

## **EFFECT OF HUMANISTIC PRINCIPLES BASED ACTIVE-COLLABORATIVE SUPERVISION ON TEACHERS' COMPETENCE**

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### **ABSTRACT**

*One of the most prioritized programs in Indonesian education is the improvement of education quality. To do so, it is required to improve teachers' competence in doing their works. The purpose of this research is to investigate the effectiveness of humanistic based active-collaborative supervision in order to improve teachers' competence. The research design used in this research is pretest posttest experimental design. The sample was 38 teachers which were chosen by using quota random sampling method, while the data was collected by using test, observation, and documentation. The result of data collection was analyzed by using descriptive statistic and t-test. The result showed that humanistic based active-collaborative supervision was very effective in order to improve teachers' professional competence in carrying out their duties.*

**Keywords:** *active-collaborative supervision, humanistic principles, teachers' competence*

### **INTRODUCTION**

Quality improvement in education is one of the aspects that needs some attention nowadays. Education quality in Indonesia has not meet the expected qualifications. It can be seen from the students' low learning outcome, decreasing attitude, and competence. Many graduates who do not have job and students from Indonesia who have low achievement internationally are also signs that the education quality in Indonesia is decreasing.

Among the analyzed education components, one of the causes of low education quality is teachers. Teachers' competence in carrying out their duties, starting from elementary up to high schools has not met the expected qualification. The result of the teachers' competence assessment in 2004 and 2012 showed that the average score of teachers' competence was still low. This showed that teachers' professionalism in carrying out their duties is still low. Therefore, in order to improve the education quality in Indonesia, the prime step that has to be done is to improve teachers' competence in fulfilling their duties.

The main method to improve teachers' competence is teachers' supervision. Teachers' supervision is a process of providing help for teachers in the form of guidance, direction, stimulus or others in order to improve the teachers' competence in performing their duties, especially duties related to their teaching.

Being analyzed from the field, the teachers' supervision has been done in all education levels, from elementary up to high school. Since the nine-year mandated education has been legalized, teachers' development has been highly promoted. Through the aforementioned policy, it is highly expected that the teachers' supervision can be carried out more effectively and can improve teachers' competence in performing their duties. Based on the several study results, however, the expected goal has not been optimally reached. The result of study conducted by Wiyono & Maisyaroh (2007) showed that the ongoing teachers' supervision still could not be categorized as good. The teachers' component in performing their duties was still categorized as enough. The result of the teachers' competence assessment showed that the mean of teachers' competence is relatively low. Another study result which was conducted by Yavuz (2010) in another country also showed that supervision done by the supervisors had not performed well. Most of the supervisors had emphasized only on document checking.

Basing on the result that we have from the research, it appears that we need to apply a more effective method of teacher supervision model which can improve their competence and professionalism in fulfilling their duties. The purpose of this research is to investigate the effectiveness of humanistic based active-collaborative supervision in order to improve teachers' competence in fulfilling their duties. The collaborative supervision model is developed based on the result of the early supervision model of the teacher supervision grand design model based on the factors that affect teachers' performance.

The result of this research is of high importance especially to improve teachers' competence in fulfilling their duties. The result could be used as a guideline to conduct a more effective teacher supervision, thus it would provide an effect in the improvement of the of teachers professionalism in fulfilling their duties. The improvement of teachers' professionalism will directly affect the improvement of education within schools and in response to helps to achieve one of Indonesian main education programs which is the improvement of education quality of the country. This research would also be able to support the development of human resource development theory within schools and especially the theory on teachers' professionalism development.

## **METHODS**

This research was aimed to investigate the effectiveness of humanistic based active-collaborative supervision. To achieve the aforementioned purpose, this research utilized experimental design and the research sample was taken from 38 teachers of elementary and junior high schools in Malang. The samples were collected by using quota random sampling.

In order to collect data for this research, three data collection techniques were applied which were test, observation and documentation. Test technique used was given to the teachers before and after training. Observation was used to gather the data about the process of the teacher's professionalism development. The last technique, documentation, was used to collect the data about schools' condition, characteristics of the teachers and their headmasters, along with the results of the teacher professionalism supervision.

Considering the data collection techniques, instruments used for this research were developed to match the variables. In order to do so, the researcher studied the construct of the research variables, the availability of the instruments, and the condition at the location of research. To obtain a good validity and reliability, the researcher performed an extensive study towards the construct of the variables being researched, consider the situation and condition on the research location whilst also develop a guidelines based on the in-depth study of the theory. By doing so, the research obtained a good content validity. Aside from that, an empiric test of the instrument was also performed on the research location. The empiric validity studied in this research was item validity by using test items analysis, whilst the reliability level of the instrument was estimated by using Alpha Cronbach formula. The result of the instrument testing provided a good result with instrument reliability level at  $>0.7$ .

Looking at the research purpose and data available in this research, the data analysis used was the descriptive analysis technique and t-test. The descriptive analysis was performed to describe the data on the process of the teachers' supervision and t-test held the purpose of analyzing the improvement of teachers' competence from before and after the supervision.

## **RESULTS**

The model in this teacher professionalism supervision was performed in five steps, which were (1) needs assessment, (2) development planning, (3) development execution, (4) development evaluation, and (5) follow-up.

The first step that researcher had to do in performing this teacher supervision was to conduct needs assessment. Needs assessment was performed to assess the requirements for the teachers. Needs assessment could be performed by conducting observation, giving questionnaire, or doing documentation. The main objective of needs assessment was to know what ability was required by teachers to fulfill their professional duties. Based on the result of needs assessment, the researcher could compile a more accurate teacher professionalism supervision program.

Moving forward from the result of needs assessment, the researcher planned the effective teacher professionalism supervision. Generally, the components that need to be put in place to perform a supervision program were as follow: (1) defined the objective, (2) planned the supervision materials, (3) set the supervised targets, (4) planned who the supervisors were, (5) compiled the supervision schedule, and (8) developed the instruments for supervision evaluation.

The first step that the researcher needed to do in planning the teacher supervision was to define the objective. Objective was the final mark that needed to be achieved by this supervision program. To achieve that objective, it had to be clearly defined thus it could be well comprehended by every supervision organizer. That objective could refer to both short-term and long-term objectives.

After defining the objective, next step that the researcher needed to do is organizing the supervision materials. Needs and objectives were important factors in deciding the materials to be used during supervision which should cover professional, pedagogic, personality, social and supportive materials. In this research, the materials tested were pedagogic materials especially about teachers' ability in conducting classroom action research in order to improve teaching and learning quality.

In accordance to the materials planning, next important step for this supervision was to set the target of the supervision. The level of teachers' needs to improve their competence became the influence to set priority on who will receive the supervision. Every teacher, however, should also be given equal standing in the opportunity of attending supervision and development training. Teachers who would be supervised needed to be reviewed based on their characteristics, education level, and types of education. In this research, 40 teachers were chosen. After setting the teachers who would receive supervision, the next step would be appointing supervisor. Supervisor could be appointed from headmasters, school supervisors or education experts. In this research, the appointed supervisor was the researcher as education expert.

The next step related to the supervision planning was to compile the supervision schedule. The schedule of the supervision needed to consider a couple of points which were teachers, supervisors, assignments, and the condition during supervision. The result of the research presented one issue that occurred during the supervision which was colliding schedule between the supervision's and school's activity. Due to that issue, in compiling the schedule the teachers' ability to attend the supervision should be considered greatly.

To follow up on that, the next component that requires planning was to provide the space and facility to accommodate the supervision. Supervision facility had to be able to support teachers' supervision activity. Aside from the space, appropriate teaching and learning media also needed to be present to provide an interesting supervision. There were two main purposes in using teaching and learning media during the process of supervision which were to preserve the attention of the participants and to keep them actively involved in the activity, and the other reason was to help supervisor pass information during supervision. By using teaching and learning media, teachers would be able to absorb the ability, knowledge, skill, and characteristics related to the presented materials. Teaching and learning media that were presented to support supervision activity should be varied and relevant to the supervision's purpose and materials.

The last step for the supervision planning was to provide instrument which was used to evaluate the supervision. Basically, there were two instruments that needed to be prepared in supervision evaluation which were the reaction and the result of supervision evaluation. Reaction evaluation was aimed to evaluate the

process of supervision, how supervision was enacted, participants' activeness in learning, or supervisor's performance. Evaluation of the learning was aimed to measure the result of the learning directly as the result of the supervision. Part of evaluation of the participants' learning was to measure teachers' knowledge, skill, and characteristics improvement.

By having proper planning, teachers' supervision program could be enacted. Teachers' supervision referred to planning that had been compiled. There were several principles that needed to be upheld in enacting teachers' supervision which abode to the objective and were democratic, cooperative, abide to the objective, constructive, harmonic, friendly, participative, objective, and open as well as full of teamwork. Aside from that, supervision technique should refer to ones that teachers could catch up well. Technique used in this research is collaborative technique.

The teachers' supervision was held for 3 months, starting from July up to August. To evaluate the effectiveness of supervision model, participants were given pretest and post-test. The score from present and post-test were described in Table 1.

**Table 1.** Score Pretest and Post-test of Teacher's Competence

Test	Mean	N	Std. Deviation	Std. Error Mean
Pretest	12.18	38	2.660	0.431
Posttest	13.18	38	2.856	0.463

Based on Table 1, it could be concluded that there was an improvement based on the increasing score from pretest to post-test. To understand the significance of the scores difference, t-test was applied to analyze the two scores. The overall result of t-test was described on Table 2.

**Table 2.** t-test of Pretest dan Post-test Score

Test	Paired Differences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mea			
Pretest- Posttest	-1,000	1,542	,250	-3,997	37	,000

Based on Table 2, it could be seen that the t value is -3.997, with p value <0.05. With these results, it could be concluded that the teachers' competence had significantly improved between before and after given the supervision program. Based on the analysis it was proven that the supervision model of humanistic based active-collaborative was very effective in improving teachers' professional competence.

## DISCUSSION

The result of this research, when it was reviewed and compared with result from several earlier research, was found to be consistent. The result of the research suggested that an effective supervision required a considerable amount

of time and needs to be enacted continuously. Result of a research by Leonard & Marquardt (2010) presented that action learning was a very effective model to improve partition skills. Several characteristics on action learning involved a lot of asking and emphasized on practice, team interaction, experience sharing, as well as experimental learning. Their result was in accordance to the current study's result which emphasized on the need of collaborative approach in the teachers' supervision process, on practice, and on interaction between teachers and the supervisor.

Result of this research was also consistent with the result of Dhillon & Moreland (1996) study that an effective professional development was done through effective training and based on competence. Some factors that had contributed greatly to the achievement of learning outcome were the experience and responsibility of participants in training. Result of this study was also consistent with the results of Bisset and Nichol (1998) research which showed that the 20-day courses had a powerful effect on teachers' thinking, classroom practice in all subjects, and sense of professionalism. The result of the research was also corroborating the results of Reed (2002) study, which showed that the supervision by emphasizing reflection on practice is a very good technique to develop professional teachers.

On the other hand, a research by Neil (2006) found out that an effective in-service education model had four characteristics which were: (1) emphasizing on collaboration, related to teachers' need, (3) being conducted on accurate location and (4) being enacted by using new teachers' induction. The result of this research was also in line with this research on the emphasizing on collaboration which was the collegial supervision based on the need of the teachers.

The result of this research also agreed with the result of a research by Yigit (2008) which showed that a training that had emphasize on practice was proven to be able to improve teachers' ability in developing materials and using teaching and learning technology. The result of this training was also in line with McGregor and Gunter's (2006) result that stated teachers' pedagogic improved after attending a two year intensive training. Training program was not only enacted within the classroom but also during schools visit, thus it enabled teachers to obtain practical experience. This points were all corresponded with the result of this research where giving participants more active learning experience was more effective.

Therefore, teachers' supervision model should be developed towards the aspect of the teachers' activeness and collaborative activities. Teachers' competence would not be obtained only by joining supervision model with transfer of knowledge style, speech, questions and answers, or other methods that only focus on the expository teaching and learning strategy. Teachers' supervision had to be based on gaining real-life experience, interpersonal interaction, activeness in learning, character building, and real-life skills in fulfilling teachers' duties. The program is enacted with humanistic principles which were democratic, cooperative, teamwork, constructive, harmonic, friendly, participative, objective, and open as well a abiding to the objective.

## CONCLUSIONS

Reflecting on the research result, the researcher highlighted that humanistic based active-collaborative supervision was proven to be able to improve teachers' competence in fulfilling their duty. There were significant differences on teachers' competence when compared between before and after given the supervision program. Teachers' competence had significantly improved after the teachers were given supervision.

Basically supervision process is enacted in five steps, which were needs assessment, supervision program planning, supervision program implementation, supervision program evaluation, and supervision result follow-up. From the needs assessment step and the supervision program planning, there had to be coordination between every related component. In the implementation, relevant aspects should also be considered; be it from the approach, technique, principles, supervisor, and supervision facility. Teachers' professional supervision program had to be enacted continuously until participants were able to be performing as professional teachers.

Based on the summary of the research, it can be concluded several relevant suggestions. Based on the result of data analysis, it can be said that humanistic based active-collaborative supervision was proven to be able to improve teachers' competence. From that result, in providing supervision to improve and develop teachers' competence, teachers' activeness need to be emphasized and the supervision should also refer to collaborative approach. Besides, during the implementation, the supervision should also uphold humanistic principles which are friendly, cooperative, efficient, objective, participative, open, and continuous.

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