

Academic Supervision Management Model for Elementary School Teachers in Underdeveloped Regions (Study in Landak District of West Kalimantan)

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Abstract---The implementation of the academic supervision management model is useful for increasing professional competence for elementary school teachers, especially in underdeveloped areas (Landak District-West Kalimantan). The implementation of the academic supervision model in Landak District area so far is still facing various challenges and obstacles including the number of supervisors, the spread of elementary school locations, the time for conducting supervision, and the cost of supervision implementation. It makes the implementation of academic supervision less useful for elementary school teachers. Therefore, an effective model of academic supervision management for elementary school teachers in underdeveloped areas is needed. This study aimed to describe the academic supervision management model for elementary school teachers in Landak District during this current time. The study used a qualitative method with interviews with the education officers, schools' principals, supervisors and elementary school teachers. Based on the research results obtained an overview of the implementation of the academic supervision management model in underdeveloped regions, this model was formed based on the coordination of the education officers and the supervisors, and how supervisors carried out the supervision to elementary school teachers. This model was started with the coordination from the education office with the principals of the elementary schools and the supervisors, and then between the principals with the supervisors to determine the academic supervision program. The conclusions of the study, it was obtained an overview of the implementation of the academic supervision management model consisting of 3 stages, namely stage 1: academic supervision planning, stage 2: conducting academic supervision, and stage 3: academic supervision reports.

Keywords: Academic Supervision Management Model

I. INTRODUCTION

The Act No. 23 of 2003 concerning the National Education System (Sisdiknas) article 5 section 1 states that every citizen has the same rights to obtain quality education and Article 5 section 3 states that citizens in remote or underdeveloped areas and remote indigenous people have the right to obtain special service education. Quality education will require quality human resources, superior competence, and high thinking skills. Based on the Act Number 20 of 2003, this has implications on the importance of education personnel (teachers) to carry out quality education.

Teachers are the main actors in the creation of quality education in schools and one of the indicators of quality teachers is having professional competence and one way to improve professional competence is to apply a model of academic supervision. Academic supervision can be carried out effectively, efficiently and beneficial for teachers, if it is realized with the cooperation of all elements involved (supervisors, schools, government and community) (Kalita, 2017), and the organization must be holistic and scientific (Adu et al., 2014). In the implementation of supervision in various regions and countries, some various challenges and obstacles that lead to failure at achieving the goal. Further, the benefits of supervision can't be felt by schools and teachers. For example, supervisors who are only oriented to find teachers' mistakes, not to help teachers to improve their performance (Sharma et al. 2011), management of the supervision implementation, and the teachers' individual complexity (Brandon et al, 2018). These challenges and obstacles, if not handled properly, result in problems in the

supervision implementation. The main problem of the supervision currently faced in the field, particularly in developing countries (Adu et al., 2014) is the limited material needed by supervisors due to unavailability of the required data/information sources, weak communication between supervisors and teachers as well as school principals, limited budget and time so that the supervision does not reach all teachers or schools, as well as inconsistent educational policies and systems.

These challenges and obstacles in the implementation of supervision resulted in failed in achieving the goal. Meanwhile, the implementation of academic supervision in Landak Regency, which is a disadvantaged area, is still faced with various challenges and obstacles, including the number of supervisors, the distribution of elementary school locations, the time of implementing the supervision, and cost of implementing the supervision. This makes the implementation of academic supervision less beneficial for elementary school teachers in improving professional competence. Based on the problems and challenges of implementing supervision in disadvantaged areas, research that aims to describe the management model of academic supervision that has been implemented for elementary school teachers in disadvantaged areas is needed.

II. METHOD

This study uses a qualitative descriptive method. It means that this research aimed at describing existing facts, which pay more attention to the characteristics, quality, and linkages between activities. The data collection techniques are carried out through interviews, observation, and documentation study of supervisors, principals, and teachers. The depth interview involves 24 teachers, 12 principles, and 4 supervisors from 12 elementary schools in 4 districts of Landak Regency, West Kalimantan. It is held to get the description of their experience on academic supervision. In addition, observation of the academic supervision process and documentation such as supervision reports, guidelines, and teaching documents are done to complete the data collection. Data analysis is conducted in three phases, they are data reduction, display, and inference.

III. RESULTS AND DISCUSSION

Based on the research findings, an overview of the implementation model of academic supervision for elementary school teachers in disadvantaged areas is obtained. The supervision was implemented in disadvantaged areas in Landak Regency, West Kalimantan. It was carried out by

supervisors (school principals and school supervisors). Stage 1. Supervision planning is carried out by supervisors in the form of work programs for school supervisors and school principals. The objectives of the supervision are such as (1) identifying Elementary school teacher competencies; (2) increasing the professional competence of elementary school teachers; and (3) improving academic competence and mentoring of Elementary teachers in the development of teaching/learning materials and processes, such as syllabus, lesson plans, and teaching and learning processes. The target for the implementation of this supervision is Elementary school teachers in Landak Regency, West Kalimantan.

Stage 2. The implementation of academic supervision is carried out by collecting documents, such as teaching/learning materials owned and used by the teachers in carrying out learning. Supervisors assess the documents using the IPKG-1 (Teacher Performance Assessment Instrument-1) with the aim of assessing the teacher's ability in developing the syllabus and IPKG-2 (Teacher Performance Assessment Instrument -2) which aims to assess the teacher's ability to arrange the lesson plan.

Furthermore, the supervisor conducts visitation in class to assess teacher performance and assess the teaching and learning implementation using IPKG - 3 (Teacher Performance Assessment Instrument -3). After the class visitation has been completed, the supervisor and teacher hold a private meeting to discuss the performance of the teaching and learning process from the planning stage to the supervision implementation activity to decide on the follow-up stage. This meeting aims to provide assistance and mentoring for Elementary school teachers. Supervision is scheduled once a semester.

Stage 3. Academic supervision report, based on the results of the implementation of academic supervision, the supervisor analyzes the results of the supervision implementation then compiles a report on the results of academic supervision and then prepares a follow-up program. Based on the implementation stage of the academic supervision model that has been carried out on elementary school teachers in Landak Regency, there are obstacles and challenges including the number of supervisors, the distribution of elementary school locations, the time and cost of implementing supervision. These make the purpose of supervision less beneficial for teachers in improving performance and professional competence so that an academic supervision management model that is able to overcome the challenges and obstacles in disadvantaged areas is needed. This study found a model for implementing academic supervision in

disadvantaged areas of elementary school teachers as shown in Figure 1

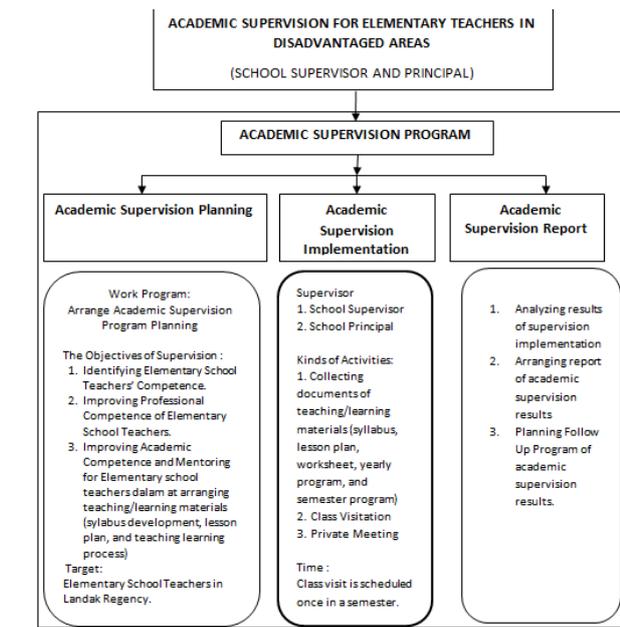


Figure 1. Academic Supervision Model for Elementary School Teachers of Disadvantaged Areas

IV. CONCLUSION

The academic supervision model in disadvantaged areas is formed based on the way supervisors supervise elementary school teachers, this model begins with the coordination between the supervisor and the school principal and the teacher to determine the academic supervision program. The academic supervision program is divided into 3 stages, such as stage 1: academic supervision planning, stage 2: implementing academic supervision, and stage 3: academic supervision reports.

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