

Improving Teaching Performance Through Collegial Supervision in Schools

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Abstract—This research focuses on the implementation of collegial supervision of teachers and their impact on teaching performance. Specifically, this study is for: 1) knowing the description of the implementation of collegial supervision, 2) exploring a number of factors that support and inhibition in the collegial supervision of teachers, as well as 3) the impact of collegial supervision on teacher teaching performance. The results of this study are expected to provide a comprehensive overview in implementing effective collegial supervision activities, and be informed for the principal in improving teacher teaching performance through collegial supervision programs implemented in schools.

Keywords—collegial supervision, supervision, teaching performance

I. INTRODUCTION

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. This shows that the teacher is a central figure in the implementation of education because after all the teacher is the party who interacts directly with students in the learning process and is the main determinant in realizing quality students. Therefore, teachers must have good performance. Change in students' self is largely determined by the quality of the learning process. The learning process will be effective, efficient and of high quality if handled by professional teachers.

The results of the field findings, the achievement of the School Quality Report Card at the Elementary School level in Purwakarta Regency in 2018, especially in the EEP (Educators and Education Personnel) standard still have not achieved the expected results. With an achievement score of 4.08 on the standard, it is at the level towards National Education Standards (NES) 3. The ideal NES for quality achievement is at a score of 6.67 - 7.00.

The results above are in line with the results of the 2019 Purwakarta District Teacher Competency Test (TCT). The results of the Elementary School Teacher's TCT in Purwakarta

are ranked at the bottom of the results obtained in other districts. Purwakarta Regency is in the 23rd position out of 27 districts / cities in the West Java Province. With a score of 55.19, Purwakarta Regency is below the provincial average score of 56.65.

The problem of teachers, especially teaching performance, is a classic problem for which a solution has not been found. Several research studies show that there is a positive relationship between teaching performance and collegial supervision [1,2].

This supervision model emphasizes the interaction process between one teacher and another teacher who is formed in a group / team. Some of the techniques included in collegial supervision are subject teacher deliberations, teacher council meetings, upgrading, and inter-class visits.

Collegial supervision in practice is already applied in schools, but differs by naming or term. Principals and teachers are more familiar with the term peer supervision or collective supervision. Whereas in principle it is the same, which is to emphasize the joint efforts between teachers in improving learning performance.

The results of the literature study show that more research examines academic supervision [3–5], clinical and managerial supervision [6-8]. Whereas in urgency, collegial supervision also has the same role in improving the quality of schools in learning services. On this basis, researchers are working to complete previous studies that are still minimally examining the role of collegial supervision, especially on teacher performance.

This supervision model developed by Glatthorn suggests the term peer-to-peer supervision or collective supervision [9]. This approach suggests teachers communicate with each other supervising each other in a management. The development of professional cooperation is a non-evaluation strategy for teachers to help each other as professional cooperation partners. Furthermore, Glatthorn defines collective supervision as a structured process in which two or more teachers agree to work together for professional growth, which is generally done by observing each other's classes, giving each other feedback

about observations, and discussing about their profession [9,10]. From the description above, this study focuses on the influence of instructional leadership and collegial supervision on teaching performance.

Teacher performance is a determinant for improving the quality of the learning process and the expected results [11]. Teacher teaching performance can be defined as the performance shown or the results achieved by the teacher at a certain period in carrying out their duties and obligations based on the procedures and rules that apply in the world of education for the achievement of predetermined educational goals. Teacher work performance can be interpreted as tangible results shown by teachers in carrying out their duties and obligations in a work process as a manifestation of their competencies, especially in providing services [12].

Teacher performance is very important to be considered and evaluated, because teachers carry out a professional task. This means that these tasks can only be done by people with special competencies. Teacher performance indicators include: a) planning learning activities; b) implementation of learning activities; and c) learning evaluation [12].

Teaching performance is influenced by various factors, both internal and external factors [13]. In this case, the internal factors referred to include the following: (1) Motivation; (2) Professional competence; (3) Health; (4) Education; (5) The period of service; (6) Facts; and (7) Socio-economic strata. Meanwhile, the external factors referred to include the following: (1) Facilities and infrastructure; (2) Curriculum; (3) educational program; (4) Leadership; and (5) school management.

Glatthorn uses the expression professional collaborative development to describe a collective process by which teachers are willing to cooperate for their own professional development [10]. He suggests the term peer-to-peer supervision or collective supervision, this approach suggests teachers communicate with each other supervising each other in a management.

II. METHODS

The quantitative descriptive approach is a research approach used to assess the magnitude of the effect of collegial supervision conducted by teachers on teaching performance in 16 public elementary schools in Bungunsari District, Purwakarta Regency. This approach the researcher chooses as an effort to understand and explain factual phenomena that are happening at this time. As for the research sample, 50 Elementary School teachers were taken by purposive sampling from 377 existing teachers. Through regression analysis techniques, researchers seek to obtain a specific picture of collegial supervision that has been running and its effect on teaching performance.

The variable constructs used by researchers in collegial supervision is partnership principles, co-planning, co-teaching, co-assessment, co-reflection, and closure of supervisory

sessions [14]. As for teaching performance, research examines the cognitive activation, classroom management and clarity of instruction, and student support. A number of these constructs become the researcher's proposal in exploring empirical data through the distribution of closed questionnaires to research respondents [15].

III. RESULTS AND DISCUSSION

The analysis of the research results was carried out by performing a linear regression test on the variables studied. As stated in the initial discussion, this study aims to obtain the magnitude of the effect of collegial supervision on teaching performance in primary schools. So, in this test, the researcher used the IBM SPSS 26 to perform a regression test in order to obtain the coefficient.

TABLE I. REGRESSION TEST

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.978	1.220		2.441	.018
Collegial Supervision	.408	.049	.767	8.273	.000

^a. Dependent Variable: Teaching Performance

Based on the table above, the collegial supervision regression equation for teaching performance is $\hat{Y} = 2.978 + 0.408$. With the regression equation it can be interpreted that if there is a change in coefficient in collegial supervision of 0.408, it can be estimated that it will increase teaching performance by 2.978 linearly. From the table above also obtained a significant value as shown in the Sig / Significance column of 0.000. So, it can be concluded that collegial supervision has a significant effect on teaching performance in elementary school teachers. To find out the amount of strong collegial supervision determining the increase in teaching performance, the next researcher conducted a determination coefficient test, and the following results were obtained.

TABLE II. DETERMINATION TEST

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767 ^a	.588	.579	1.38331

Predictors: (Constant), Collegial Supervision

From the table above, it can be seen that the R square value is 0.588 or 58.8%. This figure indicates that collegial supervision in this study determined a moderate increase in teaching performance. The increase is shown as the test results are positive, meaning that if the implementation of collegial supervision is carried out continuously, it will positively improve the teaching performance of elementary school teachers.

The implementation of collegial supervision as a result of the study has a significant influence on teaching performance in elementary school teachers. Collegial supervision is the process of providing assistance to fellow teachers by working

together, giving each other encouragement, guidance to improve their competence.

Collegial supervision is a structured process in which two or more teachers agree to work together for professional growth, which is generally done by observing each other's classes, giving each other feedback about observations, and discussing their professions. In this supervision model, teachers are given the opportunity to discuss with peer teachers to discuss their assignments and jobs, in the form of a clear program. Meetings in teacher working groups are an effective way of conducting professional coaching. A well-managed teacher working group can benefit teachers, share experiences and thoughts with colleagues in solving teaching problems, and can motivate the need to improve the quality of ability as a teacher.

The development of educational supervision cannot be separated from the influence of the development of management theory. Supervision bases itself on a certain view that always develops towards perfection. This view led to the emergence of various approaches that colored the concept and practice of supervision. The implementation of supervision is based on one or a combination of management theories, namely scientific management, human relations, and human resources. Supervision based on human relations is the most successful challenge to the scientific management view. Teachers are seen as whole people (whole people) and have personal rights, not just a package of energy, skills, and attitudes needed by supervisors. Supervisors work to create teacher satisfaction by showing concern for the teacher as a whole human being. Participation is used as an important method with the aim of making teachers feel that they are important and useful for the school.

Collegial supervision is a form of supervision services provided by fellow teachers, especially by more experienced teachers, to other teachers. Collegial supervision is not a new idea in the practice of teaching supervision, it's just that its implementation has not been intensive. Collegial supervision is based on the assumption that besides being a function supervision is also a role.

Professional collaborative development to describe a collective process by which teachers are willing to cooperate for their own professional development [9]. Glatthorn put forward the term peer-to-peer supervision or collective supervision, this approach suggests teachers communicate with each other supervising each other in a management. Professional cooperation development is a non-evaluation strategy for teachers to assist each other as professional cooperation partners.

During team building, teachers have the opportunity to choose who they like to work with. One member is elected chairman, but not rigid for team selection. When forming, teams may choose to collaborate on a number of activities regarding intensive clinical supervision and informal processes. Like between teams of teachers, observing each other's class

and providing assistance according to the wishes of the teacher being observed.

The other teachers then, provide informal feedback and if not discuss important teaching issues according to their considerations. An approach that relies on the elements and designs of teaching steps that may be used at other times [16]. In this case the emphasis on teaching is slightly focused on specific issues that are recognized by the teacher. On other occasions the emphasis is not focused on preparing to give general instruction. The teacher discussed in advance to decide on the rules and issues from the observations and to determine the next meeting.

The important role of collegial supervision in improving teaching performance through an interactive process in which teachers have the right to speak in deciding who they work with, determine the supervisory team together, carry out the structure of supervisory activities; collective oversight is a fairly formal team to maintain records and how the explanation is nonevaluative [10].

Collegial supervision requires records to be submitted annually to members and makes efforts to provide the necessary and administrative resources to enable the collegial supervision team to function normally. For example, volunteer for a class that is in need, or to arrange substitutes if needed, or for innovative schedule adjustments that allow team members to work together. If the information the team gets about teaching and lessons is considered evaluative material, it is necessary to discuss with the team, discussing information and data about learning.

Each teacher is expected to maintain professional growth that reflects practice and grows professionally as a result of collegial supervisory activities. In intensity, the collective supervision team meets at least once a year for general assessment purposes and for sharing information and impressions about the collegial monitoring process [16]. In addition, this supervision requires individual meetings at least once a year with members of the collective supervision team to discuss their professional growth and to provide the necessary assistance and encouragement.

Collegial supervision is a structured process in which two or more teachers agree to work together for professional growth, which is generally done by observing each other's classes, giving each other feedback about observations, and discussing their professions. Some of the techniques included in collegial supervision are teacher council meetings, upgrading, and class visits. Collegial supervision services can also be carried out and practiced in the form of team teaching, subject coordinator, cross-subject supervision, and classroom action research-based supervision

Channels of collegial supervision in schools include the subject teacher deliberation. It's a group supervision technique that seeks to improve the quality of the process and the results of learning activities in order to achieve educational goals. The purpose of learning supervision is to improve the professional

ability of teachers in improving the learning process and outcomes through the provision of assistance that is primarily a professional service style for teachers. The next channel is to make class visits. Through visits between classes, each teacher will gain new experiences about the learning process, classroom management, and learning methods [17]. Inter-class visits will be more effective if they are accompanied by opportunities for dialogue about matters of interest to the visiting teacher and the teacher being visited. On visits between classes, the teacher may have the opportunity to visit many times by holding internships. Apprentice teachers can participate actively in class so that they can immediately experience and discuss each learning activity. Thus the apprentice teacher can communicate intensively with the class teacher.

IV. CONCLUSION

The conclusion of this study is that teaching performance is significantly influenced through collegial supervision practices in schools. Collegial supervision determines moderately and is able to explain the relationship with teaching performance. This research provides one recommendation that collegial supervision can be alternative for schools through collaboration efforts and knowledge sharing between teachers so that in its implementation needs to be strengthened with an adequate work plan and implemented consistently.

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