

# Collegial Supervision to Improve the Quality of Education

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It has been 19 years since education autonomy in Indonesia with the aim to improve the quality of education was instigated; however, the results have not been in line with the expectations of the community and the government. This is due, in part, to the principal's job as the education supervisor, which, given the fact that the supervisor's ability is not in accordance with the expertise of the teachers being supervised, is not maximised. To make the most of the principal's function as an education supervisor, principals are ready and willing to delegate their duties and responsibilities as well as give autonomy to the coordinators, senior teachers, and teachers who are the experts in their respective field of study. The research design of this study is a quantitative approach using descriptive methods. The results showed: (1) the delegation of tasks, responsibilities and autonomy given to teachers can improve, and develop the behaviour and ability of teachers in creating quality learning systems in schools. (2) The role of teachers as education supervisors in improving the quality of their colleagues is integrated in collegial supervision, and (3) collegial supervision is an effort made by peers in improving and developing teaching and learning in schools, so that quality education is achieved.

**Key words:** *Collegial supervision, quality education, responsibility, autonomy and task delegation.*



## Introduction

The development of teacher quality since the pronouncement of education autonomy in 2000 to 2019 shows that the quality of teachers and their competencies are still not as expected. In terms of the educational qualifications of the 2.92 million teachers, only about 51% have a bachelor's degree or higher, while the rest do not have a bachelor's degree yet (Kompas, 2012). In the following year, with the teacher certification requirements, only 2.06 million or around 70.5 percent of teachers were eligible, while the 86,167 others could not be certified, i.e. the certificate regarding a teacher's professionalism (Antara.com, 2013). The results of the Nation Educational, Scientific and Cultural Organisation (UNESCO) survey show that the quality of Indonesian teachers is at level 14-14 in developing countries (Medan Bisnis, 2014). However, the World Bank's research shows that the quality of Indonesian teachers is the lowest, that is, in the 12th rank out of 12 Asian countries (News Indonesia, 2014). Furthermore, based on global education mapping, Indonesia ranks 40th or the last out of 40 countries, while from the results of international scientific literacy research, Indonesia ranks 40th out of 42 countries (Berita Satu, 2015). According to Muhammad Ramli from the UKG test results, only 6% of the teachers were able to become motivators and a driving force (Jawa Pos, 2018).

These events indicate that the conditions from 2012 to 2019 show that the quality of teachers is still problematic as the expectations of teachers, students, the community and the government have not been met. A quality activity is a dynamic condition that is related to the fulfillment or even exceeding customers' expectations. According to David (2014, p. 2) "quality is a dynamic state associated with products, services, people, processes, and environments that meet or exceed expectations and help product superior value".

To minimise the problems faced by teachers in the implementation of teaching and learning process, a supervisor is needed to conduct evaluation, to monitor, to improve and to develop teacher performance in schools with regard to work procedures, work methods, work behaviour and education. The one who conducts these activities is the principal who acts as an education supervisor. Nowadays, the role of principal as a supervisor has been much reduced in function, because of the many other tasks assigned to the principal. The principal serves as the school manager who manages the curriculum, finance, facilities and infrastructure, learners, staffing, administration and school relations with the society. Hence, the formulation of the research problem: (1) how is the implementation of education supervision in schools, by looking at the involvement of school principals, experienced teachers and school supervisors? (2) how can collegial supervision improve and develop teacher skills? (3) how does collegial supervision improve and increase the quality of education?

## **Literature Review**

### ***Education Quality***

In the last decade, it has been widely realised that quality education can be measured by meeting the expectations of the community that focuses its services on the needs of customers within the organisation (internal costumers) and customers outside the organisation (external customers). Meeting the customer's needs is the organisation's effort to maintain quality, with the hope that customers will continue to trust and continue to use the products and services produced by the organisation. Likewise, in educational organisations, quality schools always meet the needs and expectations of teachers, students, society, and the government. Thus, it can be said that a quality organisation is an organisation that pays attention to and meets the needs of the customer, so that the customer is satisfied with the product or service provided. Joseph M. Juran defines quality as "fitness for use," and refers to the total ability of a product or service to meet customer needs (Kinicki & Williams, 2009).

Likewise, in the implementation of education in Indonesia the role of the principal is very important, specifically in creating quality education in accordance with the expectations of all the people of Indonesia. The role of the principal is as a manager and as an educational supervisor. Both of these functions are aimed at creating good teaching and learning situations in which teachers can teach, and students can learn effectively and efficiently, and thereby produce quality education. Quality is a dynamic condition that is related to fulfilling or exceeding customer expectations. Achieving quality education in schools is inseparable from the principal's role as an education manager and supervisor. As an education manager the principal should be able to plan, organise, direct and supervise quality school activities, in accordance with the expectations of teachers, students, parents, community officials and government. Quality education requires strategies and policies through total quality management in all aspects of school management.

Total quality management (TQM) is an approach that involves all employees to satisfy customer needs with continuous service improvement (Leonard, 2015). Overall quality management is the management of the organisation with a variety of agreements for continuous improvement in production quality and customer needs. Educational institutions emphasise the processes and results on customer satisfaction through employee performance that meets customer expectations (Cassidy, 2010). Furthermore, Schermerhorn stated that "total quality management is managing with wide organisation commitment to continuous improvement, product quality, and customer needs." Jones and George further stated, "there are two reasons to improve the quality in organisations: first, customers usually prefer higher-quality products to a lower-quality product. The second reason for trying to boost product quality is that higher product quality can increase efficiency and hence lower operating costs and boost profit" (Jones & George, 2009).



### ***Collegial Supervision***

Educational supervision refers to the efforts made by the school principal in order to provide direction, assistance and guidance to teachers in improving and developing the teaching and learning process in schools with the aim of achieving an instructional system, learning system and teaching curriculum that suits the needs of the students. According to Rue and Byars (Rue & Byars, 2010, p. 3), "supervision is the first level of management in an organisation and is concerned with encouraging the members of a work unit to contribute positively toward accomplishing the organisation's goals and objectives." Sullivan and Jeffrey (Sullivan & Jeffrey, 2009, p. 4) stated that, "supervision is the process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement." The principal's function as an education supervisor is to provide help or assistance to teachers to improve and develop their teaching abilities by carrying out planning, organising, leadership and supervision activities. Rue and Byars (Rue & Byars, 2010, pp. 5-6) explain, "Supervisors engage in five basic activities. These activities are planning, organising, staffing, leading and controlling."

Next, Glickman added (Glickman, 2014, pp. 181-185), "the supervisor can use multiple ways of assessing needs: (1) eye and ears, (2) systematic classroom and school observations, (3) official record, (4) review of teacher and student work products, (5) third-party review, (6) written open-ended survey, (7) check and ranking list, (8) Delphi technique, and (9) nominal group technique." On the other hand, Cassidy (2010) states that "supervisors make decisions every day, some are routine and others are more complex, with significant short-term and longer-term consequences."

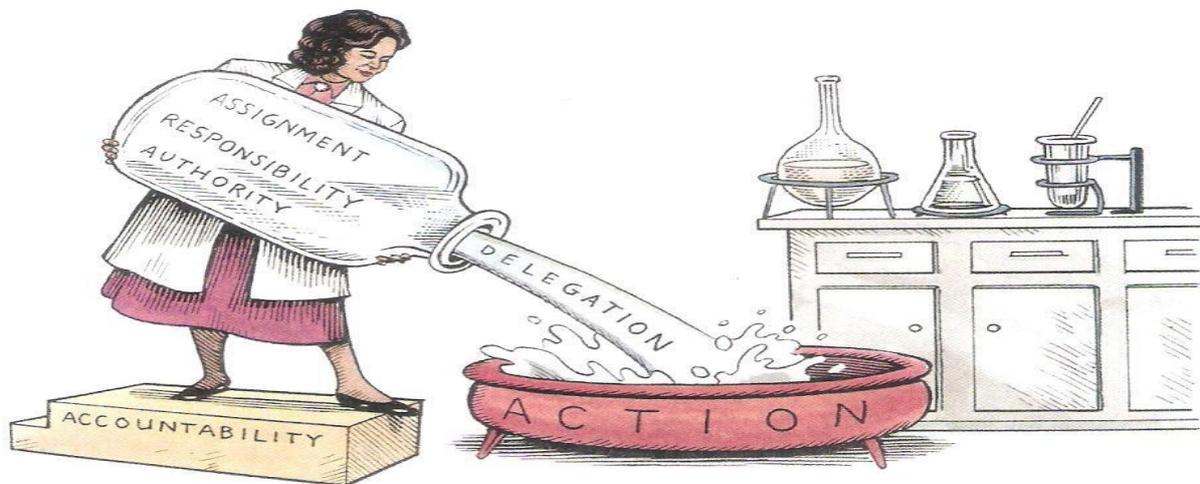
Judging from the many roles of a supervisor in carrying out their duties, the work team is needed to assist teachers in dealing with teaching problems. According to Leonard (Leonard, 2013, p. 371), "teamwork is people working cooperatively to solve problems and achieve goals important to the group." The work team can discuss the problems faced by teachers, such as the learning activities or problems related with the teachers' welfare. In addition, supervisors have the authority to delegate their tasks or supervision work to trusted teachers, i.e. teachers who are believed to be able to complete the work given to them effectively and efficiently. Cassidy & Creitner (Cassidy & Creitner, 2010) explain that, "delegation is the process of assigning duties and responsibilities to another individual and giving him / her the necessary ... authority to succeed in the completion of assigned tasks." Certo added (2019), "delegating is giving another person the authority and responsibility to leave out a task." Delegation is the assignment of duties, authority and responsibility to someone for task accomplishment.

According to Everard, et al. (Everard et al., 2004, p. 55), an effective delegation activity depends on: "(1) clearly defined objectives with a timetable, (2) clearly defined criteria that

should be born in mind in achieving the objectives, and (3) review procedures or check points." To provide appropriate delegation to teachers, supervisors explain the objectives clearly, including time limitations, and clear criteria for objectives. In addition, supervisors review the ways and purposes of the task delegations. Leonard added (Leonard, 2013, p. 399), "effective delegation requires an appropriate mix of task assignments and the authority and responsibility needs to carry out those tasks."

In delegating tasks, a supervisor should clearly understand the delegation process, so that supervision implementation can be carried out effectively and efficiently. According to Certo (Certo, 2019, p. 191), the delegation process consists of: "(1) decide what works to delegate, (2) assign the work, (3) create and obligation, (4) grant authority, (5) follow up." Supervisors can start the delegation by: first, deciding the work which is the responsibility of the supervisor to be delegated to the teacher. Supervisors are ready and willing to delegate their work to senior teachers and subject coordinators to carry out the improvement and development functions for certain subjects outside the supervisor's expertise. Leonard, (Leonard, 2010, p. 399) described the delegation's activities in Figure 1 below:

**Picture 1.** The Delegation of Supervisor Assignments



A school principal can assign and give full responsibility and autonomy to the teacher to improve and develop himself as an education supervisor, as well as provide the opportunity for them to evaluate themselves, monitor other teachers, and improve and develop themselves professionally, so that future prospective supervisors who are successful in their respective fields will be born. A successful supervisor has these characteristics: a positive attitude towards employees at work, both to employees who succeed in achieving the standards and to employees who fail to meet the standards, in accordance with the employees' respective abilities. (2) Supervisors show respect to their subordinates by giving attention and appreciation for the tasks performed. (3) Supervisors have the skills to communicate with employees

effectively and efficiently. (4) Supervisors have the ability to delegate his duties to other employees or teachers in accordance with the problems faced by the teacher. (5) Supervisors are loyal to their duties, that is, have a high commitment to supervisory duties. The characteristics of a successful supervisor are described by Certo (Certo, 2019, pp. 17-18), in figure 2 as follows:

**Picture 2.** Supervisor's Characteristics



One of the characteristics of a successful supervisor is having the ability to delegate tasks, responsibilities and authority to the teacher as an education supervisor. A supervisor is not an expert in every subject, he/she has limitations one way or another. For example, a supervisor who has expertise in the field of geography, may not be able to help mathematics teachers to solve mathematical problems. Therefore, a school principal must be ready and willing to delegate the supervision tasks to teachers in accordance with their expertise. According to Leonard (Leonard, 2010, p. 399), what a supervisor can delegate to a teacher is related to the supervisory duties, responsibilities and the right to act to skilled employees, as well as experience and authority in a particular field, which ultimately fosters accountability. The delegation of supervisory authority to the subject coordinator, expert teacher, senior or experienced teacher and subject teacher workgroup is a supervision activity carried out by peers called collegial supervision. This is a form of supervision that occurs between teachers, by visiting each other, evaluating, having discussion to solve problems, and the sharing of knowledge of similar subject teachers.

Collegial supervision is an activity of providing assistance for the improvement and development of teachers in the same area of expertise, for the achievement of effective and



efficient teaching and learning activities. In collegial supervision there will be interactions to visit each other, assess each other, correct each other, and conduct discussions to solve the problems faced by teachers with similar subjects. The concept of collegial supervision is not much different from educational supervision, emphasising more of the principal's role as an educational supervisor. This is in line with the idea developed by Sergiovani & Starratt, (Sergiovani & Starratt, 2002) that, "supervision is a process designed to help teachers and supervisors learn more about their practice: to better able to use their knowledge and skills to better serve parents and schools; and to make the school a more effective learning community." Sergiovani sees supervision as an activity designed to assist teachers in learning activities with the knowledge and skills possessed by supervisors so that effective learning occurs in the school community.

In collegial supervision activities, every teacher who has expertise and experience, as well as subject coordinators, are enabled to rise as young supervisors in compliance with the subjects learned. According to Kinicki & Williams (Kinicki & Williams, 2009, p. 17) the supervisor's position is in the first line in an organisational hierarchy. For them, "the job titles at that bottom of the managerial pyramid tend to be on the order of "department head", "foreman" or "forewomen", "Team leaders" or "supervisors," - clinical supervision, production supervision, research supervision. Indeed, supervisor is the name often given. Collegiate supervision activities begin with the assignment of duties, responsibilities and authority by the school principal as an educational supervisor to experienced subject teachers and subject coordinators as subject supervisors whose task is to evaluate, monitor and supervise teachers within the same school. Evaluation and monitoring are carried out to see, compare and assess the learning activities carried out by the teachers and students in the classroom. Evaluation and monitoring results are used as the basis for conducting supervision activities in the form of assistance to improve and develop teacher performance, by directing, guiding, fostering, developing ideas and adding standards in improving quality services to students.

Furthermore, the principal gave awards to the subject coordinator, expert teachers, experienced teachers, and teacher workgroups for the commitments and achievements in improving the quality education, especially in regard to their efforts in helping teachers to solve subject problems. The activities and flow of collegial supervision in schools involves work submission to teachers by initially assessing whether the teachers given the authority fit with the assignment given, the necessary delegation, and organisational structure with the vice-principal and subject coordinator, and the teachers who are not occupying structural positions (senior teachers, model teachers, and teachers who have certain expertise.) The submission could be in the form of educational and training activities in which teachers are asked to share their knowledge and skills in front of their peers or fellow teachers.



Secondly, the teacher's obligation to exercise creativity in accepting the assignment given is a demand from delegation activities. Therefore, a supervisor must be able to give full authority to teachers in making decisions to do the work, by listening to their ideas. By giving full responsibility to teachers to carry out some tasks, supervisors will be able to achieve maximum results in completing the task perfectly and in meeting quality standards. Thirdly, recognising the authority given to teachers, where the supervisor gives full authority needed to complete the work, and shape the procedures, methods, work behaviour and work results in accordance with the teacher's belief in completing the work which is his/her task and responsibility. Not only being responsible, the delegation given to the teacher will also result in accountability for each task or work delegated to the teacher. And fourthly, follow up on the work done by the teacher. A supervisor should follow up the work delegated to the teachers, to see if the teachers are successful in carrying out their duties, in accordance with the tasks assigned, goals set and quality standards that have been predetermined. This will develop the ability of teachers in the future to get or to produce quality education, which can be seen from the quality of development.

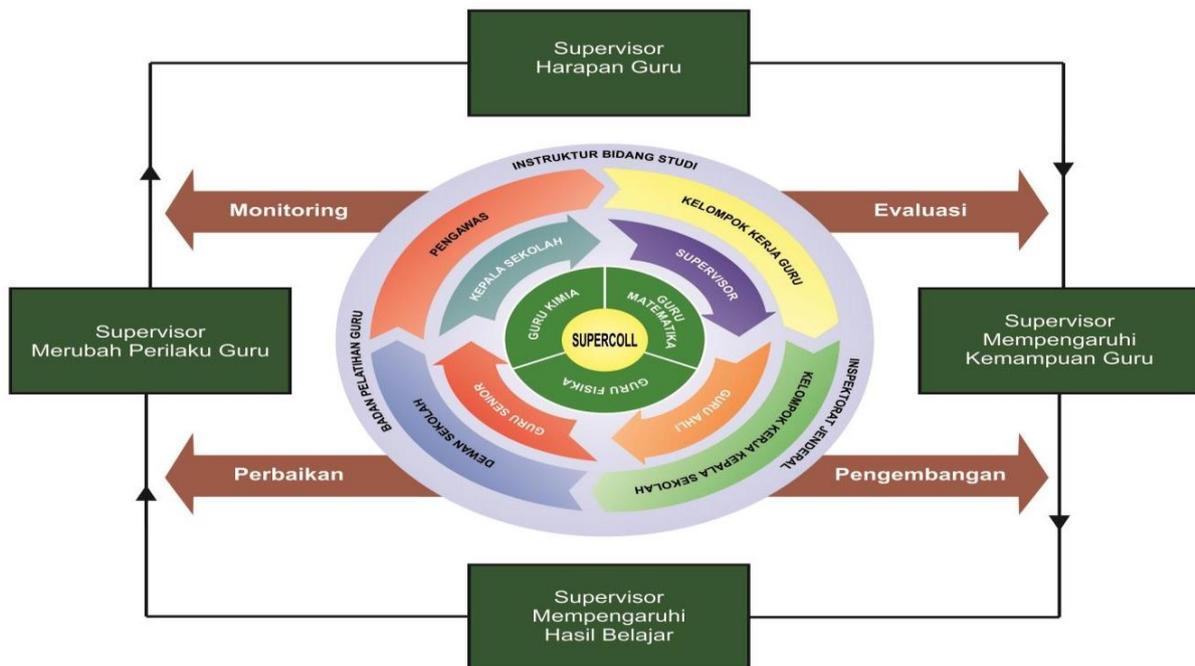
The role of supervisors in teacher professional improvement and development activities is to provide education and learning to teachers who have teaching abilities that are not in accordance with established standards, including those set by the government nationally and regionally, and the targets set by each school. Teachers who exceed the established standards can be developed through teacher-owned initiatives. The aspect of teacher professionalism improvement and development can be done through educational and training activities (training and development). Training is always equated with teaching and providing learning by a supervisor (lower level) to improve teacher performance in carrying out work. Development assistance is provided by supervisors to teachers to develop the skills and professionalism needed in the implementation of work in the future. Furthermore, Bateman and Snell (Bateman & Snell, 2011) state, "training usually refers to teaching lower-level employees how to perform their present jobs, while development involves teaching managers and professional employees broader skill[s] ... for their present and future jobs". Basically, training focuses on learning activities for organisational members or teachers, and current performance. Supervisors help them to obtain the knowledge and skills they need to achieve work effectiveness. While development is the main training that is focused on organisation members, their current performance and how to help them gain knowledge and skills to be ready to take responsibility of the new challenges is also emphasised.

In addition to supervisors, on-the-job training can be provided by co-workers or fellow teachers who have experience, knowledge and work. A supervisor gives the opportunity for all teachers to make use of their knowledge by sharing with fellow teachers in order to improve and develop teacher quality. Through knowledge sharing among fellow teachers there will be complementary knowledge possessed by each teacher. Knowledge is a collection of ideas,

experiences, innovations, and feelings contained in the human mind (tacit) that can be developed in real life (explicit). Exchanging opinions and knowledge between teachers can be achieved by conducting various kinds of research and development, by focusing on time, training, and analysing excellence. One example of knowledge is "Best practices" as a ready-made experience that someone has to develop in their lives or the skills that can be used to improve the quality of their lives.

A supervisor should be able to bring up the activity of knowledge sharing among each other to develop the knowledge from tacit to tacit, tacit to explicit, explicit to explicit, and explicit to tacit. According to Bailey (Bailey, 2006, p. 3), "whatever the reason, many language teachers find themselves working as supervisor. Their duties include visiting and evaluating other teachers, discussing their lesson with them, and making recommendations to them about what [should] continue and what to change." The collegial supervision model, according to Mukhneri (Mukhneri, 2019, p.59), can be represented thus:

**Picture 3.** Collegial Supervision



## Methodology

### Research Approach

The research used a qualitative approach with descriptive research survey method. Some scholars used the term survey research to refer to almost any form of descriptive, or

quantitative research (Leedy & Jeanne, 2015, p. 159). This research did a survey with elementary public schools' principals and teachers in South Jakarta City, by measuring their attitudes, opinions, and experiences towards the implementation of collective supervision.

### ***Participants***

The population included elementary public schools' principals with a total of 325 school principals, ignoring sex and education background. The samples were selected with the simple random sampling method by choosing the members of the population randomly, ignoring the classes (levels) of each of the population members. The population is homogenous and has a large number. From the existing population, the number of samples were calculated with the Slovin formula. Therefore, the sample used in this research comprised of 120 school principals.

### ***Data Collection and Data Analysis***

To obtain data, this study used a questionnaire, by developing the instrument grids which were formulated from indicators and descriptors of the collective supervision variable in the form of statements. All the research instruments were tested and analysed by validity tests. All the instruments had high reliability. Thus, all the instruments could be used in the research to obtain data. Data collection techniques in this research included questionnaires. All the questionnaires were filled in by the respondents with a total of 360 schoolteachers from all elementary public schools in South Jakarta. Each school principal would be assessed by three teachers in every school. The respondents' answers would be classified into five options which used Likert scale with the alternative answers relating to their experiences, attitude, and opinions of the respondents. The scale of the answers consists of frequency, namely: Very Frequently (81% - 100%), Frequently (61% - 80%), Occasionally (41% - 60%), Rarely (21% - 40%), and Never (0% - 20%). Data analysis used a percentage formula, namely:  $P = \frac{f}{n} \times 100$ , to analyse the answers of respondents according to the Likert scale which was basis for the research result. The researchers posed a series questions to willing participants; summarised their responses with percentages, frequency counts, or more sophisticated statistical indexes; and then drew inferences about a particular population from the responses of the sample (Leedy & Jeanne, 2015, p. 159).

### **Findings**

#### ***The Role of Teachers Workgroup***

The research results related to the role of teacher workgroups in improving the quality of teachers in schools can be described in Table 1 as follows:

**Table 1:** Data Description the Role of Teachers Workgroup in Increasing the Quality of Teachers

No	STATEMENT	SL	SR	KK	JR	TP
1.	Help from peers	48%	36%	11%	1.7%	0.7%
2.	Collaborate with other teachers	57.8%	35.9%	4.5%	1.4%	0.3%
3.	Give motivation to each other	68.6%	26.8%	3.8%	0.7%	-
4.	Share experiences	57.1%	36.2%	5.9%	0.7%	-
5.	Give help	51.6%	40.8%	7%	0.7%	-
6.	Correct the work of fellow teachers	26.1%	42.9%	25.1%	5.2%	0.7%
7.	Collaborate in a team	65.9%	28.2%	4.2%	1.7%	-
8.	Innovate and find new ideas	54%	38.7%	6.3%	0.7%	-
9.	Provide suggestions for improvement	43.9%	40.8%	14.3%	0.7%	0.3%
10.	Give criticism	16.4%	28.9%	14.2%	10.1%	2.4%
	TOTAL	48.9%	35.5%	12.4%	2.3%	0.8%

The data described above shows that 48% of respondents' answers were always that (SL) teachers were involved in teacher workgroup activities (KKG) in order to solve learning problems; 35.5% of respondents stated that often (SR) teachers were involved; 12.4% stated that sometimes (KK) teachers were involved; 2.3% stated rarely (JR) teachers were involved and 0.8% stated (TP) teachers were never involved in KKG.

### *The Role of Expert Teachers*

The role of expert subject teachers in the implementation of supervision can be seen from the assistance of expert subject teachers in directing other teachers, volunteering in providing assistance, giving invitations to work in teams, playing a part as a facilitator, utilising the skills of other teachers, developing new ideas, collaborating, innovating as needed by other teachers. The description of respondents' answers can be described in Table 2 below:

**Table 2:** Data Description the Role of Subject Teacher in Increasing the Quality of Teacher

No	STATEMENT	SL	SR	KK	JR	TP
1.	Provide assistance to teachers	42.9%	36.6%	18.5%	0.7%	0.3%
2.	Give direction	30.7%	45.6%	18.8%	3.1%	1.7%
3.	Volunteer in providing assistance	41.5%	40.8%	11.8%	5.2%	0.7%
4.	Invite teachers in teamwork	42.5%	39%	14.3%	3.1%	1%
5.	Act as a facilitator	43.2%	39%	14.6%	2.4%	0.7%
6.	Make use of the skills	25.4%	46%	22.3%	4.5%	1.7%
7.	Collaborate for innovation	38%	44.9%	13.6%	3.1%	0.3%
8.	Interact with other teachers	37.6%	44.9%	15%	2.1%	0.3%
9.	Develop new ideas	36.6%	47.4%	12.2%	2.4%	1.4%

10.	Needed by teachers of similar subject	35.5%	49.8%	12.5%	1.4%	0.7%
	TOTAL	37.2%	43.4%	15.3%	2.8%	0.9

The data described above shows that 43.4% of respondents answered that they often (SR) helped other teachers in the context of solving learning problems; 37.2% of respondents chose always (SL); 15.3% stated sometimes (KK); 2.8% stated rarely (JR) and 0.9% said teachers were never (TP) given assistance by teachers who were experts in subjects.

### *The Role of School Principals*

The role of the principal in implementing supervision can be seen from the guidance provided to teachers, providing direction, developing ideas, giving moral encouragement, providing support, communicating effectively, responding to teacher's difficulties, having the same view as the teacher, giving reinforcement and giving appreciation. The description of respondents' answers can be described in the following table:

**Table 3:** Data Description the Role of Headmaster in Increasing Quality

No	Statement	SL	SR	KK	JR	TP
1	Provide guidance	48.9%	34.5%	10.8%	3.5%	1.4%
2.	Give direction	54.4%	31%	9.1%	4.5%	1%
3.	Develop new ideas	53.3%	33.8%	9.1%	2.4%	1.4%
4.	Give moral encouragement	64.5%	24.4%	7%	3.1%	1%
5.	Give support	62.4%	25.1%	8%	3.5%	1%
6.	Communicate effectively	50.9%	37.6%	8.7%	2.4%	0.3%
7.	Respond to teacher's difficulties	46.7%	34.1%	15%	3.1%	1%
8.	Have similar view	64.5%	24%	9.1%	1%	1.4%
9.	Give reinforcement	62,7%	27,5%	6,6%	2,8%	0,3%
10.	Give awards	37,3%	34,5%	16%	6,6%	5,6%
	TOTAL	54,6%	30,6%	9,9%	3,2%	1,4%

The data above shows that 54.6% of respondents answered that they always (SL) guided teachers in order to improve and develop learning activities; 30.6% of respondents stated often (SR); 9.9% stated sometimes (KK); 3.2% said they rarely (JR) and 1.4% said they never (TP) guided teachers in improving the quality of learning in schools.

### *The Role of Experienced Teachers*

Senior teachers or experienced teachers' role; analyse needs, utilise senior teachers, help young teachers, share experiences, like to provide assistance, work in teams, contribute ideas,

discuss educational problems, direct new teachers, and innovate. The description of respondents' answers can be described in the following table 4:

Table 4: Data Description the Role of Experience Teachers in Increasing Quality

No	STATEMENT	SL	SR	KK	JR	TP
1.	Analyse needs	45.6%	40.8%	11.5%	2.1%	-
2.	Utilise senior teachers	29.3%	44.6%	18.8%	5.6%	1.7%
3.	Help young teachers	42.2%	42.2%	12.5%	2.4%	0.7%
4.	Share experiences	42.5%	41.5%	12.9%	2.8%	0.3%
5.	Keen on helping others	41.5%	39%	17.1%	2.4%	-
6.	Collaborate in a team	44.6%	44.3%	9.8%	1%	0.3%
7.	Contribute new ideas	36.6%	45.3%	15.7%	1.7%	0.7%
8.	Discuss problems in education	49.1%	38.3%	10.1%	1.7%	0.7%
9.	Direct teachers	23.7%	42.9%	26.5%	4.2%	2.8%
10.	Make innovations together	31.4%	50.5%	14.3%	2.8%	1%
	Total	38.6%	42.9%	14.9%	2.6%	1%

The above data description shows that 42.9% of respondents answered that often (SR) experienced teachers analysed the needs of teachers in order to improve and develop learning activities; 38.6% of respondents have always (SL) as their answers; 14.9% stated sometimes (KK); 2.6% stated rarely (JR) and 1% stated they never (TP) identified the needs of teachers in improving the quality of learning in schools.

### *The Role of Educational Supervisors*

The role of supervisors in improving teacher quality is through directing, guiding, evaluating, monitoring, developing, improving, giving autonomy, providing training, giving appreciation and forming study groups. The description of respondents' answers can be described in Table 5 as follows:

Table 5: Data Description the Role of School Supervisor in Increasing Quality

No	STATEMENT	SL	SR	KK	JR	TP
1.	Direct	42.9%	43.9%	10.5%	2.4%	0.3%
2.	Guide	41.1%	44.6%	11.1%	3.1%	-
3.	Evaluate	48.8%	38.3%	8.4%	2.4%	0.3%
4.	Monitor	17.4%	33.1%	30.3%	16%	3.1%
5.	Develop	15.7%	27.2%	31%	16%	10.1%
6.	Resolve	24%	38.7%	25.8%	8.7%	2.8%
7.	Give autonomy	49.5%	39%	8%	2.8%	0.7%

8.	Provide training	36.2%	40.8%	15.7%	5.9%	1.4%
9.	Give award	32.8%	42.9%	16%	6.6%	1.7%
10.	Form study group	19.2%	32.8%	28.9%	9.1%	10.1%
	TOTAL	32.7%	38.1%	18.5%	7.3%	3.3%

The description above shows that 38.1% of respondents answered that often (SR) supervisors improved the quality of teachers in learning activities; 32.7% of respondents chose always (SL); 18.5% opted for sometimes (KK); 7.3% selected rarely (JR) and 3.3% picked never (TP) in regards to the improvement of teachers quality in relation to the learning implementation at schools.

### *The Role of Subject Coordinators*

The subject coordinators improve teacher quality through evaluating, monitoring, setting targets, developing, having regular discussion, making innovations, improving skills, giving recognition, giving freedom and giving direct guidance. The description of the respondents' answers is described in Table 6 as follows:

**Table 6:** Data Description the Role of Subject Coordinators in Increasing Quality

No	STATEMENT	SL	SR	KK	JR	TP
1.	Evaluate	25.1%	41.5%	22%	5.2%	6.3%
2.	Monitor	22%	46.7%	20.6%	5.9%	4.9%
3.	Set targets	35.2%	43.9%	12.5%	4.5%	3.8%
4.	Develop teaching materials	35.5%	44.6%	11.5%	5.6%	2.8%
5.	Periodic discussion	26.1%	46.3%	17.4%	5.9%	4.2%
6.	Innovate	30.3%	45.6%	15%	4.9%	4.2%
7.	Improve skills	30.3%	42.5%	15.3%	8%	3.8%
8.	Give recognition	25.4%	46.3%	18.1%	4.5%	5.6%
9.	Give freedom	33.4%	43.2%	14.6%	5.2%	3.5%
10.	Provide direct guidance	28.9%	41.8%	19.5%	5.9%	3.8%
	Total	29.2%	44.2%	16.6%	5.5%	4.3%

The data description above shows that 44.2% of the respondents' answers stated that often (SR) the subject coordinators improved the quality of teachers in learning activities; 29.2% of the respondents chose always (SL); 16.6% chose sometimes (KK); 5.5% chose rarely (JR) and 4.3% chose never (TP) in relation to improving the quality of teachers regarding learning implementation at schools.

### ***Collegial Supervision***

The need for collegial supervision is currently very much felt by teachers and school principals because of the many duties of school principals and school supervisors in order to improve the quality of education. The data distribution can be seen in Table 7 below:

**Table 7:** Data Description of the Role of School Principal, Kkg, Senior Teachers, Expert Teachers, Subject Coordinators, School Principal and School Supervisors in Collegial Supervision

No	Statement	SL	SR	KK	JR	TP
1.	School principal	54.6%	30.6%	9.9%	3.2%	1.4%
2.	Teacher's workgroup	48.9%	35.5%	12.4%	2.3%	0.8%
3.	Senior/experienced teachers	38.6%	42.9%	14.9%	2.6%	1%
4.	Expert teachers	37.2%	43.4%	15.3%	2.8%	0.9
5.	Subject coordinators	29.2%	44.2%	16.6%	5.5%	4.3%
6.	School supervisors	32.7%	38.1%	18.5%	7.3%	3.3%
	Total	40.2%	39.1%	14.6%	3.9%	1.9%

Based on the description above, it can be seen that the principal has the highest percentage of respondents' answers with 85.2%, which consists of 54.6% alternatives always (SL) and 30.6% alternatives often (SR). It is then followed by the teacher workgroup (KKG) with 84.4%, consisting of 48.9% always alternative (SL) and 35.5% frequent alternatives (SR). Next is experienced teachers with 81.5%, consisting of 38.6% alternatives always (SL) and 42.9% frequent alternatives (SR). After that, the expert teachers gain 80.6%, consisting of 37.2% alternatives always (SL) and 43.4% frequent alternatives (SR). Afterward, the subject coordinators get 73.4%, consisting of 32.7% alternatives always (SL) and 38.1% frequent alternatives (SR). Finally, the school supervisors reach 70.8% consisting of 32.7% alternatives always (SL) and 38.1% alternatives often (SR).

### **Discussion**

The results showed, first; the role of the teacher working group in improving the quality of respondents' answers showed 65.9% said they always collaborated in the team, 57.8% stated they always collaborated with other teachers and 57.1% said they always shared their experiences with other teachers. The teachers' activities in the working group can be said as learning organisations activities in developing and producing knowledge. According to Simanjuntak (Simanjuntak, 2019, pp. 821-822) learning organisation are group of people who continue to expand their capacity to create, manage, and use knowledge for the result they want and for the success of organisations, with indicators; (1) developing science, (2)



developing communication, (3) collaborating with other parties, (4) utilising organisational knowledge in work, and (5) utilising technology. The information technology is an effective and efficient means in conveying information to each member of the organisations according to their needs, wherever and whenever the need arises (Mukhtar et al., 2018, p. 101).

Second, the role of expert teachers in implementing collegial supervision illustrates that 49.9% stated that they often needed subject teachers as supervisors, 47% of respondents said that expert teachers often developed new ideas in the teaching and learning process and 46% of respondents stated that they would often get guidance from expert teachers. The results showed that expert teachers who functioned as supervisors could direct teachers to develop ideas in an effort to develop and produce new knowledge from the tacit and explicit knowledge of each teacher. Mukhtar et al. (Mukhtar et al., 2020, p. 100) states: the concept of knowledge can be seen from how a person or group can understand what is in his mind; the form of thoughts, ideas, theories, procedures, field practices, and ways that become a habit for someone in work measured by effectiveness, efficiency, and productivity.

Third, the principal's role in improving the quality of teachers. Respondents' answers showed that 64.5% stated that principals always gave moral encouragement to teachers in improving quality, 64.5% said they always had the same view, and 62.7% stated the principal always gives reinforcement to the teacher. Giving moral encouragement and reinforcement for a similar view is a form of support given by leaders and organisations to teachers. According to Paramartha (Paramartha, 2019, p. 316), the degree to which a teacher perceived organisational support can increase if the teachers feel that they receive fair treatment and support from the supervisor. This can be in the form of rewards for achievement, and constitutes a favourable job condition. In addition, the principal as a leader has the initiative to provide moral and material support to teachers to improve the quality of teaching in the classroom. Burmansah, et. al. (Burmansah et al., 2019, p. 57) states that leadership in education occurs when leaders take the initiative to facilitate existing conditions with the aim of implementing changes in teaching and learning.

Fourth, the role of experienced teachers in improving teacher quality shows 50.5% (SR) teachers innovate together, 49.1% (SR) discuss research issues together and 45.6% (SR) conduct needs analysis together. The results showed that the assistance provided by experienced teachers was not yet optimal for other teachers in improving the quality of learning. To maximise the sharing and learning system between experienced teachers and other teachers, an effective and efficient information and communication system is needed. On the other hand, the utilisation of information and communication technology (ICT) has been widely used to support a more effective learning system (Sfenrianto et al., 2018, p. 192). To conduct a needs analysis, forecasting or estimation is needed in the future which ensures the fulfillment of the needs of the teachers in the knowledge sharing system. Estimation is

similar to classification except that the target variable is numerical rather than categorical (Yumalia et al., 2018, p. 6728).

Fifth, school supervisors in improving teacher quality shows 49.5% (SR) of respondents need autonomy in improving quality, 48.8% (SL) of respondents stated that evaluation and monitoring of teachers' work is needed, and 44.6% (SR) requires guidance from school supervisors. Autonomy, evaluation, monitoring and direction conducted by supervisors are continuous activities carried out by teachers to evaluate themselves. Many educational institutions have autonomy in monitoring, evaluating and directing the activities of teachers according to their individual needs. Ishaq et al.'s (Ishaq et al., 2017, pp. 5304-5305) research results about COBIT (Control objective for information and related technology) accommodates the drawing itself by providing process models across four domains: plan and organise (PO), acquire and implement (AI), delivery and support (DS), and monitoring and evaluation (ME).

Sixth, the results of the study illustrate that 46.7% of respondents said the field coordinator always conducted monitoring activities, 46.3% of the respondents said the field coordinator always had regular discussions with teachers and 46.3% of respondents said the field coordinator always provided recognition of the work of teachers in the implementation of teaching and learning process. This shows that the activity of monitoring compares the planned activities with the implementation of activities in the field at the time the activity is taking place. Monitoring entails the use of evaluation during program planning and implementation to guide decision making (Knox, 2002, p. 8). Monitoring work can be done by observing the work behaviour of subordinates, checking output, studying documentation in accordance with work indicators, and explaining to employees the importance of the work done (Mukhtar, 2016, p. 82).

Seventh, the results of the study show that school principals, teacher workgroups, senior or experienced teachers, expert teachers, subject coordinators and school supervisors function as collegial supervisors. The supervisor's function is to evaluate, monitor, improve and develop teacher activities in schools in accordance with the expectations of students, teachers, principals and government. Evaluation activities, according to Yuslan (Yuslan, 2018, pp. 2-5), consist of several components: (1) interests affected, (2) type of benefits, (3) extent of change envisioned, (4) site of decision making, (5) implementors in implementation, (6) committed resources, (7) power, interests, and strategies of actors involved, and (8) institution and regime characteristics. Improvement and development activities on teacher performance are activities directing and motivating teachers through leadership activities to improve the quality of education. According to Burmansah et al. (Burmansah et al., 2020, p. 52), leadership is a tender process in giving reciprocal influence which combines thoughts, feelings, and actions.



Collegial supervision activities will run effectively and efficiently as a means to achieve quality education, requiring commitment from the principal, teacher workgroups, senior or experienced teachers, expert teachers, field coordinators and supervisors in school organisations. It is a fact that affective commitment is more likely to be an indicator of how teachers want to stay at school because they want to, they are satisfied with the school, they identify with the school, and they strive for the school's success (Burmansah et al, 2019: 159). In addition, schools and education offices effectively recruit prospective collegial supervisors to match the expectations of teachers at the school, district and provincial levels. Recruitment is the generation of an applicant pool for a position or job in order to provide the required number of candidates for a subsequent selection or promotion program.

### **Conclusion**

The conclusions of this study are: (1) the implementation of educational supervision starts from the evaluation activities, monitoring and improvement as well as developing teachers' behaviour and skills. (2) Subject coordinators, expert teachers, experienced teachers and teacher workgroups, school principals and school supervisors function as peer supervisors. (3) Collegial supervision consists of subject coordinators, expert teachers, experienced teachers, who act as supervisors that provide change for the better and quality improvement in teaching and learning in schools. The teacher's workgroup, the principal's workgroup, the principal and the school supervisor are officials that conduct evaluations, and monitor the quality improvement of learning in schools.

### **Recommendations**

The government of the Republic of Indonesia, in particular the Ministry of Education and Culture, is expected to do the following: first, improve and develop collegial supervision as a means to improve the quality of education in Indonesia; second, the government will focus on giving certain additional budget resources to conduct in-depth and comprehensive research on collegial supervision; and third, effective and efficient implementation of collegial supervision requires a technology-based management information system.

### **Limitation**

The collegial supervision study in the context of improving teacher quality was carried out in DKI Jakarta Province and has not been carried out at the national level. This is due to: first, the limited funding and research budget provided by sponsors to support this research activity, the limited membership of the research, and the limitations of the research methodology.



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