

Teacher Supervision Models for Answering Educational Challenges in the Era of Disruption

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Abstract —Digitalisation in various fields produces disruptive innovations to change the order that has been established. This encourages individuals and various social institutions to move to adjust to change. Education is one sector that needs to be improved quickly in order to be able to adapt to the needs and challenges of the present and the future. Teachers play a major role in realizing quality education. The quality of a teacher can make a difference in learning in one full year (Goldhaber & Anthony, 2004). Therefore, supervision and control of teacher quality becomes an important issue. Supervision has an important role in improving and controlling teacher quality. Referring to the opinion of Crane et al. (2010) which emphasizes supervision as an integral part of the learning process to continue the professional development of teachers. Supervision that tends to be bureaucratic, autocratic, and hierarchical is no longer relevant in improving teacher quality in the current era of disruption. The relevant supervision model is based on awareness, is democratic, opens discussion space for supervisors, principals and teachers to discuss strengths and weaknesses in the teaching and learning process. The model examined in this article is mindfulness-based supervision (Mindfulness-Based Supervision (MBS)

Keywords: *digitalisation, quality of teacher, supervision, Mindfulness-Based Supervision*

I. INTRODUCTION

The term disruption becomes the focus and study of various fields of science since the theory of disruptive innovation was put forward by Clayton M. Christensen. This theory began when Christensen analyzed in the industrial field, the rate of technological growth went faster than the market demand for improved technological performance. There are differences in innovation strategies by companies, namely sustainable innovation strategies, which improve products and services according to market history and which have been valued by consumers. While disruptive innovation offers new things that attract new market and consumer gaps and decides on sustainable innovations carried out by large established companies (Christensen, McDonald, Altman, & Palmer, 2017). Furthermore, the term disruption is used to describe not only change but fundamental, structural changes,

changing existing arrangements.

The era of disruption is marked by massive changes in various fields of life due to increasingly sophisticated technological developments. Digitalisation in various fields results in disruptive innovations to change the order that has been established. This encourages individuals and various social institutions to move to adjust to change. Education is one sector that needs to be reformed quickly in order to adapt to the needs and challenges of the present and the future.

In some developed countries, there are concerns about two disturbing trends in their education system namely the decline in the quality of education (especially at the lower levels) and the growing discrepancy between education and the world of work. This is a common perception among education planners and administrators as well as education recipients and users. The quality of education is then reviewed, analyzed, and assessed in relation to all entities such as materials, processes, products, etc. that support the performance of educational institutions. Which aspects of the education system and performance reflect the quality of an education? The quality of teaching that can be measured is the right way to measure the suitability of the quality of education. The quality of education can only be achieved through harmonious efforts by all those involved in it, especially teachers. The basic determinants of academic institution performance are teacher knowledge (in the subjects / topics they teach), their communicative and interactive skills, and attitudes towards the profession and teaching they do, work environment, and technology availability (Mukherjee, 1995).

Teachers play an important role in realizing quality education. The quality of a teacher can make a difference in learning in one full year (Goldhaber & Anthony, 2004). Therefore, supervision and control of teacher quality becomes an important issue. This article conceptually analyzes the review of teacher quality control to address the challenges of education in the era of disruption. As explained above, that the disruption era is a fundamental change, changing the structure and order including

education, the definition of teacher quality has also shifted so that the control system of control needs to be reviewed to be relevant to the opportunities, challenges, and problems in the disruption era.

II. DISCUSSION

Teachers play an important role in changing the educational paradigm in the era of disruption. The teacher currently has the burden and responsibility to educate and equip the young generation in a different way from the previous generation. Teachers need to be seen in a professional manner that acts as the preserver of social values, learning facilitators, leaders in pedagogical thinking, experts in knowledge content according to disciplines, and inspiring examples. Teachers have been widely described as the most important variables, the main drivers and factors that defeat other factors in explaining the forces that shape student development and learning (Tan, Low, & Liu, 2017). That students' future identities as moral agents, responsible citizens, and lifelong learners depend on their teachers to balance wisely between traditional and contemporary approaches to guide their learning (Greenlaw, 2015).

A. *Redefining of Qualified Teachers and Expected New Competencies*

Digitalization encourages teachers to move quickly to increase their capacity with new competencies. How is it possible for teachers to teach students about the 21st century skills they need if teachers themselves are reluctant to adapt or change. Teachers are required to have motivation and commitment to improve competence. Being a qualified teacher is a need that is driven by natural instincts to develop themselves. Professional teachers mean that they are willing to learn to adapt to the social dynamics that occur.

Education is now directed to be more individual, so there is a challenge for teacher-printing institutions to help new teachers sustain progressive, responsive school reform efforts that seek to answer each student's unique needs even when external demands for measuring learning standards (Sherman, 2009). Competencies that future teachers need to have include:

1. Ability to develop pedagogical strategies relevant to the digital era
2. Using technology in learning
3. Developing digital learning resources
4. Ability to communicate with digital generation students who have a different mindset and lifestyle
5. Character and personality that fit the needs of the 21st Century (Jackson, 2012)

All of the above competencies must be inherent to the teacher as part of professional teacher quality. Motivation is an important key for teachers to

develop themselves. Teacher involvement in professional learning activities, especially experiments and reflection, is a strong predictor of teaching practice. The teacher's self-efficacy seems to be the most important motivating factor for explaining teacher learning and teaching practice. Motivation factors also mediate the influence of school organization conditions and leadership practices on teacher learning and teaching practices (Thoonen, Slegers, Oort, Peetsma, & Geijsel, 2011).

B. *Teacher's Supervision Models*

The supervision that is the focus of this article is the supervision and internal control carried out by the principal and externally conducted through the supervision of the school supervisor. Supervision has an important role in improving and controlling teacher quality. Referring to the opinion of Crane et al. (2010) which emphasizes how supervision is an integral part of the learning process from basic teacher training to continuing professional development.

Supervision is a planned program to improve teaching. Basically, supervision is part of improving teaching and learning (Slameto, 2016). Based on Slameto (2016) research, there are obstacles in supervision, namely lack of supervision, the supervisor's ability is not optimal in compiling supervision programs, supervisory study field qualifications that are not appropriate for teachers, lack of ICT mastery, lack of supporting facilities, dishonesty and lack of information conveyed by teachers and heads of the school at the time the supervision was conducted.

In the midst of rapid change, a paradigm shift in education in the digital era and a variety of new competencies needed by teachers, the supervisory system also needs to be reviewed. Optimization of supervision as part of efforts to improve teaching and learning is very urgent to be implemented. Supervision is not merely carrying out the duties of supervisors and principals to fulfill administrative bills but a concerted effort and commitment to improve teacher quality and education at large.

The supervision model that has been implemented so far has weaknesses, even in developed countries namely in New York (United States) a teacher who teaches five periods a day (900 periods a year) is observed or supervised only once and 99% of teacher teaching is not supervised properly. A study by Baharom (2002) found that classroom teaching and learning supervision trying to help teachers to teach effectively had not yet been achieved. Radi (2007) in his study suggested that there should be a discussion session between supervisors and teachers to receive feedback from the results of supervision. From this discussion, supervisors can explain the weaknesses and strengths of teachers regarding the techniques, methods, approaches and teaching aids used. Studies by Haliza

(2005) and Baharom (2002), find that clinical supervision has not been given enough. A study by Mohd Zaki (2001) found that school principals neglected to supervise their teachers and if they did supervise their supervision, they were bureaucratic, autocratic and hierarchical. The teacher feels that the implementation of clinical supervision in schools is solely to find teacher weaknesses (Velloo, Komuji, & Khalid, 2013).

Supervision that tends to be bureaucratic, autocratic, and hierarchical is no longer relevant in improving teacher quality in the current era of disruption. The relevant supervision model is a more democratic one, opening up discussion space for supervisors, principals and teachers to discuss strengths and weaknesses in the teaching and learning process. One of the models examined in this article is mindfulness-based supervision (Mindfulness-Based Supervision (MBS)). Mindfulness-based supervision includes:

- 1) Opportunity to ponder/ask about personal processes related to mindfulness practices and mindfulness learning practices
- 2) Receive periodic feedback about teaching through video recording, supervisors who observe in teaching sessions or teach along with feedback (Evans et al., 2015).

A key aspect of SBM is holding everything that happens in the supervision process in the container of attention. An important premise here is that the whole process of teaching (and training) is based on awareness. Likewise, all supervision is based on attention. By maintaining attention, supervisors play an important role in supporting teachers to maintain the intention to practice what they teach. The special characteristics of this circle are as follows:

1. Embodied Presence

According to Kabat-Zinn (1990) supervision is non-judgmental (awareness of experience as it is, seeing together goodness, adding interpretation and judgment and reflection), patience (giving time to be open with experience at its own pace), beginner's mind (maintaining freshness and enthusiasm for at present), trust (developing trust in the validity of our own experience and intuition), acceptance (along with reality in a loving way) and letting go (returning to the closeness of the present experience, breaking away from unhelpful habits).

The way teachers manifest the spirit and essence of practice is a major element of mindfulness classrooms (Crane et al. 2010). The teacher communicates through their own feelings.

Supervision is also imbued with curiosity and a willingness to be fully present for whatever arises. Supervisors also embody the same passion and implicitly invite mentors to talk, listen, think, ponder, sit, feel, write, friendly awareness and curiosity.

Research shows that increased affection and

attention have important effects in changing the nature of the relationship between cognitive reactivity and outcomes (Kuyken et al. 2010). This includes kindness, empathy, generosity and acceptance as well as courage, tolerance and equanimity. Supervisors hold these qualities in the SBM process, which in turn makes room for supervisors to connect with compassion for themselves and their participants.

Effective supervision can challenge mentors to explore difficult places which, without a counterinsurgency balance, can trigger reactive patterns of avoidance, correction, judgment and blame.

2. Integrity

This is reflected in SBM, which aims to clarify integrity, to reconnect the integrity of those involved in this work. Integrity or intention can vary prominently depending on the context that the supervision is.

Middle Circle - Controlling Content

The content and themes brought to the supervision are divided into four areas identified in the middle circle: teaching skills, theory/understanding, participants/groups and personal practices/ processes. Supervisors play a strong role in determining what they bring for supervision. This is especially evident with new teachers where there is a strong emphasis on developing understanding of the elements and intentions of their teaching programs. Monitors often bring oversight issues in the form of emotional content, confusion and / or lack of trust. Because there is potential in supervision to develop a sense of creativity and pleasure, rather than tension, it is important to allow new perspectives to emerge.

Mindfulness-Based Supervision (MBS) offers a more humane pattern of supervision. This model can be an alternative model of supervision so that they are no longer trapped in supervision that is authoritarian and seems to judge and find fault with the teacher. SBM provides more space for supervisors, principals and teachers to discuss and reflect on consciously to build shared knowledge about improving the quality of teaching. This directly will certainly have an impact on improving teacher quality. As explained above by Mukherjee that the quality or quality of teachers can be seen from the mastery of knowledge, communication and interaction in learning.

III. CONCLUSIONS

The era of disruption was marked by fundamental, structural changes in various fields including education. The quality of education is in the spotlight and one of the important aspects is the management of education human resources that is related to the quality of teachers. The achievement of teacher quality needs to be encouraged, developed and measured through supervision or supervision. The paradigm shift in education in the digital era

towards more stimulating the growth of 21st century skills and realizing meaningful learning (meaningful learning), then it needs to be followed by supervision models that lead to mutual reflection. So, the supervision model that has been tended to be considered authoritarian and judging teachers needs to be reviewed. Supervision that seems to focus on checking the fulfillment of teacher administration in the learning process and simply exploring the weaknesses of teachers when teaching needs to be improved in order to improve teacher quality. The supervision model examined in this article is Mindfulness-Based Supervision (SBM) which is based on the awareness of supervisors, teachers, and school principals to work together, sit together to discuss with empathy without being judgmental in order to improve the quality of teachers in implementing learning.

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Regulation regarding supervision in education in Indonesia is basically to support self development and improve teacher quality. However, in its implementation, supervision has not been carried out optimally as a joint effort to realize higher quality learning. SBM can be applied as an alternative model for realizing more humane supervision and encouraging joint reflective processes between teachers, supervisors and school principals. Awareness and openness of heart and empathy in SBM can erode false beliefs about supervision that are seen as authoritarian and judgmental on teachers. The supervision process should ideally be carried out properly and mindfully for reflection and improvement. If carried out on the basis of reluctance, distrust will only be a part of administrative fulfillment activities without meaning.

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