Supervision Content Needs Analysis for A Teacher Sustainability Professional Program

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Abstract: The research aims at describing the teachers' need to supervise content in their professional development. The research was conducted with a quantitative descriptive design whose respondents were elementary school teachers in four districts/cities in West Sumatra, namely: Padang Panjang, Payakumbuh, Padang, and Pesisir Selatan. The sample, 108 teachers consisting of 75 female and 33 male teachers, were selected by using a proportional random sampling technique. The data were collected by using an online questionnaire which was arranged based on two indicators of content supervision of teacher professional improvement, namely commitment and the ability to think abstractly. The result shows that there are 16 contents of supervision related to commitment and abstraction needed by teachers for competency improvement and professional development. Supervision of content that is relevant to the needs of teachers' fundamental competencies allows for an increase in the ability of teachers to respond well to various changes and challenges in carrying out their tasks. This research implies that this content supervision needs to be developed into more comprehensive theoretically and practically.

Abstrak: Penelitian kami mendeskripsikan kebutuhan guru terhadap konten supervisi dalam pengembangan profesional mereka. Penelitian dilakukan dengan disain deskriptif kuantitatif dengan respondennya guru sekolah dasar pada empat kabupaten/kota di Sumatera Barat yaitu: Kota Padang Panjang, Kota Payakumbuh, Kota Padang, dan Kabupaten Pesisir Selatan. Sampel penelitian berjumlah 108, dengan rincian 75 guru perempuan dan 33 guru laki-laki, dilakukan dengan teknik proporsional random sampling. Data dikumpulkan melalui angket daring yang disusun berdasarkan dua indikator content supervise peningkatan profesional guru, yaitu komitmen dan kemampuan berfikir abstrak. Hasil penelitian menyimpulkan bahwa 16 content supervisi terkait dengan komitmen dan abstraksi dibutuhkan guru untuk peningkatan kompetensi dan pengembangan profesionalnya. Penelitian ini memberikan implikasi bahwa 16 content supervise ini perlu dikembangkan menjadi materi-materi supervisi peningkatan komitmen dan abstraksi guru

Keywords: *Content, Development, Professional, Supervision, Sustainability*

INTRODUCTION

The teacher is the main factor in realizing quality learning. Various research results also show that the quality of the process and learning outcomes are always directly proportional to the quality or competence of the teacher (BürGENER & Barth, 2018; Costa et al., 2015; Fishman et al., 2003; Hakim, 2015; Hamid et al., 2012; Martínez González et al., 2011; Ngang & Abdullah, 2015). The success of learning is very dependent on the teaching ability of the teacher, so activities that pay attention to the main concern are increasing the professional ability of teachers so that the quality of teaching and learning. The quality of the implementation of supervision will be reflected through the improvement of student learning outcomes. Realizing quality learning requires supervision so that teachers, students, and management are guided towards school goals and objectives in terms of improving the quality of graduates (Abubakr, 2018; Abubakr, 2018; Comfort Ayandoja et al., 2017; Kotirde & Yunos, 2014). Educational supervision also has a positive impact on teacher professional development in curriculum, management motives, and materials, classroom management, which meets the needs of students, and conducts production (Kweku Esia-Donkoh & Ofosu-Dwamena, 2014; Alimi, Olatunji Sabitu; Akinfolarin, 2012; Bailey, 1991).

Preparing teachers to be able to adapt to the demands of learning development requires coaching that focuses primarily on increasing the basic skills of teachers to develop their professionalism independently. Teacher competency development that is carried out properly and effectively can make teachers not only technical implementers but also professional officers who understand and understand how to provide good learning

services to their students. The basic abilities of teachers in this study refer to the teacher classification paradigm proposed by Glickman, namely commitment and the ability to think abstractly (Glickman et al., 2009; Zepeda, 2013).

Commitment is defined as an attitude condition that describes a person's responsibility for the beliefs he makes himself. Commitment to the teacher will be seen from the constructive behavior that he raises at work as well as illustrates his philosophy towards education. Mart (2013) stated that "committed teachers are concerned with the development of their students and they profoundly struggle how to keep students learning". By showing a high commitment to learning, can be an important factor in motivating students. Commitment relates to the personal character of the teacher in carrying out tasks related to care, loyalty, responsibility, discipline, and his desire to develop himself. The abstraction of a person's ability to imagine something that has been observed. A person's abstraction ability is seen as representing the general level of the teacher's ability. The abstraction power of teachers is seen from their ability to solve problems and the effectiveness of task implementation. The cognitive competencies function as an intellectual version of the initiative: the individual's working to come to an understanding of the situation, task, problem, opportunity, or body of knowledge (Spencer, 1993). All of that can be reflected from the aspect of individual maturity in interacting with other people and their work. In other words, a teacher's cognitive abilities will determine the level of effectiveness of his work. The positive effects of teacher pedagogical content knowledge, enthusiasm for teaching, and self-regulation skills on instructional quality will affect student learning outcomes (Philipp & Kunter, 2013).

The teacher development program is an absolute agenda to be carried out seriously and sustainably. The basic abilities of teachers need to get guidance so that they have the authority to teach by the demands of the times. This also allows teachers to be able to develop their professionalism independently so that various challenges and problems in carrying out their assignments can be handled independently. Fostering commitment and the ability to think abstractly of teachers is an absolute thing for school principals and supervisors to do. The coaching content contains the substance of increasing teacher commitment and abstraction ability. If these two basic abilities are developed, the ability of teachers to explore themselves to learn various things related to renewal in learning will also increase.

During teacher coaching, generally, it only contains administrative aspects and the stages of implementing the learning process. This pattern of supervision is carried out continuously, but the efforts of the principal who carries out the supervision do not have a significant impact on increasing the professionalism of teachers and students (Rifma, 2019a; Rifma et al., 2019). Supervision carried out by school principals and supervisors has not met the expectations of teachers. Supervision is carried out less programmed and has never analyzed the teachers to be coached. The teacher's capacity building program by the principal is not by the expected phases and the content is incomplete so that the substance of supervision is not by the professional development needs of teachers (Rifma, 2019b; Rifma et al., 2019; Rifma, 2017).

The teacher professional development program has always been related to the introduction and improvement of teacher competence in updating the latest curriculum, approaches, models, methods, effective learning practices. Through various forums or training forums and teacher professional

development, the materials above have always been the main focus. Whenever changes to changes or updates to the curriculum, approaches, and national learning models of teachers have to return, it is not enough to just socialize. Teachers are accustomed to the "served" pattern so that they lack the ability and creativity to learn and solve problems independently. Even the progress of learning has even emerged from the innovations made by teachers (Nurdyansyah & Fahyuni, 2016; Permanasari, 2016; Wahyudin & Susilana, 2011; Goodyear & Casey, 2015; Voogt et al., 2011).

Previous research on the supervision or development of teacher competence has been widely carried out. Research on implementation supervision in secondary school: approaches, prospects, and problems, Instructional supervision the administration of secondary education: a panacea for quality assurance, the influence of academic supervision implementation of principal on teacher creativity, educational supervision: reflections on its past, present, and futures. No research has been found related to the development of supervision content that can be used by school principals and supervisors as a reference book in carrying out teacher prototype-based supervision services. The assumption of teacher professional development through increasing the basic skills of teachers (commitment and abstraction) in this study is that supervision of increasing teacher basic competence allows teachers to have the will and ability to grow in their professional positions independently and sustainably. So that commitment and ability to think abstractly become part of the capabilities they have within them which they can use to increase the effectiveness of their duties and grow in their professional positions quickly. To formulate a pattern of teacher professional development through increasing this basic ability, it is necessary to identify content that is supervising the aspects of teacher

commitment and abstraction ability. This study attempts to describe the quantitative scale of teacher needs for supervised content in their professional development.

METHOD

The research was conducted by survey method. This study aims to describe the teacher's need for supervisory content in their professional development. Respondents in this study were elementary school teachers who were considered more problematic in professional development. This research was conducted in four districts/cities in West Sumatra, namely: Padang Panjang City, Payakumbuh City, Padang City, and Pesisir Selatan District. The sample selection was carried out using a proportional random sampling technique. A sampling at the research location resulted in 108 respondents consisting of 75 female teachers and 33 male teachers. Of the 108 respondents classified with a service period of <5 years as many as 17.6%, 5 - 15 years as many as 37%, 16-30 years as many as 25%, and <30 years as many as 20.4%.

The data were collected using an instrument in the form of an online questionnaire which was arranged based on two content indicators to monitor the increase in teacher professionalism, namely commitment and the ability to think abstractly. The questionnaire is arranged in the form of a Likert scale with four alternative answers to the extent to which teachers need content supervision: (1) it is needed, (2) it is needed, (3) it is lacking, and (4) it is not necessary. The development of the instrument was carried out with a literature review of the basic theories of learning and professional development of teachers as well as research results. Instrument analysis was developed concerning the two basic competencies of the teacher, namely commitment and abstraction. Teacher

commitment refers to several aspects such as (1) attention in carrying out tasks, (2) loyalty, (3) responsibility, (4) self-discipline, (5) responsiveness to change, and (6) desire to develop oneself. Meanwhile, abstraction refers to the teacher's ability to solve problems, such as: (1) working on all questions, (2) analyzing problems, (4) formulating problems, and (3) making decisions. The questionnaire that has been compiled is validated by the supervising expert using a validation sheet. Data analysis was performed using simple statistics to determine the level of teachers' need for supervisory content to improve their professionalism.

RESULTS AND DISCUSSION

All supervision activities developed are oriented towards the teacher's need for improvement and professional development. The objectives of supervision, both in quality and intensity, need to be specifically identified for the improvement and development of teachers in a sustainable manner in a measurable term. Supervisors help translate by explaining the needs of the orientation and what steps need to be taken in improving and developing teacher professionalism. There are situations where the teacher simply does not understand what he needs in self-improvement and development. So that in this case, the teacher doesn't see what to do. In other cases, teachers with high mental conditions are able to perceive themselves well and are clearly alert to their hopes for the manifestation of their potential. Supervisors can help teachers achieve goals in developing their potential by increasing actualization and satisfaction in carrying out their profession. Supervise content is important for supervisors to pay attention to and choose based on the teacher's criteria.

Table 1. Data of The Teachers Need for Supervision Contents

No	Supervision Contents	Level of Need (%)			
		rr	r	lr	nr
A. <i>Commitment</i>					
1	Prioritize time at school for students and their learning.	58,3	40,7	0,9	
2	Increase loyalty to the school organization.	51,9	47,2	0,9	
3	Motivation to be willing to take a responsible role in various activities organized by the school.	46,3	53,7	0,9	
4	Involved in various activities of the teaching profession community.	50,9	48,1	0,9	
5	Increase discipline against rules set by the school.	53,7	46,3		
6	Increase responsibility in duties.	50,9	47,2	1,9	
7	Responsive to changes in curriculum changes and learning.	56,5	43,5	0,9	
8	Responsive to scientific developments, especially in the subject area that is being taught.	57,4	42,6		
9	Improve competence and qualifications through education and participation in scientific forums	60,2	39,8		
10	Developing a career in the educational profession.	52,8	47,2		
B. <i>Abstraction</i>					
11	Improve students' learning problem skills	53,7	46,3		
12	Improve the ability to identify linkages between one problem and another in the implementation of learning.	49,1	50,9		
13	Improve the ability to formulate student problems.	53,7	46,3		
14	Increase the ability to find solutions to the problems of students.	56,5	43,5		
15	Increase the ability to implement solutions as a step towards handling students' problems.	54,6	43,5	1,9	
16	Increased ability to innovate in learning.	57,4	42,6		

Notes: (rr) really require, (r) require, (lr) less of require, dan (nr) not require

The information in Table 1 shows that general data about the categories are really needed and requested. On average 53.89% of teachers stated "really need" for 10 content on the commitment aspect, 54.63% of teachers said they "needed", and only 1.07% of teachers said, "less than needed." Furthermore, an average of 54.17% of teachers stated that they "really need" to the 6 content in the abstraction aspect, 45.2% of the teachers stated that they "needed", and 1.90% of teachers said they "needed less".

In the aspect of commitment, supervising content that gets the highest proportion of needs is the development of motivational content to constantly improve competence and qualifications through education and participation in scientific forums is declared "really needed" by 60.2%

of teachers, while the other 39.8% are statements "need". And in the abstraction aspect of the development of supervision content about increasing the ability to innovate in learning which is stated "really need" by 57.4% of teachers and 42.6% of others who are called "needing". It can be shown from the 16 content of supervision related to commitments and abstractions described in Table 1 that teachers need for competency improvement and professional development.

This commitment is a key factor influencing teachers at work. Commitment is Teachers' psychological attachment to the teaching profession. Commitment to teachers can be seen from the constructive behavior it creates at work as well as illustrating its philosophy towards education (Canrinus et al., 2012; Chesnut & Burley, 2015; Coladarci,

1992; Ware & Kitsantas, 2007). Related to this, to increase teacher commitment, supervision content is developed that leads to (1) prioritizing school time for students, (2) increasing loyalty to school organizations, (3) motivation to be willing to take a responsible role in various activities organized by the school, (4) active involvement in various activities of the teacher professional community, (5) Increasing discipline towards the rules set by the school, (6) increasing responsibility in carrying out tasks, (7) being responsive to changes in curriculum and learning demands, (8) being responsive to scientific development, especially in the field of study that is managed, (9) increasing competence and qualifications through education and participation in scientific forums, and (10) developing careers in the educational profession.

Firestone & Rosenblum (1988) states "commitment results from job satisfaction". In this case, the highest level of job satisfaction will affect teacher commitment. The teacher's concern in carrying out tasks is related to the efforts he does to provide the maximum possible service to student learning. As stated by Mart (2013) that "committed teachers are concerned with the development of their students and they profoundly struggle how to keep students learning". By showing a high commitment to learning, can be an important factor in motivating students. Mart (2013) also mentioned "Motivation, which is one of the leading factors, this is an educational achievement, can be easily maintained by commitment". High teacher concern in carrying out assignments can have a significant impact on the learning success of students. Singh & Billingsley emphasized, "low level of teachers' commitment reduces students' achievement". Teachers who are committed to learning make all the efforts they can to develop the potential of students and the learning situation to the maximum extent possible. Successful of learning and efforts to

increase student achievement must start from efforts to increase teacher awareness in carrying out tasks.

Raymond B. Fox (1964) "the committed teacher recognizes his professional responsibilities to student, colleagues, administrator, parents, and community". Loyalty is associated with teacher commitment to the school. Mowday et al. (1979) defined "commitment to school as teachers' belief and acceptance of the goals and values of the school; teachers' efforts for adopting those goals and values, and their strong desire to keep up involvement in the school". Teacher loyalty to the school will emerge if the teacher is committed to being part of the school (morale) and is involved in various school activities. As stated by Glickman (1993) that "Commitment to the institution in Education manifests itself in identifying with the school, feeling like part of the school, and loyalty to the school". Indicators that show teacher loyalty are not only related to school development programs. Calep (2000) explains "Variables that determine the level of teachers' commitment to school; interaction between teachers, relationship between teacher and student, the quality of the work being done by teachers and a compatible working environment between teacher and school administration". Oberholster & Taylor (1999) emphasized "point out that teachers with low levels of commitment are less loyal to the organization".

The desire to develop oneself is one indicator of the commitment of professional teachers who have high curiosity to become true learners and a thirst for new information that is useful for them in carrying out professional tasks. In this case, Danim (2010) explains that professional teachers must be part of the learning community. The teacher as a learning community itself is defined as (1) an effort to recognize the essence and authenticity of itself, its potential, and its best talents. (2) efforts to make what he knows, experiences,

and hears add value to being wise. (3) trying not to be quick to never be satisfied with even the best achievements in his history. (4) strive to uphold self-image, dignity, and build self-image so that it is truly impressive as a true guide, educator, teacher, and trainer. (5) trying optimally to adapt to all one's potential. (6) trying to grow and develop from dependent to independent, to then become interdependent and interconnect and synergize with other subjects in a productive, meaningful, and mutually pleasant manner. It is the teacher's job to carry out mental reform and renewal so that they become a learning community and help shape the learning environment itself. When self-awareness as a learning community has touched a mental level, it will be difficult for any temptation to lead to professional deprofessionalization.

The ability to think abstractly is the teacher's ability to assemble and organize various knowledge, experiences, and skills in solving problems related to the implementation of duties as a teacher. The abstract in this study is related to the cognitive abilities of teachers. The cognitive competencies function as an intellectual version of the initiative: the individual's working to come to an understanding of the situation, task, problem, opportunity, or body of knowledge (Spencer, M. Lyle & Spencer, 1993). All of that can be reflected from the aspect of individual maturity in interacting with other people and their work. In other words, a teacher's cognitive abilities will determine the level of effectiveness of his work. To improve the abstraction ability of teachers, content supervision is needed which refers to the following aspects: (1) increasing the problem-solving ability of students' learning, (2) increasing the ability to identify relationships between one problem and another in the implementation of learning, (3) increasing the ability to formulate problems. learning problems of students, (4) increasing the ability to find solutions to learning

problems of students, (5) increasing the ability to implement solutions as steps for solving student learning problems, and (6) increasing the ability to innovate in learning. If it is related to the four teacher competencies, the level of teacher abstraction is measured through pedagogical competence and professional competence. Pedagogic competence is related to the ability of teachers to organize and carry out educational and dialogical learning. Professional ability is related to the teacher's ability to master the learning material that he is teaching.

Professional development is not an event, but a process (Harwell, 2003; Guskey, 2002), it is not merely an evaluation of teacher performance, but the process of developing competency development (Guskey, 2002; Sergiovani, 1971; King, 2014). The teacher career development system in Indonesia is known as the Sustainable Professional Development program which is regulated through Permenpan RB Number 16 of 2009 concerning Functional Jabatan Teachers and their Credit Score. In general, the Sustainable Professional Development Program contains 3 core activities: (1) self-development, (2) scientific publications, and (3) innovative work development which is carried out through teachers' deliberations. The implementation of professional development is highly bureaucratic and is an "event". The success of a professional teacher development program must be carried out more sensitively, efficiently, and according to an agreed schedule. Professional development is not something schools do to teachers but something teachers do for themselves, professional development is fundamentally growth-oriented. Professional development should no longer develop bureaucratic systemic activities, wise efforts of morality to teachers for the body independently in their profession. In this context, teachers have the awareness and commitment to developing their professionalism because it has become a

necessity for themselves - their eyes in their profession.

Broaden our perspective on professional development based on developing commitment and the abstraction that this implies the following five meanings:

Personal development, helping teachers move towards a better understanding of self-efficacy, is a process of teacher transition from initial competence to better understanding and competence, increasing understanding of norms and roles, improving self-concept and self-efficacies. Individual factors and school organization have a good impact on teacher development. Teacher cooperation in schools has an important meaning for how teachers develop, and naturally, some teachers can develop independently. Besides, a positive school culture with a good atmosphere can have an impact on the professional development of teachers (Postholm, 2012; Gordon, 2005).

Career development, support teachers to move in position, continuously moving up the career level or rank/class in their professionals. Career development also means helping teachers solve problems as well as opportunities for new professionals and rewards during the career development process. This also means helping teachers take various leadership roles for themselves and the work environment according to their careers. Teacher leadership is seen if they can empower themselves, and contribute to school improvement through the implementation of their knowledge in practice and well-produced initiatives. Some that need to be conditioned by schools so that teacher leadership can develop a body, including providing trust and support, as well as interaction situations in the form of innovative professional development (Muijs & Harris, 2006); (Whitworth & Chiu, 2015).

Moral development, helps teachers to model the principles of compassion, equality, and justice that are expected to be instilled by

students. The teacher is a model of character values that are planned to integrate into the education and learning of students. Every word is spoken and every behavior that teachers practice in school has moral implications. In this case, professional development also implies the development of teachers' moral insight. A moral human must have moral knowledge about his surroundings, know how to interact and act according to the decisions taken. Culturally competent teachers must not only have knowledge and skills about teaching students but must also have a strong sense of social justice with whether building them contributes to the progress of society or moral evil (Amos, 2011); (Mohd Yusoff & Hamzah, 2015).

School Improvement, repair or development of schools is very dependent on professional development. Most of the school activities related to the instructional aspects are carried out directly by the teacher. The effectiveness of school improvement efforts will be difficult to achieve without professional development. (Postholm, 2012) states "learning in schools is the best arena for further teacher development". Sometimes, change comes from the teacher who takes the initiative as a result of the process of thinking about the problem. Almost any significant change in the organization, development, curriculum, or program is dependent on professionals to give teachers the capacity to implement those changes.

Improvement of the teaching profession, it has become part of the national program to improve and develop teacher competencies, qualifications, and certification through a sustainable professional development program. Although bureaucratically, efforts to improve teacher professionalism have been regulated in-laws and regulations and government regulations, professional development to meet and implement new standards is better initiated at the lower / school level. It is undeniable that teachers have an important role as a source of

driving force for the teaching and learning process. Development of commitment and abstraction in carrying out their duties properly and continuing to grow in their profession are part of the integration of school development efforts (Tsai & Shih, 2016); (Stein & Wang, 1988); (Rivkin et al., 2005); (Sergiovani, 1971); (Glickman, C. D., et al., 2009). Thus, the implementation of supervision should pay attention to capacity building and teacher empowerment through increased commitment to developing professionalism.

CONCLUSION

Supervision is a major undertaking in teacher professional programs. The basic abilities of teachers can get guidance by managing their teaching authority according to the times. This also allows teachers to be able to develop their professionalism independently so that various challenges and problems in carrying out their assignments can be handled independently. Content supervision needs to contain the substance of increasing teacher commitment and abstraction ability. The results of the study generally show the high level of teacher need for supervising content. It can be displayed from 16 supervisory content related to the commitment and abstraction needed by the teacher for competency improvement and professional development. This research implies that this content supervision needs to be developed into more comprehensive theoretical and practical supervision content for increasing teacher commitment and abstraction. The supervisory content is obtained from the results of the analysis of the answers of the respondents (teachers) in general. This study has limitations on a possible need for other supervision content by subjects (teachers) with different characteristics. This makes it possible for further researchers to develop research on subjects with certain characteristics.

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