are school principals, assistant principals, instructional specialists, mentor teachers, instructional lead teachers, teacher study groups, counselors, clinical teachers, college faculty, program directors, collaborative inquiry teams, and central office personnel¹⁰.

The teachers in Indonesia have own perspectives about this topic, effective supervision. They are from different background of education, social environment and economic level. They also have different background knowledge, point of view and sense of education. By knowing and understanding their perspectives, the manager, head master or educational supervisors can see how teachers' comprehensions to this issue. Then, it can be a way to explore data or information from all sides of education area in detail, or input in order to make the supervision into better implementation, finally it can result best output and impact to education process generally and every teacher's professionalism. Moreover, every single teacher not only just runs regulations from the government or orders from the manager, but also wants to be understood as one of vital aspect of education.

Schools in Indonesia are the central places where children and youth access formal education. The fundamental purpose of a school is

⁹ Sergiovanni, T. J., and Starratt, R. J., (1998), *Supervision: A redefinition* (6th ed.). New York: McGraw-Hill.

¹⁰ *Ibid.* p.45

improvement of student learning. According to Sergiovanni and Starratt¹¹, when a school's instructional capacity improves, teaching improves, leading to improvements in student performance. It means that schools must be evaluate or supervised in order to develop the quality. The role of the teacher in the process of promoting such improvement cannot be underestimated. In order to attain the optimum level of improvement, teachers must be well-educated and become part of the learning community. Supervision is one of the functions of educational institutions, and offers opportunities for schools as a whole to improve teaching and learning, and the professional development of teachers.

Madrasah Aliyah Negeri (MAN) in Kudus are two schools (MAN 01 and MAN 02) which always run supervision as a tool to improve teaching and learning and the professional development of teachers who works at that institution. The manager of MAN in Kudus is really aware of the function of supervision. It is generally done to reach the vision and mission of those schools, but specially to improve their academic and managerial competences. Based on PP No 19 2005, section 57, supervision, includes; managerial and academic is done regularly and continuously by supervisor, inspector and head of school.¹² It is also used to control the process of education in school being changed to other direction and keep away from its track. Those schools have to apply that regulation in order to make the supervision effectively.

Teachers in those schools are coming from different educational environments; study different subject of knowledge and graduate from different universities. They also have different periods of educational experiences. There is first year of being a teacher. There are several teachers who have long enough experiences; 5 to 10 years or more than 15 years. Then, there is also a senior teacher who has very long educational

¹¹ Sergiovanni, T. J., and Starratt, R. J., *Supervision: A redefinition*, NY: McGraw-Hill, New York, 2007, p.29.

¹² Kemendikbud, *Peraturan Pemerintah (PP) No. 19 Tahun 2005; Standar Nasional Pendidikan*. Jakarta, 2005.

experiences; more than 20 or 30 years. Actually, they can see an effective supervision from their each perspective. Their perspectives are very important to be heard by supervisor and head of schools to make the implementation of supervision improved into better.

It is really attracting the researcher to find out what the meaning of effective supervision to the teachers of MAN in Kudus, how their perspectives to supervision process of MAN in Kudus, and which model of supervision that they prefer to run. From those reasons, this research is entitled, “Effective Supervision from Research Teachers’ Perspectives of Madrasah Aliyah Negeri (MAN) in Kudus”.

B. Focus of The Research

Viewed from the background of the research above, the researcher limits his research to some aspects below:

1. The supervision runs in Madrasah Aliyah Negeri (MAN) in Kudus weather effective or not, viewed from the teachers’ perspectives.
2. The effective supervision process based on teachers’ perspectives of Madrasah Aliyah Negeri (MAN) in Kudus.
3. The effective supervision model related to teachers’ perspectives of Madrasah Aliyah Negeri (MAN) in Kudus.

C. Statement of The Problem

Related to the background and focus of the research above, the researcher formulates the statement of the problem below:

1. Does supervision process in Madrasah Aliyah Negeri (MAN) in Kudus run effectively?
2. How are effective supervision process based on teachers’ perspectives of Madrasah Aliyah Negeri (MAN) in Kudus?
3. What is effective supervision model related to teachers’ perspectives of Madrasah Aliyah Negeri (MAN) in Kudus?

D. Objective of The Research

Based on the statement of the problems above, the researcher has objectives below:

1. To find out whether supervision runs in Madrasah Aliyah Negeri (MAN) in Kudus run effectively or not.
2. To explain the teachers' perspectives of Madrasah Aliyah Negeri (MAN) in Kudus to the effective supervision process.
3. To explore the effective model of supervision based on the teachers' perspectives of Madrasah Aliyah Negeri (MAN) in Kudus.

E. Significance of The Research

This research is hoped able to give positive contributions theoretically and practically:

1. Theoretically

The result of this research theoretically is hoped to give many considerations in enriching conceptual discovery which related to effective supervision. Finally it can help the stakeholders to develop the quality of education process in Madrasah Aliyah Negeri (MAN) in Kudus.

2. Practically

a. The managers of schools

This research can be used as new additional concept in considering their decisions to improve the quality of education in their institutions.

b. The teachers

The result of this research can be used as their reflection to improve their capabilities and enrich their knowledge about supervision.

c. The other researchers

This research can be used as their basic foundation to formulate new research in the future, more deeply and more comprehensively. Hopefully, they are also having same curiosity to this topic of the research, "Effective Supervision" after reading this research.

F. Schematic Structure of The Research

To simplify the understanding to the research proposal conducted by the researcher, he makes the schematic structure of the research as follow:

Chapter I contains of introduction, limitation of the research, statement of the problem, objective and significance of the research, and also the schematic structure of the research.

Chapter II contains of theories and brief overviews about effective supervision from research teachers' perspectives of Madrasah Aliyah Negeri (MAN) in Kudus.

Chapter III contains of this research methodology; research method, research location, subject and object of the research, data source, technique of collecting data, examining the validity of the data and technique of analyzing data.

Chapter IV contains of the finding of the research; the result of collecting data and analyzing data. Then, it also discusses those findings.

Chaper V contains of the discussion of the findings, conclusions and suggestions.