

Teacher's Perception of Academic Supervision of the School Headmaster

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Teacher's Perception of Academic Supervision of the School Headmaster

Percepción de los profesores en la supervisión académica del director de la escuela

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RESUMEN

15

El objetivo de este estudio es conocer la percepción de los maestros sobre las actividades de supervisión académica que toma el director de la escuela. 116 docentes desde la escuela primaria hasta la escuela secundaria superior en el distrito de Banyumas se **15** ierten en el tema de este estudio. El resultado de este estudio muestra que más del 50% de los encuestados pensaba que el director había realizado una actividad de supervisión bien planificada que consistía en la disposición del programa y el instrumento de supervisión. Más del 50% de los encuestados pensó que el director como supervisor hace que los maestros tengan un alto rendimiento como maestros modelo.

Palabras clave: Académica, Director, Percepción de los docentes, Supervisión educativa.

ABSTRACT

15

The aim of this study is to know about the teacher's perception of academic supervision activities, which is taken by the school headmaster. 116 teachers from the elementary school up to the senior high school in the Banyumas district become the subject of this study. The result of this study shows that more than 50% of the respondent thought that the headmaster had done a well-planned supervision activity, which is consisted of the schedule arrangement, program, and supervision instrument. More than 50% of respondents thought that headmaster as a supervisor makes teachers have high performance as a model teacher.

Keywords: Academic, Education supervision, Headmaster, Teacher's perception

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5



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INTRODUCTION

The headmaster has a very important role in school operations. Headmaster performance has been shown to have a significant influence on school performance (Hutton: 2017). To make a school as an outstanding school, a school headmaster must be able to analyze school needs, then be able to provide these needs by collaborating with school members through good communication that is easy to understand and able to motivate all school members to do the best they can with sincere sincerity (Day et al.: 2016). This means that the headmaster must have good managerial skills (Wullur et al.: 2018). In addition, as the headmaster must also behave well and be able to be an example that should be imitated by teachers, employees, and students (Stravakou & Lozga: 2018). It is because the headmaster's behaviour on a daily basis is also proven to have a positive role in student achievement, teacher performance, staff, and the harmony of school organizations (Liebowitz & Porter: 2019). Furthermore, the competencies held by school headmasters are also shown to have a significant correlation with the achievement of national education standards (Yasin et al.: 2013).

However, it must be realized that the success of schools in producing high-achieving students is the result of teamwork, meaning that it cannot be done solely by the headmaster, but all school members must work. Moreover, the demands of the education world continue to grow and become more complex (Gumus et al.: 2018). For this reason, efforts need to be made to improve the quality of school equipment, and most importantly, the quality of teachers. One of the usual efforts at schools to improve teacher quality is academic supervision conducted by the school headmaster. This is in accordance with the headmaster's duties which include carrying out managerial tasks, entrepreneurship development, and supervision of teachers and education personnel (Ministry of Education and Culture: 2019). The objectives of the implementation of academic supervision include professional development, motor development, and supervision of teacher quality (Annía et al.: 2018; Ahmad & Ahmad, 2019; Hartanto & Purwanto: 2019; Villalobos et al.: 2019).

The headmaster, as an educational supervisor has an obligation to guide and foster teachers, employees, and other staff. In addition, the headmaster is also responsible for the quality of learning carried out by the teachers in the institution or school he leads, and the Headmaster must be able to carry out his function as a school leader in improving and improving the quality of the learning process. School headmasters are leadership officers or supervisors who help teachers individually or in groups to improve learning. In its function as a motivator for teachers, the headmaster must also be able to move the teachers so that their performance is improved because teachers are the spearhead in realizing quality human beings. Teachers will work optimally if supported by several factors, including the ability of headmasters as supervisors. This shows how important the headmaster's role as a supervisor is to conduct academic supervision of teachers as an effort to improve the quality of education in schools.

The headmaster's effort as a supervisor in realizing this quality improvement has been made a lot in every school, including by conducting an examination of the teacher in making teaching preparations, entering the room or class when the teacher is teaching, observing, discussing, assisting the teacher in analyzing difficulties, assisting the teacher in formulating objectives, and issuance of operational tasks that are accompanied by preventive measures.

To support the smooth implementation of supervision by the school headmaster, planning, implementation, and supervision or control from the supervisor is required. Supervision planning can be said to be good if it meets five W and one H, namely What, Who, Why, When, and How. This means that the headmaster must plan what is supervised, who, why, when, where, and how the supervision is carried out. With this plan, there will be an understanding of the meaning and function of supervision. On the other hand, good supervision from the headmaster will be able to improve the performance of subordinates, and in the end, employee satisfaction with their work will increase. This is in line with the results of research conducted by (Aisyah et al.: 1996) there is a significant positive relationship between the supervision of the headmaster and teacher job satisfaction. Based on these results, it means that supervision conducted by the headmaster

can increase teacher satisfaction at work. If supervision by the headmaster or supervisor can increase the professionalism of teachers, teacher job satisfaction can increase.

In the implementation of supervision, there are several important things that must be met so that supervision is able to achieve maximum results. Like the results of research conducted (Faikhamta & Clarke: 2018; Ramírez et al.: 2018; Sukier et al.: 2020) found that the level of supervisor motivation will affect the results of supervision. In addition, research conducted by (Moradi et al.: 2014) also found that the teachers hoped that in the implementation of supervision supervisors should position themselves as learning partners and make the supervision process a shared responsibility so as to create a family but still professional relationship. Furthermore, in the implementation of supervision, there must be a collegial relationship between supervisors and supervised teachers where supervisors can help teachers to improve their performance not just looking for teacher errors without providing clear input and assistance (Kemmis et al.: 2014; Ahmad & Ahmad: 2018). Seeing the importance of the implementation of supervision and the complexity of the implementation of supervision, this study aimed to determine teacher perceptions of educational supervision activities carried out by the school headmaster.

METHODS

The research method used in this research is descriptive research with a survey approach. The purpose of this study is to describe the perceptions of teachers of the educational supervision activities carried out by the headmaster. This research was conducted in March-April 2020. One hundred and six (106) teachers from elementary school to senior high school were sampled in this study. Data collection techniques used in this study were by giving questionnaires to teacher perceptions of educational supervision activities carried out by the headmaster. This questionnaire contains a type of closing statement to be responded to by the teacher with a total of 28 statements. The preparation of the questionnaire was adjusted to the instrument lines based on theoretical studies conducted, as shown in Table 1. The questionnaire in this study was made on a Likert scale, each variable provided 4 (four) alternative answers namely very often (SS), often (S), rarely (J), anNever (TP). The data collected from the questionnaire is then analyzed quantitatively in the form of a percentage.

Education is done by a headmaster

Academic Supervision (X1)	1. Supervision planning	1. The existence of supervision program	2	1-2
		2. The supervision Schedule	2	3-4
		3. The availability of supervision instrument	3	5-7
	2. Implementation Of supervision	1. Direct (direktive)	4	8,9, 11,12
		2. Indirect (non-directive)	4	13,15 18-20
		3. Collaborative	6	10,14 16,17 21,22
	3. Evaluation and The supervision Follow up	1. Coaching	3	23-25
		2. The awards giving	3	26-28

Source: Suharsimi & Arikunto (2004) and Suhardan (2010) in susana (2016)

Table 1. Teachers' perception instrument grid of supervision activities

RESULTS

The descriptive analysis is used to analyze data by describing data that has been collected from each variable studied after the research has been carried out so that it is easier to understand. The following information will explain the data description through a descriptive analysis of:

Supervision Planning

There are seven questions related to supervision planning conducted by the school headmaster. This question is divided into three indicators, namely; the existence of supervision program planning, the existence of supervision schedule planning and the availability of supervision instruments which can be seen as follows:

Supervision Program Planning

In more detail, the result of teachers' perception of the supervision of program planning is as follows:

Number of Question	Statement	Always	Often	Rarely	Never
1	Supervision conducted by the headmaster has the aims to socialize the supervision program at the beginning of the school year.	54,72%	31.13%	13.21%	0.94%
2	The aim of supervision which was done by headmaster was clearly stated in a supervision program.	61.32%	26.43%	11.32%	0.94%

Table 2. The supervision program planning

Based on Table 1 above, it can be seen if the headmaster socializes the clear supervision program, with 58 people (54.72%) of respondents arguing if the headmaster always socializes the supervision program at the beginning of the year—33 respondents (31.13%). Meanwhile, among them assume they often do, and only 13.21% and 0.94% of respondents rarely think and never do.

These results are also in line with the objectives carried out by the headmaster which are always clearly stated in the supervision program, with 61.32% (65 people) assuming they always carry out and only one respondent (0.94%) thinks they have never done.

Supervision Schedule Planning

In more detail, the result of teachers' perception of the supervision schedule planning is as follow:

number of Question	Statement	Always	Often	Rarely	Never
3	The schedule of supervision done by the headmaster is socialized to the teacher	74.53%	18.87%	4.72%	1.89 %
4	The method of supervision by the headmaster is clearly stated in the supervision schedule	42.45%	39.62%	15.09%	2.83%

Table 3. Supervision Schedule Planning

Based on Table 3 above, it can be seen if the school headmaster has scheduled the supervision activities well. 79 (74.53%) teachers assume that the super schedule done by the school headmaster is always done by the teacher. Twenty people (18.87%) teachers thought it was often done, and the remaining five people (4.72%) and two people (1.89%) teachers thought it was rare and never done.

In terms of the supervision method used by school headmasters already set out in the supervision schedule, 45 people (42.45%) and 43 people (39.62%) teachers always and often do it, 16 people (15.09%) teachers assume they are rarely done, and the remaining three people (2.83%) of the teacher feels the headmaster never did.

Completeness of Supervision Instrument

In more detail, the result of teachers' perception of the completeness of supervision instruments planning is as follows:

Number of questions	Statement	Always	Often	Rare	Never
5	Supervision by the headmaster is carried out using instruments that are in accordance with what will be measured	58.49 %	31.13%	7.55%	2.83%
6	The items of the supervision instruments used by headmaster are easy to understand	48.57%	38.10%	9.52%	3.81%

Table 4. Completeness of Supervision Instrument

Based on Table 4. above, the teacher has a positive perception of the completeness of the instruments prepared by the school headmaster before supervision activities. A total of 58.49% (62 respondents) assumed that the headmaster used the instrument to what he was trying to measure and only 2.83% (3 respondents) assumed that he had never used the appropriate instrument.

This result is also in line with the teacher's perception that the supervision items used by school headmasters are easy to understand, with 51 teachers (48.57%) assuming school headmasters always use, and only three respondents (3.81%) assume that the school never does.

The implementation of supervision

There are some questions about the implementation of supervision done by the headmaster which are divided into three indicators. Those are the direct supervision, indirect, and collaborative, where the result can be seen as following:

Direct supervision

In more detail, the result of teachers' perception of direct supervision is as follow:

Number of Questions	Statement	Always	Often	Rare	Never
8	The teacher's need is the main priority in supervision activity.	34.91%	48.11%	15.09%	1.89%
9	Supervision is carried out on activities according to the school's academic calendar.	44.34%	41.51%	12.26%	1.89%
11	The supervision activity is carried out with the method of listening to the direct guidance from the headmaster as a supervisor.	26.42%	42.45%	27.36%	3.77%
12	Supervision conducted by the school headmaster provides examples of problem-solving learning for the teachers.	21.90%	47.62%	24.76%	5.71%

Tabel 5. Direct Supervision

Based on Table 5 above, the direct supervision made by the headmaster to the needs of teachers who are the main priorities in supervision activities received a positive response with 37 (34.91%), and 51 (48.11%) respondents assumed if the headmaster often and always did. This result is also in line with the teacher's response if direct supervision is carried out in accordance with the school academic calendar, where 47 (44.34%) and 44 (41.51%) respondents assume that the headmaster always and often does so.

In the case of direct supervision activities carried out by the method of listening to direct instructions from the school headmaster and the headmaster giving examples of the problem solving of teacher learning, on average respondents assume if the headmaster often and rarely does it. A total of 45 respondents (42.45%) assumed that direct supervision was carried out using the direct listening method from the headmaster and 29 respondents (27.36%) assumed that the headmaster rarely did it. Meanwhile, 50 respondents (47.62%) thought that the headmaster often provided examples of problem-solving of teacher learning and 26 respondents (24.76%) thought the headmaster rarely did.

Indirect supervision

In more detail, the result of teachers' perception of indirect supervision is as follow Table 6. Indirect Supervision Activity

Number of Question	Statement	Always	Often	Rare	Never
13	Supervision started with the good things from the teacher	38.68%	49.06%	12.26%	0 %
15	Supervision is not done to look for any deficiencies	36.79%	45.28%	14.15%	3.77%
18	Supervision is done through the personal dialogue between teacher and headmaster	26.67%	44.76%	22.86 %	5.71%
19	Besides explaining, a headmaster as the supervision also helps the teacher to solve the learning problem	24.53%	48.11%	23.58%	3.77%
20	The teachers point out the problem in learning in a supervision activity without any fear of feeling.	34.91%	49.06%	12.26%	3.77%

Table 6. Indirect Supervision Activity

Based on Table 6 above, it is known that on average teachers assume that headmasters often supervise indirectly, with a percentage of more than 40% of respondents assuming if supervision starts from the good things of the teacher, supervision is done not to look for deficiencies Supervision is carried out through personal dialogue/conversation between the headmaster and the teacher, the headmaster as a supervisor also helps the teacher in solving learning problems, and the teacher expresses the problem in learning in supervision activities without fear. In addition, out of 65 respondents assume if the headmaster has never done it

The supervision activity is done collaboratively

In more detail, the result of teachers' perception of the supervision activity which is done collaboratively is as follow:

Number of Questions	Statement	Always	Often	Rare	Never
10	The supervisor provides the supervision service at the request of the teacher according to what will be measured is	14.15%	39.62%	33.96%	12.26 %
14	During supervision, a supervisor positions himself as a colleague, not as a superior	34.91%	41.51%	19.81%	3.77%
16	Supervision helps the teacher to increase the teaching performance.	58.49%	33.96%	5.66%	1.89%
17	Supervision has an impact on developing teachers' teaching abilities and skills	40.57%	50.94%	5.66%	2.83%
21	The headmaster, as a supervisor uses a supervision approach based on the characteristics and condition of the teacher.	27.36%	52.83%	16.04%	3.77%
22	The teachers feel comfortable when supervision was conducted by the headmaster.	24.53%	50.94%	20.75%	3.77 %

Table 7. The supervision is done collaboratively

Table 7 above explains the teacher's perception of the supervision activities carried out collaboratively by the school headmaster. From the data table, it is known that supervision activities undertaken by school headmasters to improve teacher performance receive the greatest positive response with 58.49% of respondents assuming teachers often do so.

The next respondent who thinks that school headmasters often do collaborative activities in supervision is supervision that is carried out jointly when it has an impact on the development of teachers' abilities and skills, with 50.94% of teachers assuming the headmaster often does it. Likewise, the assumption of the teacher if the headmaster as a Supervisor uses a supervision approach based on the conditions and characteristics of the teacher and the teacher feels comfortable when conducting supervision by the headmaster; the majority of respondents (more than 50%) feel if the headmaster is often doing so.

Meanwhile, the teacher assumes that the Supervisor rarely provides supervision services at the request of the teacher. Which is in accordance with what will be measured by 33.96% of respondents assume if the headmaster rarely does.

Supervision Evaluation

There are several questions about the supervision evaluation did by the headmaster. It is divided into two indicators. Those are coaching and reward. The data analysis can be seen below:

Coaching

In more detail, the result of teachers' perception of headmaster coaching in a supervision activity is as follow:

Number of Questions	Statement	Always	Often	Rare	Never
23	After the supervision activity, the teacher gets a note of improvement from the headmaster as a supervisor.	46.23%	44.34%	7.55%	1.89%
24	After supervision, teachers get further coaching	20.75%	49.06%	27.36%	2.83%
25	The alternative for teachers' problem solving discussed together with the headmaster as a supervisor.	25.47%	52.83%	17.92%	3.77%

Table 8. The supervision coaching activity

Based on table 8 above, it can be seen that the majority of teachers assume if after supervision activities teachers get a record of improvement from the headmaster as a supervisor with 46.23% of respondents to assume the headmaster often does it. As for the case; after supervision, the teacher gets further guidance, and alternative solutions to the problem of the teacher are discussed together with the headmaster as a supervisor, the majority of respondents think if the headmaster often does it with a percentage of 49.06% and 52.83% respectively.

The Headmaster Reward to Supervision Result

In more detail, the result of teachers' perception of the headmaster reward to supervision result is as follow:

Number of Questions	Statement	Always	Often	Rare	Never
26	Headmaster, as a supervisor points the high work performance teachers as the model teacher.	15.09%	53.77%	26.42%	4.72 %
27	The supervision result is used as the reference for the next program.	29.25%	59.43	9.43 %	1.89 %
28	The teacher and headmaster, as a supervisor, discuss together the result of the ongoing supervision activities.	23.58%	57.55%	16.98%	1.89 %

Table 9. The headmaster reward to supervision result

Based on Table 9 above, it can be seen if the majority of teachers assume that the headmaster often rewards the results of supervision. More than 50% of respondents think that if the headmaster as a Supervisor makes a high-performing teacher a model teacher, the results of the supervision are used as a reference in making the next program and; the teacher and the headmaster as supervisors discuss together the results of the ongoing supervision activities.

DISCUSSION

The implementation of supervision must be managed properly. It can be started from the planning, implementation, follow-up, and feedback activities. In the implementation of academic supervision, it is necessary to plan from the bottom (bottom-up planning) with a participatory system, the implementation is in accordance with existing regulations, and ends with a program evaluation conducted through monitoring or monitoring of performance by school supervisors, follow-up from the evaluation of supervision programs, with

the preparation of new programs that can be implemented or re-arrange programs that have been done well. From the headmaster's point of view, research conducted by (Gülşen et al.: 2014) found that school headmasters believed that the implementation of supervision could improve the ability of teachers to carry out learning ³⁶

Based on the results of the analysis, it can be concluded if the respondent has a positive perception of supervision conducted by the headmaster both in terms of planning, implementation, and evaluation of supervision. Good supervision will be able to help teachers improve their ability to carry out learning more effectively and increase student understanding (Ahmad & Sahar: 2019; Veloo et al.: 2013). Like the implementation of supervision carried out through the process of lesson study is proven to be able to improve teacher performance and be able to build good cooperation between teachers and supervisors (Inprasitha: 2014). Differences in views between supervisors and supervised teachers in the selection of approaches and learning strategies are natural, and even they are able to enrich the learning process (Al-Balushi et al.: 2020).

Teachers assume that in planning the supervision activities, the headmaster carries out a thorough planning activity which includes planning in arranging the schedule, programs, and supervision instruments. This planning is very important in supervision activities because the benefits of planning an academic supervision program areas guidelines for implementation and supervision, to equalize the perceptions of all school members regarding the supervision program, and guarantees savings and effectiveness in the use of school resources, time and cost.

In addition, in carrying out teacher supervision activities, it is assumed that the headmaster makes a comprehensive approach, direct, indirect, and collaborative approaches. Supervision with a directive approach is a direct approach to the problem. Supervisors provide direct direction; of course, the influence of supervisor behaviour is more dominant. This directive approach is based on understanding psychological behaviourism.

Supervision with an indirect approach (non-directive) is a way of approaching problems that are indirect. The supervisor's behaviour does not directly indicate the problem, but he first listens actively to what the teacher says. He gives as many opportunities as possible for teachers to express the problems they are experiencing. This non-directive approach is based on a humanistic psychological understanding (Mufidah: 2008). The steps of the non-directive approach are: listening, giving reinforcement, explaining, presenting, and solving problems.

(Sahertian: 2000) suggests a collaborative approach is an approach that combines the directive and non-directive approaches into a new approach. In this approach, the supervisor and teacher together agree to set the structure, process, and criteria in carrying out the process of conversation towards problems faced by the teacher. The interaction between the teacher and supervisor will greatly affect the results of supervision, especially in terms of the effectiveness of learning consisting of educative, supportive, and evaluative abilities (Long et al.: 2013). In the implementation of supervision, collaborative supervision will build a more positive atmosphere where interactions will be better established (Ibrahim: 2013). The importance of collaboration in implementing supervision is also found from the results of research conducted by (Levine:2011) where the norms governing collaboration and the timing of collaboration between teachers and supervisors have an influence on the success of supervision.

The good collaboration will be realized if there is good cooperation between the headmaster and the teacher. To realize good cooperation between school headmasters and teachers, trust is needed; the belief in question is the trust of teachers towards the headmaster (Balyer: 2017). If the teacher has trusted the headmaster, all tasks assigned to the teacher will definitely be carried out as well as possible by the teacher ⁵⁰ (Li et al.: 2016). To form this trust, a school headmaster must have competency, consistency, reliability, openness, respect, and integrity (Handford & Leithwood: 2013).

In addition, trust and collaboration will be well established if the headmaster has a good leadership style. From research conducted by (Danisman et al.: 2015) shows that leadership style has a significant effect on

the performance of subordinates, in this context, are teachers and education personnel in schools. For schools, the appropriate leadership style is the distributive leadership style, which is the leadership style that involves all school members through the distribution of authority and responsibilities to achieve common goals (Ibrahim & Daniel: 2019). The leadership style is also known as shared leadership and has been proven to be able to improve the performance of all school tools and improve school performance (Marks & Printy: 2003). Furthermore, the distributive leadership style will also create a conducive school climate and mutual support, warm, and keep all those involved from frustration (McCarley et al.: 2016). By giving them the confidence to carry out authority and responsibility, the confidence of teachers and employees will emerge to carry out their duties (Ross & Gray: 2006).

In terms of evaluating the results of supervision, teachers also assume that the headmaster has done it through coaching activities and giving awards. This guidance is carried out on matters of a special nature, which need immediate improvement from the results of the supervision analysis. According to (Sahertian: 2000), coaching with a direct approach means the supervisor gives direct direction. Thus the supervisor's influence is more dominant. Direct coaching activities undertaken after the headmaster has finished observing learning are post-observation sessions. It can also create an atmosphere of communication that does not cause tension, does not emphasize authority, and gives an opportunity to encourage teachers to improve their appearance and performance.

If seen from the results of previous studies, the successful implementation of supervision is influenced by various things. A research conducted by (Faikhamta & Clarke: 2018) who found that the level of supervisor motivation will affect the results of supervision. In addition, research conducted by (Moradi et al.: 2014) also found that the teachers hoped that in the implementation of supervision supervisors should position themselves as learning partners and make the supervision process a shared responsibility so as to create a family but still professional relationship. Furthermore, in the implementation of supervision, there must be a collegial relationship between supervisors and supervised teachers where supervisors can help teachers to improve their performance not just looking for teacher errors without providing clear input and assistance (Kemmis et al.: 2014). The method of implementing supervision must also always be updated so that the implementation of supervision is always interesting to be followed by the supervised teacher (Wilson: 2006). In addition, in order to obtain optimal results from the implementation of supervision, the ratio of the number of supervisors to the number of teachers to be supervised must be limited so that the implementation of supervision can take place with sufficient and sustainable intensity (Zoulikha: 2014).

This research is only limited to the teacher's opinion regarding the implementation of academic supervision which is one of the tasks that must be carried out by the headmaster. Therefore, other studies that examine the performance of other school headmasters need to be carried out. This is because the performance of school headmasters will greatly influence school performance (Yuliawati & Enas: 2018) and the performance of school headmasters will be influenced by educational qualifications, experience, and work motivation (Salwa et al.: 2019). The school headmaster is required to be able to direct and motivate his students, namely teachers and education personnel, to always carry out their duties and obligations seriously in order to achieve the targeted vision and mission (Meraku: 2017). In addition, a school headmaster must be able to be an example through his leadership style, where leadership is an important aspect in the current 4.0 revolution because today all are required to cooperate, and all are required to have leadership abilities (Piccarozzi et al.: 2018). In addition, competence in the field of technology is also a mandatory requirement, because with the technological progress or setback of a nation will be determined (Dalle et al.: 2017).

CONCLUSION

Based on the research and discussion explained, the researchers can conclude that:

The teacher has a positive perception of the supervision planning activities carried out by the school headmaster. It can be seen from the data that 58 respondents (54.72%) argued that the school headmaster always socialized a clear supervision program, and 61.32% (65 people) assumed that the objectives carried out by the headmaster were always clearly stated in the supervision program. Furthermore, 79 (74.53%) of the teachers assumed that the super schedule done by the school headmaster was always done by the teacher. As many as 58.49% (62 respondents) assumed that the headmaster used an instrument to what was measured.

In the case of supervision, the teacher assumes that the school headmaster has applied a variety of approaches consisting of direct, indirect, and collaborative approaches. A total of 45 respondents (42.45%) thought that direct supervision activities were carried out using the direct listening method from the school headmaster, 50 respondents (47.62%) assumed that the headmaster often provided examples of solving the problem of teacher learning indirect supervision. With more than 40% of respondents assume if supervision starts from good things from the teacher, supervision is not done to look for deficiencies, supervision is done through private dialogue/conversation between the headmaster and the teacher, the headmaster as a supervisor also helps the teacher in solving learning problems, and the teacher expresses the problem in learning in supervision activities without fear.

The teacher also has a positive perception in terms of evaluating the results of the supervising. The majority of teachers (46.23%) assume that after supervision activities teachers get the improvement notes from the headmaster as a supervisor. More than 50% of respondents think that the headmaster as a Supervisor makes high-performing teachers as a model teacher

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