



Implementation of an Innovation Supervision Program by a Principal

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This research aimed to describe the innovation of academic supervision undertaken by a principal. This study used the qualitative approach with a case study design. The research has been conducted since August 2015 in the Darul Ulum Elementary School, an elementary school with Islamic boarding in Indonesia. The research data was obtained through observation, interview, and documentation study. The data analysis was carried out through the stages of reduction, presentation, verification, and conclusion. Checking the validity or the correctness of the data in this research was undertaken by using four criteria: credibility, transferability, dependability, and confirmability. The research results show that the principal conducts innovative supervision through three stages: pre-supervision, implementation, and following up. The result of the following up proves that the teacher's skill in conducting learning is improving. This case is known through the supervision process, completed in the next stage.

Keywords: *Academic Supervision, Elementary School, Quality Culture, Innovation*



Introduction

One of the goals of Indonesia is stated in the introduction of the UUD 1945 (constitution), in the fourth paragraph, which is 'educating the nation life'. This national purpose can be realised through education oriented to quality culture (Barnawi, 2013; Heafner, 2018; Higgins-D'Alessandro & Sath, 1998; Mejia & Filus, 2018; Sánchez-Pérez, Fuentes, Eisenberg, & González-Salinas, 2018; Santhya, Zavier, & Jejeebhoy, 2015; Sobri, Hanum, Zulnaidi, Ahmad, & Alfitri, 2017; Sobri et al., 2017; Supardi, 2013; Tilaar, 2004). The great quality culture will create an effective school (Arifin, Ibrahim, Ali, & Ahmad, 2017; Barnes, Brynard, & de Wet, 2012; Barth, 2002; Chukwuemeka, 2013; MacNeil, Prater, & Busch, 2009; MacNeil et al., 2009; Santhya et al., 2015; Silva, Nascimento, Lima, & Costa, 2018; Sobri et al., 2017).

Today, the quality culture of the effective school has coloured the educational policy in many countries, including Indonesia. The quality culture of the effective school is a value system, tradition, procedure, hope, and rules for the forming and repairment of school quality, continually (Bafadal, 2003; Barnes et al., 2012; Barth, 2002; du Plessis, 2015; Edgar-Smith & Palmer, 2015; Santhya et al., 2015). At least, there are three quality cultures that should be developed in the school. Namely, academic culture (focussing on the process), social culture (the social power of society that always develops and changes in accordance with the development of the era), and democratic culture (we are all together). These three cultures become the priority attaching to the school environment (Baharom & Idris, 2017; Chukwuemeka, 2013; Edgar-Smith & Palmer, 2015; Lau, Hsu, Acosta, & Hsu, 2014; Mejia & Filus, 2018; Poekert, 2012; Santhya et al., 2015; Sobri et al., 2017). The quality culture that is developed in the effective school orients to the resulted quality. There are some characteristics of the school as an organisation that develops the quality culture, such as clear structure and command, support for social interaction, science culture becomes the value attached to each school member, and motivation to work is attached among the principals and teachers. The school that develops the quality culture tends to be more effective in terms of productivity, adaptation ability, and flexibility (Arifin et al., 2017; Bipath, 2012).

The attempt to realise the quality culture of an effective school at the elementary school level in Indonesia is carried out by optimising the principals' role as an educator, manager, administrator, supervisor, leader, work climate creator, entrepreneur, innovator, and motivator in their school (The Ministry of National Education, 2010). The principal's role as a supervisor is essential for teachers to recover their learning. Through an academic supervision activity undertaken by the principal, the teachers can implement high-quality learning to improve the output of education, that is, the achievement of the school and especially the students' achievement as indicated by having all abilities in the form of competency required in the learning (Habegger, 2008; Haberman, 2013; Higgins, Morton, & Wolkenhauer, 2018; Imron, 2011; Irvin, Ingram, Huffman, Mason, & Wills, 2018; Karakose, 2008; Tesfaw &



Hofman, 2012; Tschannen-Moran, Gareis, Tschannen-Moran, & Gareis, 2015). Academic supervision is one of the significant functions in all school programs (Bafadal, 1992, 2003; Glickman, Gordon, & Ross-Gordon, 2012, 2013; Imron, 2011; Kementerian Pendidikan Nasional, 2010). The result of academic supervision functions as an information source for the development of the teacher's professionalism.

Although a lot of people view that academic supervision carried out by the principal could bring positive effects on the development of teachers' professionalism in conducting learning to improve the students' competency, there is still a different perspective. Some perspectives stated that the academic supervision negatively impacted on the improvement of the teachers' competency in the learning. The principal and teachers of the elementary school considered that the role of the educational supervisor does not help their work to improve. The main cause is the supervisors only use their competency and authority to find the mistakes made by the principal and the teachers. They also think that their job is more effective without a supervisor (Unal, 2010). The academic supervision undertaken by the principal functions more as a means of sanction for repairment and development of a teacher's competency in learning (Sharma & Kannan, 2012).

The majority of research results in advanced countries showed that the role of the principal as a supervisor could significantly contribute to the improvement of learning quality (Ediger, 2008; Kaplan, Owings, & Nunnery, 2005; Price, 2012). Some research results reported that if the academic supervision process is seriously planned, the result will help to repair the teaching administration of teachers and the educated learning process. The academic supervision undertaken by the principal is utilised to enhance the teachers' competency in the learning. The research results showed that through this role, the principal could supervise, assess, evaluate, and guide the teachers to ensure their learning is professionally conducted. The teachers fix their learning to develop the students' potentials (Holland & Adams, 2002, 2002; Irvin et al., 2018; Kotirde & Yunos, 2015; Meng & Zhao, 2018; Taib, Abdullah, Ail, Yahya, & Jusoh, 2015; Toch, 2008; Veloo, Komuji, & Khalid, 2013).

The comparison that can be shown from this research result and the previous research result is related to the academic supervision applied by the supervisor. If the supervisor implements academic supervision in accordance with the appropriate procedure, that is only assisting the teacher to find out the problem and the solution, the effect of academic supervision will be good. The supervisor that runs the role in controlling, supervising, and guiding the teacher, is viewed as an important factor to improve their performance in learning. This academic supervision is a controlling tool in order to ensure that the learning undertaken by the teacher is in line with the determined goal. This case is a preventive action to avoid the damage done by teachers and to be more careful in conducting learning. The assessment of performance carried out by the supervisor to the teachers' performance in managing the learning is only used as a media to help the teachers' in finding their weaknesses. Subsequently, the



supervisor can assist the teachers to identify and problem-solve and develop their skills. This means that the effort to improve the quality of education should begin from the aspect of the teacher. If the teachers' skills and performance are continually developed, they will be able to manage the process of educating learning. The educating learning process is very significant to ensure all students' potentials are optimally developed.

Although the study on the academic supervision is interesting and useful as the media to find an alternative development of quality culture in the effective school, this particular study is rarely conducted in Indonesia. The organisation of principals, namely the *Kelompok Kerja Kepala Sekolah (KKKS)*/Principal Work Group, is only utilised to deliver information from the leader. It is rarely found, that this organisation in the Jombang Regency, has a routine agenda to study what, why, and how is supervision being implemented. If there is a study on academic supervision, it is merely a formality. Many reasons for this have been stated, including a high volume of work which inhibits the organisation members from having enough time to conduct a study on supervision. Based on the above explanation, this research is focused on the implementation of the supervision program by the principal.

Method

The Procedure of Research, Step of Pre-Field

The activity was started by the stage of pre-field. The researchers arranged the research design by using a qualitative approach with a case study design to explore the main focus; that is, the principal's role as the supervisor to develop the quality culture in the effective school. The leading focusses of this work include planning, implementation, and following up of the academic supervision. The collected data is closely related to the human's life in the form of word, note, explanation, and field note, photo, picture, document, and someone's action, that describe the empirical reality of the researched object.

Determining the Research Background

The research has been conducted since August 2015 in the Darul Ulum Elementary School, an elementary school of Islamic boarding in Indonesia. The Darul Ulum Elementary School was chosen since it is a school that has a high effectiveness of education and learning. This case is proven by its many achievements, such as becoming the delegation of Mathematics and Natural Science Olympiad of East Java in 2009 and 2012, and the second winner of the national karate in 2015. Such a school is said to be effective since there is a strong relationship between what is formulated to be done and the achieved results (Arifin et al., 2017; Barnes et al., 2012; Barth, 2002; Chukwuemeka, 2013; MacNeil et al., 2009, 2009; Santhya et al., 2015; Silva et al., 2018; Sobri et al., 2017). The effectiveness of the implementation of education and learning in the school is related to the principal's role and



oriented to the aspects of program planning, implementation, and following up the academic supervision result.

The Stage of Fieldwork, Data Collection

The research data was obtained through observation, interview, and documentation study. In the observation stage, the researchers used the guideline of observation. The observation data were noted in the form of field notes. The activities that were observed were the implementation and the following up of the academic supervision results carried out by the principal. The interview was conducted to gain information on the planning, actuating, and following up of the academic supervision undertaken by the principal. The documents that were studied included the academic supervision program, notes of the academic supervision implementation, the report of the academic supervision results describing the following up of the academic supervision that had been conducted, as well as the photos related to the academic supervision activities.

Data Analysis Process and Interpretation

The data analysis began with or after the data collection process; that is, after collecting the data repeatedly. The stage of data analysis and interpretation completed by the researchers through the step of making a field note comprised giving the code to investigate the data source, collecting, sorting and classifying the data, synthesising, making a summary and the index, ordering and making the category to make the data meaningful, searching and finding the model of correlations, and creating the research findings.

Checking the Data Validity

Checking the validity or the correctness of the data in this research was completed by using four criteria: credibility, transferability, dependability, and confirmability. To avoid mistakes in obtaining the data, the researchers rechecked the data validity before processing in the form of a report. The collected information would be the data, and its credibility should be checked so that the data is accountable in drawing the conclusion.

Result and Discussion

Supervision Program

The results of the interview with the principal on 16 September 2015, the interview with the senior teacher on 18 September 2015, and the interview with the targeted teacher on 27 November 2015, showed that the principal's main duty and function in the Darul Ulum Elementary School as a supervisor began by arranging the academic supervision program. The academic supervision program was arranged in the early academic year of 2015/2016.



When asked about the arrangement of the academic supervision program, the principal stated that the academic supervision program was arranged in the early academic year of 2015/2016. The statement of the period of the academic supervision program arrangement was supported by the vice principal for the Human Resources Development (HRD), as the one who arranges the draft of the supervision program. The vice principal addressed that the principal, through the vice principal for HRD, makes the academic supervision program and arranges it in the early academic year of 2015/2016; it was around July 2015.

The results of this interview were strengthened by the documents of the academic supervision program made by the principal for the academic year of 2015/2016. After examining those documents, it is true that the academic supervision program was arranged early in the academic year. The date of validation was 15 August 2015. It means that the academic supervision program was arranged in the early academic year of 2015/2016, before conducting the academic supervision of the teacher's teaching. This condition is in accordance with the message of the Government Regulation 19/2005, article 19, verse (3), "Every educational unit conducts the learning process planning, learning process implementation, learning outcome assessment, and the learning process supervision to result in the effective and efficient learning process."

The academic supervision program is always made by the principal of the Darul Ulum Elementary School with participation involving all vice principals, especially for Human Resources Development (HRD). The results of the interview with the principal on 16 September 2015, strengthened this finding. When the principal was asked about the arrangement of the academic supervision program, he stated that the one who creates the academic supervision program is the principal and the vice principal for HRD. The program planning is prepared by the principal and the vice principal for HRD, including the technique of academic supervision implementation, supervisor list, targeted teacher, and the date of the class visit. After investigating through the documents of supervision in 2015/2016 that had been arranged, it was found that the academic supervision to the teacher administration had begun in the fourth week of August 2015, while the academic supervision of class visits had started in the third week of October 2015.

The vice principal for HRD on 18 September 2015 stated that the one who creates the academic supervision program is the principal through the vice principal for HRD. All vice principals also confirmed that this statement is true. The results of the interview with the principal and the vice of principal for HRD on 16–18 September 2015, showed that the academic supervision program consists of five stages. The first step is arranging the draft by the vice principal for HRD, based on the principal's instruction. This arrangement of the draft is based on the academic supervision results in the previous year. Subsequently, the draft is given to the principal to be examined, agreed and approved. The next phase is discussing the draft of the academic supervision program in the leaders' meeting. The leaders' meeting is



attended by the vice principals for the curriculum, studentship, human resources development, public relation, facility, and infrastructure, as well as research and development. The discussion aims to find an appropriate formula to conduct the supervision and the following up. Some suggestions are employed as the base to fix the draft of the academic supervision program. The last step is the principal's approval. These stages are based on the explanation of the principal and the vice principal for HRD. The team that arranges the academic supervision program is as follows: the leader of the team/initiator was the principal, and the vice principal for HRD had the duty of arranging the draft. Additionally, for the sake of providing suggestions, are the vice principals for curriculum, studentship, HRD, public relation, facility and infrastructure, finance, as well as research and development.

Those activities are carried out to ensure that the academic supervision is not separated from the other programs made by the vice principals for curriculum, studentship, HRD, public relation, facility and infrastructure, finance, as well as research and development. Based on the explanation of the principal, all programs in the Darul Ulum Elementary School are arranged by the team since basically, each program is integrated with the other programs. This case is in line with Masruri, in (Department of National Education, 2008) mentioning that the academic supervision program is an integral program and it is not separated from the other educational programs, and thus the arrangement is executed by the team, such as the school officials, supervisor, and the other related parties. By arranging the academic supervision program in such a way, this program will not burden the other programs.

Some recommendations are employed as the base of repairing the draft of the academic supervision program. Such a step is relevant to the opinion of Stoner in (Depdiknas, 2008) stating that there are four main phases of planning: determining the goal, determining the situation happening today, identifying the strength and weakness that might occur in the implementation, and developing the action to reach the purpose. Some steps of the supervision program arrangement by the principal of the Darul Ulum Elementary School indicate that the principal does not carelessly make a program that cannot be executed. The principal's carefulness in creating this academic supervision program is in line with the research result, explaining that if the academic supervision process is seriously and carefully planned, the academic supervision can be implemented well to help the teachers in repairing the teaching administration and learning process (Holland & Adams, 2002, 2002; Irvin et al., 2018; Kotirde & Yunos, 2015; Meng & Zhao, 2018; Taib et al., 2015; Toch, 2008; Veloo et al., 2013).

The goal of the discussion regarding the academic supervision program through the leaders' meeting means that basically, the principal has identified the strengths and weaknesses that might occur in the implementation. Besides, the principal also wants to develop the action to reach the goal of academic supervision collaboratively.



After creating the academic supervision program, the next step is socialising the academic supervision program to all teachers. This activity is expected to inform all teachers of the timing of the academic supervision implementation. This stage refers to the Regulation of the Ministry of National Education Number 19, affirming that after arranging the academic supervision program, the principal must socialise this program to all school members (Department of National Education, 2007). This activity is expected to inform all teachers of the timing of the academic supervision by the principal. After that, the teachers can propose the schedule of academic supervision to the determined supervisor. This phase is in accordance with the class visit developed by *Dirjen PMPTK Kementerian Pendidikan Nasional* (The Ministry of National Education) stating that a class visit can be carried out based on the teacher's request (Kementerian Pendidikan Nasional, 2010).

The Implementation of the Innovation of Academic Supervision

The results of the interview and document study conducted by the researchers and related to the implementation of the academic supervision program show that the application of the academic supervision program executed in the Darul Ulum Elementary School in Jombang occurs through three phases. Namely, pre-supervision, academic supervision of class visit and the following up of post-supervision. The activity of pre-supervision was carried out after the teacher proposed the schedule of academic supervision to the supervisor. After the schedule was agreed, the supervisor provided the instrument of the teaching administration completeness to the teacher. In the determined period, the teachers gave the filled instrument of teaching administration completeness back to the supervisor. Giving the instrument was continued by physical evidence in the form of all teaching administration documents to obtain the assessment from the supervisor. The vice principal for HRD explained that the assessment instrument is employed by the principal as the supervisor to assess the completeness of a teacher's teaching tools. The following up of this activity is providing rewards to the teachers who fulfill the determined criteria. The teachers who do not accomplish the criteria will receive a punishment.

Before conducting the class visit, the principal does not hold a meeting, especially to discuss the plan of class visit. The class visit is carried out without providing further detail to the teacher, since each teacher has known the schedule of the implementation. The application of the class visit completed by this principal is also strengthened by the results of observation conducted by the researchers directly. The uncovered fact through the observation activity supports the results of the interview and document study conducted by the previous researchers. At that time, the principal conducts the supervision of the class visit accompanied by the senior teachers. They come directly to the scheduled class. They do not hold a special meeting to discuss the class visit planning with the targeted teacher. They state that the teacher that is supervised has known the schedule and it is assumed they are ready.



The findings of this research are not in line with the research results of Taib et al., stating that the result of academic supervision could enhance the teacher's teaching competence; the supervisor had held the initial meeting with the teacher (Taib et al., 2015). This research finding is also contrary to the model of traditional academic supervision and clinical academic supervision (Glickman et al., 2013). This academic supervision model is carried out through the procedure of pre-observation and post-observation. In the pre-observation, before the class visit, the supervisor undertakes an interview and discussion with the teacher regarding curriculum, approach, method, strategy, learning media, evaluation, and analysis. This initial meeting is very significant to have communication and interaction between the teacher and supervisor in building the same understanding so that the academic supervision is effective in accordance with the expected purpose. However, the supervision of the class visit executed by the principal of the Darul Ulum Elementary School is not clinical academic supervision, as per the research results of Taib et al., (2015). The principal follows the pattern of academic supervision of a class visit as developed by the General Directorate of PMPTK of the Ministry of National Education, stating that the supervision of a class visit could be done by or without firstly telling the teacher of the supervision target. This case depends on the characteristic of the purpose and problem (Kementerian Pendidikan Nasional, 2010). When the time comes, the supervisor directly carries out the class visit. The class visit is not through the process of telling the teacher any more details, since each teacher has known the schedule of the activity.

The class visit carried out by the principal is assisted by the senior teacher. This is done to make the assessment process of the teacher's work performance more accurate. The results of this assessment are utilised by the principal to help the teacher to find the problem from the aspects of the use of learning media, tactic, technique, strategy, or method used by the teacher to deliver the topic. The results can be used to find the solution to fix the next learning. The strategy of participative-collaborative supervision applied by this principal is a method to empower all vice principals or senior teachers. The class visit activity commences before the teacher begins the lesson and continues until the close of the lesson. All teachers' activities are noted and assessed as the repair material in the next step.

The Following up of Supervision Result

The third stage completed by the principal is the following up. Based on the observation conducted by the researchers, it was found that after the class visit, the teacher and the principal went to the principal's office room. The principal soon followed up the class visit by suggesting some recommendations for repairment. Further, the principal asked the teacher's opinion to assess the success in teaching. The teacher relayed some difficulties that are not in accordance with the learning planning made. The principal also gave some alternatives to the problem-solving. Besides, the principal also provided compliments, because the teacher had conducted the learning well enough.



Knowing some of the weaknesses shown by the majority of the supervised teachers, the principal followed up by holding training on the way of teaching. This activity was undertaken after knowing the quality of teaching that should be enhanced. The trainer is the supervisor of the elementary school. The activity was carried out across two days. The first day was for the teachers of classes 1, 2, and 3, while the second day was for the teachers of classes 4, 5, and 6. The principal in the interview said that the training of teaching was scheduled across two days because it could group the teachers that had almost similar characteristics. At that time, the teachers followed the activity seriously. There was a discussion among the teachers to solve the problem faced.

This finding validated the research finding of Gülşen et al., stating that after the class visit, the supervisor helped the teacher by having positive effects on the improvement of the teacher's performance (Gülşen, Ateş, & Bahadır, 2015). The following up phase provided guidance or moral support to enable a high confidence to reach the performance optimally. The findings of this research also strengthen the view of Sullivan and Glanz, who mention that without the guidance from the supervisor, the supervision will not be able to provide a high impact to improve the quality of learning conducted by the teacher (Sullivan & Glanz, 2013).

Conclusion

The principal conducts the academic supervision in three stages: pre-supervision, class visit, and following up after the academic supervision. In the step of pre-supervision, the principal creates the academic supervision program. The program is arranged through a participative method by involving all leaders. This is done to ensure that the academic supervision is not separated from the other programs. After creating the supervision program, the principal socialises it to all teachers as the target of the supervision. They can propose the request to be supervised by the supervisor, based on the agreed schedule.

To start the academic supervision program, the teachers fill the assessment instrument. The teachers are expected to have thoroughly prepared the learning practice in accordance with the learning planning that has been assessed by the supervisor. The principal directly undertakes the class visit supervision and is helped by the senior teachers. The principal observes the learning held by the teachers. The observation results are noted and assessed based on the instrument of the teacher's performance in teaching.

The last stage is following up, by suggesting repairs to the problems found during the learning process. This may then result in further training for teachers by experts invited to the school. The result of the following up phase proves that the teacher's skill in conducting learning is improving. This is known through the supervision process completed in the next stage.



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