How Professional Learning Community Based Academic Supervision Model Improves Teachers' Performance

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Abstract—**This paper outlines how academic supervision based on professional learning community improves teachers' performance. Performance issues affect teachers' academic quality and academic supervision is one way to resolve those issues. Thus, academic supervision is expected to improve teachers' quality. In its implementation, academic supervision should be based on Professional Learning Community (PLC). In PLC-based effort, the management of various school conditions is aimed towards building a dialogue between educators and education staff to learn lessons from daily education practices. Therefore, an academic supervision model is needed to facilitate a PLC-based implementation in order to improve teachers' performance quality. This study employs qualitative descriptive and R&D approaches. The research subject is the PLC-based academic supervision model implemented to improve teachers' performance in Pangandaran Regency, Indonesia.**

Keywords—academic supervision; PLC; teachers' performance

I. INTRODUCTION

Academic supervision should directly affect and improve teachers' behavior in managing the learning process. This is the most essential characteristic of an academic supervision. Academic supervision is expected to aid teachers in improving their skills and academic quality to achieve learning objectives they have set for their students [1,2]. However, teachers' skills, needs, interests, and levels of professional maturity, as well as other personal characteristics, should be considered in the development and implementation of academic supervision program [3,4].

Improvement in the quality of teachers' performance is an essential characteristic of academic supervision implementation. However, we should not assume that there is a fit-all formula for improving teachers' performance. There is no academic supervision that is good and suitable for all teachers. Academic supervision should not focus only on the improvement of teachers' knowledge and teaching skills. It should also improve teachers' commitment, willingness, and motivation because these factors also affect teaching and learning quality [4–6]. To ensure that teachers' improvement is broadly interpreted (to include motivation, commitment, and willingness), academic supervision should be based on Professional Learning Community (PLC). In PLC-based effort, the management of various school conditions is aimed towards building a dialogue between educators and education staff to learn lessons from daily education practices. PLC allows everyone to continuously search for and share knowledge in learning activities as well as practicing what they learn in these activities. The objective is to improve their professional effectiveness; the effects of which are targeted towards benefiting the students [7–9].

However, empirical studies conducted in 2016 found that some teachers had not satisfy the criteria of effective teaching. It was found that only 2.06 million teachers (about 70.5%) met teacher certification criteria, while the other 861.670 did not [10]. The latter did not pass the certification test most likely because they demonstrated performance-related issues, including in teaching. To solve these performance issues, a direct and indirect supervision is necessary.

II. RESEARCH METHODOLOGY

This study employs two research approaches. The first is a pure descriptive study using the qualitative approach and the second is development study using research and development (R&D) approach. The qualitative method to be implemented is case study, i.e. attempting to study a phenomenon (in a case) in real context, aiming to comprehensively observe and intensively analyze various activities, problems, and dynamics of authentic leadership implementation so that a more effective, efficient, and meaningful leadership practice can be developed [11]. Meanwhile, R&D approach is implemented after qualitative analysis has been obtained and has produced a meaningful study. The subject in this study is the PLC-based academic supervision in primary education system in Pangandaran Regency.

III. FINDINGS AND DISCUSSION

The general overview of teachers' performance, academic supervision, and professional learning community in this study can be seen in the following table:

TABLE I. OVERVIEW OF ACADEMIC SUPERVISION, PROFESSIONAL LEARNING COMMUNITY, AND TEACHERS' PERFORMANCE

Indicators	No Item	Responses								Total		Mean
		4		3		2		1				
		f	*x*	*f*	*x*	*f*	*x*	*f*	*x*	*f*	**x**	
Teachers' Performance												
Pedagogic	1	25	100	18	54	3	6	25	25	72	185	2.57
Personality	2	13	52	29	87	8	16	20	20	72	175	2.43
Social	3	9	36	30	90	2	4	30	30	72	160	2.22
Professional	4	29	116	15	45	2	4	24	24	72	189	2.63
Weight Mean Score of Teachers' Performance Guru												**2.46**
Academic Supervision												
Planning	5	3	12	32	96	16	32	20	20	72	160	2.22
Implementation	6	2	8	29	87	10	20	29	29	72	144	2.00
Evaluation	7	4	16	29	87	8	16	30	30	72	149	2.07
Weight Mean Score of Academic Supervision												**2.10**
Professional Learning Community												
Continuous Quality Improvement (CQI)	8	2	8	24	72	7	14	39	39	72	133	1.85
Continuous Professional Development (CPD)	9	2	8	34	102	14	28	20	20	72	158	2.19
Learning Organization (LO)	10	12	48	21	63	29	58	8	8	72	177	2.46
Weight Mean Score of Professional Learning Community												**2.17**

The table shows that teachers' performance has the highest score of 2.46, professional learning community has the second highest score of 2.17, and academic supervision has the lowest score of 2.10. More detailed dimensions of each variable are displayed in the following charts:
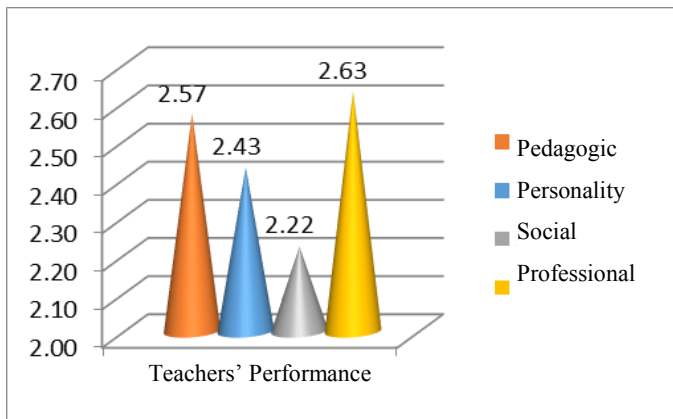

Fig. 1. Teachers' performance.

The score for each dimension of teachers' performance, i.e. pedagogic, personality, social, and professional dimensions, varies. Professional dimension has the highest score (2.63) compared to the other three, followed by pedagogic (2.57), personality (2.43), and social (2.22) respectively.
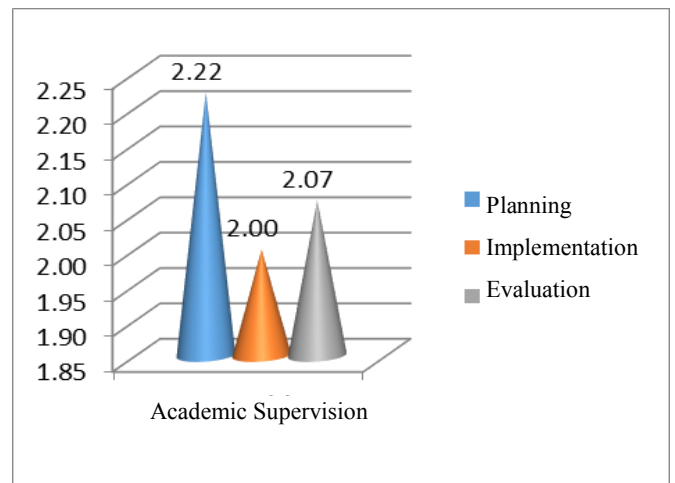

Fig. 2. Academic supervision.

Academic supervision is the variable with the lowest score. This is also reflected in the scores of its dimensions. Planning scores 2.22, evaluation scores 2.07, and implementation scores 2.00.
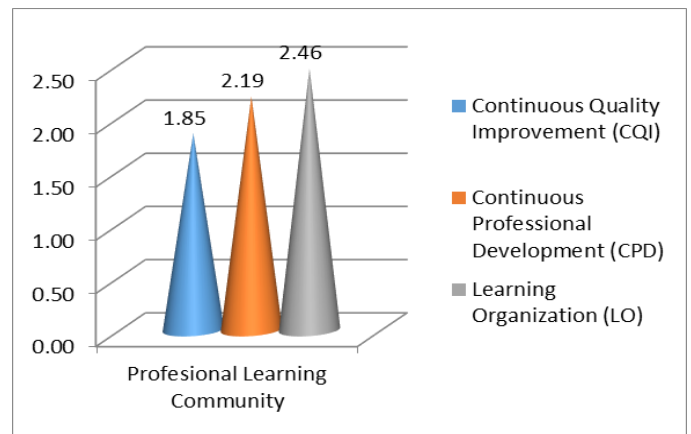

Fig. 3. Professional learning community.

Professional learning community has the second highest score among the variables. The score for each dimension in this variable is as follows. Learning organization (LO) scores 2.4, Continuous Professional Development (CPD) scores 2.19, and Continuous Quality Improvement (CQI) scores 1.85.

The overview of all variables shows that academic supervision has the lowest score, which means that its implementation requires certain techniques. Supervision technique is important for principals to master because without good technique, supervision will not be effective. Supervision techniques facilitate easier achievement of goals and objectives. Therefore, the implementation of supervision technique is a realization of school's effort to grow [2,3,12]. The analysis shows that in addition to suitable technique, academic supervision implementation also requires a supervision model that is oriented towards human development. Thus, the researchers agree on one academic supervision model, i.e. the **GROW ME** academic supervision model. This coaching model is oriented towards human development. The coach helps learners to achieve their goals. **GROW ME** model involves several steps: **GOALS, REALITY, OPTIONS, WHAT'S NEXT, MONITORING,** and **EVALUATION**. These steps and the model still require further in-depth study. Therefore, efforts are taken to perfect the model in accordance with the initial objectives of the study. It is expected that at the end of the study, the model will have been perfected and finalized as a modified academic supervision model to replace the current supervision model.

IV. Conclusion

Based on the findings and analysis, the researchers agree on one academic supervision model, i.e. the GROW ME academic supervision model. This coaching model is oriented towards human development. The coach helps learners to achieve their goals. GROW ME model involves several steps: **GOALS, REALITY, OPTIONS, WHAT'S NEXT, MONITORING, and EVALUATION.** These steps and the model still require further in-depth study. Therefore, efforts are taken to perfect the model in accordance with the initial objectives of the study. It is expected that at the end of the study, the model will have been perfected and finalized as a modified academic supervision model to replace the current supervision model.

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