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Models, Approaches and Techniques of Educational Supervision to Improve Teachers' Professionalism in The Era of Industrial Revolution 4.0

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Abstract: This paper examines the models, approaches and techniques of educational supervision implementation in schools. In the world of education, supervision is an integral part of the efforts to improve learning achievement and school's quality. Controlling or supervision is nothing but an effort to provide services to education stakeholders, especially teachers, done both individually and in groups in light of the improvement of the quality of learning processes and learning outcomes. Educational supervision is also defined as a process of monitoring and evaluation activities to ensure that all educational activities within educational institutions are carried out as planned and, at the same time, as activities to correct and improve in case of deviations that will interfere the process of objective achievement. In carrying out supervision, supervisors must understand the models, approaches and techniques of educational supervision as a provision of knowledge and skills to carry out their supervisory duties in schools. There are several models in educational supervision, namely: a) conventional (traditional) model, b) scientific model, (c) clinical model, and d) artistic model. The approaches that can be applied by the supervisors in conducting supervision, namely the directive approach, non directive approach and collaborative approach, while the techniques that can be used are two, namely individual and group techniques. Without considering the models, approaches, and techniques, the implementation of supervision might not run in line with the expectations.

Keywords: *educational supervision, teacher's professionalism improvement*

A. Introduction

The focus of the current educational development is emphasized on the quality improvement. Consequently, all educational components need to be upgraded, be those of the human resources and those of the material resources. The improvement of those components of education namely the human resources and material resources could be interpreted in terms of quality and quantity. Various efforts to improve the quality of every components within an educational system lead to the achievement of the educational goals. (Ali Imron, 201, p.1).

In the world of education, supervision is an integral part of the efforts to improve the learning achievement and the school's quality.

According to Sahertian (2008) "supervision is no others but serving the school's stakeholders, mainly teachers, both as individuals or as groups in an effort to improve the quality of the learning process and the learning outcomes."(p.78)

Based on the demands of professionalism, autonomy and professional accountability, educational supervision is a function aimed to assure the quality of teaching carried out by teachers. Sahertian states that the main focus is to examine, assess, revise, improve, and develop the quality of the teaching process carried out by the teachers (individuals or groups) through dialogues, guidance, advice and counseling

approaches in the nuances of professional partnerships. (viaMakawimbang, 2011, p.102)

Nawawi, as quoted by Sri Banun, explained that the purpose of the supervision is to assist teachers in developing and transforming them selves, on their own willingness, to be better and more competent teachers in carrying out their duties. The key word of this point is the teachers' own willingness to grow and strive for the improvement of their quality and abilities.

The above-mentioned statement implies a message of responsibility for teachersalso roles and responsibilities for supervisors in conducting supervision programs. That is because supervision is a service that offers only assistance. Meanwhile, developing teachers' competence is so much depended ontheir own efforts to do. On the other hand, supervision must provide space for teachers to develop their initiatives and creativities also space to learn how to solve the problems they face while carrying out their tasks.

Educational supervision is also defined as a process of monitoring and evaluation activities to ensure that all educational activities within an educational institute are carried out in accordance with the plan. At the same time, it is a series of activities to give correction and improvement in case of irregularities that will interfere the achievement of the goals. Therefore, educational supervision is one of the educational management functions that needs to be actualized, as much as any other functions.

In carrying out supervision, a skill of deep investigation is needed to profoundly examine the problems in improving the quality of education, by using sensitivity to understand it, not just using ordinary eye vision, since the observed objects are not concrete that appear to the eyes, it definitely requires intent sensitivity (deep investigation, looking at what beyond phisical appearance). In the era of Industrial Revolution 4.0, a supervisor as one of the spearheads in the teaching process must also be able to answer and overcome future challenges in Indonesia. In this regard, the effort to prepare a professional supervisor is a necessity. Supervisors contribute greatly

in overseeing teachers' performance in an educational institution. Before finally promoted to the managerial level that demands more strategic capabilities, a supervisor must have the ability and skills to build a good relationship; to work creatively, effectively and efficiently; to build synergy with many parties; and to build constructive mindsets in the era of change.

In line with that, Sri Banun said that in the implementation of supervision, supervisors must understand the models, approaches and supervision techniques as knowledge and skills to carry out their supervisory duties. In the practice of supervising education there are several models, approaches and techniques of educational supervision that can be implemented by supervisors in carrying out their duties. Each model, approach and technique has special characteristics. Therefore, some implementations arein accordance with the targets formed by the supervised institute (compatible), so that the supervision can take place effectively and efficiently. However, there are some supervisions that are not in accordance with the target conditions (uncompatible) so that the implementation of the activity is less in line with the expectation.

There are several models, approaches and techniques that can be used as references to carry out the tasks of educational supervision so that the supervision activities can run as expected.

Therefore, this paper presents further discussion on models, approaches and techniques in carrying out educational supervision activities.

B. Discussion

1. The Definistion of Educational Supervision Model

Based on the online version of the Dictionary of Indonesian (Kamus Besar Bahasa Indonesia - KBBI), "model" means pattern (example, reference, variety, etc.) of something that will be made or produced. "Model" is derived from English "Modle" which means the form or framework of a concept, or pattern. Harjanto was quoted by

Makawimbang defines "Model" as a conceptual framework that is used as a guideline or reference in carrying out an activity. According to other views, "model" is also defined as duplicate or artificial object of the real one, for example "globe" is the model of the earth. In the following description the term "model" is used to refer to the first definition, i.e. as a framework of thought. Whereas the "basic model" is used to denote a "generic" model that has a general and fundamental meaning that is the starting point for further model development in a newer and more complex form. Raulerson (in Harjanto, 2006) defines "model" as "a set of parts by some form of interaction". For instance, the solar system, digestive system, and kinship system.

2. Models of Educational Supervision

There have been numerous models of supervision presented by different experts of educational science. They overlap their perspectives in classifying those models, in other words, they have different understanding regarding to the models of supervision. Nevertheless, the difference that exist among the experts show a similarity, meaning that we could conclude something in common out of those different classifications. Especially in this study, the model being discussed here is dealing with supervision, so it is more precise to term it as reference in doing the supervision. Piet A. Sahertian divides models of supervision into four types, namely a) Conventional Model (traditional), b) Scientific Model, c) Clinical Model, and d) Artistic Model.

a. Conventional Model (traditional)

This model is no others but the reflection of a community's condition during which an authoritarian and feudalistic powers imposed autocrat and corrective attitudes to their leaders. The leaders tend to look for mistakes. This kind of supervision conducts inspections just to seek mistakes and wrong-doings. Sometimes they act like spies. This supervisory attitude often called as "Snooper Vision" (spy). Often defined

as corrective supervision. Obviously, it is very easy to correct one's mistakes, but the harder part is "how to see the positive sides (the goodness) of the actions". Supervisors who do their tasks only aiming to find mistakes is a starting point of a failure. Finding mistakes in a guiding process extremely contradicts the principles and objectives of educational supervision. As the result, the subjects of supervision are not satisfied, they show two responses in their later-on performances: 1) Carelessness and 2) Confrontation (aggressiveness). This supervisory practices of finding mistakes and oppressing subordinates are still easily found until now. Supervisors come to schools asking "show us your lesson plan!", "This is wrong, it has to be like this!", and so forth. These supervisory practices are conventional ways of giving supervision. This does not mean that the supervisors are not allowed to check and then present the wrong doings of the tasks. The problem is how the supervisors communicate those findings to the subjects of supervision so that they realised the mistakes and that they have to revise them. The subjects will wholeheartedly accept their errors and are willing to revise them. The evaluation should be done through pedagogical tactics, in other words by using acceptance words not rejection words.

b. Scientific Model

Scientific supervision has characteristics as follow:

- 1) It is conducted continually and stick to the plan,
- 2) It is systematic by using certain procedures and techniques,
- 3) It uses instruments of data collection,
- 4) There are objective data generated from the real condition.

By utilizing merit rating, grading scale, or checklist, students assess their teacher's performance during the teaching and learning process in the classroom. The completed forms are then given to the teachers as review of their teaching performance of the past semester. The data tell the teachers what from their performance need to be revised and they eventually revise them. The use of this data collection technique is closely related to assessment. Nonetheless, this scientific data collection does not guarantee the use of more humanistic way of supervision.

c. Clinical Supervision Model

Clinical Supervision focuses on the development of teaching performance through systematic cycles within its planning, observation as well as intensive and thorough analysis concerning the real teaching performance, also aimed at realising rational change. Clinical Supervision is a process of assisting teachers to minimize the gap between the real teaching performance and the ideal one. According to Cogan as cited by Saiful Arif (2008:167-182), the clinical supervision is emphasized in five regards, namely: the process of clinical supervision, teacher-student interaction, teachers' teaching performance, teacher-supervisor relation, and data analysis based on the actual condition in the classroom.

In line with that, Hamdani et. al. (2016: 1-8) describe the meaning of clinical supervision as professional assistance given to teachers in facing troubles in teaching/service so that they could handle their problems with systematic measures. The role of supervision is to improve the service quality. The management structure within a school is large and complex, therefore supervisors are

called as educational quality assurance.

The idea of implementing clinical supervision to teachers emerges when teachers do not have to be supervised by the command of their principal of the school, but rather on their own willingness, they come to the supervisor asking for assistance for the problems they are facing. Principals as academic supervisors are supposed to have knowledge and to master the implementation of clinical supervision.

The characteristics of clinical supervision are:

- 1) The assistance is provided not in the form of instruction or command. Thus, creating good human relationships that give teachers the feel of security.
- 2) The need of supervision should arise from the teachers' own expectations and encouragement, form their need of assistance. The learning behavior sown by the teachers are integrated units, so that which ability and which specific skills must be corrected are easily detected.
- 3) The supervision should be carried out in friendly, warm, and close manners.

The principles of clinical supervision are:

- 1) The clinical supervision must be based on the initiative of the teachers first.
- 2) Create human relationships that are interactive and has the sense of equality.
- 3) Create an open atmosphere where everyone is free to express what he/she experienced.
- 4) The object of the study is the need of teachers' professionalism.

- 5) Emphasis is focused on specific elements that must be corrected.

According to Sergiovanni as quoted by Lantip (2011: 13) two goals of clinical supervision are professional development and work motivation of lecturers or instructors. Meanwhile, four steps to implementing clinical supervision, according to Sullivan & Glanz (2005), are:

- 1) Session planning

The steps to plan sessions include: 1) deciding the focus of the observation (general approach, direct information, collaboration, or direct contact) 2) establishing methods and observation forms, 3) setting the time for observations and the following sessions.

- 2) Observation

The steps of observation are: a) choosing observation tools, b) conducting the observation, c) verifying/confirming the observation results to the lecturers or instructors at the next meeting, d) analyzing the results of the verification process and interpreting them, and e) choosing interpersonal approaches after the next meeting.

- 3) Next meeting

The steps in next meeting are to determine focus and time

- 4) Collaborated Reflection

Collaborated reflection steps are: (1) what values are found? (2) which ones are less valuable? (3) what are your suggestions?

d. Artistic Supervision Model.

Teaching is a knowledge, a skill, and an art. In line with teaching, supervision is also an educational activity so that it can be categorized as a knowledge, a skill and an art. Supervision involves working for

others, working with others, and working through others. In the working relationship with other people, human relations is the main element. The relationship between humans can be created if there is willingness to accept others as they are. This relationship can be created if there is an element of trust, trust to each other's, understand each other's, respect each other's, recognize each other's, and accept each other's as they are.

Supervisors who develop the artistic model will show themselves in relation with their guided teachers in such a way that the teachers feel secured and accepted. There are feelings of security and courage to strive forward. Attitudes like willingness to learn, to listen to the feelings of others, understand other people with the problems they present, accept others as they are, and eventually enabling people to become themselves, define the artistic supervision.

Furthermore, Rofiq Faudy Akbar (2015: 67-88) said that religious-humanistic artistic supervision was the development of the artistic supervision model, this supervision was inspired by the deepening religious values implemented by someone in carrying out their duties as a leader and supervisor in an institution. Religious-humanistic artistic supervision is a supervision model that develops relationships well between superiors and subordinates. This model considers teachers and staff equal as fellow human beings and creatures of God, it eliminates barriers such as positions and backgrounds, manifesting the implementation of the existing religious values. The opinion above is in accordance with Nur Aedi's (2014: 55) statements about supervision models. However, he details the supervision model into

eight types of supervision models, namely:

1) Conventional Models

The conventional model is a model of supervision existed in the age of feudalism, which reflects feudal and authoritarian powers. The conventional model applies the workings of finding mistakes. Sometimes the supervision activities are even carried out like spy.

2) Scientific Approach Model

According to this scientific approach model, learning is seen as a science. Therefore, the improvement of learning is done using scientific methods. The teaching is carried out by the teachers based on research findings or theories that have been verified empirically. If there are many research findings in the forms of descriptions, concepts, or theories that have been verified, then the task of the teacher and supervisor is to utilize the results of the research.

3) Clinical Supervision Model

The clinical supervision model uses a collaborative approach between supervisors and teachers to constructively and continuously improve learning. In this model, direct interactions between teachers and supervisors are made in an effort to accurately understand aspects that need improvement, and practice to overcome these problems.

4) Artistic Supervision Model

This supervision model assumes that education is not all scientific which can be studied structurally, mechanically, and follows certain procedures. Education is not a simple and predictable case. Education is a very complex and unpredictable process. This model assumes

that education is an art. In carrying out its supervising activities, this model uses supervisor's sensitivity, perception and understanding in appreciating all aspects that occur in the classroom.

5) Combined Scientific, Clinical and Artistic Supervision Model

In this combined model, the scientific model is used by supervisors to identify things that should occur based on empirical findings. The artistic model is used to interpret what happens in the classroom. As for the clinical supervision model, it is used to improve or resolve learning problems.

6) Development Supervision Model

This model views teachers as individuals who are at various levels of growth and diverse professional development. This model is built on the premise that human development is the goal of education. This model is based on the assumption that supervisors work with teachers, they need assistance that is in accordance with the conceptual level that the teachers possess, and they also need flexibility to be interested in their self-betterment.

7) Differentiated Supervision Models

This supervision model is defined as an approach in supervision that provides choices for teachers regarding the type of supervision and type of evaluation services desired. The supervisor acts only as a facilitator, they provide supervision options for the teacher where they are responsible for the supervision process. This model is similar with the development

supervision model, except that in this model the supervisor provides alternatives.

8) Collaborative Supervision Model

Collaborative supervision is a process where people with diversified skills work together in the same status and with the same commitment to achieve common goals. The distinctive feature of this supervision model is prioritizing the group's approach in the supervision.

Based on the two opinions classifying various models of supervision above, we can see the difference in dividing those supervision models. However, broadly speaking, they have similarities, such as conventional, scientific, clinical, and artistic supervisions. Other models are the development of the four models. The division of the above models has not been seen practically and technically, they are still seen in their terms and principles.

While in practical and general terms, the supervision model consists of two models, namely traditional and modern. The following will describe what is meant by the Traditional and Modern models.

1) Traditional Supervision Model

The traditional supervision model consists of direct and indirect observations. The observation is directly done to the teacher who teaches through procedures: pre-observation, observation, and post-observation.

a) Pre-observation

Before class observations, supervisors should conduct interviews and discussions with the observed teacher. The

contents of the discussion and interview include curriculum, approaches, methods and strategies, teaching media, evaluation and analysis.

b) Observation

After interviews and discussions about what the teacher will do in teaching and learning activities, the supervisor then conducts classroom observations. Class observations include introduction (apperception), development, application, and closing.

c) Post-observation

After completing class observations, the supervisor conducts interviews and discussions with the teacher about: impression of the teacher's teaching performance, identification of the teacher's successfulness and weaknesses, identification of the teaching skills that need to be improved, new ideas to be carried out and so on.

As for the indirect observation, it can be done with impromptu tests, case discussions, and questionnaire methods.

a) Impromptu tests

In applying impromptu test, the validity and reliability of the given questions, as well as their distinguishness and complexity level should be well-informed to the teachers prior to the test.

b) Case discussion begins with the cases found during observations, as well as those found in reports and documents.

The supervisor then discusses them with the teacher case by case, look for the root of the problems, and examine various alternative solutions.

- c) The questionnaire method contains the main points that are closely related and reflect the teachers' performance, qualifications and their relations with the students.

2) Contemporary/ Modern Models

Academic supervision of contemporary models is carried out with a clinical approach, so it is often called as clinical supervision model. Clinical supervision is collaborative academic supervision with a clinical approach. Its procedures are similar to that of the direct academic supervision but the approach is different.

3) Educational Supervision Approach

Approach comes from the word "approach", which means a way to get closer to an object or steps towards an object. There are several approaches that can be done by supervisors, this certainly makes it easier for supervisors to supervise their subordinates, supervisors could opt which approach will be used in accordance with the conditions of the institution, because each approach in educational supervision has different characteristics. The right option depends on the problems faced and the objectives to be achieved. In connection to that, Glickmen as quoted by Sri Banun Muslim (2010: 77-80) suggests that

there are three approaches applied by supervisors in conducting supervision, namely direct approach, collaborative approach and non-directive approach.

a) Direct approach

The direct approach is a technique of approaching problems in a direct manner. Supervisors give direct suggestions; indeed, the influence of the supervisors' behavior is more dominant. This direct approach is based on the knowledge of behavioral psychology. The principle of behaviorism is that all actions are done as reflexes, in other words they are responses to stimuli. Therefore, teachers with weaknesses need to be stimulated so that they can react better. Supervisors can apply reinforcement or punishment. Such an approach can be done through the following steps: 1) Explaining, 2) Presenting, 3) Directing, 4) Giving examples, 5) Applying benchmarks, and 6) Strengthening. Thus, the supervisor becomes central which determines improvements to the teacher, so that the teacher does not feel dictated in developing his abilities and creativity.

b) Collaborative approach

A collaborative approach is the combination of direct and non-direct approaches creating a new approach. In this approach, both the supervisors and the supervised agree to determine the process structure and criteria in

carrying out the conversation process of the problem at hand. This approach is based on cognitive psychology. Cognitive psychology assumes that learning is a combination of individual activities with the environment which subsequently influence the formation of individual activities. Thus, the approach in supervision relates to two directions namely from top to bottom and from bottom to top. The supervisor's behavior in this approach is as follows, namely: presenting, explaining, listening, solving problems, negotiating. This approach is more appropriate for overly busy teachers and those who criticize a lot. The task of the supervisor is to ask the teacher if there are things that they could not understand from the explanation, then encourage the teachers to actualize the initiatives they have to solve the problems they face or else to improve their teaching. From the explanation, we can see that the center of this collaborative approach is both the supervisor and teacher. They tandem and determine the improvement and development of teacher's abilities and creativity.

c) Indirect Approach

What is meant by indirect approach is a way of approaching problems in an indirect manner. The supervisor does not directly indicate the problem, but

first he/she listens actively to what is said by the teachers. He/she gives as much opportunities as possible to the teachers to express the problems they experience. This indirect approach is based on the knowledge of humanistic psychology. Humanistic psychology values people who will be helped. Because the teachers who will be guided are highly respected, the supervisor listens more to the problems faced by them. The teachers must be able to solve their own problems. The supervisor tries to listen, and understand the explanation of what they have experienced. In this indirect approach, the supervisor's attitudes are as follow: listening, strengthening, explaining, presenting, and solving problems. The role of the supervisor here is to encourage/provoke the teachers' awareness of their classified experiences. This approach is more appropriate for professional teachers. From the explanation, we could conclude that the center of this indirect approach is the teacher who determines the improvement in him/herself. Supervisors only help, encourage teachers to be able to develop their abilities and creativity.

4) Educational Supervision Techniques

a) The Definition of Educational Supervision Techniques
According to Hariwung, as quoted by Makawimbang,

technique is a method or way of doing certain things. A good technique what Islam done in a skillfull and quick manners. Techniques can be used to complete tasks according to plans, specifications or objectives associated with the techniques being used. So, the supervision technique is a means to achieve the goal of supervision which in the end can make improvements to teaching in accordance with the situation and conditions. To be able to carry out their duties properly, a supervisor should be able to choose an appropriate techniques to the goals to be achieved. Various kinds of techniques can be used by supervisors in helping teachers improve teaching and learning situations, both in groups and in private, in classroom session or through communication media. (Sagala, 2010: 201)

b) Various types of Educational Supervision techniques

There are several types of techniques that can be applied in carrying out educational supervision, among others:

1) Group supervision technique

It is a supervision technique carried out in coaching teachers with some numbers of teacher in one group. This group supervision techniques include:

(a) Teacher Orientation

An orientation meeting is a meeting between supervisors and the supervised teachers, especially new teachers, which aimed at guiding them to enter the new working

environment. At the first orientation meeting, the supervisor is expected to convey and explain the following matters:

1. The working system applied in the school
2. The administration and organization process and mechanism of the school
3. Normally, the session is accompanied by question and answer session and presentation of all school activities and situations.
4. This orientation is often followed-up by workshops and group discussions.
5. Visit to certain places related to learning resources
6. Feast, one of the impressive characteristics for social development
7. Another aspect that helps create a good working atmosphere is that the new teachers do not feel alienated.

(b) Teacher Meetings

Teacher meetings are a group supervision technique through meetings conducted to discuss the learning process, as an effort to improve the teachers' profession. The aims of the teacher meeting supervision technique are: to unite the teachers' views on the meaning and the purpose of education as well as its problems; to motivate the teachers in accepting and carrying out their duties well and developing themselves optimally; to bring together opinions about good working methods; to talk about learning; and finally to convey

information about learning difficulties and how to overcome them.

(c) Teacher Group Study

Teacher Group Study is an activity carried out by groups of teachers in the studies of Language, Social Sciences and so on, it is controlled by a supervisor so that the intended activity does not turn into a nonsense chit-chat. The topics to be discussed are determined before the meeting. The purpose of implementing this supervision technique are: improving the material mastery and quality in providing learning services; making it easy for teachers to get help in solving problems of teaching materials; exchanging ideas; and talking to fellow teachers in one field of study.

(d) Discussion

Discussion is the exchange of thoughts or opinions through a conversation about a problem to find alternative solutions. Through this technique the supervisor can help the teacher to know, understand or explore a problem, so that together they will try to find alternative solutions to the problem. The purpose of this technique is to solve problems faced by teachers in their daily work and efforts to improve the profession through discussion.

(e) Workshop

Workshop is a group learning activity that is done by a number of teachers who are finding to solve their problems through conversation and working in groups. Things that need to

be considered during the implementation of the workshop are the issues discussed are "Life centered" and emerge from the teacher's initiatives or ideas. Mental and physical activities should always be maximally used in the workshop so that higher professional changes are achieved (Qomari, 2016, p. 105)

(f) Exchange of experience

Exchange of experience is a meeting technique where the teachers convey their experience in teaching some certain topics. The teachers give and receive responses, they learning from one another. In this process, sharing can occur regarding problems or obstacles faced by the teacher.

2) Individual Techniques in Supervision

(a) Class visit technique

The class visit technique is a visiting technique carried out by the supervisor into a class while the teacher is teaching. It is aimed at helping the teacher to deal with problems or learning difficulties during the class.

(b) Class observation technique

This technique is done when the teacher is teaching. The supervisor observes the class with the aim of obtaining data about everything that happens during the teaching and learning process. While in the classroom, the supervisor carefully observes and use the existing instruments to assess the classroom environment created by the teacher during the class.

- (c) **Personal Dialogue Technique**
It is a dialogue done by the teacher and his supervisor, discussing the teacher's complaints and problems, where the supervisor provides alternative solutions. During the dialogue, the supervisor tries to make the teachers aware of their strengths and weaknesses, encouraging them to improve what are good from their works and revise what are less complete and wrong.
This technique is carried out by less advanced schools. They send a number of teachers to visit schools with bonafide yet advanced management to find out the tips to create a developed school. The benefits obtained from this technique are the teachers learn and compare each other's strengths and weaknesses based on their experience. So that each teacher can improve their quality in providing learning services to their students.
- (d) **Selection of various sources for learning**
This technique is related to aspects of teaching and learning. In an effort to provide professional services to teachers, supervisors must have the ability to select various material sources that are used by the teachers for teaching. This technique focuses on the supervisor's ability to select books owned by the teacher when teaching based on the needs of teaching and learning activities.
- (e) **Self-Assessment**
Teachers and supervisors examine each other's weaknesses, this could give

additional value to the teacher-supervisor relationship, which will ultimately provide a positive value for good teaching and learning activities. There are several ways used to do self-assessment, including making a list of views or opinions given to students to assess the teacher's work or activity in the classroom.

- 3) **Panel Discussion**
This technique is carried out in the presence of teachers by experts from various fields of knowledge and experience on predetermined problems. They will see the problems in accordance with the views of their knowledge and experience so that the teachers receive very complete inputs in dealing with and solving the problems. The benefit of this activity is that the teachers develop deftness in solving the problems based on the perspectives of the experts.
- 4) **Seminar**
Seminar is a series of conference attended by a group to discuss, examine, and debate problems related to syllabus according to content standards, how to overcome the problems of discipline as an aspect of school morality, how to overcome children who always make noise in class.
- 5) **Symposium**
Symposium is an activity inviting experts in the field of education science to discuss education issues.
- 6) **Teaching Demonstrations**
It is an effort to improve teaching and learning activities by demonstrating how to teach, introducing the teachers to various aspects of teaching in the classroom.

7) Supervision Bulletin

It is a print media that records events in teaching and learning activities such as ways of teaching, students' behavior, etc. expected to help teachers to become more professional.

C. Supervisors' Efforts in Improving Teachers' Professionalism in The Era of Industrial Revolution 4.0

Globalization is something that cannot be avoided from several sectors, including the education sector. One important component in education, in an effort to increase teachers' professionalism is the implementation of educational supervision. According to Pidarta (via Sri Banun: 2010: 181) there is a significant relationship between the implementation of teaching supervision and the program of teachers' professional improvement. Meanwhile Bafadal (via Sri Banun: 2010: 181) also stated that effective supervision has a significant relationship with the teacher's professional abilities. Supervision must also be progressive, dare to move forward, and is carried out gradually based on the actual situation and reality, yet supported by the executive and legislative parties. This means that supervisors have to be brave to make improvements or changes, especially those regarding to techniques, models and approaches in teaching. As stated by Renald Kashali (2005) "that change requires time, cost and strength. To succeed in deceiving it, it requires mature thought, strong personality, and clear and systematic concept, carried out gradually in stages and full of support."

The implications of globalization in the implementation of educational supervision is the emergence of ideas to build a vision of the supervision of education that produces qualified teachers so that they can effectively carry out the teaching process in this era of change. The next implication is the change in formulating teaching strategies; creating an interactive, inspirational, and enjoyable atmosphere; motivating students to actively participate; and providing adequate space for initiatives, creativity and independence in accordance with the talents, interests and

physical and psychological development of the students .

The sophisticated technology of the globalization era gives rapid assistance to the implementation of supervision tasks. However, physical meetings and coordination are still a necessity regarding to the performance assessment and evaluation, not only through written reports. Many technical activities in the field are done through direct supervision in order to provide direct mutual input and to target the goals of the supervision efficiently.

Educational reform requires supervisors to shift their mindset demanding them to have the knowledge and skills needed by the community. This is because schools are miniature of future society. Supervisors as one of the spearheads in the learning process must be able to answer and overcome future challenges in Indonesia. Therefore, the effort to prepare a professional supervisor is inevitable.

Considering the huge challenge of the era and the professional indicators that are the characteristics of a supervisor, a supervisor of this Industrial Revolution era should have various dimensions of professionalism. Professional characteristics include: (1) able to display nearly ideal abilities of a perfect supervisor, (2) improve and maintain professional imagination through the realization of professional behavior, (3) pursue professional development opportunities that can improve the quality of knowledge and skills (4) pursuing quality and aspirations in the profession characterized by the quality of pride and confidence in the profession that they carry out. While the dimensions of professionalism are competence, leadership, character, communication skills, creativity and commitment.

D. Conclusion

Improving supervisory competence of a supervisor (the principal or other supervisors) is not only an administrative matter, the action must be directly related to the teacher's duties in providing services in teaching and learning process, also to find out the exact problems owned by the teachers in their teaching activities.

In carrying out his professional duties, of course, a school principal or a supervisor must have the ability to use a scientific approach that aims at ensuring that the supervision activities are carried out objectively and on target, as well as guaranteeing improvement of the teachers' teaching professionalism.

Teachers are responsible for the success of the teaching and learning process. Principals are responsible for the arrangement of education in schools. While supervisors of schools are responsible for fostering the teachers' professionalism to improve the quality of teaching and learning and to foster the principals in improving the quality of education.

That is why supervision activities must be maximally designed to encourage the teachers to provide learning services to their students with attractive approaches. The approach is to get closer and establish relationships with objects or steps towards the object. There are several approaches in educational supervision, namely direct approach, indirect approach, and collaborative approach.

A supervisor must also understand supervision models as a provision of knowledge and skills to carry out his supervisory duties. In the practice of educational supervision, there are several models of educational supervision that are implemented by supervisors in carrying out their duties. Each supervision model has characteristics, therefore the use of supervision models in the implementation of supervisory duties must be in accordance with the targets to be supervised (compatible) so that the supervision can run effectively and efficiently. However, there are some supervision that are not in accordance with the target conditions (uncompatible) so that the implementation does not run as expected.

In addition to paying attention to the supervision approaches and models, a supervisor must also understand the techniques in carrying out the supervision, because the techniques are tool used by the supervisor to achieve the objectives of the supervision itself, in the hope of that the teachers do revision and teaching according to situations and conditions. To achieve the goal

of optimal educational supervision, it is necessary to use several supervision techniques so that the data and information obtained can complement and perfect each other.

To face the challenges of globalization in the era of Industrial Revolution 4.0, a supervisor should have various professional dimensions. Those dimensions are competency, leadership, character, communication skills, creativity, and commitment so that the supervision process can run optimally.

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