

Teacher Prototype for Supervision Services Effectiveness

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Abstract: This study aims to describe the teacher prototype in context elementary school teacher supervision effectiveness in West Sumatra province. Teacher's prototype is teachers categorized based on the level of abstraction and commitment, which consists of dropout, unfocused, analytical, and professional teachers. Sampling was done by cluster random sampling technique in 19 regencies/cities in West Sumatra Province and proportional random sampling technique to decided school samples. Data collection was done by questionnaire that has been tested and validated by psychologists and educational management expert. Data were analyzed used simple statistics. The results showed that the average score of commitment and abstraction of elementary school teachers in West Sumatra were: (a) commitment (3.7) with the respondent achievement level of (73.7%) and (b) Abstraction (3.5) with the respondent achievement level of (69.8.7%). It can be concluded that the category of elementary school teachers in West Sumatra: dropout (2%), unfocused (55%), analytic (40%), and professional (3%). Teacher prototype analysis data can be used as a basis for providing more effective supervision services for elementary school teachers in West Sumatra Province.

Keywords: prototype, commitment, abstraction, supervision, introduction

I. INTRODUCTION

Supervision is the main aspect of efforts to improve the quality of education through teacher competences improvement, especially the learning process. The goal of teacher competency development is directed at a set of competencies needed in implementing quality learning. An important component that is very influential on the success of learning, namely the personality of the teacher, the professionalism of the teacher, and skills background based on previous education [1]. UU No. 14 of 2005 concerning Teachers and Lecturers also explained that teachers must have four competencies, namely: 1) pedagogical, 1) personality, 3) social, and 4) professional.

The problem of teacher competency development is often not related to what is the target, but "how supervision is carried out". But, beginning that is not right influenced targets set in teacher competency development. A common problem in teacher competence development is that the program and implementation of guidance carried out by the principal have not been able to touch the teacher's problem point. This causes an increase in competence and quality of learning that is expected to be less significant. This problem indicates that there is a mistake in the practices of teacher training conducted by the principal. The results of the study found that the teacher teaching capacity building program prepared by the principal was not in accordance with the expected stages [2].

The principal tends to use the same methods and approaches in the process of fostering teacher

competencies, although the characteristics and problems of each teacher are fostered basically different. The results of interviews researchers with several elementary school principals in three classifications of schools, namely good, medium, and lower quality schools can be concluded that the implementation supervision by principals, in general, began with observation and filling a questionnaire. The results of observations and assessments follow-up are discussed in groups through school meetings or meetings. Some principals even stated that they did not take coaching actions from the results of their observations and the results of their evaluations [3]. It is understood that in terms of psychology and competence each teacher has a different tendency. The principal's initial understanding of the characteristics of the teacher will make it easier to determine the most effective ways and approaches in supervision practices.

Glickman's categorized the teachers into four quadrants, namely dropout, unfocused, analytical, and professional, which is called the teacher prototype (Figure 1) [4]. He stated that each teacher has two basic abilities, namely abstract thinking and commitment [1]. This teacher prototype is based on the results of measurement and analysis of the commitment and level of abstraction of the teacher in carrying out the task. Thus the analysis of the teacher prototype can be used as a direction to foster teacher professionalism. This teacher categorization will make it easier for principals to determine the most effective supervision service approaches and techniques for each teacher's characteristics [5].

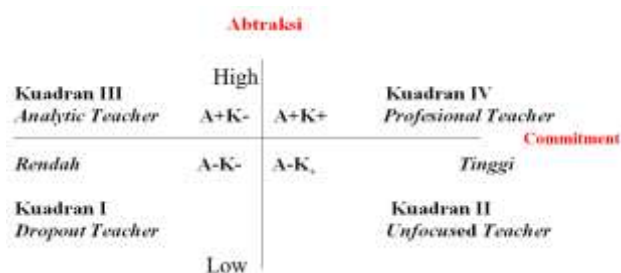


Figure 1
Teacher's Prototype [5] (Adaptation, Glickman, 1993)

This study tries to describe the prototype of elementary school teachers in West Sumatera province. This teacher categorization is done through measuring and analyzing two dimensions of the teacher's basic abilities, commitment and abstraction level of the teacher in carrying out the task.

II. METHOD

This research includes the quantitative type of research that will describe, reveal and interpret data related to the prototype/teacher category seen from commitment and abstract ability in performing the task. Based on the data and information teachers can be classified according to the level of teacher categories consisting of quadrant I (Dropout), quadrant II (Unfocused), quadrant III (Analytic), quadrant IV (Professional). The population of this research is the elementary school teacher of Sumatera Barat Province. Sample determination was done by cluster random sampling technique in 19 districts Sumatera Barat Province, and elementary school samples decided by proportional random sampling technique. Samples in this study are 188 elementary school teachers from 5 districts Sumatera Barat Province. The data collection tool uses a questionnaire in the form of Likert scale and has tested its validity and reliability. In addition, this questionnaire was also validated by Psychology and educational management expertise. Data were analyzed by using simple statistics.

III. RESULT AND DISCUSSION

A. Result of the Study

1. Teacher Commitment

The teacher's commitment in carrying out the task is seen from six aspects, namely: (a) concern in carrying out tasks, (b) loyalty, (c) responsibility, (d) self-discipline, (e) responsiveness to change, and (f) desire to develop self. Commitment to the teacher will be seen from the constant behavior that is raised in the work while describing his philosophy of education.

The results showed that the average respondent achievement level (RAL) on the commitment indicator was (73.7%). The responsibility aspect obtained the highest average scores (3.9) with RAL of (78.0%). While the lowest average scores (3.4) is self-improvement aspect with RAL of (68.8%). Based on the data in Table 1 it can be concluded that in general the commitment of elementary school teachers in West Sumatera province is categorized as being moderate. The results of this measurement can provide an indication of the lack of

effectiveness in the implementation of the teacher's learning.

Table 1
Data on Primary School Teacher Commitment in West Sumatera Province

No	Commitment	Average	RAL (%)
1	Concern in doing task	3,5	70,0
2	Loyalty	3,7	73,6
3	Responsibility	3,9	78,0
4	Self Discipline	3,9	77,6
5	Responsive to Change	3,7	74,4
6	Self Improvement	3,4	68,8

Based on Table 1, the average respondent achievement level (RAL) on the commitment indicator was (73.7%). The responsibility aspect obtained the highest average scores (3.9) with RAL of (78.0%). While the lowest average scores (3.4) is a self improvement aspect with RAL of (68.8%). Based on the data in Table 1 it can be concluded that in general the commitment of elementary school teachers in West Sumatera province is categorized as being moderate. The results of this measurement can provide an indication of the lack of effectiveness in the implementation of the teacher's learning.

2. The ability of Teacher Abstraction

Teacher's abstraction ability is seen from two aspects: (1) teacher's problems solving ability and (2) teacher's task ability. Teacher abstraction is the teacher's ability to assemble and organize various information, knowledge, experience, and skills in implementing and problem-solving related to the implementation of duties as a teacher. Abstraction is seen as representing the level of a person's general abilities. The abstract in this study related to the cognitive abilities of teachers that influence their duties effectiveness.

Table 2
Data on Elementary school Teacher Abstraction in West Sumatera Province

No	Abstraction	Average	RAL (%)
1	Problems Solving Ability	3,4	67,6
2	Tasks Ability	3,6	72,0

Table 2 shows the respondent achievement level (RAL) of primary school teachers in West Sumatera Province measuring abstraction skills only reached (69.8%). The average teacher's task ability is (3,6) with RAL of (72,0%), while the teacher's problem-solving ability is only (3,4) with RAL of (67,6%). It can be concluded that the abstraction ability of elementary school teachers in West Sumatera province is categorized as being moderate. The results of this measurement also provide an indication of the lack of effectiveness of learning by the teachers.

3. Analysis of Teacher's Prototype

This study adopted the Glickman paradigm that categorizes teachers into four quadrants based on two basic abilities of the teacher, namely abstract thinking and commitment in carrying out tasks. The four quadrants are a dropout, unfocused, analytical observer, and professional. Based on the results of the calculation of commitment data and teacher abstraction abilities, we can

group the teacher into four quadrants. Teacher categorization is determined by the acquisition of the average score of commitment and ability of abstraction then, confirmed by referring to the classification of the following scores as it is displayed in Table 3.

Table 3
Data on Elementary school Teacher Abstraction in West Sumatera Province

No	Score	Quadrant/Categories
1	4,6 - 5,0	Quadrant IV/Professional
2	3,6 - 4,5	Quadrant III/Analytic
3	2,6-3,5	Quadrant II/Unfocused
4	1-2,5	Quadrant I/Droupout

Based on the average score of commitment and abstraction ability outlined in Tables 1 and 2 above then, in each quadrant/category of primary school teachers in West Sumatera Province obtain a percentage as presented in Chart 2. Only 3% professional primary school teachers in West Sumatera Province and the average primary school teacher categorized as unfocused (55%). The data is depicted in Figure 2.

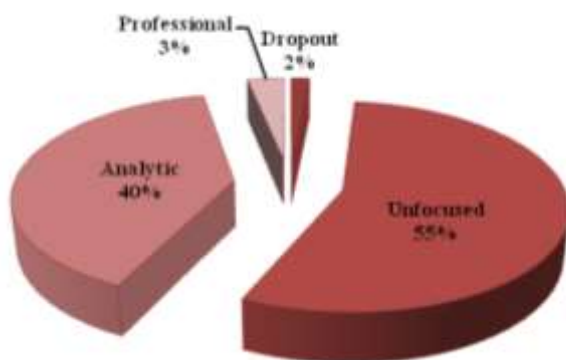


Figure 2
Teacher's Prototype in Sumatera Barat Province

B. Discussion

The findings of this study illustrate the category of West Sumatera Province elementary school teachers determined from the measurement of the commitment and ability of abstraction of the teacher in carrying out the task. These two aspects (commitment and abstraction) are important factors that determine the quality of teacher performance in schools. Commitment to the teacher will be seen from the constant behavior that is raised in the work while at the same time describing his philosophy towards the education profession. Commitment is essential for teachers to carry out quality learning while demonstrating their concern for students, schools, the education community, and their professional development [6]-[13]. Furthermore, teacher abstraction is the teacher's ability to assemble and organize various information, knowledge, experience, and skills in implementing and problem solving related to the implementation of duties as a teacher. Abstraction ability is considered to represent a general ability or cognitive level of a teacher. A person's cognitive abilities describe his intellectual function in generating initiatives: understanding situations, carrying out tasks, solving problems, seeing opportunities, or understanding science and information [13], [14].

The four teacher categories presented by Glickman have characteristics that can be identified from the practice of implementing teacher duties in schools. Quadrant I describes a teacher who has a low commitment and a low level of abstraction. The teacher in this quadrant I am called dropout teacher. Quadrant II is an unfocused teacher's. Teachers in this quadrant have a high commitment but the level of abstraction is low. Teachers in this category have high enthusiasm, are energetic and full of will. But the teacher's ability is lacking in solving problems and rarely does something realistically. Quadrant III is called an analytical teacher who has a low level of commitment but high abstract thinking skills. Analytical Teachers are able to think comprehensively and systematically about a problem. But do not want to provide the time, energy, and attention needed to realize the idea. Quadrant IV is a professional teacher who has a high commitment and a high level of abstraction. Teachers in this quadrant are both thinkers and implementers [15].

It is important for school principals to measure the level of commitment and abstraction of a teacher before developing teacher competency development. Basically, the core of the preparation for increasing teacher professionalism is not solely on increasing the understanding of curriculum and task implementation activities, but on planting the values, orientation, and commitment of teachers to their profession as educators [12],[16]. Less precisely the approach used by the principal has an impact on the effectiveness of the supervision services provided to the teacher. At some point, the principal's mistakes using the approach will result in the emergence of misunderstandings and resistance to the teacher. This causes supervision by the principal to be unable to improve teacher performance. Therefore it is necessary for principals to modify the supervisory style to improve teacher professional performance effectively and sustainably [17], [18].

Based on the identification of commitment and the level of teacher abstraction, theoretically, the supervision approach that can be used for teachers in quadrant I is the directive control behaviors approach. This approach is suitable to be used with the characteristics of the teacher who shows: teachers do not have the developmental level and teachers do not have awareness, knowledge or inclination to act on an issue. For teachers in quadrant II, the directive informational approach is used, because the teacher in this quadrant shows the characteristics that the teacher does not understand about the issue that the supervisor clearly possesses, and the teacher's feeling of confusion, inexperienced, or is at loss for what to do. Teachers in quadrant III can be fostered by a collaborative approach, because teachers in this quadrant show characteristics: have high intelligence, are able to give ideas, are able to discuss critical issues and think of effective solutions to a problem. But do not want to provide the time, energy, and attention needed to realize the idea. Furthermore, teachers in quadrant IV can be fostered and empowered with a non-directive approach. Teachers are functioning at high developmental levels, teachers possess most of the knowledge and expertise about the issue, the teacher has full responsibility for

carrying out the decision and the teacher is committed to solving the problem [15].

IV. CONCLUSION

Based on the findings in this study it can be concluded that elementary school teachers in West Sumatera Province can be categorized based on commitment and the level of abstraction in carrying out their duties. The teacher's performance commitment that shows constant behavior that is raised in the work while describing his philosophy of education. The abstract in this study is related to the cognitive abilities of teachers that influence the effectiveness of their duties at school. The results showed that the average score of the commitment of West Sumatera Elementary School teachers was (3.7) with the level of achievement of respondents (73.7%) and absorptions (3.5) with the achievement rate of respondents (69.8.7%). It can be concluded that the category of SD teachers in West Sumatera Province: dropout (2%), unfocused (55%), analytics (40%), and professional (3%). It is important for the principal to measure the level of commitment and abstraction of a teacher before fostering teacher competency enhancement.

Based on the identification of the commitment and level of abstraction, then categorizing it, the principal can determine the most effective approach for each category of teachers who will be fostered. Furthermore, this description of the category of elementary school teachers in West Sumatera Province can be taken into consideration in the formulation of training programs to increase teacher professionalism in groups and individually.

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