

THE EFFECT OF ARTISTIC SUPERVISION APPROACH TOWARD PEDAGOGIC COMPETENCY OF ELEMENTARY SCHOOL TEACHERS

Nafiah, Ibrahim Bafadal, Achmad Supriyanto, Imron Arifin

¹The State University of Malang (UM) & Nahdlatul Ulama University of Surabaya (UNUSA),

²⁻⁴The State University of Malang (UM), INDONESIA.

¹nefi_23@unusa.ac.id, ²ibrahim.bafadal.fip@um.ac.id,

³aspriess@gmail.com, ⁴imronarifinum@gmail.com

ABSTRACT

This study was conducted to analyze the effect of applying the artistic supervision approach toward improving pedagogical competence of elementary school teachers. Data was collected through a questionnaire with 80 elementary school teachers in Surabaya, Indonesia. Data analysis was conducted to find out the results of normality, linearity, simple linear regression analysis using SPSS version 23. This finding value in the regression coefficient for 7193 is greater than t table, with a significant value of 0,000 less than 0.05 and R Square value of 0.399. This means that the artistic supervision approach (X) has a positive effect on improving the pedagogical competence of elementary school teachers (Y) with a total effect of 39.9%. This positive effect significantly means that the more often principals use the artistic supervision approach the more positive their influence on improving pedagogical competence of elementary school teachers.

Keywords: approach, artistic supervision, pedagogical competence

INTRODUCTION

A supervisor is the key change agent in an organization in elementary school. Artistic supervision is supervision that departs from the view that teaching only-eye is not because of science but also teaching as an art. Teaching as a senior can be interpreted as an activity that involves aspects, creativity, improvisation, appreciation, especially in practice must be adapted to the situation and conditions that exist.

This supervision emphasizes sensitivity, perceptivity, and knowledge supervisor to see all aspects that occur in the classroom. Eisner "*What I mean is artistic use a supervisory approach that depends on the sensitivity, perception, and knowledge of the supervisor besides respecting the significant ins and outs that occur in class*" (Sergiovanni, 1982, p. 59). Through artistic supervision, the principal can see the whole, intact and repetitive of all the learning done by the teacher in classroom learning activities.

The implementation of supervision by referring to the right art, can arouse the spirit of learning, increase the passion and seriousness in teaching, increase creativity and motivate achievement, increase the sense of responsibility for the task, (Wahab, 2012). The above activities are part of the implementation of learning conducted by teachers in the classroom. The activity of managing learning is also called the teacher's pedagogical competence. Teacher's pedagogic competency will improve teacher performance because the teacher has the ability to learn to be delivered to students using various learning techniques, and learning media. This is in accordance with Rahman's (2014: 79): "*... a teacher's pedagogic competence will improve teacher performance because the teacher has the ability, especially the ability to manage learning material that will be delivered well to students by using various techniques, and the teacher must also be able to choose learning media that is suitable for the material being taught.*

In overcoming the problem of increasing teacher competency, a lot of efforts can be made by the government to improve it, one of which is by conducting education supervision. According to Acheson and Gall in (Mantja, 2000: 1) "*supervision ... to help teachers improve instructional performance*". The pressure in supervision is assistance in terms of improving teacher performance in teaching.

Educational supervision can also be interpreted as a process or action to see policies, principles, and methods of determining to achieve good education goals (Umoh and Usen, 2012: 82) "*Supervision of education is a process or action that sees policies, principles, and methods set to achieve educational goals appropriately*".

Albuquerque (2015: 15) *The component of supervised teaching practice is very important to examine the abilities needed for the quality of teaching of each teacher.* The component of agreed supervision practices is important for renewal needed for the quality of evaluations from each teacher. The quality of consideration and learning is an important requirement for the success of school learning and planning throughout the world. Supervision in schools is accepted as a general function of leadership to support teacher selection in learning and learning. Supervision that helps activities that help, direct and provide information to the teacher what should be done and does not look for errors in the teaching teachers (Sarfo and Cudjoe, 2016: 87). The principal is a leader in the school, one of the principal's tasks is to guide educators to improve teacher competence.

In carrying out their duties as supervisors, principals must be able to: arrange a supervision program to improve teacher professionalism, carry out supervision by using and proper supervision techniques, follow up on the results of supervision of teachers in order to improve teacher professionalism. To carry out supervision, supervisors can use one approach in supervision.

There are three discussions in the implementation of supervision that discusses scientific, artistic and clinical. In this study, researchers wanted to seek supervision with art considerations on pedagogic teachers, because this support was not complicated and carried out by supervisors with sensitivity, perception, and supervisors of knowledge to appreciate the related resources in the classroom, and then use expressive, poetic and also language. metaphoric to influence teachers to make changes to what has been improved in the classroom. Through supervision by referring to art, this is in accordance with Wahab's (2012) "the implementation of supervision of artistic assistance assessment is very appropriate, able to create a good and conducive working atmosphere and relationship, respect for self-help, be able to control logistics". Teacher performance increases as a result of supervision with artistic considerations such as teacher performance in making learning plans, implementing learning, task discipline.

Based on the background above, the researchers wanted to see whether there was artistic supervision with an increase in pedagogical competence of elementary school teachers. Based on the description of the background above, the formulation of the problem in this study is as follows: What is the effect of supervision by referring artistically (X) to the pedagogical competence of elementary school teachers (Y)?

HYPOTHESIS

Based on the formulation of the problem above, the hypothesis in this study are:

H_0 = There is no significant effect of supervision by using artistic (X) on the pedagogical competence of elementary school teachers (Y).

H_1 = There is a significant influence of supervision on the artistic approach (X) on the pedagogical competencies of Elementary School teachers (Y).

METHODS

The research design or design used is quantitative research methods. In this study, the quantitative research used is correlational. This research was conducted in four elementary schools in Surabaya with a population of 100 teachers. Based on the results of the sample count with a level of error of 5%, the number of samples was 80 teachers. Data collection techniques used in this quantitative research are questionnaires/questionnaires. The instrument in this study is a questionnaire made in the form of items made in accordance with the indicators to be determined so that it can be directed by the purpose of the problem and the research hypothesis. All items answered on the questionnaire must be answered by the respondent.

Validity test is used to measure valid, or valid whether or not to be a questionnaire. Measuring validity can be done by asking questions between item scores with the total construct or variable scores.

The significance test is done by comparing the value of r count with r table for *degrees of freedom* (df) = n-2, in this n is the number of samples. If r count (each item can be seen in the column *corrected item- the total correlation*) is greater than r table and the value of r is positive then the one recognized is valid. In testing the validity and reliability, researchers use a measuring instrument consisting of a computer program, namely SPSS 23.

Analysis of the data used to carry out hypothesis testing of this study using parametric statistics types simple linear regression. The following are some of the requirements tests which are carried out, among others: Normality Test and Linearity Test with SPSS version 23.

RESULTS

Implementation of supervision is in accordance with the artistic results of the questionnaire on 80 teachers in 3 Elementary Schools in Surabaya obtained from the results of the supervision questionnaire recapitulation with the help of gauges Artistic (X) can be seen in table 1 below:

Table 1. Statistics of Teaching Supervision

		Teaching Supervision with Artistic	Supervision of Teaching with Artistic
N	Valid	80	80
	Lost	0	0
Means		77.70	
Std. Deviation		9.612	
Minimum		45	
Maximum		95	

Based on table 1 above, the average value is 77.70, a minimum value is 45, the maximum value is 95 and the standard deviation is 9.612 with the criteria as in table 2 below.

Table 2. Supervision with an Artistic Approach

		Frequency	Percent	Day	Cumulative Percent of
Day	Occasional Conducted	16	20.0	20.0	20.0
	NEVER Done	1	1.3	1.3	21.3
	Very Often Done	8	10.0	10.0	31.3
	Often Performed	55	68.8	68.8	100.0
	Amount	80	100.0	100.0	

Based on table 2 above, that explained the respondents who answered in the category very often done as many as 8 people (10%), often carried out as many as 55 people (68.8%) had been done as many as 1 people (1.3%), and those who answered the category were sometimes 16 people (20%). Teacher's pedagogic competency based on the results of questionnaires on 80 teachers in four Elementary Schools in Surabaya can be seen in table 3 below: Table 3.

Statistics of:

		Pedagogic	Competencies Elementary School Teacher Pedagogical Competence Elementary School
N	Valid	80	80
	Lost	0	0
Means		119.04	
Std. Deviation		14,573	
Minimum		61	
Maximum		144	

Based on table 3 above, the average value is 119.04, a minimum value is 61, the maximum value is 144 and a standard deviation of 14.57 with the criteria as in table 4 below. The results of the recapitulation of the pedagogical competence questionnaire of elementary school teachers (Y) can be seen in table 4 below.

Table 4. SD Teacher Pedagogic Competencies

		Frequency	Percent	Valid	Cumulative Percent
Valid	Good	53	66.3	66.3	66.3
	Fair-Good	21	26.3	26.3	92.5
	Low	1	1.3	1.3	93.8
	Very Good	5	6.3	6.3	100.0
	Total	80	100.0	100.0 based on	

Based on table 4 above, there may be teachers who want Low pedagogic competence is 1 person (1.3%), quite good as many as 21 people (26.3%) both as many as 53 teachers (66.3%) and very good categories as many as 5 people (6.3%).

In the test requirements analysis is a simple linear regression analysis using a normality test and linearity test. Testing for normality Trying to prove that data is normally distributed ($p > 0.05$). Normality test was carried out using the Kolmogorov Smirnov test with SPSS version 23. This test tested to prove whether this model had met the assumption of normality ($p > 0.05$). Meanwhile, linearity test to study the nature of the relationship between variables between variables, meaning that any changes that occur in one variable will be discussed about changes that are parallel to other variables. The linearity test used uses the "application *compare Means*" with the SPSS version 23. The following is an explanation of each test requirement.

1. Normality Test Normality

The test is a trial conducted with the aim to assess the distribution data in a group of data or variables, whether the distribution data is normally distributed or not. The following table 5

results of the normality test for Teaching Artistic supervision approach (X) and Variable pedagogical competency for elementary school teachers (Y).

Table 5. One-Sample Kolmogorov-Smirnov

		Supervision TEACHING WITH	Pedagogical Competence Teacher SD
N		80	80
Parametric ^b	Means	ARCHITECTIVE normal 7.70	APPROACH 119.04
	Std. Deviation	9,612	14,573
Most Extreme Differences	Absolute	0.097	0.096
	Positive	0.083	0.063
	Negative	-.097	-.096
Statistical Test		0.097	0.096
Asymp. Sig. (2-tailed)		.061 ^c	067 ^c

The testing process carried out by research using a tool measuring SPSS version 23 (see table 5 above), while the independent variables and according to the assumption of normality ($p > 0.05$). The results of the p-value are 0.067 meaning the distribution of data in the data group or the variables of this study is normally distributed.

2. Linearity

Test This linearity test aims to understand the nature of the relationship between linear variables, meaning that any changes that occur on one variable are taken with changes that are parallel to other variables. By using conversion coefficient analysis techniques from each independent variable with each variable agreed. If the significance is < 0.05 , then the independent variable has a linear relationship. Here are the results of a linearity test:

Table 6. ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Teacher pedagogical competence SD *	Between Groups	11.186,74938 5.750	29	(Combined)	3.450	0.000
	Linearity	6690.243 59.840	1		6690.243	0.000
Supervision LESSON WITH Artistic Approach	Deviations from Linearity	160.589	1.436	28	4496.506	0.130
	In Group	5590.139	50	111.803		
	Total	16.776,888	79			

Based on table 6 above, the significance value is 0,000 $< 0,05$ the relationship between variables X and Y are linear, so the linearity test can be used to carry out simple linear regression tests.

3. Hypothesis Testing

The hypothesis testing of this study uses a test simple linear regression, which requires several considerations above. As per the requirements, fulfilled above, simple linear regression can continue. Testing the hypothesis to study the effect of independent variables (X) is the artistic supervision variable on improving pedagogical competence of elementary

school teachers (Y) in several schools in Surabaya, Indonesia. Following table 7 and table 8 are simple linear regression results:

Table 7. Summary

Model	R	R Square	Customized R Square	Std. Error of Estimate	Durbin-Watson
1	0.631 ^A	0.399	0.391	11.372	1.563

Table 8.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	44,647	10,420		4,285	0,000
1 Supervision with an artistic approach	0.957	0.133	0.631	7.193	0,000

In table 7 the R-value of 0.631 means that between the supervision variables using artistic and pedagogical competencies of elementary school teachers who have "strong strength". The R square value of 0.399 means that the total effect of artistic supervision on teacher pedagogical competencies is 39.9%. Based on table 8 the value of t arithmetic in the regression coefficient is 7.193 greater than t table, with a significant value of 0.000 < 0.05, so the working hypothesis (H₁) researchers are accepted and the null (H₀) hypothesis artistic (X) on teacher pedagogical competence Elementary School (Y).

DISCUSSION

The results of research conducted by researchers at schools in Surabaya. in the supervision implementation variable discussing the artistic, showing the average value (*Mean*) reaching 77.70, a minimum value of 45, a maximum value of 95 and a standard deviation of 115.8750 with a standard deviation (*Standard Deviation*) of 9,612. From the percentage of respondents' answers to the implementation of art assessment supervision, the categories are very often done as many as 8 people (10%), often as many as 55 people (68.8%) have been done as many as 1 people (1.3%), and who want as many 16 people (20%)

In the questionnaire analysis per indicator contained in the questionnaire citing 89.5% of indicators agreeing about the supervision of artistic discussions that are often carried out by principals and 10.5% of indicators sometimes carried out by the principal. Indicators that are sometimes carried out by the principal are: 1) the principal and teacher determine together the supervision technique in accordance with the needs and conditions of the teacher to be used in supervision, 2) the principal together with the supervised teacher re-choose the activities that have been carried out by the teacher.

Pedagogic teacher competencies in four schools in Surabaya showed an average value (*Mean*) of 119.04, minimum value of 61, maximum value of 144 and standard deviation of 14.57 with criteria for low pedagogical competence of 1 person (1.3%), sufficient pedagogical competence both as many as 21 people (26.3%) good pedagogic competencies as many as 53 teachers (66.3%), and very good pedagogical competencies as many as 5 people (6.3%). Of the 29 approved in the variable, the pedagogical teacher competency of elementary school has 89.7% of good categories, while 10.3% of the pedagogical teachers of elementary school have a fairly good category. Indicators on considerations that have quite good criteria in the indicator: 1) I understand various learning theories and the principles of

educational learning related to five subjects, 2) I can develop evaluation instruments and evaluate the learning and learning process, and 3) I do class action research to improve the quality of learning five elementary subjects.

Based on the above results, it is concluded that there are still many teachers who have not mastered learning theory and the principles of educational learning. Learning theory is the interaction between student activities and psychological processes in students, (Irwantoro & Suryana, 2016, p. 58). Learning theory can also be interpreted as a theory that reveals the relationship between phenomena that exist in students. The teacher is also still sufficiently developing the Assessment instrument and the evaluation process and learning outcomes. Students or student competency achievement (Amirono & Daryanto, 2016, p. 3-4). The successful obstacle of the teacher in developing teacher assessment and evaluation instruments is still not able to make instruments and rubric of Value

The teacher also did not succeed in conducting classroom action research to improve the quality of learning. The definition of classroom action research consists of three words of research, action, and class. First, research is a process of problem-solving carried out by systematic, empirical and controlled. second, actions can be interpreted as certain treatments carried out by researchers, namely teachers. actions aimed at improving the performance of the teacher. third, the class shows where the learning process takes place, (Sanjaya, 2012, p. 25-26). Teachers rarely conduct classroom research because of the teacher's inability to prepare class research reports.

The results of the correlational data analysis in the study with the title "supervision relationship with an artistic approach (X) to the elementary school pedagogic teacher competence (Y)" obtained an R-value of 0.631, which means a large correlation with the variables of artistic association supervision with strong teacher pedagogical competence ".

The R square value of 0.399 means that the total effect of artistic supervision on teacher pedagogical competencies is 39.9%. The value of t count on the regression coefficient of 7.193 is greater than t table, with a significant value of 0.000 <0.05, so the working hypothesis (H₁) of the researcher is accepted and the null hypothesis (H₀) is rejected. It can conclude that the artistic with supervision have effect toward the pedagogical competence of elementary school teachers.

Based on the results of the above research, artistic supervision approach has a large proportion of the increase in pedagogical competence of elementary school teachers, which is in according Wahab (2012: 238) 1) supervision with an artistic focus compiled by principals that can be accessed effectively Built based on perseverance, thoroughness, precision, diligence in regulating, swimming and appreciating what is done by the teacher through classroom observations that are complemented by plans for supervision, investigation of the learning process and teacher performance analysis instruments. 2) The implementation of supervision by discussing artistically by the head of the madrasa determines the improvement of learning, increasing competence, professionalism, and discipline of teaching duties. 3) Implementation of supervision by discussing artistically by the head of the madrasah based on communication skills, interpersonal skills, noble character, and sensitivity, so that the teachers are motivated to improve their abilities in learning and improving learning.

Supervision with artistic competencies can be improved by teachers' pedagogical competencies about supervisor competencies using competencies, expertise and knowledge to see all the problems that teachers make in the classroom. The instrument used in artistic supervision is the supervisor himself. This artistic supervision is made not rigid, so the teacher prefers to use supervision artistically, thus the teacher can improve his pedagogical

competence. This is in accordance with what was stated by Pasaribu (2017: 41) the role of the teacher as an agent of learning through the application/application of supervision by using artistic in academic supervision as an agent of improvement and an increase in the minimum score that has been determined.

Not all teachers can carry out supervision by discussing artistically because superiors must have a high level of ability, employers must be able to support all the events that they have learned during observations in class. As Eisner (Sergiovanni, 1982, p. 66) points out artistic characteristics of supervision: *"the artistic approach to supervision requires a high level of education experts, the ability to see what is significant but subtle requires the ability to interpret the meaning of events."*

Counselors who use artistic questions need mentors who are high-level education experts, expertise to see everything that is important, supervisors who agree to emphasize the unique contributions of teachers in developing education, give more attention to the class observed. Counselors who are able to dialogue with the teacher to report the results of supervision. Supervisors have good language skills to activate supervision results. Supervisors are able to estimate the meaning of events from the results of supervision, supervisors have sensitivity and experience used as a supervision tool.

According to Kapusuglu and Dilekei (2017: 1194) supervisors must seek help to see important aspects of observation, 2) supervisors must provide what they see, look for supervisors and supervisors, 3) supervisors must be able to complete appropriate theories, models and concepts that can explain events in the class, 4) There were an evaluation and review of the evaluation and interpretation process at the end of the implementation of the artistic supervision model. The supervisor if he wants to use the artistic supervision model must have the ability to use his sensitivity or sensitivity, the ability to use his perceptions, have the expertise of high-level education, experience, and the ability to use language in making the results of supervision that have been done.

CONCLUSION

The implementation of supervision with an artistic approach in four elementary schools in Surabaya showed the average value (*Mean*) 77.70, the minimum value of 45, the maximum value of 95 and a standard deviation of 115.8750 with a standard deviation (*standard deviation*) 9.612 with the percentage of votes very often there were 8 people (10%), often as many as 55 people (68.8%) had been done as many as 1 people (1.3%), and those who answered the category were sometimes done as many as 16 people (20%). Pedagogic teacher competencies in 4 Elementary Schools in Surabaya showed an average value (*Mean*) of 119.04, a minimum value of 61, a maximum value of 144 and standard deviation of 14.57 with criteria for low pedagogical competence of 1 person (1.3%), competence pedagogics were quite good. There were 21 people (26.3%) good pedagogic competencies as many as 53 teachers (66.3%), and very good pedagogical competencies as many as 5 people (6.3%).

Artistic supervision approach needs to be increased to the pedagogical competence of elementary school teachers by 39.9%. The value of t count on the regression coefficient of 7.193 is greater than t table, with a significant value of 0.000 < 0.05, so the working hypothesis (H_1) of the researcher is accepted and the null hypothesis (H_0) is rejected.) to the pedagogical competence of elementary school teachers (Y). Pedagogical Elementary School teacher.

ACKNOWLEDGMENTS

I would like to thank the 4 elementary school principals in Surabaya Indonesia who have given permission for research. Acknowledgments to elementary school teachers who have helped to provide questionnaires.

REFERENCES

- [1] Albuquerque, A., Silva, E., Resende, R., & Gonçalves, F. (2015). Pedagogical supervision in physical education. *Avaliação, Campinas; Sorocaba, SP*, 11-26.
- [2] Amirono, & Daryanto. (2016). *Evaluasi dan penilaian kurikulum 2013*. Yogyakarta: Gava Media.
- [3] Irwantoro, N., & Suryana, Y. (2016). *Kompetensi pedagogik*. Griya Mapan Sentosa: Sidoarjo.
- [4] Kapusuzoglu, S., & Dilekci, U. (2017). Development of the artistic supervision model scale (ASMS). *Universal Journal of Educational Research*, 5(7), 1193-2000.
- [5] Mantja, M. (2000). *Bahan Ajar model pembinaan/supervisi pengajaran*. Malang: PPS UM.
- [6] Pasaribu, A., Purba, S., & Matondang, Z. (2017). Implementation of academic supervision of artistic model in improving the role of english teacher as learning agent in SMA Negeri 5 Binjai. *IOSR Journal of Research & Method in Education*, 7(6), 34-41.
- [7] Rahman, M. H. (2014). Professional competence, pedagogical competence, and the performance of junior high school of science teachers. *Journal of Education and Practice*, 5(9), 75-80.
- [8] Sarfo, F. K., & Cudjoe, B. (2016). *Supervisor knowledge and use of clinical supervision to promote teacher performance in basic school*. *International Journal of Education and Research*, 4 (1), 87.
- [9] Sergiovanni, T. J. (1982). *Supervision of teaching*. Alexandria, Virginia: ASCD.