

Teachers' Perception Toward The Role Of Instructional Supervisor

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Submission	Abstract
<p>Track:</p> <p>Received: 28 februari 2022</p> <p>Final Revision: 20 Maret 2022</p> <p>Available online: 30 Maret 2022</p> <p>Corresponding Author: Name & E-mail Address Mochamad Alfian mochamadalfan@unmuhjember.ac.id</p>	<p>This Study examined the teacher's perception toward the role of supervisor at Darussalam Boarding School Gontor Ponorogo East Java, Indonesia. This Study employs a quantitative methodology and using questionnaire in collecting data. Respondents were teachers of Darussalam Boarding School Gontor, the population was 300 teachers, stratified random sampling was employed to get sample because the population is homogenous in their dedication and varied in their characteristics. The study aim to assess teachers' perception on the important of some supervisory task and examined teachers' perceptions toward to which extent supervisors involved in the tasks. The finding indicate that supervisory tasks were regarded as important by teachers and were proven by the high percentages of teacher (68%-99%) who agreed to supervisory tasks. On the other hand, teachers regard on supervisor's involvement toward the tasks was also positive. Another finding shows that supervisory activities also regarded as important by most teachers, the percentages of important assumption of teachers indicated in range 80%-99%, in which evaluating the teaching-learning process become most important tasks of supervisor (99%), at the same time, teachers regard school supervisors very well involved in supervisory activities during teaching and learning process which was can be noticed from the high percentage of teachers' responses toward each task. Teachers regard evaluating teaching and learning, advising and helping teachers in problem relating to teaching and learning are the tasks most often performed by school supervisors.</p> <p>Keyword: Instructional Supervision, teacher's perception, Darussalam Gontor</p>

INTRODUCTION

The word supervision is defined in many ways. (Shafritz, 2015) defines supervision as follows: "Assisting teachers or other professionals through performing

some supervision activities which include observation, feedback interviews, and other general developmental activities" (Shafritz, 2015)
(Budiman, 2015) explains that

educational supervising is an effort conducted by school principal in fostering teachers so that they can improve the quality of their teaching through planning and implementation. As well as what was conveyed by (Sagala, 2012) the purpose of supervision is to help teachers improve their abilities to be better teachers in implementing teaching and learning.

According to (Suklani, 2012) the purpose of educational supervision is to improve the professional and technical capabilities of teachers, principals so that the educational process in schools achieve higher quality, and it is important in educational supervision that it is carried out on the basis of cooperation, participation, and collaboration, not based on coercion and obedience.

As the teachers' instructional effectiveness is considered a key success of the teaching-learning process, the instructional supervision activities has an important role, it is because the aim of instructional supervision is to improve the professionalism and teaching capability of teachers. However, the implementation of supervision is not as easy as imagined. The teacher's perception of supervised activities is an important point for self-evaluation regarding the activities carried out by the supervisor in accordance with what is

expected by the teacher.

Pondok Modern Darussalam Gontor (PMDG) is a private Islamic education institution which is concerned in drilling and producing Islamic teachers. This Pondok has been producing scholars with various areas of study, is one of the biggest and most prominent boarding school in Indonesia. PMDG takes into account the supervisory role on teaching and learning. KMI (*Kulliyatul Mua'llimin Islamiyyah*) is the division in the boarding school that is in charge of managing the formal school activities which start from seven until twelve o'clock. The role of the supervisor is important in the school, thus it is arranged routinely in an effort to make teaching effective and help the teachers become successful in their classroom. But there are still problems in instruction which need to be evaluated. Problems among teachers are varied, for instance; teachers making mistakes in using a non-standardized teaching method of Arabic language, another example is some of the teachers make mistakes in evaluating students' work, and how to judge students wisely. Teachers and supervisors should take it into account in supervisory activity in order to achieve effectiveness in teaching and learning process.

Teachers are the foundation for school to succeed. Knowledgeable and

experienced teachers are able to show good performance in their teaching and learning process. Instructional supervisor functions as helper and evaluator for teachers to be better, and a good cooperation between teacher and supervisor leads to the development and effectiveness of instruction. To observe teachers' views on supervisory role is important because it will contribute worthy information about what teachers actually need and expect from the supervisor. Thus, they will be able to identify the strengths and weaknesses, hence, the school organization may improve the quality of education and raise the educational standards achieved by students.

Studies on the role of instructional supervisor appear in many researchers because it is important for school development, as well as for teacher to know his or her teaching practice weaknesses. Research on the role of the instructional supervisor was conducted with various purposes. (Alice, 2012) studies the role of supervisor since the implementation of the Kentucky Education Reform Act of 1990. The purposes of the study was to determine how instructional supervisors, principals, and teachers perceive the role of the instructional supervisor as evidenced by most frequent practice and how the instructional supervisor's current role is

different since implementation of the Kentucky Education Reform Act in 1990. In this study, the role of the instructional supervisor is found to be a "piece of reform that has not received attention regarding top-down/bottom-up government". On the other hand, it is revealed that a new role has emerged, that is to be a "connecting position" which aims to assist others to achieve goals through providing linkages from top to bottom and bottom to top. However, another result found in the same study is that teachers and school administrators do not understand the total responsibility and the diversity of the position.

Another study conducted by Use the "Insert Citation" button to add citations to this document. (Moswela, 2016) Wrote on how the instructional supervision was carried in Botswana secondary school. Moswela explains, the problem arise is that overseeing technical to the implementation of supervision is employed without specific policy for guiding the responsibility. The study asserted that the majority of the respondents view instructional supervision as an important aspect of curriculum implementation, but the manner in which instructional supervision is implemented in the Botswana secondary schools seems to be one of problems on its implementation.

Teachers argue that the supervision activity associated with kind of punishment rather than to improve performance. This perceived exist because the head teacher has been oriented in a system that believes in supervision being important only for the determination of promotion and annual salary increments for teachers.

Hable (2005) studies the model expert of instructional supervision by examining ideas and practices of six instructional supervisors identified as experts by their administrator. In the abstract of the study he concludes that an expert instructional supervisors has several characteristics; 1) has knowledge of pedagogy and methodology, 2) is proficient in problem solving, 3) uses a collaborative, democratic model style of supervision, 4) is organized, 5) is flexible and adaptable, 6) has superior interpersonal skills, 7) is teacher-centered and student-centered (as coach, mentor, supporter); and 8) recognizes that instructional supervision is important and challenging work.

Knowing the teacher's perception toward implementation of supervision is important as an effort to determine the effectiveness of the supervision implementation that has been carried out, as the study conducted by (Kannan, Instructional Supervision a Tool for

Improvement or Weapon for Punishment , 2021) in Malaysia found that supervision serves as a weapon for punishment rather than a tool for improvement. Another finding mention that instructional supervision to be conducted in more systematic manner by involving teachers, principals, subject teachers and subject specialists. So as to make practices more meaningful, the supervision processes need to be mundane and, the principals need to upgrade themselves with skills of supervision. Another study conducted by (Moh. Ikrom mubarok, 2021) concluded that teachers' perceptions of supervisory activities in boarding school can be divided into three groups, namely; teachers with negative perceptions, teachers with positive perceptions, and teachers who are neutral perception. The negative perception of teachers was caused by several reasons such as having minimal experience in teaching and learning, not preparing learning equipment properly and lack of mastery of the material being taught. Teachers with positive perceptions were caused by careful preparation in teaching and having good mastery of teaching material. (Khadijah, 2013) found that teachers feel the benefits of supervision activities, so they have a positive perception of these activities. This was because supervision activities were

carried out in accordance with established procedures.

The purposes of the study is to assess teachers' perception on the important of some supervisory task and examined teachers' perceptions toward to which extent supervisors involved in the tasks.

RESEARCH METHOD

The survey method was employed in this study by using a questionnaire with close-ended question on teachers' perspective toward instructional supervisor. In the survey, the researcher selects a sample of respondents and ministers a questionnaire

in order to get data and information for analysis.

Questionnaires were organized in order to gain teachers' perception toward the role of instructional supervisor. The questionnaires are constructed with eight items of teachers' perception on the supervisory task and supervisors' activities.

This study has a population of 300 teachers at Darussalam boarding school of Gontor. The teachers comprise those who have been teaching or in service two to six years. The table below shows the distribution of the population of the study.

Table 1.
The population of the study

Respondents	Total
Second year teachers	56
Third years teachers	45
Fourth year teachers	44
Fifth year teachers	63
Sixth year teachers and above	92

In this study researcher uses stratified random sampling because the population is homogenous in their dedication and varied in their characteristics. According to Cresswell (2005), in order to employ this method the researcher has to divide (stratify) the population on some specific characteristics, and then using simple random sampling, sample from each

subgroup will include specific characteristics that the researcher wants include in the sample. The researcher uses this sampling technique because the teachers' perception may be influenced by the characteristic of various years of experience in teaching. Creswell asserts that the procedure for selecting a stratified random sample consists of "dividing the population by the stratum

and sampling each group in the stratum so that individuals selected are proportional to their representation in the total population.

The population of 300 of teachers for this study is selected using stratified random sampling. In order to select the sample, the researcher acquires a list of names from the admissions of records division of School, According to Sugiyono (2010) when the number of population is 300 with a margin of error 10% the number of samples obtained is 143 teachers.

In this study, researcher uses questionnaire as a means of gathering data by involving teachers at the PMDG, the questionnaire is the most familiar tool used by researchers for data collection in survey research especially in social sciences. The questionnaires for the teachers consist of five subscales and it is divided into three sections. Section A consist of five questions, which ask about the teachers' demographic data such as ages, ethnicity, duration of study and organizational experiences. Section B asks the teachers' perception on supervisory tasks, while section C asks the

teachers' perception on the supervisory activities.

The questionnaire employed in this study is a developed and modified version of the original instrument used by (Ramasamy, 2015) Ramasamy (1999) and (Kramer, 2016). The item in this survey are organized into several parts, first, consists of items on teachers' involvement in various supervisory task and activities, and the second aimed to understand teachers' perception on aspects of supervisory visits. All items are measured on a likert-type (Mostly important=5, important=4, less important=4, not important=2, and not related=1). Another likert-type scale employed to investigate the degree of supervisor involvement (fully involved=5, Quite involved=4, less involved=3, Not involved=2, not related=1). The likert-type scale employed to investigate the degree of teachers' agreements on supervisory activities are strongly agree=5, Agree=4, disagree=3, strongly disagree=3 and neutral=1. The distribution of item is shown in the table below.

Table 2.
 Distribution of item

Facotrs.	Distribution items	of Total
Supervisory task	1.1-1.8	8
Supervisory activities	2.1-2.7	7

The questionnaire was constructed in English language but it is translated into Indonesian language for the purpose of administering it to the teachers of PMDG.

Concerning this issue the researcher has taken some necessary measures to ensure the validity construct of the item in the questionnaire. Firstly, the researcher is careful in constructing each item and statement in the questionnaire in order to ensure that they are clear and easily understood by the respondents. Secondly, during the administration of the questionnaire the researcher makes sure to control the anonymity of the respondents so that they are able to express their true perceptions about every item in questionnaire. In this way, the researcher feels that the responses to each questionnaire will be more honest and valid. Reliability is dealing with consistency of a test or it concern on the degree of a test consistency that the instrument demonstrate whatever it is measuring. Gay (1992) defines reliability as dependability or trustworthiness. In this research the high reliability coefficient that exceeds 80 or 90 is considered as high coefficient, and usually it is used for professional, special education placement and high school graduation. However if a test is not reliable or it is no accurate for an individual, one can should

make the appropriate correction. A reliability coefficient of 50 or 60 may suffice.

The researcher uses survey methods with a questionnaire for data collection. The administration of the instrument and the necessary standard procedures are followed in sequential order. The questionnaire is distributed to the participants after receiving permission from the head of PMDG. This study applies descriptive statistical analyses to answer the research questions, descriptive statistics in SPSS program are used, in order to answer the research questions, the descriptive statistical analysis is used in the form of percentages. From these percentages some conclusions can be made on teachers' perceive on the role of supervisors.

RESULTS and DISCUSSION

Teacher's perceptions toward supervisory task.

In this section the main concern is that to assess teachers' perception on the important of some supervisory task in the school and examined teachers' perceptions toward to which extent supervisors involved in the task. The table below shows the result of the first research question that is teachers' perception on the important of supervisor task and to which extent and extent the task are implemented.

Table 3.
Teachers' Perception on the Supervisory Task

No.	Item	% task importance	% of supervisory involvement
1	To clarify the aims of educational policies	99	98
2	To clarify the role of teachers	95	99
3	To promote professional growth among teachers	98	96
4	To advise teachers on suitable teaching method	88	84
5	To encourage proper implementation of the curriculum in schools	93	95
6	To encourage creativity and innovation among teachers	86	94
7	To promote human relations in schools	91	75
8	To investigate complaints by members of the public	68	66

According to data above, mostly supervisory task were regarded as important by teachers and it was proven by the high percentages of teachers who agreed to supervise tasks. The most important of supervisory task indicated by most teachers was the first item (99%) that to clarify the aims of educational policies, which is followed by item three (98%) which is to promote professional growth among teachers. Most teachers chose both item indicated that both items regarded by teachers as the prominent task of supervisor. In addition, there are 3 other items regarded highly important by teachers (> 90% and <99%), those are item 3 (98%), and item 2 (95%), item 5 (93%), and item 7 (91%).

On the other hand, there are two items also considered important, both are the item 1.4 (88%), and item 1.6 (86%). The lesser percentage indicated by teacher was in the last item which is to investigate complaints by members of the public (68%). It is probably many teachers regard that the investigation of complaints was not the task of supervisor. In the boarding school there were two prominent departments which handled most students' activities. Both are Guidance and Counseling Department and Islamic Teacher Training College Department. Mostly, the complaints in the boarding school are in the care of both departments. Hence, supervisors can focus more on the professional development of the teachers.

In the aspect of teachers' response toward supervisors' involvement in tasks, there were positive result achieved, of the 8 items in the survey, teachers' positive responses are in range 66%-99%. There are 5 items reach >90%, 1 item reach >84%, 1 item reach 75% and 1 item reach 66%. Most teachers responded the item 1.2 "to clarify the role of teachers were the most implemented by supervisors"; it was probably because teachers and supervisors can easily meet each other during school hours. Therefore, supervisor can explain and give good example related to the roles of teachers. On the other hand, supervisors in

the school are teachers as well; they are senior teachers and have experience in teaching for a long time in the school.

Teachers' perception toward the supervisory activities.

In this section the inquirer wants to describe the teachers' perception toward supervisory activities in the school. The table below shows the extent to which teachers' perceptions on the importance of supervisory activities and their involvement toward activities.

Table 4.
Teachers' Perception On The Supervisory activities

No.	Item	% of task importance	% of supervisory involvement
1	Evaluating teaching and learning proses	99	98
2	Advising and helping teachers in problems relating to teaching	96	97
3	Providing teachers with information and useful ideas on education from various sources	93	89
4	Giving special guidance and support to new teachers.	95	94
5	Encouraging interclass observation among teachers	94	91
6	Conducting in-service education courses for teachers	87	60
7	Analyzing and evaluating instructional programs of school.	83	89

Generally, teachers saw that the activities implemented by supervisors are important. It was indicated by the high percentages of teachers' responses toward

activities listed in the questionnaire. There were more than 80% of teachers regarded that each activities of supervisor are compulsory. There were 5 activities reach >

90% by teachers and it constitutes most important activities based on the teachers' perception. These activities are item 2.1 "evaluate the teaching – learning process" (99%), item 2.2 "advising and helping teachers in problems related to teaching" (96%), item 2.3 "providing teachers with information and useful ideas on education from various sources"(93%), item 2.4 "giving special guidance and support to new teachers" (95%), and item 2.5 "encouraging interclass observation among teachers" (94%).

There were several assumptions to these high responses; for the first activities, undoubtedly it was the principle of supervisory activity which was to evaluate the teaching – learning process. Teachers regard that is to give advice was important, probably because it was the nature of the young teachers who lack of experience in teaching, therefore, advices and evaluation from seniors and supervisors are highly required. On the other hand, teachers regard on providing sources of information and ideas on educational was important probably because teachers were in need of those sources to enhance their creativity and ideas in teaching method. In addition, there are two more item also considered important although it is lesser, both are item 2.6 "conducting in-service education courses for

teachers" and item 2.7 "analyzing and evaluating instructional programs of school"

In term of supervisors' involvement toward activities, teachers saw that supervisors were well involved in conducting their activities. It was indicated by highly positive responses of teachers toward supervisors. There were four items indicated that teachers felt the supervisors highly involve upon the activities (>90%). Those activities are item 2.1 "evaluate the teaching-learning process" (98%), item 2.2 "advising and helping teachers in problem relating to teaching" (97%), item 2.4 "giving special guidance and support to new teachers" (94%) and item 2.5 "encouraging interclass observation among teachers" (91%). Those percentages were evidence that the supervisors in the boarding school highly getting involved toward the supervisory activities which aimed to improve the effectiveness of teaching and learning. Furthermore, 2 items also considered important and reach same percentage (89%), both are item 2.3 "providing teachers with information and useful ideas on education from various sources" and item 2.7 "Analyzing and evaluating instructional programs of school".

The lesser percentage found in item 6 which is conducting in-service education courses for teachers (60%). It means 40%

percent of teachers regarded that supervisors are not involved in this activity. Probably those teachers thought that even though there are programs for teachers' courses but frequently cancelling of the programs due to some reasons may give an impact to the teachers to be less satisfied toward the program.

CONCLUSION

The results of the study indicate that teachers' perceptions regarding supervisory tasks were positive. The majority of the respondents saw that the tasks of supervisors were regarded as important tasks in which can be identified by the high percentages of teachers' responses toward each item in the survey. In addition, the percentage teachers' agreement of each item ranged between 66%-99%. There were 5 tasks regarded important by most teachers (<90%); 1, to clarify the aims of educational policies, 2, to promote professional growth among teachers (98%), 3, to clarify the role of teachers (95%), 4, to encourage proper implementation of curriculum (93%), 5, to promote human relation (91%).

On the other hand, teachers regard on supervisors' involvement towards the tasks was also positive and it can be noticed from the percentages of respondents toward each task. However, in order to make

effective supervisory involvement, supervisor should really understand the task and roles of supervisors.

In term of supervisory activities, the supervisory activities regarded as important by most of the teachers. Percentages of important assumption of teachers indicated in range between 80%-99% with five activities; 1, evaluating the teaching-learning process, 2, advising and helping teachers in problems related with teaching, 3, Giving special guidance and support to new teachers, 4, Encouraging interclass observation among teachers, and 5, providing teachers with information and useful ideas on education from various sources.

On the other hand, in aspect of supervisors' involvement toward activities also valued high by most of the teachers. The data indicated of 7 activities listed. There were 4 activities reached above 90%: 1, evaluating the teaching-learning process (98%). 2, advising and helping teachers in problem relating to teaching (97%) 3, giving special guidance and support to new teachers (94%), and 4, encouraging interclass observation among teachers (91%). Hence, 2 activities reached above 80% and only 1 activity reached 60%. Above facts indicated that the supervisory activities in the boarding school were properly executed by

supervisors.

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