

# STUDENT TEACHER SUPERVISION IN DIGITAL ERA: IDENTIFYING THE SUPERVISORS' ROLES IN CHAT GROUP COMMUNICATION USING SOCIAL MEDIA

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**Abstract** - Supervision is an important part in the implementation of teaching practicum held by initial teacher education. However, such constraints as time, place, and content of supervision become major problems in the implementation of supervision. Thus, this study aims to investigate the use of social media in the implementation of supervision during the teaching practicum program. Specifically, this research aims to a) identify the roles of university supervisors through a social media platform; b) find out the student teachers' and cooperating teachers' responses to the use of social media during supervision. This research involved 8 student teachers, 3 school teachers, and 2 university lecturers who took part in the teaching practicum program in partner schools in Bandung, West Java. The data were collected through conversation transcripts in social media and questionnaires. Using Henry and Weber's framework of supervision (2010) the results showed that almost all the role of supervisors, such as instructor, seminar director, counsellor, liaison, and supervisor, can be done through social media in the form of conversation groups in a social media platform. Student teachers and school teachers expressed a relatively positive impression of them related to the use of social media in the process of supervision. The student teachers and the school teachers also revealed the advantages and disadvantages of using social media conversation groups during the teaching practicum supervision process. It is expected that the results of this study contribute much to the effectiveness of supervision process without the constraints of space and time.

**Keywords:** roles of supervisor, social media, teaching practicum

## I. INTRODUCTION

Supervision is an integral part of teaching practicum in institutions that organize initial teacher education programs. Supervision involves several parties including student teachers, university lecturers and school teachers. The university lecturers, or in this study called university supervisor, and school teacher, called cooperating

teachers, are expected to work together to guide and help student teachers to become professional teachers in the future because effective supervision can result in good collaboration among the three main parties involved in supervision (Lombardi, 2001).

In its process, however, supervision is often reported to encounter some constraints such as the burden of supervision between supervisors and teachers, lack of communication between supervisors and school teachers, and the lack of collaboration between student teachers, lecturers, and school teachers (Kauffman, 1998). The constraints are due to several things such as the place of teaching practicum implementation, supervision implementation schedule, supervision materials, and others (Sewall, 2009).

Referring to the advanced development of information and communication technology, supervision should be made easier. Supervision can take any form of technology devices such as video that displays student teacher teaching practice (Seawall, 2009) and tablets (Mathisen, 2016), and of combination of devices and internet connection or virtual supervision using different platforms, e.g. emails, video conferencing, Facebook, blogs, etc. (Krutka & Carpenter, 2016; Le Cornu & White, 2010; Cano & Garcia, 2013; Goktalay, 2015).

Of the ICT devices used for supervision, little focuses on the roles of supervision that can be applied in the devices. This study, thus, investigated the roles of university supervisors in the conversation groups in a social media platform in which communication among student teachers, university supervisors and cooperating teachers took place in addition to face-to-face supervision.

### Supervision of Student Teacher

Activities where prospective students get input especially from lecturer supervisors and school teacher supervisors are called supervision. The word supervision in education, according to Wallace (2001), is divided into two: general supervision that refers to administrative oversight and is not directly related to learning activities in the classroom and clinical supervision that is based on the aspects of learning in the classroom. Clinical supervision is the type that is commonly used in teacher student supervision as suggested by Gebhard in Bailey (2006) that

*"... language teacher supervision is an on-going process of teacher education in which the supervisor observes what goes on in the teacher's classroom with an eye toward the goal of improved instruction" (1990a:1).*

Specifically, Gebhard mentions that supervision is contemporary and continuous where teachers or prospective teachers get observations to be able to improve strategies in implementing learning in the classroom. The observations were conducted by supervisors and teachers.

According to Goktalay, et al. (2014) and Hudson, et al. (2008), the purpose of teaching practicum is to allow prospective teachers to experience the actual classroom environment. In this environment prospective students facing real class and get input from friends, teachers and guidance counsellor. It is expected that by following this field experience program, prospective teachers will become effective teachers in carrying out their learning in the future after they graduate from their education program.

On the other hand, lecturer supervisors have several important roles to be implemented. Henry and Weber (2010) list the role of lecturer supervisors in at least nine roles. Firstly, as a placement consultant for student teachers, university supervisors are responsible for putting student teachers in order for professional development. Secondly, as an advisor assigned to prepare the student teachers before entering the classroom to teach. Third is as an instructor who has a role to give individual instructional instruction to student teachers. Next is as a seminar provider when it is necessary to share experiences and ideas between fellow practitioners. Role as a counsellor is the next thing that can be played by the supervisor. That is responding to problems and anticipating problems that potentially arise from student teachers. Liaison is another role, where the supervisor is mediating when there is misunderstanding between the student teachers with the school teacher supervisors. The three supervisor roles are directly related to the

learning done by the student teachers, i.e. supervisors, consultants and evaluators. As a supervisor, supervisors provide direction and input to help student teachers improve their performance in the classroom. As a consultant, lecturer supervisors share knowledge and experience with other personnel at partner schools. As an evaluator, the supervisor evaluates the performance of the student teachers, school teacher supervisors and organizing partner school.

### Social Media Communication

In the era of Web 2.0 technology a wide variety of open source (open source) digital applications is easily accessible online. This technology has had a significant impact on people's communicating behaviour in the world. English and Duncan-Howell (2008) extracted various literature related to Web 2.0 phenomena. There has been a very high growth in terms of social activities and collaborations made through sites on the virtual world, especially on social media sites like Facebook. While social media technology, such as Facebook, Twitter, WhatsApp, Line, etc., is not intended for learning, it is widely found in research that this technology can be utilized in learning environments including its use in practicum work by prospective teachers (Goktalay, 2015). In fact, the use of social media applications has changed the pattern of learning at various levels of education including at higher education (Brown, 2013).

Social media provides an opportunity for people to download information, discuss and record their own learning. Lemon (2016) synthesizes various social media-related information in learning that social media provides a means for users to publish themselves as well as communicate interactively without worrying about time differences, as they can interact whenever and wherever they are (real time interaction). Interactions can be done by two or more people.

## II. METHOD

This study used descriptive approach, that is as defined by Cresswell (2013) a descriptive approach is an approach that aims to describe a context in detail and in depth that is limited to a certain time. Therefore, this study did not compare different supervision techniques but rather described what happens during the supervision process using a social media platform that is commonly used by the participants in the study. The results of this study cannot be generalized because it was limited to the context implicit in this study alone.

Participated by eight EFL student teachers, two university supervisors, and three cooperating teachers, this study collected the data from three transcripts of conversation among student teachers. The transcripts were taken from the three conversation groups in a social media platform and analysed to identify the roles of university supervisor in the conversations. The conversation groups were formed during teaching practicum in three different schools.

In addition, questionnaire was distributed to the student teachers and cooperating teachers to identify their responses to the use of the social media as support of face-to-face supervision.

### III. FINDING AND DISCUSSION

Three conversation groups in a social media platform were formed in order to facilitate communication among the parties in the study undertaken during supervision soon after the university supervisors identified the student teachers under their supervision. They communicated in the chat groups as long as the teaching practicum was scheduled in the schools to discuss any teaching practice related issues, such as lesson plan, teaching schedules, teaching techniques, and school visits.

The conversations were analysed to identify the university supervisor's roles that are proposed by Henry and Weber (2010). The conversations were firstly categorised based on the topics that are coded as episodes. Each episode was, then, marked to the roles in the framework.

#### Topics Covered in the Social Media Chat Group

During the teaching practicum, the university supervisors, the cooperating teachers and the student teachers communicated through an online platform of communication which is widely used in Indonesia. They used the social media relatively intensively in order to serve the student teachers' needs of communication with their mentors, especially the university supervisors who were not always available in terms of face-to-face interaction. Some topics were identified in the chat groups that mostly closely related to the teaching practicum activities of the student teachers. The topics cover teaching schedule, lesson plans, teaching report, feedback on lesson plans and teaching report. One chat group however, does not show intensive use of the social media to discuss the specific practices of the student teachers' teaching. School B seems to focus on administrative share of information, such as curriculum document.

School A	School B	School C
Teaching schedule	Teaching schedule	Teaching schedule
Lesson plans	Share of curriculum document	Lesson plans
Feedback on lesson plans	Examination schedule	Feedback on lesson plans
Teaching report		Teaching report
Feedback on teaching report		Feedback on teaching report
Examination schedule		Examination schedule

The chat groups in School A and School C display communication between the university supervisor and the student teachers more on teaching practice than the chat group in School B. The student teachers shared their lesson plans and made clarification on the written documents to the university supervisor. They also did the same on the teaching reports. The university supervisor asked for clarification when she thought that things were not clear and gave necessary feedback. Hramiak, et al. (2009) report that instructors can give feedback directly to the student teachers when the access is open for both parties.

This finding also shows how university supervisors relied on the social media platform to get informed of what they could not do in terms of their availability to visit the student teachers intensively. This media was used to keep in touch and be well updated on what the student teachers were doing in the schools. This seems to be relevant to Carpenter and Krutka (2018) who mention about the topics that are usually revealed in the use of social media in education. One of the topics includes the negotiation of social dynamics in social media spaces, besides ethical issues surrounding social media use and the support to the development of various literacy skills.

#### Roles of Supervisor in Social Media Chat Group

Of the nine roles of university supervisor, five were identified in the group conversations, such as instructor, seminar director, counsellor, liaison, and supervisor.

##### 1. Instructor (Instructor)

Table 1 Topics of Chat Groups

The role of the instructor here, in accordance with Henry and Weber's recommendation (2010), is that the advisors can give ideas or concepts to the student teachers or help the student teachers through analysis and instructional based input. Of the three sets of group conversations data, two include this role. Here is the sample of the conversation data.

ST2	<i>Assalamualaikum wr wb.</i> Excuse me, ma'am. The text that will be given to the students is in an uncompleted text version. The students will have to complete the text using if-conditional types. The opening section of the lesson is to ask students to identify the language of if-conditions. How about that plan, Ma'am? Thanks in advance, Ma'am☺
US1 10:08	When planning your lessons you have to pay attention to how the students can accomplish the task well, in other words the students are prepared to be able to do the task. You can think of why they should learn if-conditions, relate it to their real world.
US1 10:16	Each time you plan your lesson, please think of why they need to learn the materials. Then make creative activities using interesting media.

(Conversation Group 1)

The conversation above shows that the supervisor provides **input** related to the question of student teacher (ST2) why confirmed whether her plan of activities would do with her students. The supervisor performed her role by giving input to the student teacher through the concept. The supervisor did not answer directly, but she provided input through the concept of lesson planning of which the answer can be thought of by the student teacher. Other data showing the same role existed in the second set conversation group. The supervisor commented on the lesson plan shown by ST3 related to learning activities.

US2 (23.17)	The format of ST3's lesson plan looks better now. In the pre-activity section, you need to think of the warming up activity that functions to explore what they students have already known about the topic and to bridge their experience with what they will learn
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(Conversation Group 2)

The university supervisor suggested that ST3 consider an appropriate activity for warming-up.

The **supervisor** again did not tell what the student teachers have to do specifically, but she provided with what the concept of warming up is. She did not directly correct the lesson plan, rather she asked ST3 to think again for what he had decided in his lesson plan.

## 2. Seminar Director

Another role of a supervisor is to organize a seminar. Henry and Weber (2010) mentioned the meaning of this role is to give the opportunity to the students to share their experiences and get ideas from fellow student teachers. Mentioned in this role, university supervisor prepares the agenda of the meeting, provides information and provides teaching resources to help the student teachers develop their teaching skills. Related to this role, there is no set of conversations that contain information about the supervisor lecturer performing the role as seminar director in charge of arranging the agenda and so forth mentioned above. But, as a provider of seminars in the groups, the supervisor two sets of group conversations conducted seminar-like conversations. In the form of group conversations involving student teachers, university supervisor and cooperating teachers can be regarded as a seminar, where they conversed in groups accessed by any member in the group. The following data can show how seminars occur in the group conversations.

US2 (23.13)	ST4's lesson plan looks much better now. The activities are also interesting for the students. Please share how it is conducted in the classroom.
US2 (23.17)	The format of ST3's lesson plan looks better now. In the pre-activity section, you need to think of the warming up activity that functions to explore what they students have already known about the topic and to bridge their experience with what they will learn
US2 (23.17)	What do you think CT2?
STS2 (23.34)	Good afternoon, Ma'am.
STS2 (23.35)	Yes, I think so too
STS2 (23.37)	One possible way to bridge is to ask the students the kind of greeting card that they have ever received.
STS2 (23.38)	And you can connect it to the greeting card that they will learn in your lesson,

(Conversation Group 2)



In relation to teaching resources that can help students achieve their teaching success in seminars, the three conversations at high school show how the cooperating teachers help provide information about teaching tips. In the sample below one of the school teacher supervisors provided an online link that can be accessed by student teachers in the hope to help they could overcome the problem of teaching.

US2	I think that the student teachers can search teaching techniques in the internet websites to vary the teaching activities.
STS3 (08:43)	<a href="http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArticleID/525/5-Beginning-Teachers-10-Great-Tips.aspx">http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArticleID/525/5-Beginning-Teachers-10-Great-Tips.aspx</a>

(Conversation Group 3)

In the data above, it looks how the seminar can happen. After reading the lesson plan sent by both student teachers involved in School 2, the supervisor gave an input to be considered by the student teachers. In addition, the supervisor conducted the involvement of the cooperating teacher in the school also provide input, and while in the third conversation group the teacher sent a link to help the student teacher solve her problem. Indeed, in the concept offered by Henry and Weber (2010) on seminar provider, the involvement of all participants to give feedback to each other can be categorized as seminars in other forms, namely in the form online.

### 3. Counsellor

A counsellor is a duty to help people who have problems. University supervisor as a counsellor is assigned to help student teachers to solve the problem, personally or professionally. Student teachers are considered new teachers or beginning teachers who mean they have no or less experience of teaching. It can be assumed that student teachers will experience many problems during the teaching practicum especially when dealing with the teaching and learning process in the classroom. The role of the supervising lecturer, therefore, is highly relied upon by the student teachers to help them out of the problem.

The role of the counsellor appears in the conversation groups. But the role arises not because of the demand of student teachers. Lecturer supervisor identified the problem that student teachers had through their lesson plan sent to the conversation groups. For example, a student teacher showed his lesson plan which was considered too often follows the book by a supervisor. The

supervisor might think that this practitioner student had difficulties to develop his lesson plans, because the lesson plans looked too much dependent on school textbooks.

US2 (17:22)	ST3, it is possible to to create more attractive activities like the ones in ST4's lesson plan so that the design of your lesson does not always depend on the textbook? You may use the textbook, but you can also make modification to be more attractive to your students.
ST3 (18:46)	Yes, Ma'am, I will try it in the next meeting Thanks.

(Conversation Group 2)

The supervisor performed herself as a counsellor to remind student teacher to be more creative in developing learning activities for his class. Here the supervisor identified the problem ST3 had, that is too often depending on the book. In other words, the problem faced by the student teacher is less exploring the creative side of himself.

### 4. Liaison

Understanding liaison in one of the roles of supervisor is a liaison between the university and the school (Henry and Weber, 2010). The university is represented by a lecturer by explaining the university program related to the teaching practicum program. Meanwhile, supervisors also deepen information related to the interests of schools that relate directly or indirectly to the teaching practicum program. So in practice, the role of lecturer supervisor is to be an intermediary between student teachers and teachers in school.

US3 (16:50)	The lecturer and teacher will help ST5 and ST6 synergic ally (emoji of double strong arms)
CT3 (16:54)	Thank you US 3 for forming this group in order to ease the communication among us supervisors and student teachers so that our duties can be completed as expected.

(Conversation Group 3)

In the collected data, this role does not appear significantly, especially with regard to teaching and learning. However, it was found that in Group Conversation 3, which occurred in a senior high school, the supervisor insisted that the social media chat group formed would be a container to synergize the role of lecturer supervisor, student teachers and school teacher supervisors, like the above the group conversation snippets.

CT3 (7:01)	Have you got your teaching practicum book?
US2 (7:10)	The leader can check it to the office in the campus.
ST5 (07:46)	Yes, sir.
ST5 (07:48)	Excuse me, Ma'am. The book have already provided by the office but in order to get it we have to bring along the letter of recommendation from the school, including the name of the school on the cover letter.
ST5 (09:30)	Yes, sir.

(Conversation Group 3)

The above conversation may be assumed as the role of the lecturer supervisor a liaison. It was found in the conversation that the cooperating teacher did confirmation related to the document which became the authority of the university to the student teacher. The supervisor mediates by giving direction to the student teacher to immediately check the document to the university.

#### 5. Supervisor

The role of supervisor is the main role of the supervisor. Specifically, this role helps student teachers improve and develop their teaching skill. Henry and Weber (2010) suggested that supervisors conduct analysis related to RPP, conduct class observations and conduct conferences to perform their duties as supervisors. This role appears in all the group conversations that are collected as data.

US 17:31	ST1 and ST2, are you teaching if-conditions tomorrow?
ST1 17:34	Yes, Ma'am.
	In my class will be if-conditions types 1 and 2.
	In my Tuesday class the material will be type 3 because types 1 and 2 have been discussed last week 😊
ST2 17:35	Yes, Ma'am 😊
US 19:12	What is the theme for teaching if-condition? What are the purposes of teaching it/what is it to be taught for? There should be a theme
US 19:13	Can you explain your plan/preparation?
ST1 19:21	Yes, Ma'am 😊
ST2 19:21	Last week in the classroom firstly I showed a video of real situation conversation that contains if-

	condition type 1, the students were asked to mention the if-conditions used in the conversation. After that I wrote the sentences mentioned by the students, the students and I analysed the sentences starting from which part is the condition and which part is the result using type 1. Which tense is used to express a condition and a result. Then we continued to type 2 using the same procedure. After both types were discussed, I gave them exercises to apply types 1 and 2. Tomorrow my class. For the Tuesday class I will teach type 3, probably using the same technique.
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(Conversation Group 1)

The above conversation shows the role of lecturer supervisor as supervisor by confirming the teaching schedule of her student teachers. By confirming learning topics, learning themes, and learning objectives, the lecturer supervisor served as a supervisor from a distance. She did not observe directly the teaching process at the school, but rather doing monitoring remotely to run its role.

US2 (19.18)	What about ST3's lesson this week?
ST3 (19.24)	I still have problems in <i>building knowledge of the field</i> , Ma'am. Today I am going to try to use a game in the opening. Wish me luck
ST3 (19.24)	What is the problem?
ST3 (19.30)	In the topic of greeting cards I have a difficulty in finding the appropriate trigger so that I could help the students to relate their experiences with the materials I will give them.
US2 (20.03)	What have you done so far? How was the students' response?
ST3 (21.05)	I asked them if they ever sent greeting cards to someone. They said they never did. But they ever sent invitation cards. So, I directly show the examples of the greeting cards.
US2 (21.06)	So what do you think you need to do if that is the case?
ST3 (21.13)	I think the way I try to engage the students to the lesson should be more varied. So I think I need to think of another way so i have back up plans.
US2 (21.45)	What are you planning then?
ST3 (23.20)	I am still searching. Ma'am. Perhaps you can give alternatives.

US2 (05.27)	Actually you can play your role to be not in a rush to go to the next phase of the lesson if you see that the students look confused. They might be confused of the instruction or even with the language that the teacher is using.
US2 (05.29)	You could make more exploration on the questions, for example using pictures. No the students are very much familiar their gadgets so you can use that as the initial stage by exploring their experiences of sending greeting cards in a digital format.

(Conversation Group 2)

The above snippet indicates the supervisor's role in supervision. Starting from lesson plan analysis up to asking student teachers to tell the learning outcomes, the supervisor showed his business to guide student teachers in order to achieve maximum potential as prospective professional teachers. Student teachers were directed to do reflection until self-identifying things that were still a constraint by the student teachers. She also brought in a way of thinking to find ways to solve his problems. Lecturer supervisor did not directly give answers when asked by the student teacher to help him solve the problem, but the supervisor gave him direction in the form of concept to be understood by the student teacher. It can be said that the supervisor had the hope that the student can practice thinking about the effort to solve the problem.

In this extract, it is implied that the supervisor was also applying herself as a counsellor who gave a direction to ST3 of how to solve his problem in his teaching related to what he thought of his problem –rushing his lesson with his students.

### **Student Teachers' Response to Social Media Groups**

In this section, the data collected through questionnaires distributed to student teachers will be presented based on several things such as impressions, advantages and disadvantages of using social media during the PPL guidance process. Based on the findings collected from student teachers' questionnaires, they have a relatively positive impression associated with the use of the social media during the process of guidance of teaching practicum with the supervisors.

The social media used for group conversations is perceived to be important for the student teachers, that is they could contact the supervisors for consultation as revealed by ST1.

"In my opinion it (conversation group in a social media) is beneficial because it eases the

communication and consultation about the teaching practicum" (ST1)

Similar perception was also voiced by ST2, ST3, and ST4 where different time and place to make consultation did not create problems during their teaching practicum. Here is the sample from ST2

"I think the chat group of teaching practicum supervision in the social media is really helpful in the process of supervision, especially when there is time restriction to have face-to-face supervision." (ST2)

Intensive communication is required between the student teachers and the supervisors, which generally cannot always be contacted directly. Through this group of conversations, they can consult without any distance and time barriers as revealed by ST1 and ST4. ST6 implies that communication does not need to be face to face only, but can use various media to convey a message.

"I think this group is very important because we can get information from many sources" (ST6)

The advantages of using social media as part of the counselling process along with university supervisor are described in the following discussion. In general all participants agreed that these groups of conversation for the purpose of supervision were somewhat beneficial in terms of time and space limitations. Time and space were no longer constraints among them because they could reach each other through the group or even private conversation. They did not also need to wait for long to get information they needed to know in an instant.

In a more specific sense, some findings occurred, such as: monitored activities, remote guidance, and misunderstanding avoidance. Even though the supervisor could not attend the schools too often, the student teachers felt they were being monitored because the supervisor could check what they were doing or had done with their practicum as stated by ST1.

"The benefit is that when we need to make a consultation in a short time, we can communicate via the social media where I myself, the teacher and the supervisor are there. It is not always necessary to meet them (the teacher and supervisor) in person, especially when they have their own important business. That way the process of lesson planning can also be consulted through the group. It is not only that, the supervisor and the teacher often monitor whatever happened when teaching, asking about what went well and what to be improved. I told them my teaching experiences, and they gave feedback to me. It was really beneficial." (ST1)

They could also make confirmation of the information they received directly in the chat groups. This is conveyed ST6 as follow.

“It is helpful to avoid misunderstanding because I can chat with the supervisor make confirmation or more information” (ST6)

The findings are relevant to Li’s study (2016) where she argues that virtual communities of practice constructed through social media make learners have the access to connect and construct a shared understanding. The communities also enable them to engage in discussion and share resources as afforded by the technology.

In addition to the advantages, student teachers involved in this study also expressed undesirable sides of the use of social media during the process of supervision. The identified drawbacks are limitation of expressions and late response. The first weakness of supervision through social media is that they could not always express what they had in their mind. The problem is not the typing process.

“I think one of the weaknesses of communication through social media is that when I want to ask something or evaluate my teaching, I could not find the right expressions that I could type. It will be different if I could see the supervisor in person” (STS2)

This is supported by ST1 who once experienced problems with her lesson plans, teaching techniques in the classroom, teaching materials and others.

“The weakness is that it is sometimes difficult to describe something so that it is better if we do it face-to-face to consult things during the practicum such as teaching materials, lesson plans, teaching techniques and so on because they need more detail description that if we do it through the chat group” (ST1)

In sequences, findings are in following:

1. There are things that can only be done face to face
2. It is difficult to choose the right word to express the problem at hand
3. Long response
4. Response comes from the same person continuously

The weaknesses are somewhat different to Li’s (2016) findings in her study where the challenges are more on technical problems such as lack of technical support, and limited equipment and access to the internet.

### **Teachers' Response to Social Media Groups**

Despite less communicative in the conversation groups during the supervision, the cooperating teachers also gave feedback to the use

of the media. Teacher interview data reveal the impression, advantages and disadvantages of using social media during supervision.

They argued that communication is important in the process of supervision. Through a group of conversation formed by the university supervisors, they were impressed by the creation of the group because could communicate directly with the supervisors. Associated with the advantages of the groups of conversation, the cooperating teachers agreed that this group of conversations supported effective communication. Any suggestions can be submitted directly without waiting to meet face to face. Difficulties in face-to-face communication is the adjustment of time between the three parties directly involved in the teaching practicum program, namely lecturer supervisors, student teachers, and school teachers supervisors. Thus, emphasized by the school teacher supervisors, they can save time in terms of face-to-face interaction

The weakness of long-distance communication with social media expressed by the cooperating teachers is that sometimes suggestions and indirect inputs were late to be responded. As a result of unlimited space and time, the response can be done anytime and anywhere. This makes the response be delayed according to the time available of the people involved in the conversation group. In addition, another weakness is sometimes misunderstanding in interpreting the messages sent in the group conversation. In addition, different from the opinion conveyed by ST6, some messages were misinterpreted that trigger a misunderstanding by any participant in the chat groups.

### **IV. CONCLUSION**

Conversation groups in a social media platform are an alternative for the supervision to take place when time and space become constraints. The parties involved in supervision have their own business but they also are aware of their responsibilities. Chat groups can become a medium to connect the different parties so that they can monitor the student teachers’ teaching practicum.

The findings show that the university supervisors could not apply all the nine roles of supervision. For example, they could not become placement advisor due to their limit of knowledge of the list of the partner schools in the university. However, the media is potential to apply the roles of supervisor to do their duty. This could be done by initiating conversations with the other members of the groups.

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