

**Kode>Nama Rumpun Ilmu: 799 / Manajemen Pendidikan**

**Bidang Fokus: Sosial Humaniora - Seni Budaya - Pendidikan**

**FINAL REPORT**  
**INTERNATIONAL RESEARCH COLLABORATION**  
**AND SCIENTIFIC PUBLICATION**  
*Year 1 of 3*



**ESTABLISHING EFFECTIVE SUPERVISION MODEL**  
**FOR SCHOOL SUPERVISION IN SPECIAL REGIONS (3T)**  
**IN INDONESIA**

**Research Team:**

**Prof. Dr. phil. Ikhfan Haris, M.Sc (Principal Researcher)**

**Dr. Fory A. Naway, M.Pd (Member)**

**Wiwiy Triyanty Pulukadang, S.Pd M.Pd (Member)**

**Assoc. Prof. Hiroko Takeshita (Collaborator)**

**Inero V. Ancho, Ph.D (Collaborator)**

**UNIVERSITAS NEGERI GORONTALO, INDONESIA**

**EHIME UNIVERSITY, JAPAN**

**PHILIPPINE NORMAL UNIVERSITY, PHILIPPINE**

**N o v e m b e r   2 0 1 8**

## HALAMAN PENGESAHAN

Judul : ESTABLISHING EFFECTIVE SUPERVISION MODEL  
FOR SCHOOL SUPERVISION IN SPECIAL REGIONS  
(3T) IN INDONESIA

**Peneliti/Pelaksana**  
Nama Lengkap : Dr. Drs IKHFAN HARIS, M.Sc.  
Perguruan Tinggi : Universitas Negeri Gorontalo  
NIDN : 0021116705  
Jabatan Fungsional : Guru Besar  
Program Studi : Ilmu Pendidikan  
Nomor HP : 085397735310  
Alamat surel (e-mail) : ifanharis@ung.ac.id

**Anggota (1)**  
Nama Lengkap : Dr FORY ARMIN NAWAI M.Pd  
NIDN : 0026056804  
Perguruan Tinggi : Universitas Negeri Gorontalo

**Anggota (2)**  
Nama Lengkap : WIWY TRIYANTY PULUKADANG S.Pd., M.Pd  
NIDN : 0006038004  
Perguruan Tinggi : Universitas Negeri Gorontalo

**Institusi Mitra (jika ada)**  
Nama Institusi Mitra : Ehime University Japan and the Philippine Normal  
University - Manila  
Alamat : Department of Educational Administration Faculty of  
Education Ehime University (Matsuyama-city, Ehime,  
Japan)  
Penanggung Jawab : Assoc. Prof. Hiroko Takeshita and Inero V. Ancho, Ph. D  
Tahun Pelaksanaan : Tahun ke 1 dari rencana 3 tahun  
Biaya Tahun Berjalan : Rp 150,000,000  
Biaya Keseluruhan : Rp 750,000,000

Mengetahui,  
Dekan Fakultas Ilmu Pendidikan  
  
(Prof. Dr. Wenny Hulukati, M.Pd)  
NIP/NIK 195709181985032001

Kota Gorontalo, 14 - 11 - 2018  
Ketua,

  
(Dr. Drs IKHFAN HARIS, M.Sc.)  
NIP/NIK 196711212002121001

Menyetujui,  
Ketua LP2M Universitas Negeri Gorontalo  
  
(Prof. Dr. Fenty U. Puluhulawa, SH, M.Hum)  
NIP/NIK 196804091993032001

## IDENTITY AND GENERAL INFORMATION

1. Research Title : Establishing Effective Supervision Model for School Supervision in Special Regions (3T) in Indonesia

2. Researchers & Researcher collaborators

No	Name	Position	Expertise	Institution	Allocated Time (hours/week)
1	Dr. phil. Ikhfan Haris, M,Sc	Principal	Education Management	Universitas Negeri Gorontalo	5
2	Dr. Fory A. Naway, M.Pd	Member 1	Education Management	Universitas Negeri Gorontalo	5
3	Wiwly T. Pulukadang, S.Pd M.Pd	Member 2	Primary Education	Universitas Negeri Gorontalo	4
4	Assoc. Prof. Hiroko Takeshita	Collaborator 1	Education	Ehime University, Japan	1.5
5	Inero V. Ancho, Ph.D	Collaborator 2	Education Supervision	Philippine Normal University, Philippine	1.5

3. Research Object (type of materials):

School supervision practice in special region (3T area) in Indonesia

4. Time/Period

Starts : April 2018

Ends : October 2021

5. The Proposed Budget to Directorate General of Research and Development

- Year 1 : Rp .280.000.000,- - **Actual Budget Rp. 150.000.000,-**.....
- Year 2 : Rp .320.000.000,-.....
- Year 3 : Rp 280.000.000,-.....

6. Research Location (lab/studio/field): School in 3T area in Gorontalo, Indonesia, Japan and the Philippine.

7. Research Partner (if any, mention its contribution)

8. The targeted findings:

- Improving the quality of education service in special regions through effective and efficient supervision upon the delivery of education for each educational unit (school) according to the eight National Education Standards (NES)
- Assuring the education deliveries/practices in special regions happen according to the Indonesian national laws and regulations

9. The basic contribution to the field of study:

Establishing effective supervision model for school supervision in special regions (3T)

10. The targeted journals : Publication output 2018:

- a. Manuscript published in: *Journal of Social Studies Education Research (JSSER)*, Vol 9, No 2 (2018), SCOPUS indexed Q3.
- b. Paper accepted for presenting in “*International Conference on Early Childhood and Primary Education (ECPE)*, 2018, Malang, Indonesia

11. Plan for Intellectual Property Right, book, prototype or other targeted outcomes, the targeted year or the completion year

Property Right (HKI), Book Guideline for School Supervision in 3T area

## TABLE OF CONTENTS

APPROVAL FORM .....	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLE .....	vi
LIST OF FIGURE.....	vii
ABSTRACT.....	viii
PREFACE ( <i>KATA PENGANTAR</i> ).....	ix
<b>CHAPTER I .....</b>	<b>1</b>
A. Background.....	1
B. Problem Statement.....	2
<b>CHAPTER II REFERENCES.....</b>	<b>4</b>
A. The state of the art of the study field.....	
<b>CHAPTER III RESEARCH OBJECTIVES.....</b>	<b>12</b>
<b>CHAPTER IV METHODOLOGY FRAMEWORK .....</b>	<b>13</b>
A. Research Design.....	13
B. Sample and Data Collection.....	13
C. Data Analysis.....	15
D. Outcome and Measurable Achievement Indicators.....	15
<b>CHAPTER V RESEARCH FINDINGS.....</b>	<b>17</b>
A. Supervision in Indonesia (A summary of literature review)...	17
B. Result of Review on Effective School Supervision Practice in Remote/Disadvantage Area: A National and International Perspective.....	19

C. School Supervisory Model in Special Regions (3T Areas)...	22
D. Model Implementation.....	30
E. Model Development.....	34
<b>CHAPTER VI PROPOSED ACTIVITIES FOR YEAR 2 ( 2019)..</b>	<b>35</b>
<b>PROPOSED ACTIVITIES FOR YEAR 2 ( 2019)</b>	
A. Research Procedure.....	35
B. Overseas Field Research.....	37
C. Developing of Guideline for Supervision Implementation in the Special Regions.....	37
D. Research Time Plan (2019).....	38
<b>CHAPTER VII FINANCING.....</b>	<b>39</b>
A. Proposed Budget.....	39
<b>CHAPTER VIII CONCLUSION.....</b>	<b>40</b>
<b>REFERENCES</b>	
<b>ATTACHMENT/APPENDIX</b>	

## LIST OF TABLE

Table 1 Scope of School Distance in Special Regions (3T) in Indonesia..	9
Table 2 Education equality in Special Regions.....	9
Table 3 Expected Outcomes.....	12
Table 4 Research Framework.....	15
Table 5 Supervisor visit equivalence to special regions.....	25
Table 6 Research Plan.....	38
Table 7 Proposed Budgets.....	39

## LIST OF FIGURE

Figure 1 Dimension of School Supervision.....	6
Figure 2 Model development.....	14
Figure 3. Supervisory Model Development Framework for special regions.....	23
Figure 4. Borg and Gall Model Step Scheme.....	36

## ABSTRACT

This international collaborative research between Universitas Negeri Gorontalo, Indonesia, Ehime University, Japan, and Philippine Normal University, Philippine is dealing with an establishing effective supervision model for school supervision in special regions (3T) in Indonesia. The main objective of this research is establishing an effective supervision model for school supervision in special regions (3T) in Indonesia. By establishing the model, this research can be benefit and useful contributing in: (1) improving the quality of education service in special regions through effective and efficient supervision upon the delivery of education for each educational unit (school) according to the eight National Education Standards (NES) and (2) assuring the education deliveries/practices in special regions happen according to the Indonesian national laws and regulations. In addition, the research will examine and provide information on approaches to school supervision for remote, disadvantaged and border/outlying areas utilised in other countries, in this case in Philippine and it may be adopted or adapted to the unique environment in the ‘3T’ areas in Indonesia.

This study employed questionnaire, structured observation and interview as well as document analysis/ review of literature and other documentation on school supervision models in remote, border/outlying and disadvantaged areas used in other countries as benchmarking against international school supervision practices.

The research project was designed to be carried out in 3 (three) phases or 3 years duration, in which phase I (year 1 - 2018) had been completed, and would proceed to year 2 (2019).

Anticipating that proposed school supervision models specific to 3T-type areas may not be readily identified in Indonesia, the research allowed for inclusion of general models of school supervision in other countries with similar geographic constraints, in this case school supervision practices in Japan as well as in the Philippine, through carry out research activities in Japan and Philippine.

In the phase two or the second years (2019) this research will provide with examples of school supervision models utilised in other countries and in Indonesia that could adapt and/or adopt to improve the effectiveness of school supervision in the “3T” areas. The research will consider models of supervision for remote, border/outlying and disadvantaged areas that have been utilised in other, predominantly low and middle income countries, as well as those employed in “3T” areas in Indonesia. The project research will also present recommendations on the potential applicability of identified models in relation to school supervisor’s needs.

**Keywords:** *Effective; Model; Supervision; Education; School; Special Regions (3T)*



## PRAKATA

Alhamdulillah Rabul Alamin. Puji dan Syukur penulis panjatkan ke hadirat Ilahi Robbi atas segala rahmat, hidayah dan karunia-Nya sehingga laporan penelitian tahap I (Laporan Akhir Tahun I) dengan judul “*Establishing Effective Supervision Model for School Supervision in Special Regions (3T) in Indonesia*” dapat diselesaikan.

Secara umum penelitian untuk Tahun I ini dilakukan untuk (1) Mengidentifikasi, mendeskripsikan, memetakan dan mengkaji (*review*) kondisi atau problema pelaksanaan supervisi pendidikan di Indonesia secara umum dan pelaksanaan supervisi pendidikan pada daerah khusus (Daerah 3T) dan (2) Merancang konsep dan model supervisi pendidikan untuk daerah khusus dengan memperhatikan karakteristik pada daerah 3T.

Laporan penelitian ini mendeskripsikan hasil penelitian tentang (1) Kajian literatur mengenai kepengawasan pendidikan di Indonesia; (2) Review tentang model-model supervisi pendidikan yang digunakan pada daerah khusus (*remote/disadvantage area*) dalam perspektif nasional dan internasional; (3) Contoh-contoh pendekatan supervisi pendidikan yang efektif baik dari praktik lokal maupun praktik internasional; (4) Deskripsi desain model supervisi pendidikan untuk daerah khusus (3T), yang meliputi: Kerangka pengembangan model; Pendekatan dan Strategi; Metode dan teknik Supervisi; (5) Implementasi dan Pengembangan model lebih lanjut.

Hasil dan temuan penelitian pada tahun I ini (2018) selanjutnya akan menjadi basis/dasar acuan untuk pengembangan model kepengawasan pada daerah khusus di Indonesi dan jenis intervensi yang akan dilakukan pada tahap II penelitian ini. Rancang bangun model serta penyempurnaan model (*model revision*) akan dilaksanakan dengan memperkaya hasil penelitian dengan *benchmarking* kegiatan supervisi pendidikan yang dilaksanakan di daerah terpencil di Philippina dan Jepang. Selanjutnya model yang dikembangkan ini akan dilakukan validasi implementasi atau uji coba lapangan dalam skala terbatas/skala dan *On-Site-Implementation* atau penerapan model kepengawasan pendidikan pada daerah khusus (Daerah 3T) akan dilakukan pada tahap kedua penelitian (Tahun 2019).

Untuk melengkapi model kepengawasan pendidikan di daerah khusus, pada tahun kedua atau penelitian tahap II, penelitian ini akan mengembangkan Panduan Pelaksanaan Kegiatan Supervisi Pendidikan di Daerah Khusus (Daerah 3T).

Output atau luaran dari penelitian ini untuk tahun I adalah sebagai berikut:

- 1) Usulan model kepengawasan kependidikan pada daerah khusus (Daerah 3T) dengan basis acuan Pendekatan dan Strategi; Metode dan teknik Supervisi dalam konteks penyesuaian dan adaptasi berdasarkan kondisi daerah khusus;
- 2) Artikel ilmiah berjudul: *“School Supervision Practices in the Indonesian Education System; Perspectives and Challenges”* yang telah dimuat pada *Journal of Social Studies Education Research (JSSER)*, Vol 9, No 2 (2018) terindeks Scopus (Q3).
- 3) Artikel ilmiah berjudul: *“Review on Effective School Supervision Practice in Remote/Disadvantage Area: A national and international Perspective”*, yang telah diterima (accepted) untuk dipresentasikan pada “International Conference on Early Childhood and Primary Education (ECPE), 2018, yang akan diselenggarakan di Malang, tanggal 21-22 September 2018
- 4) Buku ajar berjudul: “Manajemen Kepengawasan Fungsional Pendidikan”, ISBN: 978-602-6204-71-4, Penerbit Universitas Negeri Gorontalo (UNG) Press, Oktober 2018.

Terlaksananya kegiatan penelitian ini tentu saja tidak lepas dari dukungan berbagai pihak. Untuk itu, ijinkan kami tim peneliti mengucapkan terima kasih yang tak terhingga kepada:

1. Prof. Dr. Syamsu Qamar Badu, M.Pd, Rektor Universitas Negeri Gorontalo yang telah memberikan kesempatan kepada tim peneliti untuk mengembangkan kompetensi melalui kegiatan penelitian.
2. Pihak Direktorat Penelitian dan Pengabdian Kepada Masyarakat (DRPM), Direktorat Jendral Pendidikan Tinggi (DIKTI), Kementerian Pendidikan dan Kebudayaan melalui Sistem Informasi Manajemen Penelitian dan Pengabdian pada Masyarakat (SIM-LITABMAS).
3. Prof. Dr. Fenty U Puluhulawa, SH., M.Hum, Ketua Lembaga Penelitian dan Pengabdian Masyarakat Universitas Negeri Gorontalo yang selalu memberikan motivasi demi terlaksananya kegiatan penelitian ini.

4. Prof. Dr. Weny Hulukati, M.Pd, Dekan Fakultas Ilmu Pendidikan Universitas Negeri Gorontalo yang senantiasa memotivasi tim peneliti dalam meningkatkan kinerja.
5. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Gorontalo dan para Pengawas Pendidikan TK/SD, SMP dan SMA di lingkungan Dikbud Kabupaten Gorontalo atas kesediaan dan kesempatan yang diberikan untuk melakukan pengambilan data penelitian.
6. Semua pihak yang tidak dapat disebutkan satu persatu melalui kesempatan ini.
7. Semoga hasil penelitian ini dapat memberi kontribusi bagi sistem kepengawasan kependidikan secara umum dan kepengawasan pendidikan di daerah khusus (Daerah 3T) di Indonesia.

Gorontalo, 13 November 2018

**Team Peneliti,**

# CHAPTER I

## INTRODUCTION

### A. Background

One of the Indonesian nation's development orientations is development of special regions (Bappenas, 2016). Special regions are part of priority areas categorized as regions which are underdeveloped, remote, and in outer/frontier (*daerah 3T*). 3T is abbreviated from *Tertinggal, Terdepan, dan Terluar*; literally means; the Frontier, Outermost and Disadvantaged Area). Areas classified as remote (*terpencil*), disadvantaged (*tertinggal*) and on Indonesia's borders or outlying (*terdepan/terluar*); as per Presidential Regulation No. 131/2015.

This development orientation is stated in the government's National Priority Agenda (Widodo & Kalla, 2014) i.e. to develop Indonesia from the suburban areas by strengthening regions and villages within the Republic of Indonesia. This is part of the equal national development pride (Direktorat Jenderal Pembangunan Daerah Tertinggal, 2016). For that, all development sectors must be integrated to improve public welfare and prosperity, especially in the 3T regions related to education sector.

Education development is included in one of the development sector in special regions that should be developed and managed contextually, according to the 3T region situation and condition (Kemenko PMK, 2016). Education quality improvement in each educational unit in the special regions, both massively and organizationally, is focused on the role of the principal. The principal is a teacher with additional tasks in a principal position. This means, aside from teaching tasks, the person also bears tasks as a school leader. On the other hand, development among schools is largely done by the school supervisory function (Bejo, 2016; Kemendikbud. 2012).

The school supervisor is part of the overall educational personnel that is strategically positioned in national education quality improvement (Sudjana et.al, 2011). To achieve its main task, the school supervisor must be equipped with personal competencies such as managerial and academic supervision, education evaluation, research and development and social capabilities (Kemendikbud, 2007).

In Indonesia, the problem of education in special regions is more complex than that in other advantage areas, among them shown by the data of school accessibility by student or disparity/education equality (BPS, 2016).

A review conducted by MoNE in 2015 regarding school supervisors in special regions (3T) identified several issues, among others: (1) lack of capacity building for units of education by the school supervisor; (2) lack of school supervisor visits to target

schools due to geographical and infrastructure obstacles, such as the surrounding terrain, distant school location, and limited transportation; and (3) lack of operational funds to implement supervisory tasks in the special regions. In addition, the review also identified causes for supervision problems in the special regions, such as (1) number of school supervisors is less compared to the number of target schools which will supervise by supervisor; (2) the education background and work experience of supervisor do not match the main tasks of a school supervisor; (3) the local Provincial/ District Education Office (PEO/ DEO) offers not enough opportunity to train and build the competency of school supervisors; (4) lack of operational funding for school supervision; (5) lack of monitoring on Minimum Service Standard (MSS) for the implementation of school supervision by the central and local government; (6) lack of community/ school committee involvement in supporting the school supervision implemented in schools; (7) the distance between target school and school supervisor's office (local PEO/ DEO) and (8) the limited transportation facilities for school supervision (MoNE, 2015).

Since the educational conditions in the special region that is mostly restricted, a model should be created and developed for implementing supervision in special regions in order to support the school supervisor in completing or performing its tasks. To assist the school supervisor in conducting his/her main task effectively and efficiently, it should be provided a guideline for supervision implementation in the special regions (3T areas).

This international collaborative research between Universitas Negeri Gorontalo, Indonesia, Ehime University, Japan, and Philippine Normal University, Philippine is dealing with an establishing effective supervision model for school supervision in special regions (3T) in Indonesia.

## **B. Problem Statement**

The goal of this study is to gain more insight into the characteristics of school supervising practice in remote/rural areas and it will be use as a basis for establishing effective supervision model for school supervision in special regions (3T) in Indonesia. The focus is on answering the following research questions:

- (1). From a national and international perspective, how does supervision practice in remote/rural areas compare with urban school supervision practices?
- (2). What contextual factors influenced the supervisory practices in special areas (3T) in Indonesia?
- (3). What challenges and difficulties do supervisors encounter in their supervisory functions when dealing with supervision in special areas (3T) in Indonesia?

- (4). What are principal problems dealing with supervision and support services are presently facing in term of organizational structure; overall management and daily function?
- (5). How does central and local government invest in school supervision in special areas (3T) in Indonesia?
- (6). What strategies are critical to developing effective school supervision in special areas (3T) in Indonesia?
- (7). What is the effective supervision model that could be implemented and appropriate for school supervision in special regions (3T) in Indonesia?

## **CHAPTER II**

### **REFERENCES**

#### **A. The state of the art of the study field**

##### **1. Schools Supervision**

In the context of education delivery at macro and micro level, the supervision concept has a strategic position (Sergiovanni & Starrat, 2006; Sidhu, 2010). The supervision of instruction is an important activity in promoting effective teaching in schools supervision is an organized, democratic process involving the supervisor and the persons or groups of persons supervised, for the achievement of desired objectives (Farley, 2010; Tyagi, 2010). Supervision of any school ordinarily refers to the improvement of the total teaching and learning situation and the conditions that affect them (De Grauwe, 2007). It is a socialized functions designs to improve instruction by working with the people who are working with the students/pupils (Luginbuhl, R. et. al, 2009; Tyagi, 2011).

However good the education program planning is set up, without an adequate supervision process, all the planned program achievements will not be measurable or worse, deviations happen undetected (Lee, 2007). Therefore, supervision is a process that adheres to efforts in achieving education target, not merely an effort to avoid individual negligence. Stein mentions “emphasizing that supervision is not something that is necessarily done to an individual, but that supervision is a process” (Kaufman, 2010; Potmesilova, 2013)

The general cause of low education quality is the education source itself, including curriculum design, lack of maintained school building, bad working environment, inadequate system and procedure, inadequate scheduling, lack of important resources and inadequate staff capacity building (Uğurlu, 2014). If the cause of error or failure is identified as system product, then the produced policy or source of problem is the general failure cause. This implies that the management should remove the cause of problems in the system, by conducting supervision, where various procedures should be improved, reorganized, and specified (Sharma et.al, 2011). Why is the management of supervision highlighted? Because the management has the right and authority to create policy and redesign the existing system (Kennedy & Lee, 2008; Kools & Stoll, 2016; Masters, 2012). Furthermore, often errors and problems in managing supervision activities are linked to individual failure. When in reality, issues are due to policy and system. Systematic problems can only be overcome by redesigning the wrong system. Many problems of supervision are due to the weak

management or unsuitable management system (Mohanty, 2008; Sullivan & Glanz, 2000).

## **2. The Purpose of Supervision**

The purpose of supervision closely relates with the purpose of education at schools that is to help schools (teachers) undertake their roles to get the set objectives met. The main purpose of supervision is to improve teaching and learning (Neagly and Evans, 1980; Oliva, 1984; Hoy and Forsyth, 1986; Wiles and Bondi, 1986; Glickman, 1990). The main target of supervision activities is improved teacher professional development (Depdiknas, 1986, 1994, and 1995). According to Behlol et al. (2011: 29) the purpose of supervision is to help the teachers to improve the teaching learning process in the classroom. "It is not only visiting the classroom and writing some lines in the logbook about the efficiency of the teachers, and just checking whether the work has been done according to the set plan or not. It is the process of counseling, sharing and supporting teachers to improve their performance in the classroom." The improvement of instruction as the ultimate purpose of supervision is also emphasised in other research work on instructional supervision (Sergiovanni and Starrat 2006; Sidhu and Fook 2010; Wadesango 2011).

Kutsyuruba (2003) sees the overarching purpose of supervision as to enhance teachers' professional growth by providing them with feedback regarding effective classroom practices. In a study cited in Gaziel (2007) principals in higher achieving schools spent more time than their counterparts in low achieving schools in direct classroom supervision and in working with teachers to coordinate the school's instructional program. A good supervision programme therefore demands supervisors who are continually striving to improve by growing with their teachers.

To perform the nature of the role and function of the school supervisor as stipulated in Kepmendikbud RI Nomor 020/U/1998 and Permen PAN and Reformasi Birokrasi No 21 tahun 2010), school supervisor need support to develop their competencies. Permendiknas Nomor 12 Tahun 2007 defines the competencies required of school supervisor in six dimensions: (Personality/character competence; managerial competence; academic competence; supervision competence; educational evaluation competence; research and development competence; social competence) (see figure 1).



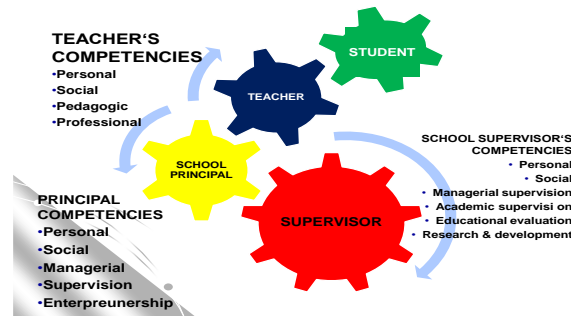


Figure 1 Dimension of School Supervision

### 3. School Supervision in Indonesia

Education supervision is a strategic process that assures quality education for all Indonesian students (Wirkus & Kusreni, 2014). With the support of the School Supervisor, the school principal, teachers and community ensure students develop to their full potential to become faithful religious citizens who believe in God Almighty (Firmaningsih-Kolu, 2013). Students graduating will be healthy, educated, skilled, creative, and independent citizens who are democratic, accountable, and possess noble intentions that embrace the cultural systems of their tribe (Law No. 20/2003, Article 3). Through the process of formative supervision, educational organisations including schools commit to contributing to bringing the nation to its ideology through the achievement of the eight (8) education national standards.

School Supervisors are responsible for reviewing principal and teacher performance, student academic and wellbeing outcomes, curriculum implementation approaches, financial and administrative management, maintenance of buildings, the health of the learning and work environment, and adequate resourcing of the school (Ehren et.al, 2013). They will evaluate and make judgments' referencing MoEC policy and direction, the National Education Standards, the National Education Minimum Standards, and the National Principal and Teacher Standards. They will use the MoEC guidelines for Principal and Teacher Appraisal in making judgments' about overall performance, as well as the principal and individual teacher's impact on school improvement and student improvement annually.

The School Supervisor will analyze data and review evidence to ensure their judgments and those of the school principal, teachers and community members are transparent and in line with public accountability principles (No. 12/2010 Article 188 point 1 & 2). With the support of the community they will provide constructive feedback and formal recommendations to the appropriate local governing bodies and Divisions (Law No. 20/2013 Sisdiknas Article 66). The School Supervisor is

responsible for providing leadership and guidance to the school principal, teachers and community members, and delivering professional learning programs in regards to MoEC and school priorities.

The Principal is responsible for leading the academic program and management of the school. They liaise with the School Supervisor, their staff and community to ensure rigour, transparency and quality school and student outcomes (Permenpan RB 21/2010; Permendikbud 143/2014; Joint Regulation by Mendiknas and Head of BKN 01/111/PB/2011, No. 6/2011; Perpres 131/2015, Permendikbud 34/2012). They are responsible for school supervision program plans, implementation and evaluation. Supervision is conducted collaboratively through face to face meetings, observation and the through the gathering of evidence to inform judgment.

The Principal is responsible for leading the management of the school through the development of the school plan with reference to the Minimum Service Standards, National Education Standards, and the National Principal and Teacher Standards.

School supervision leads to improved teaching and learning via two intermediate mechanisms: (1) Setting expectations for schools and stakeholders. Research shows that supervision criteria and procedures influence schools and their stakeholders to align their views/beliefs and expectations of what constitute good education to the standards in the supervision framework. Schools and stakeholders are expected to use these standards in their daily management of, and or activities in the school and (2) Schools and stakeholders accepting supervision feedback. Schools align their education to the standards they failed to meet during the latest supervision visit as outlined in supervision feedback. Schools use supervision feedback when conducting self-evaluations and when taking improvement actions (Lig & Liao, 2005). Likewise, stakeholders are expected to use the supervision feedback (as publicly reported) to take actions that will motivate the school to improve (UNESCO, 2007; Pont & Moorman, 2008).

These two intermediate mechanisms can improve the self-evaluations of schools; building schools' capacity to improve that in turn will lead to more effective teaching and learning conditions (Fullan, 2010). Likewise, improvement actions will (when successfully implemented) lead to more effective school and teaching conditions. In turn this process, should, logically, result in higher student achievement.

The micro supervision system is often called the education unit supervision (Shohet, 2011). Education unit, in this case the schools as formal education, is the forefront education delivery system in the macro level of education delivery system. The school as a system consists of various components that each interact and integrate

in conducting their function (Goyal, 2001; Grauwe, 2007; Moswela, 2010). The system components consist of graduate, process, appraisal, teacher and education personnel, facility and infrastructure, financing and management (Weld, 2012).

To ensure the function of schools system where each component works well, a supervision effort is required. Thus the supervised object is the component that is part of the school system i.e. graduate, process, appraisal, teacher and education personnel, etc (Behlol et.al, 2011). This supervision object in school supervision concept is often called the managerial supervision (Viñals, 2010; Ololubei, 2014). There are school main tasks or core business as a system, which is the teaching learning activity (Ani, 2007). In this context, the supervision system is applied on the teaching and learning process. Error or deviations that happen in the teaching learning activity can be rectified. Improvement of the teaching learning activity can be considered as academic supervision (Klaber et.al, 2010; Badri et.al, 2016).

Both academic and managerial supervision is the responsibility of the functional supervisor, in this case the school supervisor (Jahanian & Ebrahimi, 2013). The main objective is to provide professional assistance to teachers and principal for capacity building.

Aside from functional supervisor, government and community elements are involved in the supervision. The government element is represented by the regional inspector and school committee (Niknami, 2011). The regional inspector is a work unit at regional government level while the school committee is at the school level, as an institution that conducts supervision with task and functions unlike that of the functional supervisor (school supervisor) (Thakral, 2015).

#### **4. School Supervisor in Special Regions (3T) in Indonesia**

A region to be deemed as an under-developed region is determined by the human resource condition in that region (Presidential Regulation Number 131 of 2015 on Stipulating Under-Developed Regions, Article 2 Paragraph 1). It is commonly accepted that human resource quality is mainly determined by the education quality in that region (Luke, 2012). This shows that improving education quality in the under-developed regions must become the state and nation integrated development priority, according to the National Priority Agenda, especially number 3, which is: “To develop Indonesia from the suburban areas by strengthening regions and villages within the country” and National Priority Agenda number 5, which is “To Improve Indonesian individuals and community life quality.”

In Indonesia’s ‘3T’ areas extremes of geography and lower levels of financial and human resource capacity are preventing effective supervision occurring. Schools

in remote and in the outermost areas may only receive one supervision visit per year – if at all. In order to reduce disparity between ‘3T’ areas and the rest of Indonesia is to be achieved, the school supervisor function (as one key input to better schools) needs to be performing much more effectively than it is currently. The problem of education in special regions is more complex than that in other areas in general, this shown by the school accessibility by student data as follows.

Table 1 Scope of School Distance in Special Regions (3T) in Indonesia

	Remote/Isolated Regions	Urban Regions	National
<i>Average distance to school (km)</i>			
Elementary school (SD)	9,75	2,43	5,78
Junior secondary school (SMP)	12,28	4,11	7,17
Senior secondary school (SMA)	20,85	7,59	12,57
<i>Number of education infrastructure</i>			
SD	34,471	96,618	131,089
SMP	7,296	13,578	20,875
SMA	1,954	4,068	6,022

Source: MoNE, 2016

Aside from accessibility, they also face problems about low education quality compared to other regions in general.

Table 2 Education equality in Special Regions

Education Indicator	Remote/Isolated Regions	Urban Regions	National
Participation in Education			
Average length of school	6,96	8,44	7,93
Literacy rate	86,8	95,13	92,99

Source: MoNE, 2016

## 5. Role and Function of the School Supervisor in Special Regions (3T) in Indonesia

Government Regulation number 74 of 2008 on Teachers Article 54 paragraph (8) point d states that teachers appointed into an Education Unit Supervisor position conducts teacher professional guidance and training and monitoring tasks. The said Monitoring Task is to implement academic and managerial supervision activity. While in Minister of State Apparatus Empowerment and Bureaucratic Reform Number 21 of 2010 on School Supervisor Functional Position and Credit Numbers Chapter II Article 5 states that the main task of school supervisor is to conduct academic and managerial supervision task in the education unit that consists of composing supervision program, implement capacity building, monitor implementation of the eight (8) National

Education Standards, appraisal, teacher professional guidance and training, evaluate supervision program output, and implement supervision tasks in special regions.

## **6. Obligation, Responsibility, and Entitlement**

The obligation of a school supervisor in a special region consists of: (a) compose supervision program, implement supervision program, evaluate the supervision program output, and teacher professional guidance and training; (b) improve and develop academic qualification and competency in a sustainable way according to growth of science, technology and art; (c) uphold the law, regulation, religion value and ethics; and (d) maintain and keep nation unity (Kamla-Raj, 2014; Somerville et.al, 2010)

The school supervisor is responsible to conduct their main task and responsibility according to the task assigned. The school supervisor is authorized to choose and determine the work method, appraise teacher and principal performance, determine and/or suggest capacity building program and conduct capacity building (Saito, 2004; Luginbuhl et.al, 2009).

The supervisor in special region is entitled to: (a) receive appreciation in the form of credit points of 10 points under supporting element annually; (b) receive facility to support his/her supervision task implementation; (c) receive position stipend as school supervisor in special regions according to the rules and regulations in effect; and (d) receive days of attendance in schools equivalent to the number of general school supervisor visits. For example conducting visit to a school in special region in one week, visiting one school. One time visit to a school equals three days (one day travel to destination, one day capacity building / monitoring / appraisal, and one day travel back home) and is acknowledged as equal to three times visit.

The school supervisor in special regions has significant and strategic role in the education process and output in the school (Zajda, 2009; Wenger et.al, 2012). In this context, the school supervisor in special region's role according to its characteristic consists of: monitoring, capacity building, evaluating, reporting and following-up on supervision which must be done regularly and continually (Howley & Howley, 2010).

This role is related to the main school supervisor task in conducting managerial and academic development as well as monitoring and appraisal (Njogu, 2015). The role of school supervisor in development should set as an example for schools in special regions as well as for work colleagues that is also in line with the school objective to improve the target schools (Ehren et.al, 2013). The school supervisor role has been applied with supervision principles, namely: scientific, humane, collaborative, artistic, interpretative and based on social-cultural conditions that bring into consideration the

characteristics of the special region. This set of principles becomes a reference in implementing supervision, with a main objective to improve learning quality effectively and efficiently (Stelmach, 2011).

The characteristics of school supervisor in special regions should demonstrate better capacity than those supervising in regular regions due to the challenging location in implementing their supervision (Yamaguchi, 2004; Stelmach, 2011). The characteristics are as follows: (a) demonstrate supervision ability in the form of performance; (b) possess talent, interest, passion, idealism and high dedication; (c) implement the supervision tasks effectively and efficiently; (d) possess the capacity to work independently and (e) possess professional responsibility, as well as have strong commitment to conduct supervision in special regions (Ute et.al, 2014).

The work load of a school supervisor is thirty seven and a half (37.5) hours per week, which includes the implementation of capacity building, monitoring, appraisal, and training in target schools. For special regions, the school supervisor work load is at least five (5) educational units (schools) across the educational types and levels (MoNE, 2016)

## CHAPTER III

### RESEARCH OBJECTIVES

The main objective of this research is establishing an effective supervision model for school supervision in special regions (3T) in Indonesia. By establishing the model, this research can be benefit and useful contributing in:

- (1) Improving the quality of education service in special regions through effective and efficient supervision upon the delivery of education for each educational unit (school) according to the eight National Education Standards (NES).
- (2) Assuring the education deliveries/practices in special regions happen according to the Indonesian national laws and regulations.

This international collaborative research project expects to have following outcomes by the end of the project.

Table 3 Expected Outcomes

Nr.	Type of Outcome		Indicator		
			CY	CY+1	CY+2
1	Scientific Publication	International	✓	✓	
		National-Accredited			
2	Invited speaker in scientific forum	International			
		National			
3	Keynote speaker in scientific forum	International			
		National			
4	Visiting Lecturer	International			✓
5	Intellectual Property Right	Patent			
		Simple Patent			
		Copy Right			
		Trade Mark			
		Trade Secret			
		Industrial Product Design			
		Geographical Indication			
		Plant Variety Conservation			
		Integrated Circuit Topography Conservation			
6	Intermediate Technology				
7	Model/Prototype/Design/Art/ Social Engineering <sup>8</sup>			✓	
8	Book (ISBN)		✓		
9	Technological Readiness Level (TRL)				

## **CHAPTER IV**

### **METHODOLOGY FRAMEWORK**

#### **A. Research Design**

This research was undertaken to develop effective supervision model for school supervisor in special regions (3T) in Indonesia. To gain the purpose, it is needed a research approach that highlights an effort to produce the model. Therefore, in designing the model, the researcher employed Research and Development approach by adapting Borg and Gall Model (1993). Educational research and development (R&D) process is used to develop and validate educational products. The use of the term has a meaning that educational products not only includes a form of research materials, but also related to the development of processes and procedures such as the development of supervision model, so that research and development approach seems to have relevance to higher learning to develop a model of educational activities in the framework of the implementation of supervision in school.

Borg and Gall model consists of ten major steps, however to ease and make shorter the process of designing the product, the researcher limits the development just to seven steps (need analysis; preliminary study; planning; developing preliminary model; testing the preliminary model, and model revision as well as main field testing the model). Besides, the researcher also adapts the process with the needs of development.

The figure 3 explained about the procedure of development in this research is based on Borg and Gall (2003) development model.

#### **B. Sample and Data Collection**

The project research is design to identify the current supervision practice, especially school supervision practice in special region (3T) in Indonesia, to discuss challenges, and to show how in-person supervision could be updated to comprehensively support education in rural/remote/isolated schools. This study uses a qualitative research design to better understand supervision of schools in 3T areas.

The sample is a convenient sample based on the researchers' rural/remote/isolated field supervision assignments during a specific designed period. The primary data sources for this study will be included (a) supervision/observation reports and field notes; (b) supervisees reflections on teaching, planning, and work conditions; (c) and transcripts from conversations with supervisees and local collaborators (administrators, principals, mentor teachers, and community members) in special regions (3T).



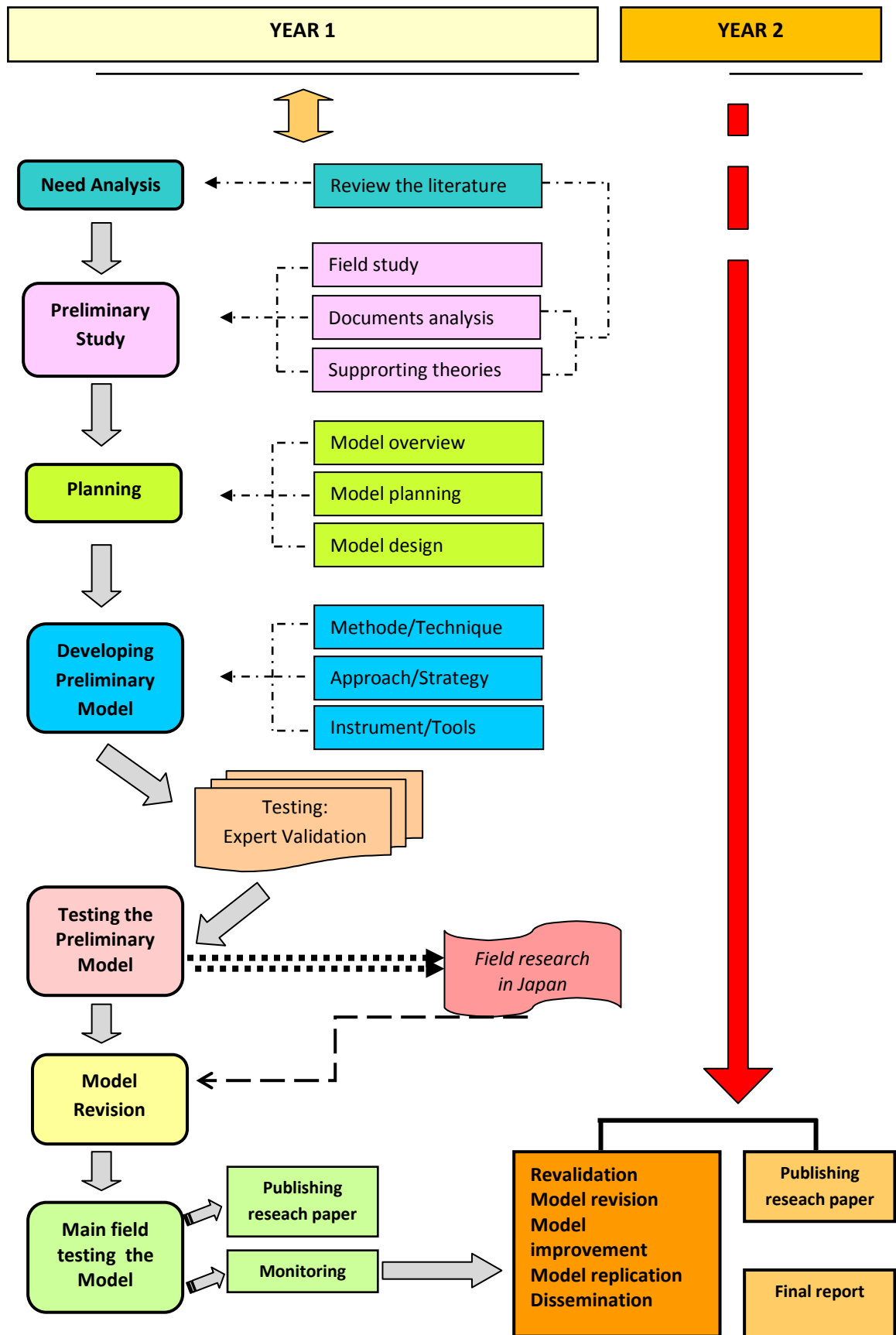


Figure 2 Model development

Phenomenological perspectives and narrative inquiry methods supported our interpretation and understanding of the changes in assessment practices of the school supervision (Moustakas, 1994). Vallack (2010) identifies this type of research as *sub textual phenomenology*. Underlying assumptions in this phenomenological approach are that knowledge is constructed through interactions context and that individuals understand their world through experiences and interpretation. Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge, experience and subjectivity, and emphasize the importance of personal perspective and interpretation (Bogdan & Biklen, 2007). In data collection of this research will try to engage in reflective writing and conversations to systematically explore our own thinking about the emerging issues, themes and information regarding supervision practice in special regions (3T) (Kleinsasser, 2000; Miles & Huberman, 1994).

### C. Data Analysis

The design for data analysis used the constant comparative method (Glaser & Strauss, 1967) in which inductive coding and sorting allowed themes and factors unique to school supervision in special regions (3T) to emerge. Categories will be created to develop theory and explanations to identify unique factors that influence practices of school supervision in special regions (3T) (Walker & Myrick, 2006). The categories include unique factors of rural/remote/isolated school supervision, frequent supervisor activities and essential partnerships/communication. Frequencies of identified factors unique to school supervision in special regions (3T) will record and analyzed using descriptive statistics. In addition, this study will carefully review the developed supervision protocols/instrument and field notes to develop a coding system for common school supervisor activities.

### D. Outcome and Measurable Achievement Indicators

The research is preceded in six key phases, with the following outcome and measurable achievement indicators:

Table 4 Research Framework

Phase	Goal	Major Task/s	Outcome
1	This step is done to search information how is important the product will be developed	<ul style="list-style-type: none"> <li>Review relevant literature and identify existing validated instruments.</li> <li>Develop research instrument</li> </ul>	Draft of development and validation of conceptual thinking regarding the research project
2	Giving an overview and ensure that the research covers relevant areas of focus.	Review document and concerned with the formulating theories and validation instruments as the planning and conduct field research	The more specific product of model in this research is developing the content of the model

<b>Phase</b>	<b>Goal</b>	<b>Major Task/s</b>	<b>Outcome</b>
3	Determining time frame of the research	Formulating research stage and strategy to accomplish the research goal	The main features of the model is outlined
4	Build a preliminary form of the model	Design and drafting the preliminary form of the model and develop the contents of the model (method/technique, strategy/ approach, instrument/ tools)	A preliminary form of the effective supervision model for remote/rural area is developed
5	Obtain an initial qualitative evaluation of the new model of the school supervisor	Conduct the field trials	Determine the feasibility and appropriateness of the use of model design
6	To establish field sites similar to those in which the product will be used when it is fully developed	Compile and analyze data Refine the model in light of field trials.	Data regarding the results to re plan the site and then plan on to make the revision called for
7	To determine whether the product under development meets its performance objectives	Implemented the model in field (school in remote/rural areas)	<ul style="list-style-type: none"> <li>• Refined model</li> <li>• Final model will be established on the basis of model revision</li> <li>• Writing the research report and publishing the research</li> </ul>

## **CHAPTER V**

### **RESEARCH FINDINGS**

#### **A. Supervision in Indonesia (A summary of literature review)**

Ministry of Education and Culture (MoEC) has, over a number of years, built strong foundational policy, processes and practices to support a contemporary and robust school supervision model that benchmarks well when compared with international practice. It is important to celebrate the work completed to date and to acknowledge that MoEC is continuing to refine its school supervision practices as have many other countries that are also looking to improve their supervision practices. There are however some learnings to be gleaned by analysing international practices and these are explained alongside Indonesia's current supervision policies, practices and processes.

The literature review and practice review in this research looked initially to the Indonesia literature to capture a snapshot of current strengths and areas of focus, and found divergent opinion on the implementation of school supervision in Indonesian schools of which 3T schools are a subset. The OECD/Asian Development Bank (ADB) 2015 Report and the 2011-2012 Education Sector Analytical and Capacity Development Partnership (ACDP) survey reported that Indonesia's school leadership and supervision practices had little impact on student outcomes due to a lack of professional development following decentralisation for principals and supervisors to lead and manage their teachers (OECD/ADB, 2015, p. 263; ACDP, 2013).

In some reports it was also noted that Provincial and District Governments had not yet reached an optimum level of performance in terms of cooperation, consistency, and effectiveness (ACDP, 2014, p. 75). The result of literature review of this research also noted that 'in most parts of Indonesia, especially in difficult terrains, the education problems were usually caused by the low discipline of implementing the existing policies and regulations due to lack of or inadequate monitoring and supervision' (2014, p.75). The OECD/ADB also reported shortfalls against minimum service standards, with some 75% of Indonesian schools not performing especially in areas such as supervision, lesson planning and student assessment (2015, p.29).

The result of literature review and analysis of practice has also identified that the performance and quality of Indonesian school supervisors has been impacted by the following factors: (1) Recruitment of school supervisors through seniority or extension

of pension age for a bureaucrat means that schools that need the most highly qualified supervisors with specific expertise may not receive this high level support (Media Indonesia, 2016; ACDP, 2016).: (2) The tasks of school supervisors are not fully supported with adequate infrastructure, facilities and resources to make the supervision process successful, (3) The position of school supervisors may be viewed as a challenging and an unrewarding career path for innovative educators needed to fulfil this role (UGM, 2016), (4) Attention to empowering the career of school supervisors is not viewed as a MoEC priority, and (5) The process of school supervision is seen as a compliance activity by both schools and the supervisor (ACDP, 2016; Syahban, 2010).

The role of the supervisor is a critical role for MoEC as it delivers a number of system and school priorities to improve student outcomes. Unfortunately the assignment of school supervisors has often been inadequately resourced to carry out this role (ACDP, 2016; Syahban, 2010). This is in conflict with other countries where the most needy schools are given the most significant professional support to improve outcomes.

Research conducted by the Australia-Indonesia Basic Education Program (AIBEP, 2007) and the Education Sector Analytical and Capacity Development Partnership (ACDP, 2013) also found a large number of competency deficiencies in the knowledge and skills of school supervisors which may be attributed to a lack of training and development opportunities for the school supervisor (AIBEP, 2007).

A report on educational governance in Indonesia (ACDP-034C, 2014) also revealed that the foundations for school supervision in Indonesia benchmarked well alongside other countries. However, the rigour of implementing current policy, programs and practices was impeding school and student improvement in the majority of Indonesian schools (ACDP-034C, 2014, p. vii). This report noted that the Government of Indonesia is doing most things right, by comparison with international good practice and within the Indonesian context. The report also noted that Indonesia was not yet reaping the full benefits of being on the right track because of weaknesses in the supervision implementation and enforcement cycle. Impediments included: (a) weak supervision; (b) massive and mostly interesting rather than useful data sets; (c) limited and mostly academic rather than evaluative analysis of policy, programs and practices, and (4) virtually non-existent feedback (ACDP-034C, 2014, p. viii).

## **B. Result of Review on Effective School Supervision Practice in Remote/Disadvantage Area: A National and International Perspective**

School supervisors have an important role to play in supporting principals and teachers to improve the quality of education delivered in Indonesia's schools, and in strengthening the capacity of principals and teachers to deliver on this goal.

In Indonesia's '3T' areas extremes of geography and lower levels of financial and human resource capacity are preventing effective supervision occurring. 3T areas is areas classified as remote (terpencil), disadvantaged (tertinggal) and on Indonesia's borders or outlying (terdepan/terluar); as per Presidential Regulation No. 131/2015. Schools in remote and in the outermost areas may only receive one supervision visit per year – if at all. But if the Ministry's aim to reduce disparity between '3T' areas and the rest of Indonesia is to be achieved, the school supervisor function (as one key input to better schools) needs to be performing much more effectively than it is currently.

The result of literature review provides information on approaches to school supervision for remote, disadvantaged and border/outlying areas utilised in other countries and in Indonesia that may be adopted or adapted to the unique environment in the '3T' areas.

What is significant to note is that MoEC and other Indonesian Ministries between them have many of the solutions required to achieve the MoEC's vision to adequately support schools in 3T areas. Some of the solutions sit in the Ministry of Defense, some in the Ministry of Information and Communication Technology, and many of the solutions sit in MoEC itself as pilots or past projects. With some alignment of programs and innovations, and with the introduction of extensive use of solar power to run laptops, phones, and other ICT devices, drones to connect schools with schools, and schools with local governing agencies, MoEC could be recognised as a world leader in the creating of a whole of system-connected learning community.

### ***Indonesia's vision***

Education supervision is a strategic process that assures quality education for all Indonesian students. With the support of the School Supervisor, the school principal, teachers and community ensure students develop to their full potential to become faithful religious citizens who believe in God Almighty. Students graduating will be healthy, educated, skilled, creative, and independent citizens who are democratic, accountable, and possess noble intentions that embrace the cultural systems of their

tribe (Law No. 20/2003, Article 3). Through the process of formative supervision, educational organisations including schools commit to contributing to bringing the nation to its ideology through the achievement of the eight (8) education national standards.

### ***Current roles and implementation***

School Supervisors are responsible for reviewing principal and teacher performance, student academic and wellbeing outcomes, curriculum implementation approaches, financial and administrative management, maintenance of buildings, the health of the learning and work environment, and adequate resourcing of the school. They will evaluate and make judgements referencing MoEC policy and direction, the National Education Standards, the National Education Minimum Standards, and the National Principal and Teacher Standards. They will use the MoEC guidelines for Principal and Teacher Appraisal in making judgements about overall performance, as well as the principal and individual teacher's impact on school improvement and student improvement annually.

The School Supervisor will analyse data and review evidence to ensure their judgements and those of the school principal, teachers and community members are transparent and in line with public accountability principles (No. 21/2010 Article 188 point 1 & 2). With the support of the community they will provide constructive feedback and formal recommendations to the appropriate local governing bodies and Divisions (Law No. 20/2013 Sisdiknas Article 66). The School Supervisor is responsible for providing leadership and guidance to the school principal, teachers and community members, and delivering professional learning programs in regards to MoEC and school priorities.

The Principal is responsible for leading the academic program and management of the school. They liaise with the School Supervisor, their staff and community to ensure rigour, transparency and quality school and student outcomes (Permenpan RB 21/2010; Permendikbud 143/2014; Joint Regulation by Mendiknas and Head of BKN 01/111/PB/2011, No. 6/2011; Perpres 131/2015, Permendikbud 34/2012). They are responsible for school supervision program plans, implementation and evaluation. Supervision is conducted collaboratively through face to face meetings, observation and the through the gathering of evidence to inform judgement.

The Principal is responsible for leading the management of the school through the development of the school plan with reference to the Minimum Service Standards, National Education Standards, and the National Principal and Teacher Standards.

### ***Supervision of Schools***

School supervision leads to improved teaching and learning via two intermediate mechanisms: (1) setting expectations for schools and stakeholders. Research (Gustafsson et al) shows that supervision criteria and procedures influence schools and their stakeholders to align their views/beliefs and expectation of what constitute good education to the standards in the supervision framework. Schools and stakeholders are expected to use these standards in their daily management of, and or activities in the school; (2) schools and stakeholders accepting supervision feedback. Schools align their education to the standards they failed to meet during the latest supervision visit as outlined in supervision feedback. Schools use supervision feedback when conducting self-evaluations and when taking improvement actions. Likewise, stakeholders are expected to use the supervision feedback (as publicly reported) to take actions that will motivate the school to improve.

These two intermediate mechanisms can improve the self-evaluations of schools; building schools' capacity to improve that in turn will lead to more effective teaching and learning conditions. Likewise, improvement actions will (when successfully implemented) lead to more effective school and teaching conditions. In turn this process, should, logically, result in higher student achievement.

### ***Examples of international and local approaches on school supervision***

These approaches acknowledge the planning to date by the Special Regions Committee. These approaches recognise the geographical isolation of the Special Regions as well as the significant budget challenges faced by the School Supervisor, the distances to schools and the transport challenges, and the lack of infrastructure to support a quality supervision process.

They emphasise that ICT in education has a multiplier effect throughout the education system, by enhancing learning and providing students with new sets of skills; by reaching students with poor or no access (especially those in rural and remote regions); by facilitating and improving the training of teachers; and by minimising costs associated with the delivery of traditional instruction.



Beyond sub-regional differences, the internal digital divide of developing countries has also increased significantly as urban centres quickly adopt ICT while it remains out of reach for rural and remote regions. Bearing these caveats in mind, ICT in education in Asia can be viewed from two very different perspectives. The first reflects a development discourse that stresses the role of ICT in eliminating the digital divide by reaching the unreached and providing support to those who cannot access essential infrastructure, trained teachers and other quality educational resources. The second perspective adheres to an e-learning paradigm and is a response to the emerging knowledge society where ways of teaching and learning are evolving at a rapid pace to foster learner-centric educational environments, which encourage collaboration, knowledge creation and knowledge sharing. While countries are admittedly at different stages of integrating ICT in education, ultimately both perspectives will be increasingly relevant for countries in Asia.

A summary of school supervision approaches that have been applied by other countries, as well as in Indonesia, that may be applicable for school supervision in Indonesia's 3T or special regions, is attached. Information is provided on the approach, which countries it has been used in, whether it is used for managerial or academic supervision, and requirements for implementation

### **C. School Supervisory Model in Special Regions (3T Areas)**

#### ***Model Development Framework***

School supervisory model in special regions (3T areas) is a model born from the actual education condition in the special region, regulations related to supervision and supervision concept. If described, the model development framework will be illustrated as follows.

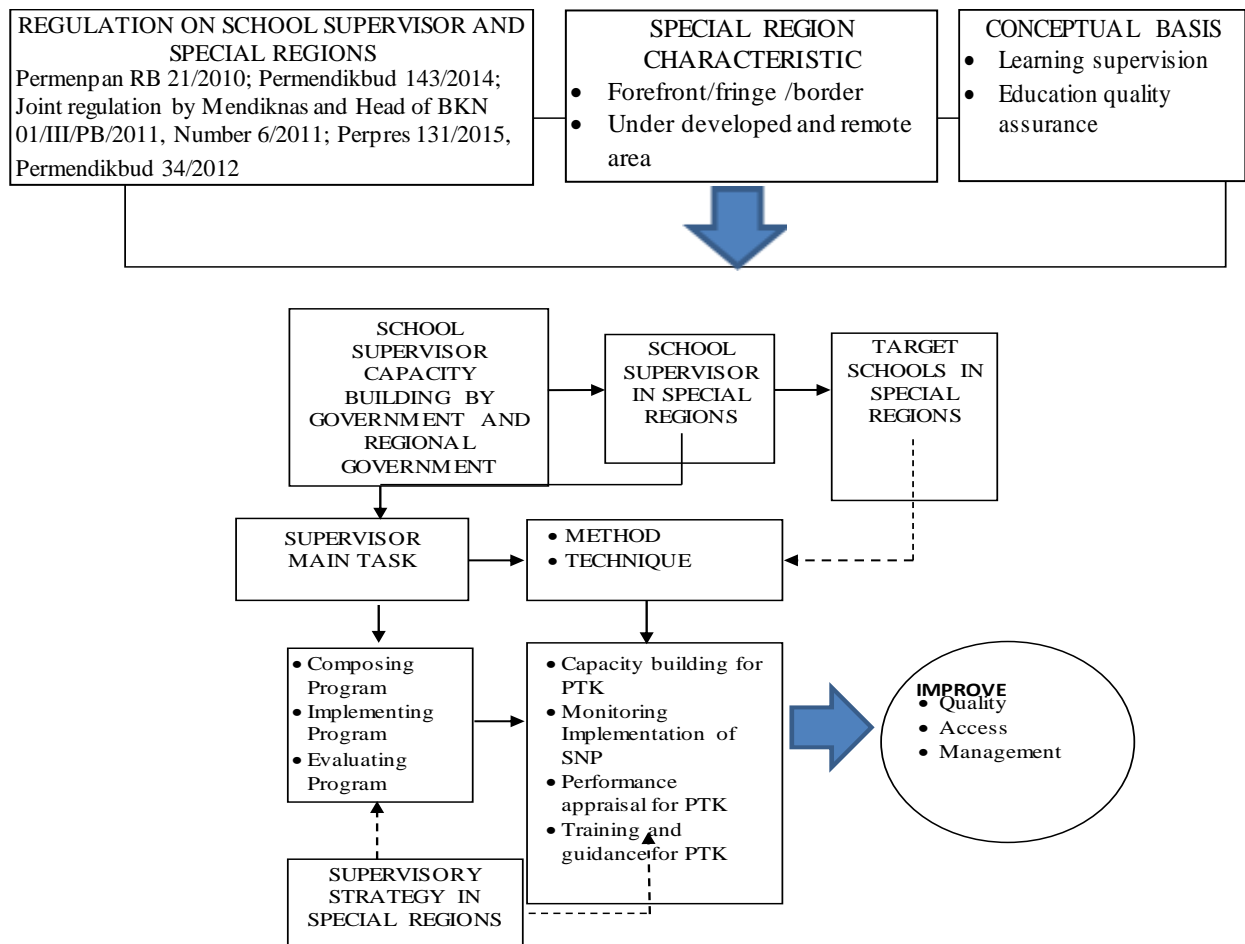


Figure 3. Supervisory Model Development Framework for special regions

The figure 3 illustrates that supervisory model development is based on the regulation analysis output in school supervisors and special regions, actual conditions of special region characteristic and learning supervision concept, and education quality assurance. The analysis output for these three becomes reference for the school supervisor to conduct supervision on target schools in special regions. Based on existing regulation, all school supervisors have a responsibility to create supervision program plans, supervision program implementation and supervision program evaluation. The supervisory task implementation in special regions mandate the supervisor to adjust the methods and techniques applied to be in line with the special region situation and condition. To solve a special region's unique characters, the supervisory program implementation must be conducted using accurate strategy, especially combining various methods according to the situation and condition that applies in the education unit in the special region. This process is aimed to improve or increase the education quality specifically the school access, quality and management in a special region.

This model uniqueness is found in the supervisory strategy in special regions, i.e. considering the special region characteristic in determining supervisory strategy. The special region characteristic covers geographic characteristic, stakeholder, social economic, culture and various other special region characteristics.

### ***Approach and Strategy***

#### **Supervisory Approach in Special Region**

Supervisory approach is the act of supervisor in approaching his/her target school. Selection of supervisory approach in a special region is done by considering special region unique characteristic. Supervision approach in general is done through direct approach, indirect approach and collaborative.

Direct approach is a method done by supervisors to solve problems encountered by PTK directly through face to face meetings. In this approach, there are two references, i.e. solve problems that are encountered by the PTK and do it through a face to face meeting between the supervisor and PTK.

Indirect approach is a method done by the supervisors to solve problems encountered by the PTK through indirect face to face meeting. In this approach, the supervisor solved the problem encountered by the PTK indirectly.

Collaborative approach is a combined method of problem solving by the PTK, directly and indirectly. In this approach, the supervisor and PTK have an agreement in problem solving for the PTK. School supervisor behavior in implementing this approach covers presentation, describing, listening, direct problem solving and negotiation.

Considering the special region characteristic, supervisory strategy implementation in special regions should be equalized to supervisory implementation in the general area. This equivalence is made due to school supervisor challenges in special regions are higher than school supervisors in regions not special. When implementing supervision in special regions, the school supervisor is faced with geographic challenges, minimum infrastructure (lack of regular roads, electricity, clean water), cultural difference, expensive transportation cost, etc. These challenges should be wisely, fairly and proportionally positioned to the actual ability of the school supervisor in special regions, because the school supervisor visit intensity to the target school requires massive resources in terms of cost, time, courage to visit the special

region, supervisor personal commitment, and security and threat for supervisor life, and various infrastructure limitations.

Aside from the above challenges, the special region is characterized by the small number of school, teacher, and education personnel according to standards. This condition becomes the basis for supervision in special regions to have a certain flexibility in determining the number of targeted education units and enables cross leveling for the targeted education units.

One time visit of the school supervisor to the target school in a special region equals three time visit to one school in the general region, two times visit equals six times visit and so forth. This equivalent can be detailed as follows.

Table 5 Supervisor visit equivalence to special regions

<b>Target school</b>	<b>Number of visits (face to face) in one year</b>	<b>Equivalence</b>	<b>Acknowledgment of equivalent visits in a year</b>
School 1	2	3	6
School 2	2	3	6
School 3	2	3	6
School 4	2	3	6
School 5	2	3	6
Total	10		30

Based on the table above, one time supervisory visit in a special region equivalence is three times supervisory visit to a general region. To fulfil the 30 times visit in one year, the school supervisor in the special region minimum must conduct 4 times direct visit in one year to each of his/her target school. If the school supervisor, due to the special region difficult situation and condition, can not conduct 4 times visit, then the school supervisor for special region can fulfil the visit by using indirect supervisory strategy (not face to face). The indirect supervisory strategy is made due to obstacles that are imbedded in the target school in special regions, among them obstacles in transportation, weather, expensive cost to reach the target school or others.

### **School Supervisory Strategy in Special Regions**

Supervisory strategy in the special region is the best considered method for special region situation and condition to achieve the school supervision objective. School supervisory strategy in special regions have a different character than supervision done on regions not special, especially in frontier, fringe and under

developed areas. This is because the region's unique character that makes supervision impossible to be done regularly. Among the specialties are, the school supervisor difficulty in reaching the target school due to expensive cost, lack of transport, nature condition, inadequate regional infrastructure, etc. meanwhile, efforts to improve education access, quality and relevance in all areas equally must be done for all areas in the Republic of Indonesia.

Various school supervisory strategy in special regions can be identified i.e. supervisory strategy using media on network (online), competent PTK empowerment strategy (competency based), and public involvement strategy. These three strategies are alternatives for the school supervisor based on education situation and condition in the special region.

Network supervisory strategy is one form of supervision that uses a aid of networks, both online and offline. Network implementation starts off with face to face meeting between the supervisor and target PTK. This meeting is held to create an agreement and action plan for supervision done through the network. The network implementation is done using communication and information technology available in the school or rumah tendik environment.

The competency based supervisory strategy is a form of supervision done by cooperating with PTK that are deemed competence by the supervisor, to replace the supervisor function due to 3T obstacle, where the supervisor is unable to conduct direct supervisory tasks optimally. The competent PTK could be from teacher or education personnel element such as principal, teacher, librarian, technician. The aid provided by the competent PTK consists of parts of the school supervisor tasks, not all of them, according to the competence possessed by the PTK. This strategy implementation starts off with how the supervisor identifies the potential / competent PTK to assist the principal in conducting the supervision tasks.

Public involvement based supervisory strategy is a supervision way done by involving public due to a condition in the 3T region, where the supervisor is unable to conduct his/her function through direct face to face meeting. The public referred to here is various stakeholder for education that reside in the school area, both individual and institutions. The example of public in the school environment is: owner of companies in palm, copper, farmer, fisherman, community figure, traditional chief, NGO etc. The types of public here vary according to the character and potential of the 3T region. This strategy implementation starts off with the school supervisor identifying the public in

the school environment that can be invited to assist supervision. The tri party meeting aims to align perception and compose supervisory plans for one year, the supervisory scope for aspects academic, managerial or support for supervisory process where possible, such as collect data from schools for monitoring SNP etc.

### **Supervisory Method and Technique**

School supervisory method is a way done by the school supervisor to achieve the supervisory objective. Supervisory technique is a special way to implement supervisory process. The method is the means to achieve the supervisory objective, while the technique is the actual steps done by a supervisor in achieving the supervision. Each method has a specific technique according to the planned target. Supervisory technique are way used to achieve the supervisory objective that is related to problem solving for teachers in implementing learning, principal problems in school administration and management and other problems related to improving education quality in the schools.

The four supervisory methods are monitoring and evaluation, focus group reflection and discussion, *delphi*, and workshop.

#### **1. Monitoring and Evaluation**

Monitoring is an activity aimed to find out the school delivery implementation development, if it was according to the targeted plan, program and/or standard, and discover new obstacles to resolve in program implementation (Rochiat, 2008: 115). The main purpose of evaluation is to (a) find out program progress, (b) find out program success, (c) gain input/recommendation for the following year planning, and (d) provide judgement on the school. Evaluation is a process to appraise based on comparison between the standard and measurement output. This method is done by comparing between the eight Education National Standards with the education actual condition.

#### **2. Reflection and focus group discussion**

Reflection is a process to analyze the monitoring and evaluation output into a follow up understanding. Jointly the school can conduct reflection on existing data and independently found impeding and supporting factors that they have experienced until present. This forum can be in the form of focus group discussion involving stakeholders in target schools. This focus group discussion can be done in several rounds according to needs. The purpose of FGD is to unite stakeholder perspective on regarding school actual conditions (strength and weakness), and determine strategic and operational steps

which must be taken to improve the school. School supervisor role in this case is as facilitator and resource person if necessary, to provide input based on his/her knowledge and experience.

### **3. Delphi Method**

Delphi method is used by the school supervisor to assist PTK in formulating and develop school academic and managerial. Delphi method is an efficient way to involve various school stakeholders without considering their status factors. For example, the principal conducts a joint meeting between school, education local department, community figure, school committee members, parents and teachers. The Delphi Method can be presented by the school supervisor to the principal when taking decisions that will involve stakeholders.

The Delphi Method steps are:

- a. Identify individuals or parties that understand the issues and can provide opinions on school development;
- b. Each party is requested to give their opinion in writing anonymously/without identity;
- c. Collect these inputs and make a list based on order, according to the number of people with similar opinions.
- d. Present the list of formulated opinions from various parties to be listed based on priority.
- e. Collect all the priority list according to the participant, and the final result of decision priority from all parties who gave their opinion.

### **4. Workshop**

Workshop or seminar is a process of meetings between experts to discuss practical issues or those relevant to implementation in supervisory sector. The workshop is in the form of a group and can involve various principals, vice principals, and/or school committee representative. The workshop is adjusted to the purpose and urgency and can be conducted together with the Principal Work Group or another similar organization. For example, the school supervisor can take the initiative to hold a workshop on KTSP development, administrative system, community involvement, appraisal system etc.

## **Supervisory Implementation Instrument**

Supervisory implementation instrument consists of instruments for implementing academic supervision and managerial supervision. The instruments used for school supervisory implementation is similar to general school supervisory instrument.

Academic supervision instruments consists of: (1) SNP monitoring instruments (SI and SKL), (2) SNP Monitoring instruments (Process Standard), (3) SNP Monitoring instruments (Appraisal Standard), (4) Teacher capacity building for conducting their Tupoksi instrument (learning planning administration for teachers), (5) teacher learning appraisal administration capacity building instruments, (6) Composing RPP capacity building instrument (based on process standard), (7) Teacher capacity building in learning activity instruments (KTSP 2006 class visit), (8) Teacher capacity building in learning activity instruments (KTSP 2013 class visit), (9) Guidance and counseling teacher capacity building instrument.

Managerial supervision instrument consist of: (1) Principal capacity building instrument (school work plan program), (2) Principal capacity building instrument (school work plan implementation program), (3) Principal capacity building instrument (curriculum), (4) Principal capacity building instrument (students), (5) Principal capacity building instrument (financing), (6) Principal capacity building instrument (inventory), (7) Principal capacity building instrument (personnel), (8) Principal capacity building instrument (student or OSIS manager), (9) Principal capacity building instrument (library), (10) Principal capacity building instrument (Principal as supervisor), (11) Principal capacity building instrument (public relations), (12) Principal capacity building instrument (laboratory utilization), (13) Principal capacity building instrument (class management), (14) Principal capacity building instrument (school committee), (15) Principal capacity building instrument (7 K), (16) Principal capacity building instrument (management information system), (17) Teacher and Principal profession guidance and training in class action research instrument, (18) Teacher and Principal profession guidance and training in school action research instrument, (19) Teacher and Principal profession guidance and training instrument, (20) Teacher and Principal guidance and training program implementation instrument, (21) guidance capacity building implementation attendance model instrument, (22) KTSP Document verification / validation instrument.



## **D. Model Implementation**

### **1. Basic Assumption**

Supervisory model in special region development is based on these following assumptions:

1. Change of education in education unit paradigm, such as delivery of compulsory education, low participation rate or high school dropout rate in the special region, aside from efforts done by the principal, teacher and education personnel will be overcome systematically by empowering the school supervisor.
2. The school supervisor as the person conducting capacity building and supervision on education delivery in the education unit has a strategic position in improving national education quality. School supervisor role to monitor, guide, appraise, and train the principal and teacher in education delivery, including implementing curriculum, positions him/her as main pillar in the success of national education. Therefore, capacity building and supervision model development mainly to be used in special regions should be done.
3. Supervisory is a service in the form of professional assistance provided by the school supervisor to the principal, teacher and education personnel in the education unit within the target area. The purpose of this professional assistance provided by the school supervisor is to achieve education purpose in the education unit according to the principal, teacher and education personnel task and function.
4. The education objective will be accomplished if education management is delivered according to the 8 education national standards. The school supervisor provides professional assistance to the principal, teacher and education personnel to solve issues or challenges in education delivery in the education unit according to the 8 education national standards.
5. Providing professional assistance by the school supervisor must be measurable and effective, based on problem solving, and target school needs and characteristics. Supervisory in special regions program composing is adjusted to regional characteristic, i.e. a) where transportation challenges to reach the education unit that is targeted is considered difficult or extremely difficult and is costly or very costly. b) The education unit in the targeted area in the special region tends to be in a condition less than SNP, c) The funds for capacity building in the education unit in the special region tends to be minimum or

nonexistent, d) Tendency of PTK assigned in the special region wants to be moved to an education unit / target area that is not a special region, and e) The Infrastructure in the education unit in special region tends to be minimum.

## **2. Government and Regional Government Role**

### **Government**

- a. Issue a guideline, technical instruction and other forms of policy that are not available in this model, according to the challenges and issues happening during the school supervision in special region implementation.
- b. Conduct cross agency / department coordination relevant to implementing the education unit supervision and capacity building in special region model, especially Department of Education and Culture, Department of Rural and Underdeveloped areas, Department of Marine, Department of Internal Affairs, Department of Religion, and other relevant institutions.
- c. Provide strategic financing especially for facility and infrastructure delivery such as software, incentive for representative personnel and documentation courier personnel.
- d. Conduct socialization, capacity building, training to implement school supervision model in special regions to the head of education and culture local department in the province/kabupaten/kota, school supervisor, principal, teacher and education personnel.
- e. Conduct periodical monitoring and evaluation on this model implementation
- f. Conduct consistent model development according to the needs and issues happening during implementation.

### **Provincial Government**

The provincial government, in this case the head of region at provincial level (Governor) and Provincial DPRD issues a policy in the form of regional regulation (Perda) that regulates education unit supervision implementation in special region needs, among them by:

- a. Issuing guideline, technical guideline, and other forms of policy that are not available in this model according to challenged and issues happening in education unit supervision implementation in special regions.
- b. Allocate budget/funds to support kabupaten/kota government for education unit supervision implementation in special regions needs
- c. Conduct socialization, training/capacity building for education and culture local department in the kabupaten/kota, school supervision, principal, teacher and education personnel to implement and improve education unit supervision implementation in the special region.
- d. Provide facility and infrastructure in the form of hardware and software that supports indirect supervision implementation conducted through online and offline network.
- e. Quality assurance, done by developing a quality assistance system linked through internal and external mechanisms.

#### District (Kabupaten/Kota)

The District/Kabupaten/Kota regional government (Bupati/Mayor) and DPRD issues policies in the form of regional regulation (Perda) issues a policy in the form of regional regulation (Perda) that regulates education unit supervision implementation in special region needs, among them by:

- a. Providing personnel through new appointment or empowering existing personnel. These personnel among them are local leaders (formal leaders, non formal leaders / community figures), school community (principal, senior teacher, competent teacher) that are given additional tasks as school supervisor and other personnel appointed as extension of school supervisor tasks, as well as administration and documentation personnel both for electronic or non electronic documentation, courier personnel, model system implementation supervision personnel, external quality control personnel.
- b. Provide financing for incentive for non-school supervisor personnel utilized in this model delivery, among them formal leaders, non formal leaders (community figures), school community (principal, senior teacher, competent teacher) given additional tasks as school supervisor, and other personnel assigned as extension of the school supervisor task,

as well as administration personnel, courier service, model system implementation supervision personnel, external quality control personnel.

- c. Conduct socialization, capacity building / training for school supervisor, for school supervisor, principal, teacher and education personnel for implementing and improving education unit supervision implementation in special regions.
- d. Provide facility and infrastructure in the form of hardware and software. Hardware consists of equipment for transportation, communication, information technology, online or offline recording and other equipment to support education unit supervision in special regions smooth implementation. Software consists application for communication, data base storage needed and other software required according to each special region characteristic.
- e. Conduct coordination with office / institution / agency / BUMD / private sector and industry located in the Kabupaten / Kota in order to support supervision implementation in special regions.
- f. This model implementation supervision can be done directly or indirectly. Direct supervision is online monitoring and electronic communication. Indirect communication is letter correspondence, site visit and other competent parties.
- g. Quality control by developing relevant quality control system through internal and external mechanism.

### **Other stakeholder role**

Aside from participation as described above, role of other stakeholders such as relevant local department / institution is needed to accomplish supervision implementation in special regions such as accommodation, transportation, and communication i.e. from Local Departments for Transpiration, Health, PT Telkom, PLN, Non Governance Organization.

### **3. Collaboration and Synergy**

The collaboration and synergy is aimed at partnership and cooperation between school supervision executors in the special region. This is done to overcome challenges possibly encountered by the school supervisor executing personnel in the special region. Therefore, cooperation with other parties in the special region is necessary. This partnership can be developed with formal and informal leaders in the special region.

Formal leaders among them are:

1. Muspida (Bupati, Walikota, Dandim, Kapolres, Kajari)
2. Muspika (Camat, Danramil, Kapolsek)

Non formal leaders among them are:

1. Tribe / traditional leaders
2. Community figure
3. Religious figure
4. Non-governmental organization (NGO)
5. Education volunteer

### **E. Model Development**

The model development phase consists of (1) model planning; (2) model evaluation; (3) model validation; and (4) implementation. Model planning is the activity to formulate the model based on regulation, theory and empirical experience in school supervision. The model evaluation consists of formative evaluation which is the model improvement through focus group discussion and public examination. While summative evaluation is the model testing in a special region. The evaluation output produces a model final form that eventually will be tested in several special regions. The model testing output will be then applied massively.

## **CHAPTER VI**

### **PROPOSED ACTIVITIES FOR YEAR 2 ( 2019)**

This international collaborative research was designed to be carried out in 3 (three) phases or 3 years duration, in which phase I (year 1 - 2018) had been completed, and would proceed to year 2 (2019).

#### **A. Research Procedure**

The research project uses development research procedures according to Borg and Gall (1983) which consists of 5 steps, namely:

1. Initial product analysis to be developed;
2. Planning and developing preliminary products or model;
3. Expert validation and model revision;
4. Limited field trials and product/model revisions, and
5. Model/product trial in large-scale and final products.

In detail the research steps are explained as follows:

##### **1. Need Analysis**

The first step is need analysis. This step will be used to search information how is important the product will be developed. It consisted of review the literature. A literature review is undertaken to collect research findings and other information pertinent to the planned development. As in basic or applied research, one purpose of the literature review is to determine the state of knowledge in the area of concern. The literature review in this research will concern with interviewing as a foundation of knowledge upon which to develop a given procedure of the model/product.

The next literature review concern with the formulating of the model school supervision (strategies, methods, approach and supervisor instruments) as the planning.

##### **2. Planning and developing Preliminary Model**

After the initial planning has completed, the next major step in the R & D cycle is to build a preliminary form of the model/ product that can be testing in the field. The next step is the validation the model by expert. Based on the inputs and evaluation experts, then the model will be revised to further improve quality and get a decent model/product to be applied

### 3. Preliminary Field Testing of the developed supervision model

The purpose of the preliminary field test is to obtain an initial qualitative evaluation of the new model/product. The field trials consisted of a small group trial in order to determine the feasibility and appropriateness of the developed supervision model. At this stage the subjects implement the model in the field

### 4. Model Revision

In all phases of the R & D cycle involving product evaluation. It is important to establish field sites similar to those in which the product will be used when it is fully developed.<sup>7</sup> After the preliminary field test of this proposed model, all data will compile and analyze. From these results to re plan the site and then went on to make the revision called for.

### 5. Main Field Testing of the model

The purpose of the main field test in R & D cycle is to determine whether the product under development meets its performance objectives. Generally an experimental design is used to answer this question.

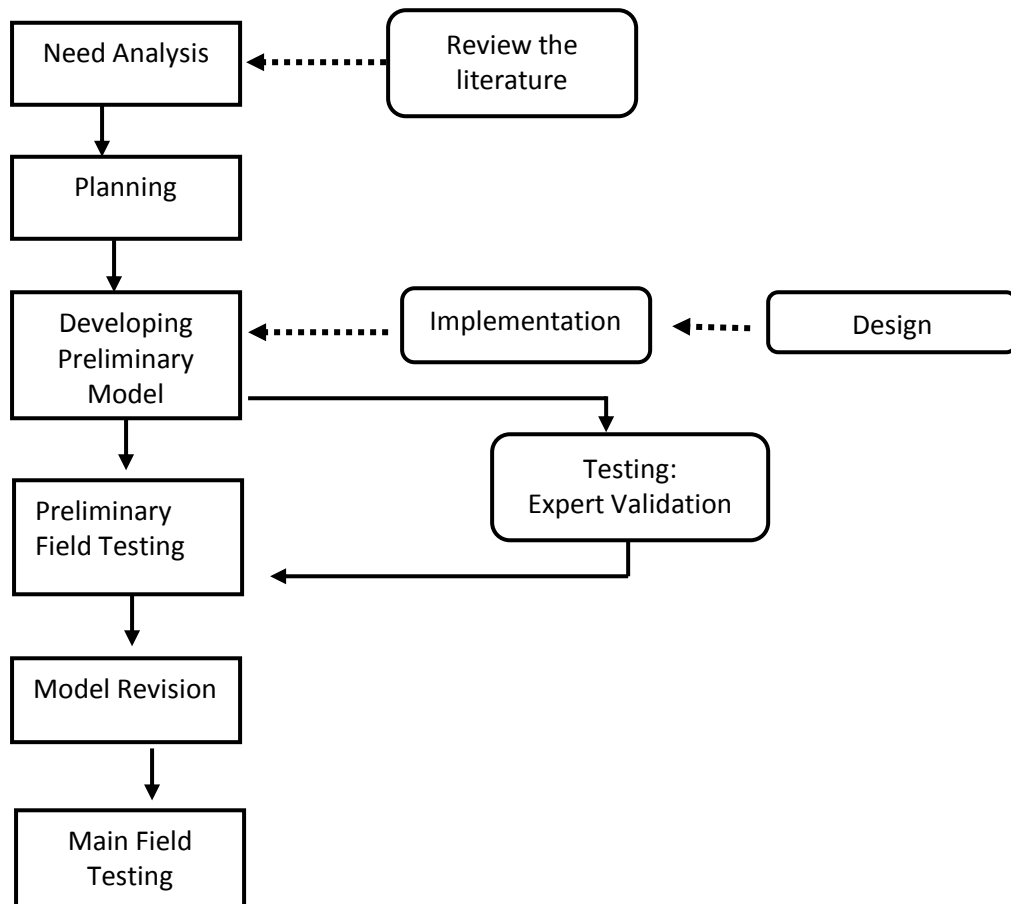


Figure 4. Borg and Gall Model Step Scheme

## **B. Overseas Field Research**

In order to benchmarking against international practices in year two or the second year of this international collaborative research plan also to conduct overseas field research, in this case in Japan and the Philippine. The overseas field research's outputs will be included:

- 1) The review of literature and other documentation on school supervision models in remote, border/outlying and disadvantaged areas used in Japan and in the Philippine and other countries as well as those employed in the 3T areas of Indonesia;
- 2) Identifying successful supervision models used in Japan as well as in the Philippine and that would inform improvement and alignment of Indonesian supervision policy, processes and practices;
- 3) Incorporating findings into research report. Evidence has been documented to guide understanding of what an effective education system does in its approach to organisation, processes and functions, and roles and responsibilities in school supervision and
- 4) Identifying learning's in the form of case studies both from exemplar education systems as well as those systems that are committed to improving their supervision processes and have been identified as good practice for selected countries to learn from.

## **C. Developing of Guideline for Supervision Implementation in the Special Regions**

Since, the educational environment in the special region that is mostly restricted, demands a model and guideline in completing its tasks. In the first year of this research project (2018), the research team has developed an initial model for school supervision in special regions (3T areas). Furthermore, besides the developed model, this research also intended to assist the school supervisor in conducting his/her main task effectively and efficiently, through composes a Guideline for Supervision Implementation in the Special Regions (3T areas). The proposed guideline should function as a reference for school supervisors and educational offices in the province/ district/ city that have special regions.



#### **D. Research Time Plan (2019)**

The time horizon of this international collaborative research for year 2019, present in the following table:

<b>Month (2019)</b>	<b>Activity</b>
January, February	Review relevant literature
March	Field research in the Philippine and Japan
April	Revalidation the model
April-May	Model revision/improvement
June-July	Implementation the model
August	Replication and dissemination of the model
September	Publishing the research result
October	Final report

## CHAPTER VII

### FINANCING

#### A. Proposed Budget

The cost estimates to cover all proposed expenses for the phase two or the second year (2019) of this research project is amount IDR. 320.000.000. (Three hundred and twenty million rupiahs). The total cost allocated for the following item of expenditures:

Table 5 Proposed Budgets

Budget Item	Total cash cost
Salaries/wages of : <ul style="list-style-type: none"> <li>• Researchers</li> <li>• Research assistants</li> <li>• Academic personnel</li> </ul>	IDR. 75.040.000,- ,-
<ul style="list-style-type: none"> <li>• Material/Supporting devices</li> <li>• Fixed/ movable equipment</li> <li>• Office supplies specifically for study</li> <li>• Report materials and supplies</li> </ul>	IDR. 70.951.000,-
Travel for: <ul style="list-style-type: none"> <li>• National field work</li> <li>• International field work</li> <li>• Professional conferences</li> <li>• Mileage for research participants</li> <li>• Subsistence</li> <li>• Automobile rental</li> </ul>	IDR. 81.759.000,-
Services <ul style="list-style-type: none"> <li>• Computer use/data storage</li> <li>• Duplication services (reports, etc.)</li> <li>• Publication costs</li> <li>• Photographic/graphic services</li> <li>• Service contract</li> <li>• Data analysis</li> </ul>	IDR. 53.000.000,-
<ul style="list-style-type: none"> <li>• Data management, reports, publication in journals, attending Seminars, Intellectual Property Rights Registration, Purchase of data, periodicals, books etc.</li> </ul>	IDR. 41.250.000,-
<b>Total Cost</b>	<b>IDR. 320.000.000,-</b>

## **CHAPTER VIII**

### **CONCLUSION**

Education issues in special regions (3T areas) are very complex due to the special region situation and condition. The special region situation and condition will affect the school supervisor main task implementation. If the assigned school supervisor in the special region is facilitated, then they will have a strategic position in the effort to improve quality education. However, the regional government and School supervisor currently cannot implement their task as expected. This is because of the absence of school supervisor task implementation model and guideline.

This international collaborative research between Universitas Negeri Gorontalo, Indonesia, Philippine Normal University and Ehime University Japan expected to contribute to support the problem of conducting supervision activities in special region (3T areas) in Indonesia.

The research project will develop and compose the model and guideline based on the result of the research. In the first year of this research has been identified and proposed model for school supervision in special regions (3T areas).

In the phase two or the second years (2019) this research will provide with examples of school supervision models utilised in other countries and in Indonesia that could adapt and/or adopt to improve the effectiveness of school supervision in the “3T” areas. The research will consider models of supervision for remote, border/outlying and disadvantaged areas that have been utilised in other, predominantly low and middle income countries, as well as those employed in “3T” areas in Indonesia. The project research will also present recommendations on the potential applicability of identified models in relation to school supervisor’s needs.

## References

- Alkahtani, A. H., Abu-Jarad, I., Sulaiman, M., and Nikbin, D. (2011). The Impact of Personality and Leadership Styles on Leading Change Capability of Malaysian Managers. *Australian Journal of Business and Management Research*. 1 (2).
- Allen, S. J., & Hartman, N. S. (2009). Sources of learning in student leadership development programming. *Journal of Leadership Studies*, 3(3), 6–16. doi: 10.1002/jls.20119
- Al-Omari, A., Qablan, A., Khasawneh, S. and Khasawneh, A. (2008). Leadership and Adaptability styles of Deans at Public Jordanian Universities. *Journal of Research*, 22(6).
- Aziz, S., Mullins, M., Balzer, W., Grauer, E., Burnfield, J., Lodato, M., & Cohen-Powless, M. (2005). Understanding the training needs of department chairs. *Studies in Higher Education*, 30(5), 571-593. doi.org/10.1080/03075070500249260
- Barker, B. (2001). Do leaders matter? *Educational Review*, 53(1), 67-76. doi.org/10.1080/00131910124241
- Basham, L. M., 2010. Transformational and transactional leaders in higher education. *International Review of Business Research Papers*. 6 (6). pp.141-152.
- Bass, B. M. (1990). *Bass & Stogdill's Handbook of Leadership*. New York: Free Press.
- Bennett, J. B. (1982, Fall). Ambiguity and abrupt transitions in the department chairperson's role. *Educational Records*, 63. 53-56.
- Benoit, P., Graham, S. & Heiman, S. (2002) Leadership excellence: constructing the role of department chair, paper presented at 19th Annual Meeting of the Academic Chairpersons Conference, Orlando, FL.
- Benson, D. (2002) Cronin looks to continued success at helm. Available online at: URL: [www.rice.edu/projects/reno/rn/20020124/Templates/cronin.html](http://www.rice.edu/projects/reno/rn/20020124/Templates/cronin.html)
- Bernards, F. (2003) Clemson University business systems: department chair training. Available online at: URL: [www.clemson.edu/cubs/Training/dept\\_chair.html](http://www.clemson.edu/cubs/Training/dept_chair.html)
- Bitzer, M. and Koen, M. (2010). Academic Leadership in Higher Education: A participative perspective from one institution. *Higher Education Leadership*, 8(1).
- Bogler, R. (2001). The influence of Leadership style on Teacher Job Satisfaction. *Educational Administration Quarterly*, 37(5), 662-683. doi.org/10.1177/00131610121969460
- Collinson, D L. (2006). Rethinking followership: a post-structuralist analysis of follower identities In: *The Leadership Quarterly*. 17, 2, p. 172-189. 18 p. doi.org/10.1016/j.leaqua.2005.12.005
- Day, C., Harris, A., Hadfield, M., Tolley, H and Beresford, J. (2000). *Leading Schools in Times of Change*. Buckingham: Open University Press.

- Del Favero, M. (2006). Disciplinary variation in preparation for the academic dean role. *Higher Education Research & Development*, 25(3), 277–292. doi.org/10.1080/07294360600793069
- Dyer, Beverly G & Miller, Michael. (1990). Critical Review of Literature Related to the Department Chair Position. Administrator Role; College Administration; College Faculty; Department Heads; Educational History; Higher Education; Instructional Leadership
- Early, P & Weindling, D. (2004). *Understanding school leadership*. London: Paul Chapman Publishing
- Eich, D. (2008). A grounded Theory of High-Quality Leadership Programs: Perspectives from Student Leadership Programs in Higher Education. *Journal of Leadership & Organizational Studies*, 15(2), 176-187. doi.org/10.1177/1548051808324099
- Ekvall, G and Arvonen, J. (1991). Change-centered leadership: An extension of two-dimensional model *Scandinavian Journal of Management*, 7(1), 17-26. doi.org/10.1016/0956-5221(91)90024-u
- Fauske, J. R. (2002). Preparing school leaders: Understanding, experiencing and implementing collaboration. *International Electronic Journal for Leadership in Learning*. 2002 (6). doi.org/10.1007/978-90-481-3501-1\_12
- Feltner, B.D., & Goodsell, D.R. (1972). The academic dean and conflict management. *Journal of Higher Education*, 43(9), pp. 692-701. doi.org/10.2307/1979000
- Fogg, P. (2001) Can department heads be trained to succeed?, *The Chronicle of Higher Education*, 48, A10–A11.
- Franke, A. H. (2006). How strong is academic freedom in community colleges? *The Chronicle of Higher Education*, 53(10), B19.
- Gold, A., & Evans, J. (1998). *Reflecting on school management*. London: Falmer Press.
- Gmelch, W. H., & Wolverton, M. (2002, April). An investigation of dean leadership. Paper presented at an annual meeting of the American Educational Research Association, New Orleans, LA. (ED 465 343).
- Gmelch, W. H., & Miskin, V. D. (1993). Understanding the Challenges of Department Chairs. *Leadership Skills for Department Chairs*. Bolton, MA: Anker. pp. 3-18.
- Gemechis F. & Ayalew Shibeshi. (2012). Department Heads' Self-Perception of their Leadership Styles at Jimma University, *Ethiopian Journal of Education and Sciences*, 7:2. 97-114
- Grint, Keith. (2005). *Leadership: Limits and Possibilities*. Cranfield School of Management. Palgrave Macmillan.
- Hansson, P. and Gamage, D. (2005). Pre-Service Training and In-Service Training for Swedish Schools Leaders Paper presented at The Annual Meeting 2005 of European Network for Improving Research and Development Educational Management (ENIRDEM). Brno & Telc, the Czech Republic.

- Hansson, Per H. and Andersen, Jon Aarum. (2007). The Swedish Principal: Leadership Style, Decision-Making Style, and Motivation Profile. *International Electronic Journal for Leadership in Learning*, v11 Article 8
- Harris, A. (2005). Leading from the Chalk-face: An overview of school leadership. *Leadership*, 1(1), 73-78.
- Hersey, P., & Blanchard, K. H. (1969). *Management of organizational behavior: Utilizing human resource*. Englewood Cliffs, NJ: Prentice –Hall, Inc.
- Hilosky, A., and Watwood, B. (1997). Transformational leadership in a changing world: A survival guide for new chairs and deans. Paper Presented at the Sixth Annual International Conference of the Chair Academy, Reno, NV, Feb. 12-15.
- Huber, S. G. (2004). School leadership and leadership Development. *Journal of Educational Administration*. Vol. 42 No. 6, pp. 669-684. doi.org/10.1108/09578230410563665
- Jones, A. M. (2005). The Anthropology of Leadership: Culture and Corporate Leadership in the American South, *Leadership*, Vol. 1, 259-278. doi.org/10.1177/1742715005054437
- Khan, M. M., Ramzan, M., Ahmed, I., Nawaz, M. M. (2011). Transformational, transactional, and laissez-faire styles of teaching faculty as predictors of satisfaction, and extra effort among the students: evidence from higher education institutions. *Interdisciplinary Journal of Research in Business*. 1 (4). pp.130-135.
- Knight, W. H. & Holen, M. C. (1985). Leadership and the perceived effectiveness of department chairpersons. *Journal of Higher Education*, 56, 677-684. doi.org/10.1080/00221546.1985.11778735
- Ladyschewsky, R., Jones, S. (2007) Academic leadership and the course coordinator: 'king pin' in the quality process, *Proceedings of the Australian Universities Quality Framework conference*, Australian Universities Quality Agency, Melbourne, Australia.
- Latham, J. R. (2013). A framework for leading the transformation to performance excellence part II: CEO Perspectives on leadership behaviors, individual leader characteristics and organizational culture. *Quality Management Journal*. 20 (3). pp.19-40. doi.org/10.1080/10686967.2013.11918354
- Leftwich, P. (2001). Transformational leadership at the department chair level in North Carolina community colleges.
- Leithwood, K. (2005). Understanding successful principal leadership: progress on a broken front. *Journal Educational Administration*, 43(6), 619-629. doi.org/10.1108/09578230510625719
- Leubsdorf, B. (2006). Boomers retirement may create talent squeeze. *The Chronicle of Higher Education*, 53(2).
- Maxwell, J. C. (2005). *The 360 Degree Leader: Developing your Influence from Anywhere in the Organization*. Nashville, TN: Thomas Nelson.

- McAndrew, D. A. (2005). *Literacy leadership: Six strategies for people work*. Newark, NJ: International Reading.
- McCrimmon, M. (2006). *Burn! Leadership myths in flames*. Toronto, ON & London, UK: Self Renewal Group.
- Mc Ginn, A. (2005). The story of 10 principals whose excersixe of social and political acumen contributes to their success. *International Electronic Journal for Leadership in Learning*, 9(5).
- Minett, Dean; Yaman, H. Ruhi dan Denizci, Basak. (2009). Leadership styles and ethical decision-making in hospitality management. *International Journal of Hospitality Management*. Volume 28, Issue 4, December 2009, pp. 486–493. doi.org/10.1016/j.ijhm.2009.01.003
- Mok, K. (2003) Globalization and higher education restructuring in Hong Kong, Taiwan and Mainland China, *Higher Education Research & Development*, 22, 117–129. /doi.org/10.1080/07294360304111
- Moss, S. A., and Ritossa, D. A., 2007. The impact of goal orientation on the association between leadership style and follower performance, creativity and work attitudes. *Leadership and Organization Development Journal*. 3 (4). pp.433-456. /doi.org/10.1177/1742715007082966
- Murray, D., Goedegebuure, L., van Liempd, H-G., and Vermeulen, M. ( 2014). *Leadership needs in international higher education in Australia and Europe. Final Report of A Delphi Study*. Melbourne and Amsterdam: International Education Association of Australia (IEAA) and the European Association for International Education (EAIE), Netherlands.
- Qablan, A. M. (2005). *Education for sustainable development at the university level: Interactions of the need for community fear of indoctrination, and the demands of work*. Doctoral dissertation, University of Florida
- Redwood, Stephen, Charles Goldwasser, Simon Street. (1999). *Action Management: Practical Strategies for Making Your Corporate Transformation a Success*. Wiley
- Rosser, V. J., Johnsrud, L. K., & Heck, R. H. (2003). Academic deans and directors: Assessing their effectiveness from individual and institutional perspectives. *The Journal of Higher Education*, 74(1), 1–25. doi.org/10.1353/jhe.2003.0007
- Rukmani, K., Ramesh, M., and Jayakrishnan, J. (2010). Effect of leadership styles on organizational effectiveness. *European Journal of Social Sciences*. 15 (3).
- Sadeghi, A. and Pihie, Z. A. L. (2012). Transformational leadership and its predictive effects on leadership effectiveness. *International Journal of Business and Social Science*. 3 (7).pp.186-197.,
- Sagaria, M.A., & Krotseng, M.V. (1986). Deans' managerial skills: What they need and what they bring to a job. *Journal of the College and University Personnel Association*, 37(2), pp. 1-7.

- Sagaria, M.A. (1988). Administrative mobility and gender: Patterns and prices in higher education. *Journal of Higher Education*, 59(3), pp. 306-326. doi.org/10.1080/00221546.1988.11778330
- Scott, G., Coates, H., Anderson, M. (2008) Learning leaders in times of change: Academic leadership capabilities for Australian higher education, Australian Learning and Teaching Council,
- Seagren, A. T., Creswell, J. W., & Wheeler, D. W. (1993). The department chair: New roles, responsibilities, and challenges. Washington, DC: School of Education and Human Development, George Washington University.
- Sergiovanni, T. J. (2001). *Leadership. What's in it for Schools?* London: Routledge Falmer
- Simons, M., & Elen, J. (2007). The research–teaching nexus and education through research: An exploration of ambivalences. *Studies in Higher Education*, 32(5), 617–631. doi.org/10.1080/03075070701573781
- Smith, R. (2002) The role of the university head of department: a survey of two British universities, *Educational Management & Administration*, 30, 293–312. doi.org/10.1177/0263211x020303004
- Su, Z, Gamage, D and Mininberg, E. (2003). Professional preparation and development of school leaders in Australia and the USA. *International Education Journal*, 4(1), 42-59.
- Sundberg, M. D. (2001) On being a department chairperson, *The American Biology Teacher*, 63, 306–307. doi.org/10.2307/4451114
- Thrash, Alberta B. (2012). Leadership in higher education. *International Journal of Humanities and Social Science* Vol. 2 No. 13; July 2012.
- Tucker, A. (1984). *Chairing the academic department*. New York: Macmillan Publishing Company.
- Vikinas, T. (2009) Improving the Leadership Capability of Academic Coordinators in Postgraduate and Undergraduate Programs in Business, Australian Learning and Teaching Council.
- Yukl, G. (2006). *Leadership in organizations* (6th ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.
- Yukl, G., (2009). Leadership and organizational learning: An evaluative essay. *Leadership Quarterly*. 20 (1). pp.49-53.
- Wilson, R. (2001) Beggar, psychologist, mediator, maiden: the thankless job of a chairman, *Chronicle of Higher Education*, 47(25), 1–6.
- Wolverton, M., Gmelch, W. H., Wolverton, M. L., & Sarros, J.C. (1999). Stress in academic leadership: U.S. and Australian department chairs/heads. *The Review of Higher Education Journal*, 22(2), pp. 165-185.



- Wolverton, M., Ackerman, R., and Holt, S. (2005). Preparing for leadership: what academic department chairs need to know. *Journal of Higher Education Policy and Management*. 27. (2). pp.227-238.. doi.org/10.1080/13600800500120126
- Wood, R. D. (2004). Leadership behaviors of academic college deans in Mississippi's eight state-supported universities. Doctoral dissertation, The University of Southern Mississippi, Hattiesburg.

## Appendix 1

### Journal of Social Studies Education Research



[HOME](#) [ABOUT](#) [LOGIN](#) [REGISTER](#) [CURRENT](#) [ARCHIVES](#) [ANNOUNCEMENTS](#)

Home > Archives > **Vol 9, No 2 (2018)**

Vol 9, No 2 (2018)

Journal of Social Studies Education Research

[TABLE OF CONTENTS](#)



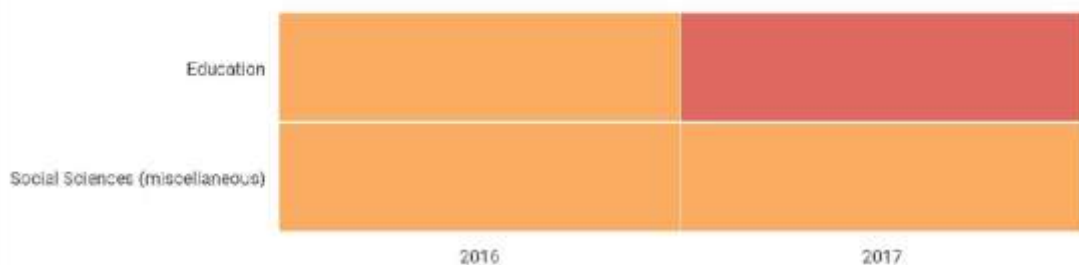
# Journal of Social Studies Education Research 3

Country	Turkey
Subject Area and Category	Social Sciences Education Social Sciences (miscellaneous)
Publisher	Association for Social Studies Educators (ASSE)
Publication type	Journals
ISSN	13099108
Coverage	2015-ongoing

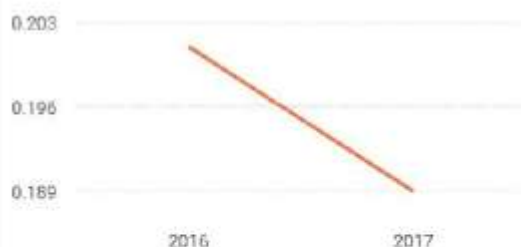
3

H Index

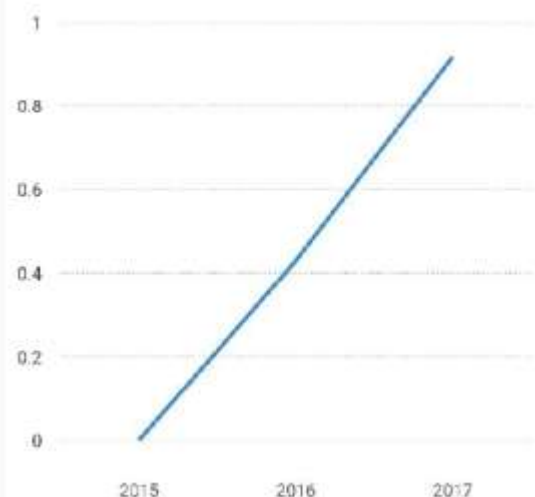
## Quartiles



## SJR



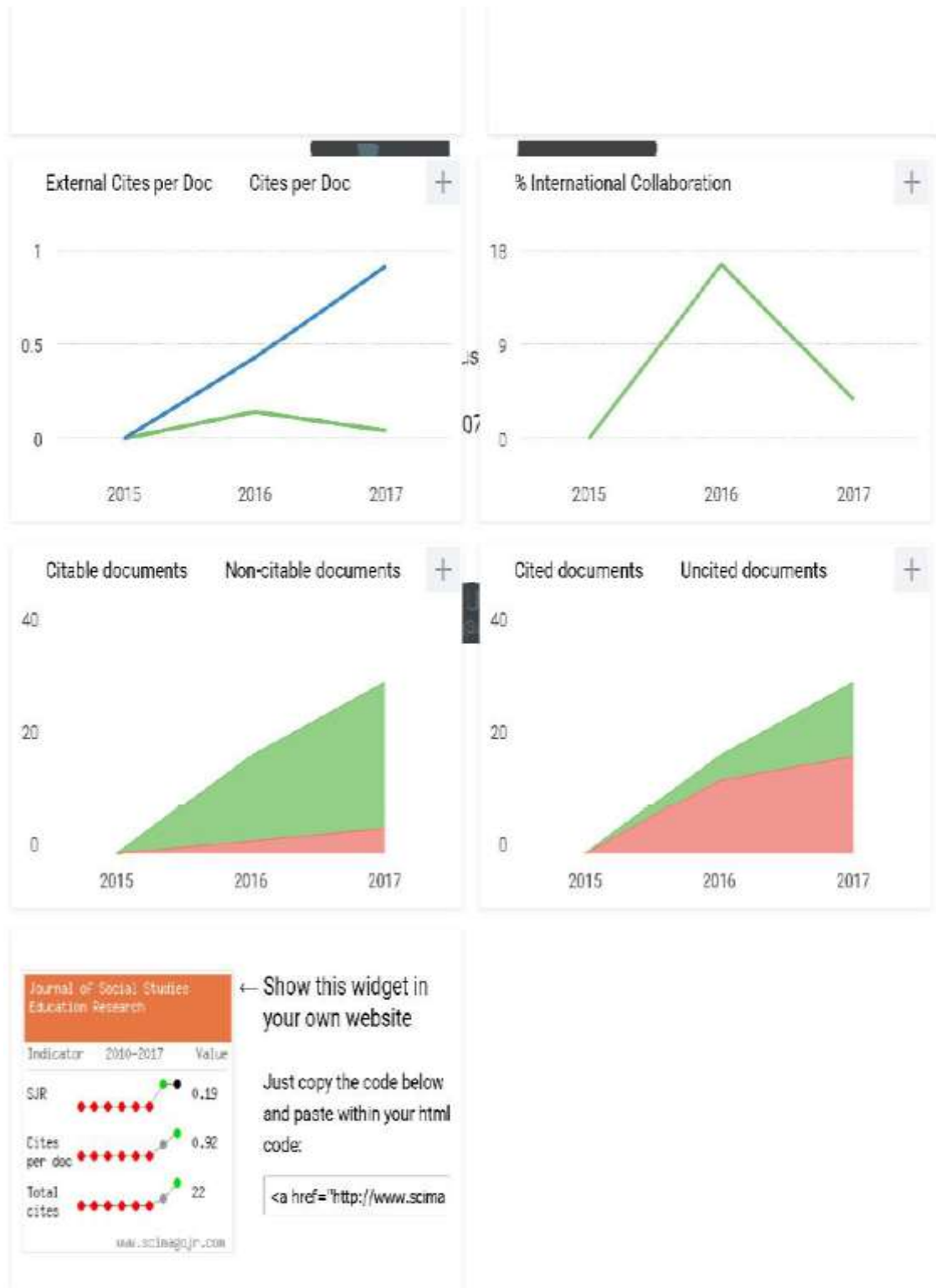
## Citations per document



## Total Cites

## Self-Cites





## School Supervision Practices in the Indonesian Education System; Perspectives and Challenges

Ikhfan Haris<sup>1</sup>; Fory A. Naway<sup>2</sup>; Wiwy T. Pulukadang<sup>3</sup>;  
Hiroko Takeshita<sup>4</sup> and Inero V. Ancho<sup>5</sup>

### Abstract

The purpose of this study is to provide information on the perspectives, practices and challenges of the school supervision in the Indonesian education system. The paper reviewed and analyzed the organizational structure of supervision services in the Indonesian educational system, as well as types of supervisions; purpose of supervisions and supervisor roles and responsibilities. Furthermore, the paper explores the selection of supervisors and tenure; resourcing and training of school supervisors. A detailed analysis of the role of stakeholders in supervision activities and feedback mechanisms of the result of school supervision is also included in this paper. Finally, the paper also discuss and examine major challenges face by school supervisor and opportunities of school supervision in Indonesia and the way forward as suggestion/recommendation of this study

*Key words: education, school, supervision, supervisor, system*

### Introduction

School supervisors are an important part of a devolved accountability system and quality assurance framework of education (Saccomanno, 2016; Hamzah et.al, 2013; International Institute for Educational Planning, 2007). In Indonesia, school supervisors are senior teachers or seniors school principals who are perceived as those who have qualifications for taking up school supervision roles (Peraturan Pemerintah Nomor 74 tahun 2008 and Permen PAN & RB No. 21 Tahun 2010). They report to the local education office of Ministry of Education and Culture (MoEC) or the Ministry of Religious Affairs (MoRA) at the provincial, regent or city level. In Indonesia, school supervisors are senior teachers or seniors school principals who are perceived as

<sup>1</sup> Prof., Faculty of Education, Universitas Negeri Gorontalo, Indonesia, [ifanharis@ung.ac.id](mailto:ifanharis@ung.ac.id)

<sup>2</sup> Assoc. Prof., Faculty of Education, Universitas Negeri Gorontalo, Indonesia, [forynawati@ung.ac.id](mailto:forynawati@ung.ac.id)

<sup>3</sup> Lecturer, Faculty of Education, Universitas Negeri Gorontalo, Indonesia, [wiwy.pulukadang@ung.ac.id](mailto:wiwy.pulukadang@ung.ac.id)

<sup>4</sup> Assoc. Prof., Faculty of Education at Ehime University, Japan, [takeshita.hiroko.w@ehime-u.ac.jp](mailto:takeshita.hiroko.w@ehime-u.ac.jp)

<sup>5</sup> Assist. Prof., Philippine Normal University, [ancho.inero@gmail.com](mailto:ancho.inero@gmail.com)



those who have qualifications for taking up school supervision roles (Government Regulation Number 74 of 2008 and *Ministerial Regulation of Administrative and Bureaucratic Reform No. 21 of 2010*).

The position of supervisors in the organizational structure of education is different from teachers (Raihan, 2008). The super-ordinates of teachers are school principals; the super-ordinates of primary school principals are the heads of sub-district UPTD (*"Unit Pelaksana Teknis Daerah"*, local technical implementer unit) or the head of Sub-District Education Office; the super-ordinates of secondary school principals are the heads of District Education Office. Performance appraisal of teachers is assessed by school principals; primary schools by the head of sub-district UPTD; and secondary schools by the head of District Education Office through the head of primary or secondary education division.

At national level, supervisors are in the scope of work of the Director of Primary and Secondary Staff Empowerment, the General Directorate of Teachers and Education Staff, the Ministry of National Education. At district/city level, kindergarten and primary school supervisors report to the head of District Education Office through the head of sub-district UPTD and subject supervisors at secondary schools directly report to the head of District Education Office.

The Decree of the Indonesian President No 87 Year 1999 defines functional position as the position that reflects roles, responsibilities and rights of a civil servant in an organization unit that requires certain expertise and skills as well as independent in undertaking the position. Therefore, recommendations from school supervisors should be independent and should not be combined with other recommendations.

In the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No 21 Year 2010 Chapter 1 Verse 2: "School supervisors are civil servants who are fully responsible and authorized to undertake academic and managerial supervision at education units. As they are fully responsible for supervision, their supervision results should become references for decision-makings on policies and empowerment. Their supervision results should also be considered by local governments when making decisions". However, the results are not respected; therefore school supervisors are less-respected. Their recommendations do not significantly impact on school principal and teacher empowerment, which is different from what happened in the local autonomy era.

A supervisor coordinator is assigned by District Education Office to oversee the success and effectiveness of school supervision work (Arman et, al, 2016). The coordinator is selected by all school supervisors across all education levels at province/district/city levels. The Ministry of Religious Affairs or other ministerial institutions/non-ministerial institutions as outlined in the Decree of the Head of Province/District/City Education Office, the Province/District Religion Office, or the head of other district offices, who have roles and responsibilities to coordinate supervision activities in their scope of work. In certain condition, the coordinator can play a double role as the head of MKPS (*"Musyawarah Kerja Pengawas Sekolah"*, school supervisor working group).

Roles and responsibilities of the supervisor coordinator are (1) set roles and responsibilities of school supervisors; coordinate all activities of school supervisors; (2) provide advice in the process of setting credit points of school supervisors to be recommended to the head of Province/District/City Education Office; (3) report school supervision activities of all education levels on an annual basis; and recommend assessment results of performance appraisal of school supervisors to the head of Province/District/City Education Office. To ensure success and effectiveness of the work the coordinator, s/he is assisted by KKPS (*"Kelompok Kerja Pengawas Sekolah"*, school supervisor working group) and MKPS of all education levels and types (Ministry of National Education Regulation No 143 Year 2014).

### Methodology and Conceptual Framework

The review aims to provide critical overview, description and analysis on the perspectives, practices and challenges of the school supervision in the Indonesian education system. The conceptual and theoretical framework for the review called for a summary of each aspect of school supervision to include: (1) the institutional set up: how supervision is organized; (2) logistics: how supervision is carried out, including remote or virtual supervision; (3) roles and responsibilities: the tasks and functions of a supervisor vis-à-vis other district/provincial or school level personnel; (4) effectiveness of the school supervision: what has been proven to work, and the strength or weakness of claims to effectiveness?; and (5) conditions for effectiveness: what financial, technological and human resource capacity is required, including managerial and pedagogic experience of supervisors?

The paper takes the form of a review of literature and other documentation on school supervision. The review sought to source information from journal articles, grey literature, and unpublished academic studies and donor/NGO-CSO reports and websites. This literature and practice review looked initially to the Indonesia literature to capture a snapshot of current strengths and areas of focus, and found divergent opinion on the implementation of school supervision in Indonesian schools.

This review has considered a range of national examples of the practices of supervision in Indonesia. Policies, programs and practices in regards to the supervisory responsibilities of evaluating student assessments; teacher and principal appraisal; and internal (within school) and external school evaluation were analysed to illustrate a holistic national evaluation and assessment framework. The focus of reviewed included: the organizational structure of supervision services; types of supervisions; purpose of supervisions and supervisor roles and responsibilities. Furthermore, the paper explores the selection of supervisors and tenure; resourcing and training of school supervisors. Drawing from the literature, this review also provides some considerations for Indonesia in strengthening school supervision practices. These include ensuring the focus of supervision is the improvement of teaching and learning, and student outcomes; differentiating supervision (in terms of frequency and depth of coverage) for low and high performing schools; promoting the wider use of the results of school supervision; and distributing greater responsibility to school principals and teaching staff for improving learning and teaching.

The review's outputs include: (1) the review of literature and other documentation on school supervision in Indonesia; (2) identifying successful supervision activities that would inform improvement and alignment of supervision policy, processes and practices in Indonesia; and (3) incorporating findings into reports, policy briefs to guide understanding of what an effective education system does in its approach to organization, processes and functions, and roles and responsibilities in school supervision

### **Role and Function of Supervisors in Indonesian context**

The most important activity in school teaching delivery is interaction between teachers and students in classrooms, which require supervision to ensure that the set objectives are achieved (Gablinske, 2014; Coe et.al, 2014). School principals and teachers cannot do a double role as supervisors for teaching and learning delivery. Even if they can, the results will tend to be



subjective. They are different from the Inspectorate and BPKB (*"Badan Pengawasan Keuangan dan Pembangunan"*, finance and development supervisory agency) that aim to audit financial flow of local governments/institutions.

Therefore, even though school supervisors have shared objectives with school principals and teachers, the "three" of education actors: teachers, school principals and supervisors have respective roles and responsibilities; school principals are planners; teachers are actors; and school supervisors are assessors of feasibility of implementation process and achievement of set objectives.

In general, the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. Apart from this general function, supervisors also perform the following roles in the school system: (1) Instructional leader: Instructional leadership is one of the most important roles of supervisor. Supervisor leads other teachers in instruction to make them as effective as possible. They also lead teachers in developing and implementing an effective plan of instruction. Supervisors have to adapt to meet the needs of the people and the particular environment rather than practice a normative kind of leadership. Instructional leaders improve the quality of instruction by furthering professional growth for all teachers. Supervisors should be flexible enough to deal with any situation and should maintain a good relationship with their staff; (2) Assessing student progress: A supervisor assesses student's progress toward the established standards by the regulatory agencies, and also facilitates the planning of various types of instruction. Supervisors ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin the planning of lessons or teaching. Supervisors determine if teachers are using the numerous evaluation processes available to assist in planning meaningful instruction, and (3) The Supervisors ensure that teachers are preparing and maintaining adequate and accurate records of student's progress. This will include the regular and systematic recording of meaningful data regarding student's progress on specific concepts and skills related to the standards for each subject for the grade level they are teaching (Sutoyo et. al, 2017).

The Regulation of the Minister of Administrative and Bureaucratic Reform No 21 Year 2010 on Functional Position of School Supervisors and their Credit Scores, the main task of school supervisors is to do academic and managerial supervision at an education unit covering the development of supervision program, empowerment implementation, implementation monitoring

of the eight national standards of education, assessment, assistance, and teacher professional trainings, evaluation of the results of supervision program, and the implementation of supervision tasks in specific areas.

The purpose of supervision closely relates with the purpose of education at schools that is to help schools (teachers) undertake their roles to get the set objectives met. The main purpose of supervision is to improve teaching and learning (Neagly and Evans, 1980; Oliva, 1984; Unal, 2013; Glickman et.al, 1998). The main target of supervision activities is improved teacher professional development. The teachers are related with human resource development, which in the end determines the prosperity and the sustainability of a nation (Wiles and Bondi, 2004).

Operational implementation of academic and managerial supervision focuses on things related with the following school condition and context: (1) checking on the availability of teaching-learning materials; (2) advising on the appropriateness of the teaching-learning materials in use; (3) assessing staff levels; (4) advising on the school climate; (5) advising the availability and quality of advising and support services available to the teacher; (6) promoting curriculum change and innovation; (7) attending to the welfare of teachers; (8) attending to institutional problems; (9) data collection to facilitate planning and decision making, and (10) monitoring policy implementation.

In order to develop and promote the quality of education, the school supervisors should conduct the duties and the roles professionally, in the following activities: providing feedback on teacher's performance; identifying needs for staff development; identifying potential for promotion; conducting quality assurance checks as well as ensuring teacher motivation and morale and providing professional support and guidance to the teachers. In addition, school supervisor ensures that the professional environment is supportive of the teaching and learning process. The ultimate objective of supervision is to improve the quality of teaching and learning. This means that school supervisor needs to play the roles of planner; organizer; leader; helper; evaluator, appraiser, motivator, communicator, and decision-maker.

### **Supervisor roles and responsibilities**

Supervision is a process of facilitating or assisting the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of the feedback in order to make teaching more effective (Glatthorn, 1987). Therefore,

supervision broadly refers to the professional guidance and support provided by the supervisors, who are expected to offer the teacher assistance that will enhance and improve teacher motivation and classroom instruction (Neagly & Evans, 1980; Oliva, 1984; Hoy & Forsyth, 1986; Wiles dan Bondi, 2004; Glickman, 1990)

The main role of school or education unit supervisors is to do academic and managerial supervision functions. There are three activities that should be done by school supervisors: (1) accomplish empowerment of school quality development, school principal performance, teacher performance, and school staff performance; (2) conduct evaluation and monitoring of school program implementation and development; and (3) perform assessment of school development program process and result within a collaborative work with school stakeholders; (4) realize assigned education governance supervision at kindergartens, primary schools, junior and senior high schools and SLB ("*Sekolah Luar Biasa*", schools for children with special needs); and (5) improve the quality of teaching and learning process/counseling and student learning achievement/counseling to achieve education objectives

The first main role refers to managerial supervision and the second one academic supervision. The former is about empowerment, assessment and support/counseling from program planning, process and result. Counseling and support are provided by school principals and school staff in school management or education governance at schools to improve school performance. Academic supervision relates with empowering and assisting teachers in quality improvement of teaching and learning process/counseling and student learning quality.

The authority given to school supervisors includes: (1) Select and determine working method to achieve optimal results in undertaking the roles as required by the ethical codes; (2) Determine teacher performance level and the level of other supervised staff and other influential factors; (3) Determine or propose empowerment program and do the empowerment. The authority implies the autonomy of school supervisors to identify steps and strategies in determining supervision procedures. However, school supervisors should collaborate with school principals and teachers to undertake their role that is in line with the set school development objectives (Hariri et. al, 2012).



Different from school principals that are selected, school supervisors are not selected. Even though the Regulation of the Ministry of National Education 12/2007 has set criteria or requirement to become school supervisors, which is passing the selection process, the appointment of school supervisors is not by selection process. This impact on the competence quality of school supervisors as they are assigned not selected through standardized recruitment process. Even if selected, the recruitment and selection process have not been carried out professionally as they still apply favoritism and consider political situation at local level (CNN, 2016).

Many publications on school supervision in Indonesia suggest that the system of recruiting school supervisors is a key challenge as it is shown to be based less on competencies and qualifications than on favoritism and political considerations at the local level. On the other hand, the appointment of school principals has been done by selection process as required by the Regulation of the Minister of National Education No 28 Year 2010 on the Appointment of Teachers by School Principals. Of 514 districts/cities in Indonesia, only 113 have been committed to do the selection and school principal trainings as required by the Regulation of the Minister of National Education No 28 Year 2010. The selection and the trainings of the principal candidates in Indonesia are delivered by LPPKS (*"Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah"* - The Institution of Development and Empowerment of (school) Principals of Indonesia), in Solo. There have not been any institutions responsible for both activities, so they are carried out as needed by District Education Office.

Effectiveness of schools is very much determined by the effectiveness of their leaders. Effective school leaders are those who are able to realize vision, mission and objectives of schools they lead. The leaders here refer to school principals and supervisors who are effective as they are competent to get school vision, mission and objectives realized.

Comprehensive, reliable selection method is required to get effective, competent school principals and supervisors. The selection is necessary to get eligible school supervisors who meet the competences set by the Ministry of National Education, i.e. 1) Personality; 2) Supervision and managerial; 3) Academic supervision; 4) Education evaluation; 5) Development research; 6) Social (Regulation of the Indonesian Minister of National Education No 12 Year 2007). Currently, there are about 30 district/cities in Indonesia that have applied the selection process for school supervisors.

### Training of supervisors

School supervisors are strategic partners for schools in quality improvement, particularly in assisting teachers to implement what have been learned from trainings on classroom learning. As their role is important, school supervisors should get improved supervision competences in supervision and school principal monitoring (Jawas, 2014). School supervisors should be selected from qualified school principals and teachers, who will be prepared to become professional school supervisors as required by the Minister of National Education Regulation No 13 Year 2007. Theoretically school supervisors should have obtained competences that are above the competences of school principals and teachers as their role is to supervise them.

School supervisor training program is aimed at equipping school supervisor candidates with academic and technical, professional competences on supervision to get them familiar with related science/knowledge and technology. More specifically, the training enhances their knowledge, skills and professional attitudes in: (1) Education policies and their implementation at schools; (2) Education planning and school-based management; (3) Education management at schools; (4) Education leadership at schools; (5) Professional development for school principals and teachers; (6) Monitoring and supervision roles at schools; (7) Education innovation and technology; and (8) Techniques of training, assisting, and counseling.

In fact, access to trainings for school supervisors is very limited (Principals working group). The school supervisors often conduct the trainings independently through KKPS that meets on a weekly basis. Guidelines on school supervisor trainings have been released, e.g. training guidelines of school supervisor competence empowerment (Ministry of National Education, 2010) or Empowerment Guidelines for *Madrasah* School Supervisors and Islamic School Supervisors (Ministry of Religion Affairs, 2014); yet school supervisor training is still very limited.

Many surveys revealed that supervisors undertook minimal continued professional development (CPD) training in the three years prior to the study. The minority of supervisors who did claim to have received training, mostly those from MoEC, received training through mentoring from other supervisors or special training programs. A close analysis of supervisor comments about the training they received after appointment does not indicate that they participated in a specially planned induction program with mentoring and performance management support.

Policy resources are potential values of a policy in the implementation. In the context of education supervision, the main resources are school supervisors. In education supervision, school supervisors require resources to support supervision activities. One of the main issues related with supervision resources is education supervision implementation budget.

Even though regulations on the position of school supervisors are clearly set, the budget for supervision implementation is still a big issue (Sofa et. al, 2012). Many school supervisors complain the unavailable operational budget so they have to use their personal money. After completing school monitoring, they expect to have their money returned by schools to cover at least the transport money used to go to schools (Berita Express, 2016).

In performing their duties, the school supervisors have rights related with resources include: (1) receive salary as civil servants by government level; (2) receive functional allowance by school supervisor position; (3) obtain operational/regular fund to undertake supervision tasks, e.g. transportation, accommodation, and other supervision related activities; (4) receive professional allowance as school supervisors after getting supervisor certificate; (5) obtain subsidy and incentive to support tasks and professional development of school supervisors; (6) have special allowance as school supervisors working at isolated, conflicted, natural affected disaster areas (Decree of the Ministry of Administrative and Bureaucratic Reform No 118 Year 1996; Decree of the Minister of National Education No 03420/O/1996; Decree of the Minister of National Education No 020/U/1998).

The budgets mentioned above are covered by central and local governments and the well-being allowances by local governments. The allowances are in line with the capability of the central and local governments. Subsidy and incentives for school supervisor professional improvement is provided once a year by the government through the Directorate of Education Staff with the amount adjusted with the capability of the budgeting. The subsidy is given to school supervisors through school supervisor coordinator at district/city level. Therefore, the coordinator should develop programs and activities of professional development as needed by school supervisors within their respective areas.

### **Roles of stakeholders**

School supervisors are at the central position in education management at local level. The head of District Education Office entrusts school supervisors for the empowerment of school



principals and teachers. On the other hand, they can also empower teachers through MGMP (*"Musyawarah Guru Mata Pelajaran"*, subject teacher working group and school principals through MKKS (*"Musyawarah Kerja Kepala Sekolah"*, school principal working group). Solid relationships among related stakeholders require partnership. The relationship between school and community requires attention. The better the level of education, well being and progress of a community, the better their appreciation and aspiration towards education institutions are. The most highlighted aspect is certainly education quality, besides management transparency is presented in following figure.

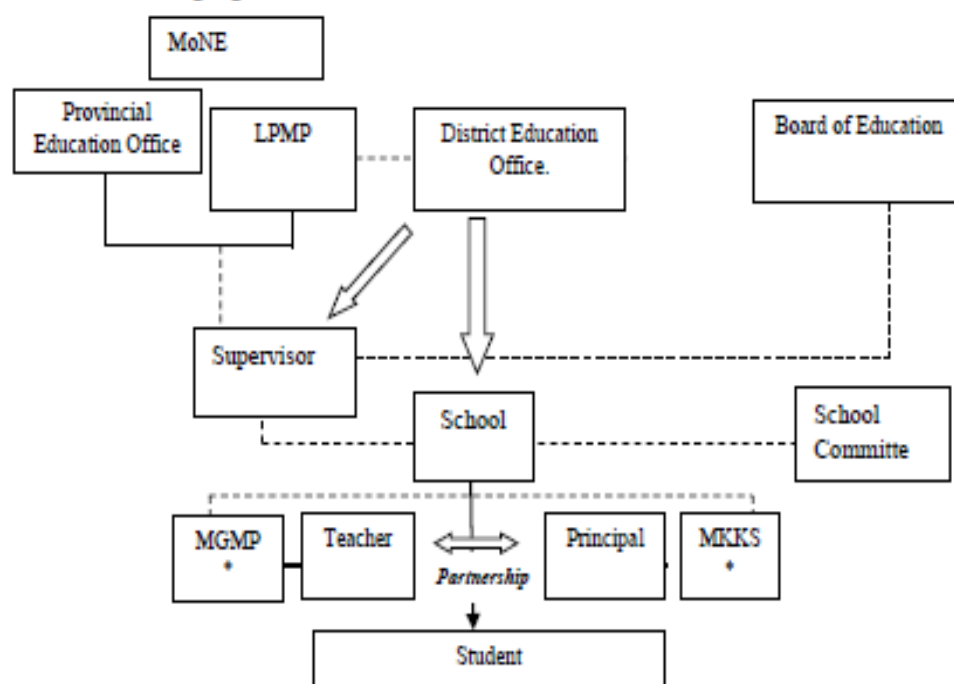


Figure 1 Role, authority and relationship between school supervisor and education stakeholder

Remarks:

MGMP: *Musyawarah Guru Mata Pelajaran* (Subject teachers working group)

MKKS: *Musyawarah Kelompok Kepala Sekolah* (School principal working group)

LPMP: *Lembaga Penjaminan Mutu Pendidikan* (Quality Assurance Board in Province level)

School supervisors that have supervision and enabling functions to schools are required to be able to develop cooperation between schools and other related stakeholders for the sake of school empowerment: (1) Encourage schools to do dialogues with school committee and community. School supervisors can play the role to smoothen school quality improvement program within the networks they have, e.g. with the head of District Education Office, the head of Sub-District Education Office, industry and entrepreneurship parties, local libraries, and

museums. They not only monitor the relationship between schools and communities in a passive note but also provide assistance to support the relationship; (2) Assist schools in curriculum development; (3) Assist schools in developing relationships with scientific and professional organizations, e.g. higher education institutions and other International institutions knows as Coalition Schools. The cooperation is aimed for professional institutions to provide opportunities for students to interact and become the sources of information; (4) Help schools develop institutional relationships among school levels within the areas of supervision. This means schools can exchange information on their respective school conditions and policies, i.e. kindergartens exchanging information with primary schools; primary schools with junior high schools; junior high schools with senior high schools. The collaboration is helpful to accommodate the interest of students to continue their study; (5) Help schools improve local content teaching and learning. School supervisors not only monitor but also accelerate quality improvement of local content curriculum. Therefore collaboration between school supervisors across districts/cities to succeed local content curriculum is required; (6) Help schools conduct shared activities, e.g. exhibitions, sports and art week among schools, contests of wits, student exchange, leadership training among OSIS (*"Organisasi Siswa Intra Sekolah"*, student union) as well as tryout and empowerment of olympic participants. The activities are instruments in developing collaboration with related stakeholders to get them engaged in education quality improvement in their areas; (7) Help schools promote successful teachers, students and other academic aspects; (8) Help schools find funds for teacher training and research, e.g. classroom action research through collaboration with higher education institutions, empowerment of MGMP and KKG (*"Kelompok Kerja Guru"*, teacher working group) or information delivery on grant funds; and (9) Help schools develop relationships with entrepreneurship actors if schools are to work on school cooperation, teacher well being improvement, and other relevant efforts.

Of all school empowerment ideas already mentioned, some may go beyond the tasks and responsibilities of school supervisors. This is when the importance of school supervisors having the knowledge of opportunities and rights is required. When done, they will get closer to school principals and teachers and will become school partners.



An important aspect related with school supervision is the report of supervision results. Considering the uniqueness of specific areas and the importance of collected information by school supervisors from their school visits, there needs to be quality supervision mechanism and reporting.

The mechanism and reporting system of supervision include: (1) standardized report format and content of supervision at special areas; (2) time arrangement of supervision reporting (frequency, timeline, monthly/quarterly/semester/annual report, etc.); (3) reporting system (unit/section or staff responsible to collect report, to analyze, to respond or to provide feedback on the reports from school supervisors); (4) data sorting of supervision results by category, e.g. curriculum related data, student development and progress data, facilities and infrastructure data, school principal and teacher professional development data, and school issue data; (5) report sorting of findings and recommendations, e.g. findings to be followed up by interest and urgency levels and (6) follow up from field visit by school supervisors by District Education Office.

Proposed mechanism and reporting system is presented in a diagram below:

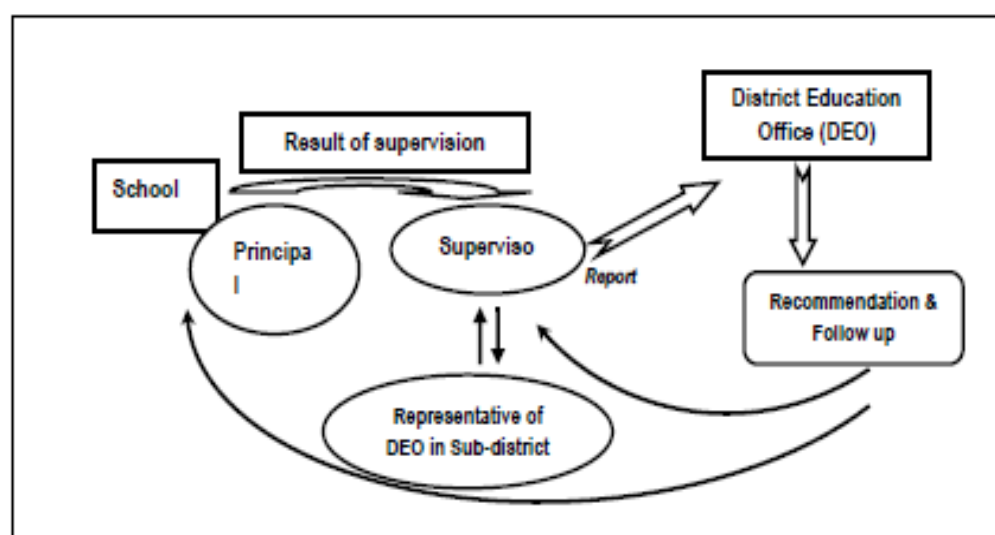


Figure 2 Report mechanism of school supervisor

An important aspect of reporting mechanism of supervision results is the coordinative relationship among Sub-District Education Office/technical implementation unit of district education office. Therefore education supervision activities at specific areas should set the mechanism.

The diagram shows that supervision findings by school supervisors will be reported to District Education Office, which has section/unit responsible to process the report data provided

by the supervisors. After getting the report, analyzed recommendations for follow up will be informed to schools and school supervisors. It is expected that this type of reporting will result in "reporting quality cycle" that provides feedback for issues happened at schools and solutions or policies developed by District Education Office to empower the function of school supervisors as bridge-facilitators between District Education Office and schools.

### **Discussion of challenges and opportunities**

School supervisors have an important role to play in supporting principals and teachers to improve the quality of education delivered in Indonesia's schools, and in strengthening the capacity of principals and teachers to deliver on this goal.

There is wide agreement that the system of school supervision in Indonesia needs improvement. Supervisors are used sporadically and their use varies across regions. However, even in areas that do use supervisors, the supervisory role is shown to focus mainly on administrative rather than quality issues. This review and analysis of practice of school supervision in Indonesia has identified that the performance and quality of Indonesian school supervisors has been impacted by the following factors: (1) recruitment of school supervisors through seniority or extension of pension age for a bureaucrat means that schools that need the most highly qualified supervisors with specific expertise may not receive this high level support (Media Indonesia, 2016; ACDP, 2016); (2) the tasks of school supervisors are not fully supported with adequate infrastructure, facilities and resources to make the supervision process successful; (3) the position of school supervisors may be viewed as a challenging and an unrewarding career path for innovative educators needed to fulfill this role (UGM, 2016); (4) attention to empowering the career of school supervisors is not viewed as a MoEC priority and (5) the process of school supervision is seen as a compliance activity by both schools and the supervisor (ACDP, 2016; Syahban, 2010).

Initially school supervisors apply inspection approach for supervision activities. Classroom and school visits done by school supervisors are viewed as formal, scary activities. They get into classrooms, checking how teachers teach and how curriculum is applied, and verbally assessing student competences. The results of the checking are very meaningful for school supervisors and teachers as they impact on their future career. School principals do inspection on teachers as part of daily internal supervision system.

Unfortunately the assignment of school supervisors has never been supported with sufficient funds and has been the burden to schools. It psychologically impacts on school supervisors being less respected at schools. In addition to this, the government only releases policies that support training and education on supervision activities focusing on school principals and not engaging school supervisors. It makes the function of school supervisors at schools is neglected/not supported. It slows down the response and anticipation of school supervisors towards new education policies and innovations as facilities and support from central and local governments are very limited in providing supporting programs as they are mostly for school principals and teachers. School supervisors should have been aware of new education policies and innovations before they become known by school principals and teachers.

The supervision paradigm of school supervisor mentioned above should be changed, not only controlling to look for mistakes made by school principals and teachers but also helping them to find solution. By considering what has been elaborated, there needs to be revitalization of the role of school supervisors to make improvements in every aspect so that education processes at schools are effectively delivered. School supervision should be directed to quality control to improve education quality, requiring eligible competences to do academic and managerial supervision (quality controlling auditing).

Any supervision model cannot guarantee the perfect solution to supervision issues, particularly those related with the existence of school supervisors as the external parties of education quality control at schools as education units that should reflect education quality that are mostly ignored. School supervisors are even blamed when failures are reflected in the education results. The big question is why this happens. In this context, the revitalization of the role of school supervisors is important to make improvements towards effective education processes at schools. School supervision should be directed to improve education quality by requiring appropriate competences to do academic and managerial supervision (quality controlling auditing).

To be considered, the revitalization of school supervision in Indonesia is reflected in the following forms: (1) recruitment of school supervisors should be in line with the Regulation of the Ministry of National Education No 12 Year 2007 and the Government Regulation No 19 Year 2005. The government should assign clear, competent institutions when recruiting and assessing school supervisors, psychologically and academically, and releasing educational audit certificates for school supervisors that have time limit that should be extended. If the certificates expire and



school supervisors have not got them extended by participating in the re-assessment, they do not have the right to do school supervision and District Education Office has the right to decide their existence; (2) re-structuring of supervision areas should be done as there are too many of them. The Regulation of the Ministry of National Education No 12/2007 states that a school supervisor supervises minimum 5 schools to improve their quality, which is quite hard. Ideally, one supervisor supervises one school (kindergarten/primary school), one school supervisor for one school (junior high school, senior high school, and one vocational high school) from subject supervisor. Therefore work performance of school supervisors can be identified clearly based on the indicators of school quality improvement; (3) central government should prioritize competence improvement of school supervisors particularly on the support for education and training about new education policies and innovations before getting them delivered to school principals and teachers. School supervisors should first get the content to be supervised. This is not what is happening as most school principals and teachers know more and have better understanding than school supervisors, which lessens the authority of school supervisors; (4) local government/district or city education office should formulate common policies on academic and managerial supervision activities to be applied at schools, covering empowerment and implementation monitoring of eight national standards of education in which direct interaction among school principals, teachers and other staff takes place. The direct interaction or face to face activity takes place at schools. Yet processing the results of the monitoring of the respective eight standards is not by face to face activity. Therefore District Education Office and school supervisors should develop standardized supervision program that includes: (a) Annual supervision program; (b) Semester supervision program; (c) Managerial supervision plan; and (d) Academic supervision plan. Having the standardized instrument enables District Education Office to get accurate data on education quality improvement of the area; (5) school supervisors are given the authority to carry out teacher development training and to assess school principal and teacher performance, which will then be used for their career enhancement. With the authority, school supervisors can accurately assess work performance of school principals and teachers; (6) sufficient allowances and operational funds for school supervisors. By getting higher allowance than teachers, it is expected that professionalism of school supervisors can be enhanced and their image can become prestigious. The allowance should be adjusted with the heavy workload borne by school supervisors. They need to get sufficient operational funds for office supplies, reporting, travel allowance, research,

and empowerment activities; (7) policies on rewards and strict punishment from local government should be made available. This is to ensure that supervision activities can be applied in improving education quality at schools and (8) further thoughts should be made on the official status of school supervisors – central or local staff, or local staff at province (senior high school supervisors), district (junior high school supervisors), and sub-district (kindergarten/primary school supervisors).

The literature review also revealed that the foundations for school supervision in Indonesia benchmarked well alongside other countries. However, the rigour of implementing current policy, programs and practices was impeding school and student improvement in the majority of Indonesian schools (ACDP-034C, 2014, p. vii). This report noted that the Government of Indonesia is doing most things right, by comparison with international good practice and within the Indonesian context. The report also noted that Indonesia was not yet reaping the full benefits of being on the right track because of weaknesses in the supervision implementation and enforcement cycle. Impediments included: (1) weak supervision; (2) massive and mostly interesting rather than useful data sets; (3) limited and mostly academic rather than evaluative analysis of policy, programs and practices and (4) virtually non-existent feedback.

The role of the supervisor is a critical role for MoEC as it delivers a number of system and school priorities to improve student outcomes. Unfortunately the assignment of school supervisors has often been inadequately resourced to carry out this role (ACDP, 2016; Syahban, 2010). This is in conflict with other countries where the most needy schools are given the most significant professional support to improve outcomes. Therefore, this review recommends improvement in the quantity, quality and resourcing of (government) supervisors to provide adequate services to all schools in Indonesia. It also suggested organising needs-based school supervision more so than prescheduled visits; capacity building for the school principal; and ensuring consistent implementation and enforcement. The OECD also noted that Supervisors should be independent and highly skilled, and recognised educational leaders in their own right.



## References

- Armana, S. B., Thalibb & Darman M. (2016). *The effect of school supervisors competence and school principals competence on work motivation and performance of Junior High School teachers in Maros Regency, Indonesia*. International Journal of Environmental & Science Education 11 (15), pp. 7309-7317
- Beritaekspres.com. (2016). *Waduh...! Anggaran Disdik Triliunan, Tunjangan Pengawas Sekolah No.1*. URL. <http://www.beritaekspres.com/2016/02/18/anggaran-disdik-triliunan-tunjangan-pengawas-sekolah-tidak-ada/>. Retrieved: 29 October 2016,
- Coe, R., Cesare A., Steve Higgins & Lee Elliot Major. (2014). *What makes great teaching? Review of the underpinning research*. Center of Evaluation and Monitoring (CEM). Durham University. The Sutton Trust.
- Dewi, S. K. (2015). *Pengawasan Akademik Oleh Pengawas Sekolah Dasar Se-Kabupaten Bantul*. Skripsi. Yogyakarta. Universitas Negeri Yogyakarta.
- Gablinske, P. B. (2014). *A case study of student and teacher relationships and the effect on student learning*. Open Access Dissertations. Paper 266.
- Glatthorn, A. (1987). *Cooperative professional development: Peer-centered options for teacher growth*. Educational Leadership, 45(3), 31-35
- Glickman, C. D. (1990). *Supervision in transition: A developmental approach*. (2nd ed.). Boston: Allyn & Bacon.
- Glickman, Carl D, Ross-Gordon, Jovita M. and Gordon, Stephen P. (1998). *Supervision and Instructional Leadership: A Developmental Approach*. 4th edition. Boston : Allyn and Bacon Published
- Hamzah, M. I. M., Wei, Y., Ahmad, J., Hamid, A. H. A., & Mansor, A. N. (2013). *Supervision practices and teachers' satisfaction in government secondary schools: Malaysia and China*. International Education Studies, 6(8), 92.
- Hariri, H., Monypenny, R., Pridaux, M. (2012). *Principalship in an Indonesian school context: can principal decision-making styles significantly predict teacher job satisfaction?* School Leadership & Management: 32 (5), 453-471. DOI: 10.1080/13632434.2012.723617.
- Hoy, W. K., & Forsyth, P. B. (1986). *Effective supervision: Theory into practice*. 1 edition. Michigan. Random House Inc;
- Ihsanuddin, A. (2015). *Implementasi Supervisi Pengawas PAI Dalam Meningkatkan Kompetensi Pedagogik Guru PAI SD Di Kecamatan Berbah Sleman*. Tesis. Solo. Institut Agama Islam Negeri (IAIN) Surakarta.

- International Institute for Educational Planning. (2007). *Supervision: a key component of a quality monitoring system Module 1. Reforming school supervision for quality improvement*. (UNESCO) Paris.
- Ismail, B. (2014). *Supervisi akademik pengawas sekolah dalam meningkatkan kualitas pembelajaran di daerah Terdepan, Terluar, dan Tertinggal (3T) (Studi multisitus pada UPTD Kecamatan Elar dan UPTD Kecamatan Borong, Kabupaten Manggarai Timur, NTT)*. Tesis (Pasca Sarjana), Malang. Universitas Negeri Malang.
- Jawas, U. (2014). *Instructional leadership in Indonesian school reform: local perceptions and practices*. Master Thesis: University of Canberra, 1. Retrieved from [http://www.canberra.edu.au/researchrepository/file/ded16a8c-1fb6-4b12-81d7-bf6eb7e5e4d4/1/full\\_text.pdf](http://www.canberra.edu.au/researchrepository/file/ded16a8c-1fb6-4b12-81d7-bf6eb7e5e4d4/1/full_text.pdf)
- Karim. (2009) *Efektivitas Pelaksanaan Supervisi Pengawas Sekolah Dasar di Kecamatan Sei Bingai Kabupaten Langkat*. Masters thesis, Unpublished. Medan Universitas Negeri Medan (UNIMED),
- Kementerian Agama RI. (2014). *Pedoman Pembinaan Pengawas Madrasah dan Pengawas Pendidikan Agama Islam Pada Sekolah*, Jakarta. Direktorat Jenderal Pendidikan Agama Islam.
- Keputusan Menteri Pendidikan dan Kebudayaan Nomor 020/U/1998 tentang *petunjuk teknis pelaksanaan jabatan fungsional pengawas sekolah dan angka kreditnya*. Jakarta, Kemendikbud. Indonesia.
- Keputusan bersama Mendikbud nomor 03420/O/1996 dan Kepala Badan Administrasi Kepegawaian Negara nomor 38 tahun 1996 tentang *petunjuk pelaksanaan jabatan fungsional pengawas*. Kemendikbud, Jakarta, Indonesia.
- Keputusan Menteri Pendayagunaan Aparatur Negara Nomor 118 tahun 1996 tentang *jabatan fungsional pengawas dan angka kreditnya*. Menteri Pendayagunaan Aparatur Negara
- Kementrian Pendidikan Nasional. (2010). *Pedoman Pelatihan Penguatan Kemampuan Pengawas Sekolah, Kompetensi Supervisi Akademik, Direktorat Tenaga Kependidikan, Direktorat Jenderal, Peningkatan Mutu Pendidik dan Tenaga Kependidikan*, Jakarta.
- Keputusan Presiden Republik Indonesia Nomor 87 Tahun 1999 Tentang *Rumpun Jabatan Fungsional Pegawai Negeri Sipil*. Sekertaris Negara, Jakarta, Indonesia
- Mae Chu Chang, et. al. (2013). *Teacher Reform in Indonesia: The Role of Politics and Evidence in Policy Making*. World Bank Publications
- Mayasari, Nova. (2013). *Pembinaan Guru Oleh Pengawas Sekolah Dasar Melalui Supervisi akademik (Studi Deskriptif Kualitatif Di Sekolah Dasar Negeri 02 Kabupaten Kepahiang)*. Tesis, Bengkulu. Universitas Negeri Bengkulu.



- Media Indonesia. (2016). *Rekrutmen Pengawas Sekolah belum Ideal*. <http://mediaindonesia.com/news/read/60029/rekrutmen-pengawas-sekolah-belum-ideal/2016-08-05>. Accessed on 5 December 2016
- Ministry of National Education (MoNE). (2016). *Guideline for school supervision in special regions. Directorate for Basic and Secondary Education and Personnel Development*, Jakarta. Directorate General for Teacher and Education Personnel.
- Ministry of National Education (MoNE). (2013). *Regulation of Ministry of National Education on Managing of Special Services of Education*. Ministry of National Education, Jakarta.
- Neagley, R. L., & Evans, N. D. (1980). *Handbook for effective supervision of instruction*. Englewood Cliffs, NJ: Prentice-Hall.
- Novrita, Dewi. (2014). *Maksimalisasi Peran Pengawas Sekolah Menengah Atas Dalam Meningkatkan Profesionalisme Guru PAI. Studi Kasus pada Kementerian Agama di Kota Jayapura, Papua*. Jabal Hikmah Vol.3 No.1, Januari 2014 . Sekolah Tinggi Agama Islam Negeri (STAIN) Al Fatah Jayapura Papua
- Nurdin. (2012). *Inovasi Supervisi: Model-Model Pengawasan*. URL: <http://pengawassekolahaceh.blogspot.co.id/2012/09/inovasi-supervisi.html>. Accessed on 12 November 2016.
- OECD. (2015). *Reviews of National Policies for Education in Indonesia Rising to the Challenge: Rising to the Challenge*. OECD, Asian Development Bank. OECD Publishing
- Oliva, P. F. (1993). *Supervision for today's schools (4th ed.)*. New York: Longman
- Pemerintah Daerah Kabupaten Sikka. (2005). *Peraturan Bupati Sikka Nomor 5 Tahun 2005 tentang Pedoman Pelaksanaan Seleksi Penerimaan Calon Pengawas Sekolah Taman Kanak-Kanak, Sekolah Dasar/Madrasah Ibtidayah dan Bimbingan dan Konseling di lingkungan Pemerintah Kabupaten Sikka*. Bagian Hukum Pemerintah Daerah Kabupaten Sikka, Maumere.
- Permendiknas Nomor 12 tahun 2007 tentang *Standar Pengawas Sekolah/Madrasah*. Kemdiknas, Jakarta, Indonesia
- Permendiknas Nomor 28 Tahun 2010 tentang *penugasan Guru sebagai Kepala Sekolah*. Kemdiknas, Jakarta, Indonesia
- Program Kemitraan Pendidikan Dasar Nusa Tenggara Timur/Primary Education Partnership NTT (NTT PEP). (2004). *Laporan Penelitian. Survei Terbatas Kebijakan dan Prosedur Seleksi/Rekrutmen Guru, Kepala Sekolah & Pengawas di Kabupaten Sikka*. Penasehat Pendukung Sistem (System Support Advisor) NTT PEP. Kabupaten Support Unit (KSU) Sikka.



- Purwanto, M. Ngali (2009). *Administrasi dan Supervisi Pendidikan*. Bandung. PT. Remaja Rosdakarya.
- Raihani. (2008). *An Indonesian model of successful school leadership*. Journal of Educational Administration 46 (4), 481- 496. Retrieved from <http://www.emeraldinsight.com/doi/pdfplus/10.1108/09578230810882018>
- Republic of Indonesia. (2008). *Government Regulation Number 74 of 2008 on Teacher*. Indonesian National Regulation, Jakarta
- Saccomanno, Hilary. (2016). *School Supervisors: the Hidden (yet Crucial) Link in Assuring Accountability and Quality in Education*. Topik 25. ACDP Indonesia.
- Sagala, S. (2010). *Supervisi Pendidikan dalam Profesi Pendidikan*. Bandung. Penerbit Alfabeta.
- Sofo, F., Fitzgerald R., Jawas, U. (2012). *Instructional leadership in Indonesian school reform: overcoming the problems to move forward*. School Leader-ship & Management. Vol. 32, 503-522. Retrieved from <http://eric.ed.gov/?id=EJ985919>
- Suhardan, H. D. (2006). *Supervisi Bantuan Profesional*. Jakarta. Mutiara Ilmu.
- Surya, P. (2011). *Profesionalisasi Pengawas Pendidikan dalam Konteks Otonomi Daerah*. Jurnal Aspirasi Vol. 2. No. 2, Desember 2011. Pusat Pengkajian, Pengolahan dan Informasi Sekretariat Jenderal Dewan Perwakilan Rakyat Republik Indonesia.
- Sutoyo, A. R. I. (2017). *Needs Assessment of Senior High School (SMA) Supervisors of Jambi Province*. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320-7388,p-ISSN: 2320-737X Volume 7, Issue 5 Ver. II (Sep. – Oct. 2017), pp 80-83 DOI: 10.9790/7388-0705028083
- Syahbani. (2010). *Analisis Kinerja Pengawas Sekolah Dasar dalam Meningkatkan Kualitas Pendidikan Di Kota Dumai*. Dissertation. Unpublished. Pekanbaru Program Pascasarjana Universitas Islam Negeri. Sultan Syarif Kasim Riau.
- The Education Sector Analytical and Capacity Development Partnership (ACDP). 2016. *Selection of Supervisors Tend to be Haphazard*. URL: <https://acdpindonesia.wordpress.com/2016/08/04/selection-of-supervisors-tend-to-be-haphazard/>. Accessed on 11 November 2016.
- Ünal, A. (2013). *Development and validation of supervisory behavior description scale*. Educational Research and Reviews Vol. 8(2), pp. 69-76, 23 January, 2013
- Universitas G. M. (2012). *Kurang Diminati, DIY Minim Pengawas Sekolah*. <https://ugm.ac.id/id/berita/3955-kurang-diminati-diy-minim-pengawas-sekolah>. Retrieved 5 December 2016.

## Appendix 2



### ECPE

International Conference on Early Childhood and Primary Education

Faculty of Education, State University of Malang

September 21<sup>st</sup> – 22<sup>nd</sup>, 2018

Website: <http://ecpe.fip.um.ac.id>

Email: [ecpe.fip@um.ac.id](mailto:ecpe.fip@um.ac.id)

September 8, 2018

### LETTER OF ACCEPTANCE

Dear Authors: Ikhfan Haris; Fory A. Naway; Wiwy Triyanty Pulukadang

We are pleased to inform you that your full paper, entitled:

**"REVIEW ON EFFECTIVE SCHOOL SUPERVISION PRACTICE IN REMOTE/DISADVANTAGE AREA:  
A NATIONAL AND INTERNATIONAL PERSPECTIVE"**

Has been reviewed and accepted to be presented at ECPE to be held on September 21<sup>st</sup> – 22<sup>nd</sup>,  
2018 in Batu, Indonesia.

Thank you,

Best regards,  
  
  
Dr. Sutarno, M.Pd  
Chairman ECPE

# Review of Effective School Supervision Practice in Remote/Disadvantaged Area: A National and International Perspective

Ikhsan Haris  
Faculty of Education  
Universitas Negeri Gorontalo  
Gorontalo, Indonesia  
ifanharis@ung.ac.id

Fory A. Naway  
Faculty of Education  
Universitas Negeri Gorontalo  
Gorontalo, Indonesia  
ifanharis@ung.ac.id

Wiwiy Triyanty Pulukadang  
Faculty of Education  
Universitas Negeri Gorontalo  
Gorontalo, Indonesia  
ifanharis@ung.ac.id

**Abstract**—School supervisors have an important role to play in supporting principals and teachers to improve the quality of education delivered in schools, and in strengthening the capacity of principals and teachers to deliver on this goal. Schools in remote and in the outermost areas may only receive one supervision visit per year—if at all. This paper is dealing with a review of effective supervision model for school supervision in remote/disadvantaged area in national and international perspectives. The paper will be focused on the approaches that have been applied by other countries, as well as in Indonesia, that may be applicable for school supervision in Indonesia's 3T (*Tertinggal, Terdepan, dan Terluar*) or special regions. In addition, the paper will examine and provide information on approaches to school supervision for remote, disadvantaged and border/outlying areas utilized in other countries and it may be adopted or adapted to the unique environment in the '3T' areas in Indonesia.

**Keywords**— effective, model, supervision, education, school, special regions (3T)

## I. INTRODUCTION

One of the Indonesian nation's development orientations is the development of special regions [1]. Special regions are part of priority areas categorized as regions which are underdeveloped, remote, and in outer/frontier (3T areas). 3T is abbreviated from *Tertinggal, Terdepan, dan Terluar*; literally means; the Frontier, Outermost and Disadvantaged Area. Areas classified as remote (*terpencil*), disadvantaged (*tertinggal*) and on Indonesia's borders or outlying (*terdepan/terluar*) [2].

This development orientation is stated in the Government's National Priority Agenda i.e. to develop Indonesia from the suburban areas by strengthening regions and villages within the Republic of Indonesia [3]. This is part of the equal national development pride. For that, all development sectors must be integrated to improve public welfare and prosperity, especially in the 3T regions related to the education sector.

Education development is included in one of the development sectors in special regions that should be developed and managed contextually, according to the 3T region situation and condition. Education quality improvement in each educational unit in the special regions, both massively and organizationally, is focused on the role of the principal. The principal is a teacher with additional tasks in a principal position. This means, aside from teaching tasks, the person also bears tasks as a school leader. On the

other hand, development among schools is largely done by the school supervisory function [4].

The school supervisor is part of the overall educational personnel that is strategically positioned in national education quality improvement [5]. To achieve its main task, the school supervisor must be equipped with personal competencies such as managerial and academic supervision, education evaluation, research and development and social capabilities [6].

In Indonesia, the problem of education in special regions is more complex than that in other advantage areas, among them shown by the data of school accessibility by student or disparity/education equality [1]. This paper provides information on approaches to school supervision for remote, disadvantaged and border/outlying areas utilized in other countries and in Indonesia that may be adopted or adapted to the unique environment in the '3T' areas.

## II. SCHOOL SUPERVISION: CURRENT ROLES AND IMPLEMENTATION

School supervisors have an important role to play in supporting principals and teachers to improve the quality of education delivered in Indonesia's schools, and in strengthening the capacity of principals and teachers to deliver on this goal [5].

In Indonesia's "3T" areas" extremes of geography and lower levels of financial and human resource capacity are preventing effective supervision occurring. 3T' areas are areas classified as remote (*terpencil*), disadvantaged (*tertinggal*) and on Indonesia's borders or outlying (*terdepan/terluar*) [2]. Schools in remote and in the outermost areas may only receive one supervision visit per year – if at all. But if the Ministry's aim to reduce the disparity between '3T' areas and the rest of Indonesia is to be achieved, the school supervisor function (as one key input to better schools) needs to be performing much more effectively than it is currently.

Education supervision is a strategic process that assures quality education for all Indonesian students. With the support of the School Supervisor, the school principal, teachers and community ensure students develop to their full potential to become faithful religious citizens who believe in God Almighty. Students graduating will be healthy, educated, skilled, creative, and independent citizens who are democratic, accountable, and possess noble intentions that embrace the cultural systems of their tribe [7]. Through the



process of formative supervision, educational organizations including schools commit to contributing to bringing the nation to its ideology through the achievement of the eight education national standards.

School supervisors are responsible for reviewing principal and teacher performance, student academic and wellbeing outcomes, curriculum implementation approaches, financial and administrative management, maintenance of buildings, the health of the learning and work environment, and adequate resourcing of the school [6]. They will evaluate and make judgments referencing the Ministry of Education and Culture policy and direction, the National Education Standards, the National Education Minimum Standards, and the National Principal and Teacher Standards. They will use the Ministry of Education and Culture guidelines for Principal and Teacher Appraisal in making judgments about overall performance, as well as the principal and individual teacher's impact on school improvement and student improvement annually.

The school supervisor will analyze data and review evidence to ensure their judgments and those of the school principal, teachers, and community members are transparent and in line with public accountability principles (Permenpan RB No. 21/2010 Article 188 point 1 & 2) [8]. With the support of the community, they will provide constructive feedback and formal recommendations to the appropriate local governing bodies and Divisions (Law No. 20/2003 Sisdiknas Article 66) [7]. The school supervisor is responsible for providing leadership and guidance to the school principal, teachers and community members, and delivering professional learning programs in regards to the Ministry of Education and Culture and school priorities.

The principal is responsible for leading the academic program and management of the school. They liaise with the School Supervisor, their staff and the community to ensure rigor, transparency and quality school and student outcomes [2], [7]. They are responsible for school supervision program plans, implementation, and evaluation. Supervision is conducted collaboratively through face to face meetings, observation and the through the gathering of evidence to inform judgment. The principal is responsible for leading the management of the school through the development of the school plan with reference to the Minimum Service Standards, National Education Standards, and the National Principal and Teacher Standards.

### III. SUPERVISION OF SCHOOL

School supervision leads to improved teaching and learning via two intermediate mechanisms: (1) setting expectations for schools and stakeholders. Research shows that supervision criteria and procedures influence schools and their stakeholders to align their views/beliefs and expectations of what constitutes good education to the standards in the supervision framework [9]. Schools and stakeholders are expected to use these standards in their daily management of, and or activities in the school, and (2) schools and stakeholders accepting supervision feedback. Schools align their education to the standards they failed to meet during the latest supervision visit as outlined in supervision feedback. Schools use supervision feedback when conducting self-evaluations and when taking improvement actions. Likewise, stakeholders are expected to

use the supervision feedback (as publicly reported) to take actions that will motivate the school to improve [9].

These two intermediate mechanisms can improve the self-evaluations of schools; building schools' capacity to improve that, in turn, will lead to more effective teaching and learning conditions. Likewise, improvement actions will (when successfully implemented) lead to more effective school and teaching conditions. In turn, this process, should, logically, result in higher student achievement.

A review conducted by the Ministry of National Education in 2015 regarding school supervisors in special regions (3T) identified several issues, among others: (1) lack of capacity building for units of education by the school supervisor; (2) lack of school supervisor visits to target schools due to geographical and infrastructure obstacles, such as the surrounding terrain, distant school location, and limited transportation; and (3) lack of operational funds to implement supervisory tasks in the special regions [10], [11]. In addition, the review also identified causes for supervision problems in the special regions, such as (1) number of school supervisors is less compared to the number of target schools which will supervise by supervisor; (2) the education background and work experience of supervisor do not match the main tasks of a school supervisor; (3) the local Provincial/ District Education Office (PEO/ DEO) offers not enough opportunity to train and build the competency of school supervisors; (4) lack of operational funding for school supervision; (5) lack of monitoring on Minimum Service Standard (MSS) for the implementation of school supervision by the central and local government; (6) lack of community/ school committee involvement in supporting the school supervision implemented in schools; (7) the distance between target school and school supervisor's office (local PEO/ DEO) and (8) the limited transportation facilities for school supervision [10], [11].

### IV. INTERNATIONAL AND LOCAL APPROACHES IN SCHOOL SUPERVISION: AN EXAMPLE

These approaches acknowledge the planning to date by the Special Regions Committee. These approaches recognize the geographical isolation of the Special Regions as well as the significant budget challenges faced by the School Supervisor, the distances to schools and the transport challenges, and the lack of infrastructure to support a quality supervision process.

They emphasize that ICT in education has a multiplier effect throughout the education system, by enhancing learning and providing students with new sets of skills; by reaching students with poor or no access (especially those in rural and remote regions); by facilitating and improving the training of teachers; and by minimizing costs associated with the delivery of traditional instruction.

Beyond sub-regional differences, the internal digital divide of developing countries has also increased significantly as urban centers quickly adopt ICT while it remains out of reach for rural and remote regions. Bearing these caveats in mind, ICT in education in Asia can be viewed from two very different perspectives. The first reflects a development discourse that stresses the role of ICT in eliminating the digital divide by reaching the unreached and providing support to those who cannot access essential infrastructure, trained teachers and other quality educational

resources. The second perspective adheres to an e-learning paradigm and is a response to the emerging knowledge society where ways of teaching and learning are evolving at a rapid pace to foster learner-centric educational environments, which encourage collaboration, knowledge creation and knowledge sharing. While countries are admittedly at different stages of integrating ICT in education, ultimately both perspectives will be increasingly relevant for countries in Asia.

The following is a summary of approaches that have been applied by other countries, as well as in Indonesia, that may be applicable for school supervision in Indonesia's 3T or special regions. Information is provided on the approach, which countries it has been used in, whether it is used for managerial or academic supervision, and requirements for implementation.

#### A. Professional Learning Approaches

Professional learning is imperative in all professional organizations and vital in schools where school and student improvement policies and programs continue to be updated. Remote principals and staff meet the daily challenge of not only being isolated geographically but also having minimal access to regular electricity, and communication and information technologies [12], [13]. In countries that face such issues the following solutions have been implemented:

- Philippines: Microsoft has a project for rural areas where content and curriculum can be downloaded to a Windows phone and then played through a television or other device and reloaded when educators travel to a larger city.
- Indonesia: Microsoft has partnered with the Ministry of Education and Culture on the *e-Sabak* project for student textbooks. This currently includes using One Note to access information anywhere, anytime and load to One Drive when there is an opportunity to do so. This same project would enable professional learning programs to be loaded regularly to a school or teacher laptop and smartphone. Updates could be completed each time the Supervisor meets with the Principal allowing new material to be shared every three to four months.
- In Indonesia, Zenius has developed an online platform for teacher professional development. The platform provides a mix of free and paid content: <http://zeniusprestasi.com>.
- In Australia, apps are loaded onto smartphones that allow exemplars of:
  - Teacher and Principal standards
  - Curriculum implementation
  - Quality teaching processes
  - New policy implementations e.g. child safety
- In Australia, the Solomon Islands, Tonga and Indonesia television such as TV Edukasi is used to distribute professional content via satellite. TV-Edukasi (TV-e) broadcasts animated units of instruction focused on the primary curriculum. The e-dukasi.net Website offers forums, recommended

Websites, learning activities and exam-preparation resources for Indonesian secondary students. This tool could also be used to facilitate content for principals and teachers.

- In Australia, the Solomon Islands, Tonga, Fiji, and Vanuatu radio is used to distribute professional content.
- In many countries, PD on a Stick (USB) has been used and this could be transferred regularly by the School Supervisor or by mail or by drone.
- In Bangladesh – with support from the nongovernmental development organization, BRAC – introduced 17 mobile ICT laboratories containing laptop computers, cameras, multimedia projectors, etc. to cover 1,000 schools in remote areas [12]. BRAC introduced Multimedia Classrooms in secondary schools, using one laptop with an internet connection and a multimedia projector per classroom. This approach proved to be much more affordable than a full-fledged computer lab and thus economically more feasible.
- In Sri Lanka – through its Nensala Project, Sri Lanka established over 700 rural telecenters or "Nensalas", which are managed and supervised by the Nensala Community Development Task Force to build ICT skills and impart ICT education in school curricula [12].

#### B. Approach with Offsite Meetings with Principals

It is usual that the school year starts with the School Supervisor meeting with their school principals together at an agreed site for 2-3 days. This could be at the district education office, school cluster, or another agreed location. During this time new policy and practices are discussed, professional development is completed together, technologies are updated, data collections and evidence gathering timelines are established for the year, and individual meetings are completed as part of the Principal Appraisal process. This meeting time provides quality input for the first face to face school-based meeting.

These meetings could be held twice a year to (a) provide a network for principals in which to share practice; (b) disseminate Ministry of Education and Culture programs and policies; (c) fulfill supervision requirements particularly in regards to the National Education Standards and the Principal and Teacher Standards and (d) complete professional capacity building exercises coach principal supervisory practices establish formats for calendared online/offline meetings (e.g. for coaching, providing advice) when they return to school.

#### C. Approach with Using Data Collection and Analysis for School Improvement

In Indonesia data is currently collected through 31 instruments along with observations collected whilst at the school. The Committee has already identified that these data collections are entered generally on paper by the school and the Supervisor. The Supervisor then spends an extraordinary amount of time manually analyzing data into a report that is lodged with the local governing authority. The committee noted that this report is retained by the local governing



authority, is not shared with the Ministry of Education and Culture and is not acted upon. The report has no impact and is a redundant exercise.

In Australia and in a number of countries such data is loaded into a database that as its endpoint provides a single point of truth for the student, the principal, the teacher, and the supervisor. That means that any data collected about an individual is attributed back to that individual. This in time provides a cumulative record about each student, principal, teacher, and supervisor and provides agreed evidence on which to make judgments.

Technically data mining tools can be loaded as apps to the principal's laptop and downloaded when they come to the meetings twice a year. Data can also be uploaded when the School Supervisor visits the school. There is a backup server in the school. Cloud technologies should be considered. Alternatively are: (a) if data loads are required more regularly Drones can pick up and drop off memory sticks and materials up to 2 kilograms, or it can be sent by mail or via other school personnel visiting district centers, and (b) data can be stored offline until online capability is available as mentioned before.

This kind of transmission is seen as more helpful as in areas such as Papua where the Telkom's (Indonesian telecommunication) transmission capacity for the entire province is 20 Mbps—compared, say, with a typical OECD residential connection of 8 Mbps [12]. As a result of these factors, data transfer speeds on the internet are slow and of poor quality at all times, compared to international and even national norms, and in many instances make Web access impossible. By passing the network for such things as data transmission is seen as sensible enabling small opportunities for internet users to be used for other communication priorities.

#### *D. Use of Community to Monitor School Accountability and Performance as Supervision Approach*

KIAT GURU (*Kinerja dan Akuntabilitas Guru* - Teacher Accountability and Performance). The purpose of KIAT Guru (a TNP2K initiative) is to improve basic education service delivery and student learning outcomes in rural and remote areas. As this is a complex endeavor influenced by myriad factors, experimentation, adaptation, and learning were essential to developing and scaling up appropriate solutions. TNP2K (National Team for Acceleration of Poverty Reduction) is an institution established to coordinate the acceleration of poverty reduction across sectors and stakeholders. Established by the Decree of the President of the Republic of Indonesia Number 15/ 2010, TNP2K sits under the Secretariat Office of the Vice President of the Republic of Indonesia. To this end, KIAT Guru implemented several interventions that combine the following two mechanisms: Community Empowerment Mechanism (CEM), which provides community members with an explicit role to monitor and evaluate teacher service performance, and to ensure teacher accountability; and Pay for Performance Mechanism (PPM), which tie payment of special allowance with availability and/or quality of teacher service delivery.

TNP2K partnered with the Ministry of Education and Culture and the district governments of Ketapang (West Kalimantan), Kaimana (West Papua) and Keerom (Papua).

The Pre-Pilot Phase developed, tested and improved two main implementation mechanisms and five evaluation instruments, with inputs from stakeholders at different stages. This phase was conducted between March and October 2015.

In order to send information and reports to and from remote villages to the district and/or national offices, and to collect, store and manage them, several alternatives were considered, particularly for areas with no or unstable telecommunication signal. At the beginning of the design, the use of the following interconnectivity and devices were considered according to the following priority: (1) in villages where there are Wi-Fi/ 3G signal, transfer of information and report to be managed using mobile-phone; (2) where there is a telecommunication signal, transfer of information in SMS to be managed using a mobile phone; (3) where there is no telecommunication signal, transfer to be conducted through Single Side Band (SSB) radio or other locally utilized telecommunication; (4) at the worst case scenario, sub-district facilitators to collect the information through USB, compile it in his/her laptop and send the information when they find the connection, and (5) at the very remote area there is option to provide portable and Fixed Satellite.

TNP2K developed, implemented, and revised four innovative mechanisms and instruments to support the interventions and evaluations, with inputs from stakeholders. They included: (a) Government regulations to enable community input and evaluation of education service delivery and payment of APBD teacher allowances based on performance; (b) KIAT Kamera, a tampered-proof Android-based application that provides accurate data of daily teacher attendance; (c) Community Score Card (CSC) that specifies between 5 to 8 indicators of education service availability and quality; and (d) Student Learning Assessment instruments, consisting of simple diagnostic and evaluation instruments for basic literacy and numeracy, which place student's level of competency along a continuum based on 2006 national curriculum.

In relation to staff attendance, a Manual Absence Form (MAF) was utilized, as mandated by the district governments and attendance was recorded on a daily basis using KIAT Kamera, a tampered-proof Android-based camera application. At the end of each month, the community representatives filled out School providers' Presence Verification Form (SPVF) that crossed checked the results from KIAT Kamera against MAF. The MAF is also needed to encounter possible malfunctioning of KIAT Kamera. For evaluating the quality of service indicators, the community representatives were informed with a few means to monitor teacher service performance: by interviewing students, by conducting direct observations, or by checking on written documents. Their evaluations were recorded into the CSC on a monthly basis.

Evidence from the pilot showed that teacher presence in the classroom and student learning outcomes in 31 participating schools improved. In addition, surveys conducted by PSKK-UGM (*Pusat Studi Kebijakan dan Kependudukan-Universitas Gadjah Mada*) indicated that teacher presence in classrooms has increased from 48.5% to 60.1% in Keerom and Ketapang. In 31 participating schools, learning outcomes in basic literacy indicated that more students achieved grade level competencies, with an increase from 16.9% to 35.3%. Student illiteracy had decreased from

27.9% to 12.7%. In basic numeracy, more students achieved grade level competencies, with an increase from 6.2% to 22.2%. Student innumeracy had decreased from 5.7% to 1%. The Pre-Pilot Phase found that communities need to have sufficient willingness to participate in improving education service delivery [14].

Based on the KIAT Guru Pre Pilot, Ministry of Education and Culture has requested KIAT Guru to be scaled up to a Pilot Phase to provide evidence-based policy recommendations for the most effective implementation options to improve basic education service delivery in rural and remote areas. KIAT Guru Pilot Phase will be implemented in 200 rural and remote villages in five districts starting in mid-2016 until December 2017.

#### E. Approach to Scheduling Visits of Schools to Target Schools/Teachers in Most Need of Improvement

A report provided to the Zanzibar Ministry of Education and Vocational Training recommended a program of school supervision using a two-phased approach to implementation [15]. The Solomon Islands Ministry is also exploring a two-phase approach with the first phase to embed and pilot the new supervision model, and the second phase to move to full implementation [16].

The first phase proposed in Zanzibar reflects the processes already embedded in Indonesia. The development of legislation specifying the tasks and roles of the school supervisor, how the school supervisor evaluates schools, which supervision standards they include in their work, which consequences or follow-up are related to their work and which budget is guaranteed to perform these duties have been implemented [15]. The first phase also proposed training for school supervisors on how to objectively evaluate the quality of teaching and learning in schools, how to provide effective feedback and how to store and analyze data on quality of schools to evaluate trends in specific quality areas over a longer period of time. They also identified the need for an effective feedback and reporting mechanism in which supervision feedback is differentiated and provided to different stakeholders and followed up in repeated supervision visit.

The second phase proposed differentiated scheduling of visits to schools to target schools and teachers most in need of improvement, as follows: (1) scheduling visits to schools. An effective schedule of supervision visits targets the schools that are most in need of improvement and provides information to the actors in these schools that are in charge of implementing these improvements. The supervisor develops a schedule of regular supervision visits to generate a database of school quality. This database is used to target customized supervision visits to failing schools in which specific standards are evaluated. (2) Scheduling of visits of individual teachers: observations of teachers during school visits need to be scheduled in such a way to provide an assessment of the quality of teaching on the school level as well as provide assessments of (some) individual teachers. The first assessment modus of the quality of teaching of the school requires the selection of a representative sample of teachers, while the second modus could also target specific teachers (e.g. new teachers, teachers who want to be promoted to principals or section leaders, or teachers who have been identified as failing in previous visits).

In scheduling a visit to schools, the school supervisor of education needs to have an overview of the teachers in the school according to subject, experience, prior performance of teachers, and potential career development wishes of teachers to prepare a smart schedule of which teachers to observe that meets both selection criteria. (3) Use of consequences (and reward) to encourage change: Each supervision visit should have clear consequences for schools and teachers to promote impact of supervisions. Schools and teachers who perform well should be rewarded and appreciated. Rewards can include a certificate of appreciation/reward for schools and/or teachers and outstanding performance should be awarded through additional increments to teachers' and principals' salaries.

Consequences to address failure in schools should follow an 'intervention pyramid' where the first assessment of failure leads to support, advice and additional monitoring. Also, the principal needs to address how he/she will improve any shortcomings in the school's development plan. In case the failure persists, more severe sanctions will be enacted. These may include withholding an annual increment on teachers' and/or principal' salaries. Such consequences should only be enacted when the failure is attributable to the school/teachers, and not for example to factors outside of the school's/teacher's control (e.g. lack of textbooks or lack of teachers). (4) Feedback: use information from regular supervision visits to publish an annual supervision report on the state of education for Ministry of Education and Culture as well as individual school reports.

#### V. CONCLUSION

This paper presents some examples of school supervision models used in other countries that could adapt and/or adapt to improve the effectiveness of school supervision in remote (*terpencil*) and disadvantaged (*tertinggal*) schools, and those schools lying on and near Indonesia's borders (*terdepan/terluar*). These are known as 3T areas. The review has considered a range of national and international examples. The review assessed country reports and various literature evaluations of school supervision from Australia, Bangladesh, the Philippines, the Solomon Islands, Sri Lanka, and Zanzibar as well as Indonesia. In reviewing the policies and practices from other countries it became quickly apparent that many are on the same learning journey as Indonesia and that Indonesian supervision policies and guidelines were comparable with many of these countries.

#### REFERENCES

- [1] B. P. Statistik and U. Bappenas, "Proyeksi Penduduk Indonesia 2010-2035," *Jkt. Badan Pus. Stat.*, pp. 1-472, 2013.
- [2] R. Indonesia, "Peraturan Presiden Nomor 131 Tahun 2015 tentang Penetapan Daerah Tertinggal Tahun 2015-2019," *Sekr. Kab. RI Jkt.*, 2015.
- [3] J. Widodo and J. Kalla, "Jalan Perubahan untuk Indonesia Yang Berdaulat," *Mandiri Dan Berkepribadian-Visi Misi Dan Program Aksi*, 2014.
- [4] R. I. Kemendikbud and R. I. Kemenag, *Pengembangan Keprofesian Berkelanjutan Kepala Sekolah/Madrasah*. Jakarta: Pusat Pengembangan Tenaga Kependidikan, Badan PSDMPK dan PMP, 2014.
- [5] N. Sudjana, "Pengawas dan Kepengawasan: Memahami Tugas Pokok, Fungsi, Peran dan Tanggung Jawab Pengawas Sekolah," *Bekasi Binamitra Publ.*, 2012.
- [6] D. T. Kependidikan, *Panduan Pelaksanaan Tugas Pengawas Sekolah*. Madrasah, 2009.



- [7] P. R. Indonesia, "Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional," *Jkt. Pemerintah Repub. Indones.*, 2003.
- [8] I. L. Lubis, "Implementasi kebijakan beban kerja pengawas sma di kabupaten padang lawas (studi tentang kebijakan Permenpan RB no. 21 tahun 2010 pasal 6 tentang beban kerja pengawas)," PhD Thesis, UNIMED, 2016.
- [9] M. C. Ehren, H. Altrichter, G. McNamara, and J. O'Hara, "Impact of school inspections on improvement of schools—describing assumptions on causal mechanisms in six European countries," *Educ. Assess. Eval. Account.*, vol. 25, no. 1, pp. 3–43, 2013.
- [10] K. P. Indonesia, "Laporan Akuntabilitas Kinerja Kementerian Pendidikan dan Kebudayaan 2015," 2016.
- [11] A. R. Baswedan, "Gawat darurat pendidikan di Indonesia," in *The Emergency of Indonesian Education: A paper delivered at the meeting between Ministry and Head of Education Offices Indonesia-wide in Jakarta, on December, 2014*, vol. 1.
- [12] O. Publishing, *OECD science, technology and industry outlook 2010*. OECD Pub., 2010.
- [13] W. B. Group, *World development indicators 2014*. World Bank Publications, 2014.
- [14] A. Dwiyanto, *Teladan dan pantangan dalam penyelenggaraan pemerintahan dan otonomi daerah*. Pusat Studi Kependudukan dan Kebijakan, Universitas Gadjah Mada, 2003.
- [15] A. S. Suleiman, Y. Yat, and I. Iddrisu, "Education Policy Implementation: A Mechanism for Enhancing Primary Education Development in Zanzibar," *Open J. Soc. Sci.*, vol. 5, no. 3, p. 172, 2017.
- [16] H. Pillay, S. Carrington, J. Duke, M. Tones, S. Chandra, and J. Heeraman, *Mobilising school and community engagement to implement disability-inclusive education through action research: Fiji, Samoa, Solomon Islands and Vanuatu*. Queensland University of Technology, 2015.



# **Review on Effective School Supervision Practice in Remote/Disadvantage Area: A national and international Perspective**

By:

**Ikhfan Haris<sup>1</sup>, Fory A. Naway<sup>2</sup>, Wiwy Triyanty Pulukadang<sup>3</sup>,**  
<sup>1, 2 & 3</sup> *Faculty of Education, Universitas Negeri Gorontalo, Indonesia*  
Email for correspondence: [ifanharis@ung.ac.id](mailto:ifanharis@ung.ac.id)

School supervisors have an important role to play in supporting principals and teachers to improve the quality of education delivered in schools, and in strengthening the capacity of principals and teachers to deliver on this goal.

In '3T' (*Tertinggal, Terdepan, dan Terluar*) areas extremes of geography and lower levels of financial and human resource capacity are preventing effective supervision occurring. Schools in remote and in the outermost areas may only receive one supervision visit per year – if at all. To reduce disparity between '3T' areas and the rest of Indonesia is to be achieved, the school supervisor function (as one key input to better schools) needs to be performing much more effectively than it is currently.

The main objective of this research is establishing an effective supervision model for school supervision in special regions (3T) in Indonesia. By establishing the model, this research can be benefit and useful contributing in: (1) improving the quality of education service in special regions through effective and efficient supervision upon the delivery of education for each educational unit (school) according to the eight National Education Standards (NES) and (2) assuring the education deliveries/practices in special regions happen according to the Indonesian national laws and regulations.

This paper is dealing with a review on effective supervision model for school supervision in remote/disadvantage area in national and international perspectives. The paper will be focused on the approaches that have been applied by other countries, as well as in Indonesia, that may be applicable for school supervision in Indonesia's 3T or special regions. In addition, the paper will examine and provide information on approaches to school supervision for remote, disadvantaged and border/outlying areas utilized in other countries and it may be adopted or adapted to the unique environment in the '3T' areas in Indonesia.

**Keywords:** *Effective; Model; Supervision; Education; School; Special Regions (3T)*

## **1. Introduction**

One of the Indonesian nation's development orientations is development of special regions (Bappenas, 2016). Special regions are part of priority areas categorized as regions which are underdeveloped, remote, and in outer/frontier (*daerah 3T*). 3T is abbreviated from *Tertinggal, Terdepan, dan Terluar*, literally means; the Frontier, Outermost and Disadvantaged Area). Areas classified as remote (*terpencil*), disadvantaged (*tertinggal*) and on Indonesia's borders or outlying (*terdepan/terluar*); as per Presidential Regulation No. 131/2015.

This development orientation is stated in the government's National Priority Agenda (Widodo & Kalla, 2014) i.e. to develop Indonesia from the suburban areas by

strengthening regions and villages within the Republic of Indonesia. This is part of the equal national development pride (Direktorat Jenderal Pembangunan Daerah Tertinggal, 2016). For that, all development sectors must be integrated to improve public welfare and prosperity, especially in the 3T regions related to education sector.

Education development is included in one of the development sector in special regions that should be developed and managed contextually, according to the 3T region situation and condition (Kemendikbud, 2016). Education quality improvement in each educational unit in the special regions, both massively and organizationally, is focused on the role of the principal. The principal is a teacher with additional tasks in a principal position. This means, aside from teaching tasks, the person also bears tasks as a school leader. On the other hand, development among schools is largely done by the school supervisory function (Bejo, 2016; Kemendikbud, 2012).

The school supervisor is part of the overall educational personnel that is strategically positioned in national education quality improvement (Sudjana et.al, 2011). To achieve its main task, the school supervisor must be equipped with personal competencies such as managerial and academic supervision, education evaluation, research and development and social capabilities (Kemendikbud, 2007).

In Indonesia, the problem of education in special regions is more complex than that in other advantage areas, among them shown by the data of school accessibility by student or disparity/education equality (BPS, 2016).

This paper provides information on approaches to school supervision for remote, disadvantaged and border/outlying areas utilised in other countries and in Indonesia that may be adopted or adapted to the unique environment in the '3T' areas.

## **2. School supervision: Current roles and implementation**

School supervisors have an important role to play in supporting principals and teachers to improve the quality of education delivered in Indonesia's schools, and in strengthening the capacity of principals and teachers to deliver on this goal.

In Indonesia's "3T" areas" extremes of geography and lower levels of financial and human resource capacity are preventing effective supervision occurring. 3T' areas is areas classified as remote (*terpencil*), disadvantaged (*tertinggal*) and on Indonesia's borders or outlying (*terdepan/terluar*); as per Presidential Regulation No. 131/2015. Schools in remote and in the outermost areas may only receive one supervision visit per year – if at all. But if the Ministry's aim to reduce disparity between '3T' areas and the rest of Indonesia is to be achieved, the school supervisor function (as one key input to better schools) needs to be performing much more effectively than it is currently.

Education supervision is a strategic process that assures quality education for all Indonesian students. With the support of the School Supervisor, the school principal, teachers and community ensure students develop to their full potential to become faithful religious citizens who believe in God Almighty. Students graduating will be healthy, educated, skilled, creative, and independent citizens who are democratic, accountable, and possess noble intentions that embrace the cultural systems of their tribe (Law No. 20/2003, Article 3). Through the process of formative supervision, educational organisations including schools commit to contributing to bringing the nation to its ideology through the achievement of the eight (8) education national standards.

School Supervisors are responsible for reviewing principal and teacher performance, student academic and wellbeing outcomes, curriculum implementation approaches, financial and administrative management, maintenance of buildings, the health of the learning and work environment, and adequate resourcing of the school. They will evaluate and make judgments referencing MoEC policy and direction, the National Education Standards, the National Education Minimum Standards, and the National Principal and Teacher Standards. They will use the MoEC guidelines for Principal and Teacher Appraisal in making judgments about overall performance, as well as the principal and individual teacher's impact on school improvement and student improvement annually.

The School Supervisor will analyse data and review evidence to ensure their judgments and those of the school principal, teachers and community members are transparent and in line with public accountability principles (No. 21/2010 Article 188 point 1 & 2). With the support of the community they will provide constructive feedback and formal recommendations to the appropriate local governing bodies and Divisions (Law No. 20/2013 Sisdiknas Article 66). The School Supervisor is responsible for providing leadership and guidance to the school principal, teachers and community members, and delivering professional learning programs in regards to MoEC and school priorities.

The Principal is responsible for leading the academic program and management of the school. They liaise with the School Supervisor, their staff and community to ensure rigour, transparency and quality school and student outcomes (Permenpan RB 21/2010; Permendikbud 143/2014; Joint Regulation by Mendiknas and Head of BKN 01/111/PB/2011, No. 6/2011; Perpres 131/2015, Permendikbud 34/2012). They are responsible for school supervision program plans, implementation and evaluation. Supervision is conducted collaboratively through face to face meetings, observation and the through the gathering of evidence to inform judgement.

The Principal is responsible for leading the management of the school through the development of the school plan with reference to the Minimum Service Standards, National Education Standards, and the National Principal and Teacher Standards.

### **3. Supervision of Schools**

School supervision leads to improved teaching and learning via two intermediate mechanisms: (1) Setting expectations for schools and stakeholders. Research (Gustafsson et al, in prep) shows that supervision criteria and procedures influence schools and their stakeholders to align their views/beliefs and expectations of what constitutes good education to the standards in the supervision framework. Schools and stakeholders are expected to use these standards in their daily management of, and or activities in the school, and (2) Schools and stakeholders accepting supervision feedback. Schools align their education to the standards they failed to meet during the latest supervision visit as outlined in supervision feedback. Schools use supervision feedback when conducting self-evaluations and when taking improvement actions. Likewise, stakeholders are expected to use the supervision feedback (as publicly reported) to take actions that will motivate the school to improve.

These two intermediate mechanisms can improve the self-evaluations of schools; building schools' capacity to improve that in turn will lead to more effective teaching and learning conditions. Likewise, improvement actions will (when successfully implemented) lead to more effective school and teaching conditions. In turn this process, should, logically, result in higher student achievement.

A review conducted by MoNE in 2015 regarding school supervisors in special regions (3T) identified several issues, among others: (1) lack of capacity building for units of education by the school supervisor; (2) lack of school supervisor visits to target schools due to geographical and infrastructure obstacles, such as the surrounding terrain, distant school location, and limited transportation; and (3) lack of operational funds to implement supervisory tasks in the special regions. In addition, the review also identified causes for supervision problems in the special regions, such as (1) number of school supervisors is less compared to the number of target schools which will supervise by supervisor; (2) the education background and work experience of supervisor do not match the main tasks of a school supervisor; (3) the local Provincial/ District Education Office (PEO/ DEO) offers not enough opportunity to train and build the competency of school supervisors; (4) lack of operational funding for school supervision; (5) lack of monitoring on Minimum Service Standard (MSS) for the implementation of school supervision by the central and local government; (6) lack of community/ school committee involvement in supporting the school supervision

implemented in schools; (7) the distance between target school and school supervisor's office (local PEO/ DEO) and (8) the limited transportation facilities for school supervision (MoNE, 2015).

#### **4. International and local approaches in School Supervision: An example**

These approaches acknowledge the planning to date by the Special Regions Committee. These approaches recognise the geographical isolation of the Special Regions as well as the significant budget challenges faced by the School Supervisor, the distances to schools and the transport challenges, and the lack of infrastructure to support a quality supervision process.

They emphasise that ICT in education has a multiplier effect throughout the education system, by enhancing learning and providing students with new sets of skills; by reaching students with poor or no access (especially those in rural and remote regions); by facilitating and improving the training of teachers; and by minimising costs associated with the delivery of traditional instruction.

Beyond sub-regional differences, the internal digital divide of developing countries has also increased significantly as urban centres quickly adopt ICT while it remains out of reach for rural and remote regions. Bearing these caveats in mind, ICT in education in Asia can be viewed from two very different perspectives. The first reflects a development discourse that stresses the role of ICT in eliminating the digital divide by reaching the unreached and providing support to those who cannot access essential infrastructure, trained teachers and other quality educational resources. The second perspective adheres to an e-learning paradigm and is a response to the emerging knowledge society where ways of teaching and learning are evolving at a rapid pace to foster learner-centric educational environments, which encourage collaboration, knowledge creation and knowledge sharing. While countries are admittedly at different stages of integrating ICT in education, ultimately both perspectives will be increasingly relevant for countries in Asia.

The following is a summary of approaches that have been applied by other countries, as well as in Indonesia, that may be applicable for school supervision in Indonesia's 3T or special regions. Information is provided on the approach, which countries it has been used in, whether it is used for managerial or academic supervision, and requirements for implementation.

#### **Professional learning approaches**

Professional learning is imperative in all professional organisations and vital in schools where school and student improvement policies and programs continue to be

updated. Remote principals and staff meet the daily challenge of not only being isolated geographically but also having minimal access to regular electricity, and communication and information technologies. In counties that face such issues the following solutions have been implemented:

- Philippines: Microsoft have a project for rural areas where content and curriculum can be downloaded to a Windows phone and then played through a television or other device and reloaded when educators travel to a larger city
- Indonesia: Microsoft has partnered with MoEC on the E-Sabak project for student textbooks. This currently includes using OneNote to access information anywhere, anytime and load to OneDrive when there is an opportunity to do so. This same project would enable professional learning programs to be loaded regularly to a school or teacher laptop and smart phone. Updates could be completed each time the Supervisor meets with the Principal allowing new material to be shared every three to four months.
- In Indonesia, Zenius has developed an online platform for teacher professional development. The platform provides a mix of free and paid content: <http://zeniusprestasi.com>
- In Australia apps are loaded to smart phones that allow exemplars of:
  - Teacher and Principal standards
  - Curriculum implementation
  - Quality teaching processes
  - New policy implementations e.g. child safety
- In Australia, the Solomon Islands, Tonga and Indonesia television such as TV Edukasi is used to distribute professional content via satellite. TV-Edukasi (TV-e) broadcasts animated units of instruction focused on the primary curriculum. The e-dukasi.net Web site offers forums, recommended Web sites, learning activities and exam-preparation resources for Indonesian secondary students. This tool could also be used to facilitate content for principals and teachers.
- In Australia, the Solomon Islands, Tonga, Fiji and Vanuatu radio is used to distribute professional content
- In many countries PD on a Stick (USB) has been used and this could be transferred regularly by the School Supervisor or by mail or by drone.
- In Bangladesh – with support from the nongovernmental development organization, BRAC – introduced 17 mobile ICT laboratories containing laptop computers, cameras, multimedia projectors, etc. to cover 1,000 schools in remote areas (World Bank, 2010). BRAC introduced Multimedia Classrooms in secondary schools, using one laptop with internet connection and a multimedia

projector per classroom. This approach proved to be much more affordable than a full-fledged computer lab and thus economically more feasible.

In Sri Lanka – through its Nensala Project, Sri Lanka established over 700 rural tele-centres or “Nensalas”, which are managed and supervised by the Nensala Community Development Task Force to build ICT skills and impart ICT education in school curricula (Nensala, 2013; World Bank, 2010).

### **Approach with offsite meetings with Principals**

It is usual that the school year starts with the School Supervisor meeting with their school principals together at an agreed site for 2-3 days. This could be at the district education office, school cluster, or another agreed location. During this time new policy and practices are discussed, professional development is completed together, technologies are updated, data collections and evidence gathering timelines are established for the year, and individual meetings are completed as part of the Principal Appraisal process. This meeting time provide quality input for the first face to face school based meeting.

These meetings could be held twice a year to: (a) provide a network for principals in which to share practice; (b) disseminate MoEC programs and policies; (c) fulfill supervision requirements particularly in regards to the National Education Standards and the Principal and Teacher Standards and (d) complete professional capacity building exercises coach principal supervisory practices establish formats for calendared online/offline meetings (e.g. for coaching, providing advice) when they return to school.

### **Approach with using data collection and analysis for school improvement**

In Indonesia data is currently collected through 31 instruments along with observations collected whilst at the school. The Committee has already identified that these data collections are entered generally on paper by the school and the Supervisor. The Supervisor then spends an extraordinary amount of time manually analysing data into a report that is lodged with the local governing authority. The Committee noted that this report is retained by the local governing authority, is not shared with MoEC and is not acted upon. The report has no impact and is a redundant exercise.

In Australia and in a number of countries such data is loaded into a database that as its end point provides a single point of truth for the student, the principal, the teacher, and the supervisor. That means that any data collected about an individual is attributed back to that individual. This in time provides a cumulative record about each

student, principal, teacher, and supervisor and provides agreed evidence on which to make judgements.

Technically data mining tools can be loaded as apps to the principal's laptop and downloaded when they come to the meetings twice a year. Data can also be uploaded when the School Supervisor visits the school. There is a backup server in the school. Cloud technologies should be considered. Alternatively are: (a) if data loads are required more regularly Drones can pick up and drop off memory sticks and materials up to 2 kilograms, or it can be sent by mail or via other school personnel visiting district centres, and (b) data can be stored offline until online capability is available as mentioned in point 1.

This kind of transmission is seen as more helpful as in areas such as Papua where the Telkom's (Indonesian telecommunication) transmission capacity for the entire province is 20 Mbps— compared, say, with a typical OECD residential connection of 8 Mbps (2010 data). As a result of these factors, data transfer speeds on the Internet are slow and of poor quality at all times, compared to international and even national norms, and in many instances make Web access impossible.

By passing the network for such things as data transmission is seen as sensible enabling small opportunities for internet use to be used for other communication priorities.

### **Use of community to monitor school accountability and performance as supervision approach**

KIAT GURU (*Kinerja dan Akuntabilitas Guru* - Teacher Accountability and Performance). The purpose of KIAT Guru (a TNP2K initiative) is to improve basic education service delivery and student learning outcomes in rural and remote areas. As this is a complex endeavour influenced by myriad factors, experimentation, adaptation, and learning were essential to developing and scaling up appropriate solutions. TNP2K (National Team for Acceleration of Poverty Reduction) is an institution established to coordinate the acceleration of poverty reduction across sectors and stakeholders. Established by the Decree of the President of the Republic of Indonesia Number 15/2010, TNP2K sits under the Secretariat Office of the Vice President of the Republic of Indonesia. To this end, KIAT Guru implemented several interventions that combine the following two mechanisms: Community Empowerment Mechanism (CEM), which provides community members with an explicit role to monitor and evaluate teacher service performance, and to ensure teacher accountability; and Pay for Performance Mechanism (PPM), which tie payment of special allowance with availability and/or quality of teacher service delivery



TNP2K partnered with the Ministry of Education and Culture (MoEC) and the district governments of Ketapang (West Kalimantan), Kaimana (West Papua) and Keerom (Papua). The Pre-Pilot Phase developed, tested and improved two main implementation mechanisms and five evaluation instruments, with inputs from stakeholders at different stages. This phase was conducted between March and October 2015.

In order to send information and reports to and from remote villages to district and/ or national offices, and to collect, store and manage them, several alternatives were considered, particularly for areas with no or unstable telecommunication signal. At the beginning of the design, the use of the following interconnectivity and devices were considered according to the following priority: (1) in villages where there are Wi-Fi/ 3G signal, transfer of information and report to be managed using mobile-phone; (2) where there is telecommunication signal, transfer of information in SMS to be managed using mobile phone; (3) where there is no telecommunication signal, transfer to be conducted through Single Side Band (SSB) radio or other locally utilized telecommunication; (4) at the worst case scenario, sub-district facilitators to collect the information through USB, compile it in his/her laptop and send the information when they find the connection, and (5) at the very remote area there are option to provide portable and Fixed Satellite.

TNP2K developed, implemented, and revised four innovative mechanisms and instruments to support the interventions and evaluations, with inputs from stakeholders. They included: (a) Government regulations to enable community input and evaluation of education service delivery and payment of APBD teacher allowances based on performance; (b) KIAT Kamera, a tampered-proof Android-based application that provides accurate data of daily teacher attendance; (c) Community Score Card (CSC) that specifies between 5 to 8 indicators of education service availability and quality; and (d) Student Learning Assessment instruments, consisting of simple diagnostic and evaluation instruments for basic literacy and numeracy, which place student's level of competency along a continuum based on 2006 national curriculum.

In relation to staff attendance a Manual Absence Form (MAF) was utilized, as mandated by the district governments and attendance was recorded on a daily basis using KIAT Kamera, a tampered-proof Android-based camera application. At the end of each month, the community representatives filled out School providers' Presence Verification Form (SPVF) that crossed checked the results from KIAT Kamera against MAF. The MAF is also needed to encounter possible malfunctioning of KIAT Kamera. For evaluating the quality of service indicators, the community representatives were informed with a few means to monitor teacher service performance: by interviewing

students, by conducting direct observations, or by checking on written documents. Their evaluations were recorded into the CSC on a monthly basis.

Evidence from the pilot showed that teacher presence in the classroom and student learning outcomes in 31 participating schools improved. In addition, surveys conducted by PSKK-UGM (Pusat Studi Kebijakan dan Kependudukan – Universitas Gadjah Mada) indicated that teacher presence in classrooms have increased from 48.5% to 60.1% in Keerom and Ketapang. In 31 participating schools, learning outcomes in basic literacy indicated that more students achieved grade level competencies, with an increase from 16.9% to 35.3%. Student illiteracy had decreased from 27.9% to 12.7%. In basic numeracy, more students achieved grade level competencies, with an increase from 6.2% to 22.2%. Student innumeracy had decreased from 5.7% to 1%. The Pre-Pilot Phase found that communities need to have sufficient willingness to participate in improving education service delivery.

Based on the KIAT Guru Pre Pilot, MoEC has requested KIAT Guru to be scaled up to a Pilot Phase to provide evidence-based policy recommendations for the most effective implementation options to improve basic education service delivery in rural and remote areas. KIAT Guru Pilot Phase will be implemented in 200 rural and remote villages in five districts starting in mid-2016 until December 2017.

### **Approach with scheduling visits of schools to target schools/teachers in most need of improvement**

A report provided to the Zanzibar Ministry of Education and Vocational Training recommended a program of school supervision using a two phased approach to implementation. The Solomon Islands Ministry is also exploring a two phase approach with the first phase to embed and pilot the new supervision model, and the second phase to move to full implementation.

The first phase proposed in Zanzibar reflects the processes already embedded in Indonesia. The development of legislation specifying the tasks and roles of the School Supervisor, how the School Supervisor evaluates schools, which supervision standards they include in their work, which consequences or follow-up are related to their work and which budget is guaranteed to perform these duties have been implemented. The first phase also proposed training for school supervisors on how to objectively evaluate the quality of teaching and learning in schools, how to provide effective feedback and how to store and analyse data on quality of schools to evaluate trends in specific quality areas over a longer period of time. They also identified the need for an effective feedback and reporting mechanism in which supervision feedback

is differentiated and provided to different stakeholders and followed up in repeated supervision visit.

The second phase proposed differentiated scheduling of visits to schools to target schools and teachers most in need of improvement, as follows: (1) *Scheduling visits to schools*: An effective schedule of supervision visits targets the schools that are most in need of improvement and provides information to the actors in these schools that are in charge of implementing these improvements. The supervisor develops a schedule of regular supervision visits to generate a database of school quality. This database is used to target customized supervision visits to failing schools in which specific standards are evaluated; (2)

*Scheduling of visits of individual teachers*: Observations of teachers during school visits need to be scheduled in such a way to provide an assessment of the quality of teaching on the school level as well as provide assessments of (some) individual teachers. . The first assessment modus of the quality of teaching of the school requires the selection of a representative sample of teachers, while the second modus could also target specific teachers (e.g. new teachers, teachers who want to be promoted to principals or section leaders, or teachers who have been identified as failing in previous visits). In scheduling a visit to schools, the School Supervisor of Education needs to have an overview of the teachers in the school according to subject, experience, prior performance of teachers, and potential career development wishes of teachers to prepare a smart schedule of which teachers to observe that meets both selection criteria; (3) *Use of consequences (and reward) to encourage change*: Each supervision visit should have clear consequences for schools and teachers to promote impact of supervisions. Schools and teachers who perform well should be rewarded and appreciated. Rewards can include a certificate of appreciation/reward for schools and/or teachers and outstanding performance should be awarded through additional increments to teachers' and principals' salaries.

Consequences to address failure in schools should follow an 'intervention pyramid' where the first assessment of failure leads to support, advice and additional monitoring. Also, the principal needs to address how he/she will improve any shortcomings in the school's development plan. In case the failure persists, more severe sanctions will be enacted. These may include withholding an annual increment on teachers' and/or Headteachers' salaries. Such consequences should only be enacted when the failure is attributable to the school/teachers, and not for example to factors outside of the school's/teacher's control (e.g. lack of textbooks or lack of teachers), and (4) *Feedback*: Use information from regular supervision visits to publish

an annual supervision report on the state of education for MoEC as well as individual school reports.

## Conclusion

This paper present some examples of school supervision models used in other countries that could adapt and/or adopt to improve the effectiveness of school supervision in remote (*terpencil*) and disadvantaged (*tertinggal*) schools, and those schools lying on and near Indonesia's borders (*terdepan/terluar*). These are known as 3T areas. The review has considered a range of national and international examples. The review assessed country reports and various literature evaluations of school supervision from Australia, Bangladesh, the Philippines, the Solomon Islands, Srilanka and Zanzibar as well as Indonesia.

In reviewing the policies and practices from other countries it became quickly apparent that many are on the same learning journey as Indonesia and that Indonesian supervision policies and guidelines were comparable with many of these countries.

## References

- Armana, Syamsul Bachri, Thalibb, and Darman Manda. (2016). *The effect of school supervisors competence and school principals competence on work motivation and performance of Junior High School teachers in Maros Regency, Indonesia*. International Journal of Environmental & Science Education. 2016, vol. 11, no.15, 7309-7317
- Beritaekspres.com. (2016). *Waduh...! Anggaran Disdik Triliunan, Tunjangan Pengawas Sekolah No.l.* URL. <http://www.beritaekspres.com/2016/02/18/anggaran-disdik-triliunan-tunjangan-pengawas-sekolah-tidak-ada/>. Retrieved: 29 October 2016,
- Coe, Robert, Cesare Aloisi, Steve Higgins and Lee Elliot Major. (2014). *What makes great teaching? Review of the underpinning research*. Center of Evaluation and Monitoring (CEM). Durham University. The Sutton Trust.
- Dewi, Selfi Kusuma. (2015). *Pengawasan Akademik Oleh Pengawas Sekolah Dasar Se-Kabupaten Bantul*. Skripsi. Universitas Negeri Yogyakarta. Yogyakarta.
- Gablinske, Patricia Brady. (2014). *A case study of student and teacher relationships and the effect on student learning*. Open Access Dissertations. Paper 266.
- Glickman, Carl D, Ross-Gordon, Jovita M. and Gordon, Stephen P. (1998). *Supervision and Instructional Leadership: A Developmental Approach*. 4th edition. Boston : Allyn and Bacon Published
- Hariri, H., Monypenny, R., Pridaux, M. (2012). *Principalship in an Indonesian school context: can principal decision-making styles significantly predict teacher job satisfaction?* School Leadership & Management: 32 (5), 453-471. DOI: 10.1080/13632434.2012.723617

Ihsanuddin, Ahmad. (2015). *Implementasi Supervisi Pengawas PAI Dalam Meningkatkan Kompetensi Pedagogik Guru PAI SD Di Kecamatan Berbah Sleman*. Tesis. Institut Agama Islam Negeri (IAIN) Surakarta

Ismail, Bruno. (2014). *Supervisi akademik pengawas sekolah dalam meningkatkan kualitas pembelajaran di daerah Terdepan, Terluar, dan Tertinggal (3T) (Studi multisitius pada UPTD Kecamatan Elar dan UPTD Kecamatan Borong, Kabupaten Manggarai Timur, (NTT)*. Tesis (Pasca Sarjana)-- Universitas Negeri Malang. Malang.

Jawas, U. (2014). *Instructional leadership in Indonesian school reform: local perceptions and practices*. Master Thesis: University of Canberra, 1. Retrieved from [http://www.canberra.edu.au/researchrepository/file/ded16a8c-1fb6-4b12-81d7-bf6eb7e5e4d4/1/full\\_text.pdf](http://www.canberra.edu.au/researchrepository/file/ded16a8c-1fb6-4b12-81d7-bf6eb7e5e4d4/1/full_text.pdf)

Karim. (2009) *Efektivitas Pelaksanaan Supervisi Pengawas Sekolah Dasar di Kecamatan Sei Bingai Kabupaten Langkat*. Masters thesis, Unpublished. Universitas Negeri Medan (UNIMED), Medan.  
140590

Kementerian Agama RI. (2014). *Pedoman Pembinaan Pengawas Madrasah dan Pengawas Pendidikan Agama Islam Pada Sekolah*, Direktorat Jenderal Pendidikan Agama Islam, Jakarta.

Keputusan Menteri Pendidikan dan Kebudayaan Nomor 020/U/1998 tentang *petunjuk teknis pelaksanaan jabatan fungsional pengawas sekolah dan angka kreditnya*. Kemendikbud, Jakarta, Indonesia.

Keputusan bersama Mendikbud nomor 03420/O/1996 dan Kepala Badan Administrasi Kepegawaian Negara nomor 38 tahun 1996 tentang *petunjuk pelaksanaan jabatan fungsional pengawas*. Kemendikbud, Jakarta, Indonesia.

Keputusan Menteri Pendayagunaan Aparatur Negara Nomor 118 tahun 1996 tentang *jabatan fungsional pengawas dan angka kreditnya*. Menteri Pendayagunaan Aparatur Negara

Kementrian Pendidikan Nasional. (2010). *Pedoman Pelatihan Penguatan Kemampuan Pengawas Sekolah, Kompetensi Supervisi Akademik, Direktorat Tenaga Kependidikan, Direktorat Jenderal, Peningkatan Mutu Pendidik dan Tenaga Kependidikan, Jakarta*.

Keputusan Presiden Republik Indonesia Nomor 87 Tahun 1999 Tentang *Rumpun Jabatan Fungsional Pegawai Negeri Sipil*. Sekertaris Negara, Jakarta, Indonesia

Mae Chu Chang, et. al. (2013). *Teacher Reform in Indonesia: The Role of Politics and Evidence in Policy Making*. World Bank Publications

Mayasari, Nova. (2013). *Pembinaan Guru Oleh Pengawas Sekolah Dasar Melalui Supervisi akademik (Studi Deskriptif Kualitatif Di Sekolah Dasar Negeri 02 Kabupaten Kepahiang)*. Tesis, Universitas Negeri Bengkulu

Media Indonesia. (2016). *Rekrutmen Pengawas Sekolah belum Ideal*. <http://mediaindonesia.com/news/read/60029/rekrutmen-pengawas-sekolah-belum-ideal/2016-08-05> Accessed on 5 December 2016

Ministry of National Education (MoNE), (2016). *Guideline for school supervision in special regions*. Directorate for Basic and Secondary Education and Personnel Development, Directorate General for Teacher and Education Personnel, Jakarta.

Ministry of National Education (MoNE). (2013). *Regulation of Ministry of National Education on Managing of Special Services of Education*. Ministry of National Education, Jakarta.

Neagley, R. L., & Evans, N. D. (1980). *Handbook for effective supervision of instruction*. Englewood Cliffs, NJ: Prentice-Hall.

Novrita, Dewi. (2014). *Maksimalisasi Peran Pengawas Sekolah Menengah Atas Dalam Meningkatkan Profesionalisme Guru PAI. Studi Kasus pada Kementerian Agama di Kota Jayapura, Papua*. Jabal Hikmah Vol.3 No.1, Januari 2014 . Sekolah Tinggi Agama Islam Negeri (STAIN) Al Fatah Jayapura Papua

Nurdin. (2012). *Inovasi Supervisi: Model-Model Pengawasan*. URL: <http://pengawassekolahaceh.blogspot.co.id/2012/09/inovasi-supervisi.html>. Accessed on 12 November 2016.

OECD. (2015). *Reviews of National Policies for Education in Indonesia Rising to the Challenge: Rising to the Challenge*. OECD, Asian Development Bank. OECD Publishing

Oliva, P. F. (1993). *Supervision for today's schools (4th ed.)*. New York: Longman

Pemerintah Daerah Kabupaten Sikka. (2005). *Peraturan Bupati Sikka Nomor 5 Tahun 2005 tentang Pedoman Pelaksanaan Seleksi Penerimaan Calon Pengawas Sekolah Taman Kanak-Kanak, Sekolah Dasar/Madrasah Ibtidayah dan Bimbingan dan Konseling di lingkungan Pemerintah Kabupaten Sikka*. Bagian Hukum Pemerintah Daerah Kabupaten Sikka, Maumere.

Permendiknas Nomor 12 tahun 2007 tentang *Standar Pengawas Sekolah/Madrasah*. Kemdiknas, Jakarta, Indonesia

Permendiknas Nomor 28 Tahun 2010 tentang *penugasan Guru sebagai Kepala Sekolah*. Kemdiknas, Jakarta, Indonesia

Purwanto, M. Ngalim (2009). *Administrasi dan Supervisi Pendidikan*. PT. Remaja Rosdakarya Bandung.

Raihani. (2008). *An Indonesian model of successful school leadership*. Journal of Educational Administration 46 (4), 481- 496. Retrieved from <http://www.emeraldinsight.com/doi/pdfplus/10.1108/09578230810882018>

Republic of Indonesia. (2008). *Government Regulation Number 74 of 2008 on Teacher*. Indonesian National Regulation, Jakarta

Sagala, Saiful. 2010. *Supervisi Pendidikan dalam Profesi Pendidikan*. Penerbit Alfabeta. Bandung.

Sofo, F., Fitzgerald R., Jawas, U. (2012). *Instructional leadership in Indonesian school reform: overcoming the problems to move forward*. School Leader-ship & Management. Vol. 32, 503-522. Retrieved from <http://eric.ed.gov/?id=EJ985919>

Suhardan, H .Dadang. (2006). *Supervisi Bantuan Profesional*. Mutiara Ilmu.

Surya, Priadi. (2011). *Profesionalisasi Pengawas Pendidikan dalam Konteks Otonomi Daerah*. Jurnal Aspirasi Vol. 2. No. 2, Desember 2011. Pusat Pengkajian, Pengolahan dan Informasi Sekretariat Jenderal Dewan Perwakilan Rakyat Republik Indonesia.

Sutoyo, Arif Rahman, Irsan. (2017). *Needs Assessment of Senior High School (SMA) Supervisors of Jambi Province*. *IOSR Journal of Research & Method in Education (IOSR-JRME)* e-ISSN: 2320-7388,p-ISSN: 2320-737X Volume 7, Issue 5 Ver. II (Sep. – Oct. 2017), pp 80-83 DOI: 10.9790/7388-0705028083

Syahbani. (2010). *Analisis Kinerja Pengawas Sekolah Dasar dalam Meningkatkan Kualitas Pendidikan Di Kota Dumai*. Dissertation. Unpublished. Program Pascasarjana Universitas Islam Negeri. Sultan Syarif Kasim Riau. Pekanbaru

The Education Sector Analytical and Capacity Development Partnership (ACDP). 2016. *Selection of Supervisors Tend to be Haphazard*. URL: <https://acdpindonesia.wordpress.com/2016/08/04/selection-of-supervisors-tend-to-be-haphazard/>. Accessed on 11 November 2016.

Ünal, Ali. (2013). *Development and validation of supervisory behavior description scale*. *Educational Research and Reviews* Vol. 8(2), pp. 69-76, 23 January, 2013

Universitas Gajah Mada. (2012). *Kurang Diminati, DIY Minim Pengawas Sekolah*. <https://ugm.ac.id/id/berita/3955-kurang.diminati.diy.minim.pengawas.sekolah>. Retrieved 5 December 2016.

Wiles, Jon and Joseph Bondi. (2004). *Supervision: A Guide to Practice*. 6th Edition. The University of Virginia. Pearson Publisher

Yarmansyah. (2007) *Supervisi Pendidikan Dalam Peningkatan Mutu Sekolah Dasar (Studi Pelaksanaan Supervisi Pada SD Negeri No.060787 Medan)*. Masters thesis, Universitas Negeri Medan (UNIMED), Medan.



# **MANAJEMEN KEPENGAWASAN FUNGSIONAL PENDIDIKAN**

**Prof.Dr. Ikhfan Haris, M.Sc  
Dr. Fory A. Naway, M.Pd  
Wiwiy Triyanti Pulukadang, S.Pd, M.Pd**

**UNG Press**

Penerbit:  
UNG Press (Anggota IKAPI)  
Jl. Jend. Sudirman No. 6 Telp. (0435) 821125  
Fax. (0435) 821752 Kota Gorontalo  
Website: [www.ung.ac.id](http://www.ung.ac.id)

**ISBN : 978-602-6204-71-4**



Kata Pengantar

# **MANAJEMEN KEPENGAWASAN FUNSIONAL PENDIDIKAN**

Prof. Dr. Ikhfan Haris, M.Sc

Dr. Fory A. Naway, M.Pd

Wiwiy Triyanty Pulukadang, S.Pd M.Pd

ISBN : 978-602-6204-71-4



Universitas Negeri Gorontalo Press

Anggota IKAPI

Jl. Jend. Sudirman No.6 Telp. (0435) 821125

Kota Gorontalo

Website : [www.ung.ac.id](http://www.ung.ac.id)

# MANAJEMEN KEPENGAWASAN FUNSIONAL PENDIDIKAN

Supervisi merupakan salah satu strategi manajemen untuk menjamin seluruh proses dan hasil peningkatan mutu dapat mencapai target yang ditetapkan. Melalui kegiatan supervisi kinerja dapat diukur. Melalui kegiatan supervisi pemetaan mutu dapat dideskripsikan.

Pengawas sekolah (Supervisor) merupakan bagian dari tenaga kependidikan yang memiliki posisi strategis dalam peningkatan mutu pendidikan nasional. Untuk mewujudkan tugas utamanya, pengawas sekolah memiliki kompetensi kepribadian, supervisi manajerial, supervisi akademik, evaluasi pendidikan, penelitian dan pengembangan dan sosial.

Buku ini merupakan rangkuman hasil kajian atau tinjauan pustaka dari penelitian yang dilakukan oleh Tim Peneliti Fakultas Ilmu Pendidikan Universitas Negeri Gorontalo (FIP-UNG) dan sebagai salah output dari penelitian Tahun Pertama (2018) pada skema Penelitian Kerjasama International (International Collaboration and Scientific Publication). Penelitian yang mendapatkan dana dari Direktorat Riset dan Pengabdian Masyarakat (DRPM) Ristek Dikti, berjudul: *Establishing Effective Supervision Model for School Supervision in Special Regions (3T Area) in Indonesia*.

Substansi utama dari buku ini antara lain: Visi, misi dan pokok-pokok kebijakan pengawasan pendidikan; Standar kompetensi pengawas; Pengembangan profesionalisme dan karir pengawas sekolah; Kepengawasan dan penjaminan/peningkatan mutu pendidikan; Supervisi dalam pembinaan pengelolaan dan administrasi sekolah; Manajemen program dan pelaporan Supervisi Pendidikan; Pengawas dan strategi pemberdayaan gugus sekolah; Supervisi dan pengembangan sumber daya guru; Kualitas kepribadian pengawas sekolah dan supervisi dan dukungan terhadap guru-guru pemula.

Sebagai hasil dari luaran penelitian, buku ini disusun sebagai salah satu upaya untuk membantu mahasiswa dalam mengikuti mata kuliah Supervisi/Kepengawasan Pendidikan, terutama dalam memahami dan memperluas wawasan tentang konsep-konsep dasar dan teori-teori yang terkait dengan Supervisi/Kepengawasan Pendidikan. Dengan demikian diharapkan selain membaca buku rujukan lain, buku ajar dapat menjadi acuan awal dalam mengembangkan pemahaman tentang Supervisi/Kepengawasan Pendidikan.

UNG Press

Penerbit:  
UNG Press (Anggota IKAPI)  
Jl. Jend. Sudirman No. 8 Telp. (0438) 821125  
Fax. (0438) 821752 Kota Gorontalo  
Website: www.ung.ac.id

ISBN 978-602-6204-71-4





## Appendix 3

### THE SUMMARY OF APPROACHES THAT HAVE BEEN APPLIED BY OTHER COUNTRIES, AS WELL AS IN INDONESIA, THAT MAY BE APPLICABLE FOR SCHOOL SUPERVISION IN INDONESIA'S 3T OR SPECIAL REGIONS.

Approach	Country/ Countries	Managerial supervision	Academic supervision	Requirements
<p><b>Professional learning approaches</b></p> <p>Professional learning is imperative in all professional organisations and vital in schools where school and student improvement policies and programs continue to be updated. Remote principals and staff meet the daily challenge of not only being isolated geographically but also having minimal access to regular electricity, and communication and information technologies. In counties that face such issues the following solutions have been implemented:</p> <ul style="list-style-type: none"> <li>Philippines: Microsoft have a project for rural areas where content and curriculum can be downloaded to a Windows phone and then played through a television or other device and reloaded when educators travel to a larger city</li> <li>Indonesia: Microsoft has partnered with MoEC on the E-Sabak project for student textbooks. This currently includes using OneNote to access information anywhere, anytime and load to OneDrive when there is an opportunity to do so. This same project would enable professional learning programs to be loaded regularly to a school or teacher laptop and smart phone. Updates could be completed each time the Supervisor meets with the Principal allowing new material to be shared every three to four months.</li> <li>In Indonesia, Zenius has developed an online platform for teacher professional development. The platform provides a mix of free and paid content: <a href="http://zeniusprestasi.com">http://zeniusprestasi.com</a></li> </ul>	Multiple countries (Philippines, Indonesia, Australia, New Zealand, Cook Islands, Solomon Islands, Tonga, Fiji, Vanuatu, Sri Lanka, Bangladesh)	Could be adapted for this purpose	✓	<p>This approach requires:</p> <ul style="list-style-type: none"> <li>Electricity from various sources</li> <li>Laptops for School Supervisors and Principals</li> <li>Mobile phones that use various solutions, e.g. 3G, 4G, Satellite and its variations, radio</li> <li>A data backup solution. Cloud technologies should be considered</li> <li>The use of drones (to be considered for transport of materials and equipment)</li> <li>Access to the internet whether at school or at a location identified for school use on a routine basis – i.e. through an agreed calendar of non-face to face supervision.</li> </ul>

Approach	Country/ Countries	Managerial supervision	Academic supervision	Requirements
<ul style="list-style-type: none"> <li>In Australia apps are loaded to smart phones that allow exemplars of: <ul style="list-style-type: none"> <li>Teacher and Principal standards</li> <li>Curriculum implementation</li> <li>Quality teaching processes</li> <li>New policy implementations e.g. child safety</li> </ul> </li> <li>In Australia, the Solomon Islands, Tonga and Indonesia television such as TV Edukasi is used to distribute professional content via satellite. TV-Edukasi (TV-e) broadcasts animated units of instruction focused on the primary curriculum. The e-dukasi.net Web site (<a href="http://www.e-dukasi.net">www.e-dukasi.net</a>) offers forums, recommended Web sites, learning activities and exam-preparation resources for Indonesian secondary students. This tool could also be used to facilitate content for principals and teachers.</li> <li>In Australia, the Solomon Islands, Tonga, Fiji and Vanuatu radio is used to distribute professional content</li> <li>In many countries PD on a Stick (USB) has been used and this could be transferred regularly by the School Supervisor or by mail or by drone.</li> <li>In Bangladesh – with support from the nongovernmental development organization, BRAC – introduced 17 mobile ICT laboratories containing laptop computers, cameras, multimedia projectors, etc. to cover 1,000 schools in remote areas (World Bank, 2010). BRAC introduced Multimedia Classrooms in secondary schools, using one laptop with internet connection and a multimedia projector per classroom. This approach proved to be much more affordable than a full-fledged computer lab and thus economically more feasible.</li> <li>In Sri Lanka – through its Nensala Project, Sri Lanka established over 700 rural tele-centres or “Nensalas”, which are managed and supervised by the Nensala Community Development Task Force to build ICT skills and impart</li> </ul>				

Approach	Country/ Countries	Managerial supervision	Academic supervision	Requirements
ICT education in school curricula (Nensala, 2013; World Bank, 2010).				
<b>Offsite meetings with Principals</b>  It is usual that the school year starts with the School Supervisor meeting with their school principals together at an agreed site for 2-3 days. This could be at the district education office, school cluster, or another agreed location. During this time new policy and practices are discussed, professional development is completed together, technologies are updated, data collections and evidence gathering timelines are established for the year, and individual meetings are completed as part of the Principal Appraisal process. This meeting time provides quality input for the first face to face school based meeting.  These meetings could be held twice a year to: <ul style="list-style-type: none"> <li>• provide a network for principals in which to share practice</li> <li>• disseminate MoEC programs and policies</li> <li>• fulfil supervision requirements particularly in regards to the National Education Standards and the Principal and Teacher Standards</li> <li>• complete professional capacity building exercises</li> <li>• coach principal supervisory practices establish formats for calendared online/offline meetings (e.g. for coaching, providing advice) when they return to school.</li> </ul>	Multiple countries (Philippines, Indonesia, Australia, New Zealand, Cook Islands, Solomon Islands, Tonga, Fiji, Vanuatu, Sri Lanka, Bangladesh)	✓	✓	This approach requires: <ul style="list-style-type: none"> <li>• Laptops for School Supervisors and Principals</li> <li>• Mobile phones that use various solutions, e.g. 3G, 4G, Satellite and its variations, radio</li> <li>• A data backup solution. Cloud technologies should be considered</li> <li>• Access to the internet whether at school or at a location identified for school use on a routine basis – i.e. through an agreed calendar of non-face to face supervision.</li> </ul>
<b>Data collection and analysis for school improvement</b>  In Indonesia data is currently collected through 31 instruments along with observations collected whilst at the school. The Committee has already identified that these data collections are entered generally on paper by the school and the Supervisor. The Supervisor then spends an extraordinary amount of time manually analysing data into a report that is lodged with the local governing authority. The Committee noted that this report is retained by the local governing authority, is	Multiple countries (Philippines, Indonesia, Australia, New Zealand, Cook Islands,	✓	✓	This approach requires: <ul style="list-style-type: none"> <li>• Electricity from various sources</li> <li>• Laptops for School Supervisors and Principals</li> <li>• Mobile phones that use various solutions, e.g. 3G, 4G, Satellite and its variations, radio</li> </ul>



Approach	Country/ Countries	Managerial supervision	Academic supervision	Requirements
<p>not shared with MoEC and is not acted upon. The report has no impact and is a redundant exercise.</p> <p>In Australia and in a number of countries such data is loaded into a database that as its end point provides a single point of truth for the student, the principal, the teacher, and the supervisor. That means that any data collected about an individual is attributed back to that individual. This in time provides a cumulative record about each student, principal, teacher, and supervisor and provides agreed evidence on which to make judgements.</p> <p>Technically data mining tools can be loaded as apps to the principal's laptop and downloaded when they come to the meetings twice a year. Data can also be uploaded when the School Supervisor visits the school. There is a backup server in the school. Cloud technologies should be considered. Alternatively:</p> <ul style="list-style-type: none"> <li>• If data loads are required more regularly Drones can pick up and drop off memory sticks and materials up to 2 kilograms, or it can be sent by mail or via other school personnel visiting district centres.</li> <li>• Data can be stored offline until online capability is available as mentioned in point 1.</li> </ul> <p>This kind of transmission is seen as more helpful as in areas such as Papua where the Telkom's transmission capacity for the entire province is 20 Mbps—compared, say, with a typical OECD residential connection of 8 Mbps (2010 data). As a result of these factors, data transfer speeds on the Internet are slow and of poor quality at all times, compared to international and even national norms, and in many instances make Web access impossible.</p> <p>By passing the network for such things as data transmission is seen as sensible enabling small opportunities for internet use to be used for other communication priorities.</p>	Solomon Islands, Tonga, Fiji, Vanuatu, Sri Lanka, Bangladesh)			<ul style="list-style-type: none"> <li>• A data backup solution. Cloud technologies should be considered</li> <li>• The use of drones (to be considered for transport of materials and equipment)</li> <li>• Access to the internet whether at school or at a location identified for school use on a routine basis – i.e. through an agreed calendar of non-face to face supervision.</li> </ul>

Approach	Country/ Countries	Managerial supervision	Academic supervision	Requirements
<p><b>Use of community to monitor school accountability and performance</b></p> <p>KIAT GURU (<i>Kinerja dan Akuntabilitas Guru</i> - Teacher Accountability and Performance) Trial</p> <p>The purpose of KIAT Guru (a TNP2K initiative) is to improve basic education service delivery and student learning outcomes in rural and remote areas. As this is a complex endeavour influenced by myriad factors, experimentation, adaptation, and learning were essential to developing and scaling up appropriate solutions. To this end, KIAT Guru implemented several interventions that combine the following two mechanisms:</p> <ul style="list-style-type: none"> <li>(a) Community Empowerment Mechanism (CEM), which provides community members with an explicit role to monitor and evaluate teacher service performance, and to ensure teacher accountability; and</li> <li>(b) Pay for Performance Mechanism (PPM), which tie payment of special allowance with availability and/or quality of teacher service delivery</li> </ul> <p>TNP2K partnered with the Ministry of Education and Culture (MoEC) and the district governments of Ketapang (West Kalimantan), Kaimana (West Papua) and Keerom (Papua). The Pre-Pilot Phase developed, tested and improved two main implementation mechanisms and five evaluation instruments, with inputs from stakeholders at different stages. This phase was conducted between March and October 2015.</p> <p>In order to send information and reports to and from remote villages to district and/ or national offices, and to collect, store and manage them, several alternatives were considered, particularly for areas with no or unstable telecommunication signal. At the beginning of the design, the use of the following interconnectivity and devices were considered according to the following priority:</p> <ol style="list-style-type: none"> <li>1. In villages where there are Wi-Fi/ 3G signal, transfer of information and report to be managed using mobile-phone</li> <li>2. Where there is telecommunication signal, transfer of information in SMS to be managed using mobile phone</li> <li>3. Where there is no telecommunication signal, transfer to be conducted through Single Side Band (SSB) radio or other locally utilized telecommunication</li> <li>4. At the worst case scenario, sub-district facilitators to collect the</li> </ol>	Indonesia	✓	✓	<p>This approach requires:</p> <ul style="list-style-type: none"> <li>• Electricity from various sources</li> <li>• Laptops for School Supervisors and Principals</li> <li>• Mobile phones that use various solutions, e.g. 3G, 4G, Satellite and its variations, radio</li> <li>• A data backup solution. Cloud technologies should be considered</li> <li>• Access to the internet whether at school or at a location identified for school use on a routine basis – i.e. through an agreed calendar of non-face to face supervision.</li> </ul>

Approach	Country/ Countries	Managerial supervision	Academic supervision	Requirements
<p><b>Scheduling visits of schools to target schools/teachers in most need of improvement</b></p> <p>A report provided to the Zanzibar Ministry of Education and Vocational Training recommended a program of school supervision using a two phased approach to implementation. The Solomon Islands Ministry is also exploring a two phase approach with the first phase to embed and pilot the new supervision model, and the second phase to move to full implementation.</p> <p>The first phase proposed in Zanzibar reflects the processes already embedded in Indonesia. The development of legislation specifying the tasks and roles of the School Supervisor, how the School Supervisor evaluates schools, which supervision standards they include in their work, which consequences or follow-up are related to their work and which budget is guaranteed to perform these duties have been implemented. The first phase also proposed training for school supervisors on how to objectively evaluate the quality of teaching and learning in schools, how to provide effective feedback and how to store and analyse data on quality of schools to evaluate trends in specific quality areas over a longer period of time. They also identified the need for an effective feedback and reporting mechanism in which supervision feedback is differentiated and provided to different stakeholders and followed up in repeated supervision visit.</p> <p>The second phase proposed differentiated scheduling of visits to schools to target schools and teachers most in need of improvement, as follows:</p> <p><i>Scheduling visits to schools</i></p> <p>An effective schedule of supervision visits targets the schools that are most in need of improvement and provides information to the actors in these schools that are in charge of implementing these improvements.</p> <p>The supervisor develops a schedule of regular supervision visits to generate a</p>	Zanzibar	✓	✓	No specific requirements.

Approach	Country/ Countries	Managerial supervision	Academic supervision	Requirements
<p>database of school quality. This database is used to target customized supervision visits to failing schools in which specific standards are evaluated.</p> <p><i>Scheduling of visits of individual teachers</i></p> <p>Observations of teachers during school visits need to be scheduled in such a way to provide an assessment of the quality of teaching on the school level as well as provide assessments of (some) individual teachers.</p> <p>The first assessment modus of the quality of teaching of the school requires the selection of a representative sample of teachers, while the second modus could also target specific teachers (e.g. new teachers, teachers who want to be promoted to principals or section leaders, or teachers who have been identified as failing in previous visits). In scheduling a visit to schools, the School Supervisor of Education needs to have an overview of the teachers in the school according to subject, experience, prior performance of teachers, and potential career development wishes of teachers to prepare a smart schedule of which teachers to observe that meets both selection criteria.</p> <p><i>Use of consequences (and reward) to encourage change</i></p> <p>Each supervision visit should have clear consequences for schools and teachers to promote impact of supervisions. Schools and teachers who perform well should be rewarded and appreciated. Rewards can include a certificate of appreciation/reward for schools and/or teachers and outstanding performance should be awarded through additional increments to teachers' and principals' salaries.</p> <p>Consequences to address failure in schools should follow an 'intervention pyramid' where the first assessment of failure leads to support, advice and additional monitoring. Also, the principal needs to address how he/she will</p>				

Approach	Country/ Countries	Managerial supervision	Academic supervision	Requirements
<p>improve any shortcomings in the school's development plan. In case the failure persists, more severe sanctions will be enacted. These may include withholding an annual increment on teachers' and/or Headteachers' salaries. Such consequences should only be enacted when the failure is attributable to the school/teachers, and not for example to factors outside of the school's/teacher's control (e.g. lack of textbooks or lack of teachers).</p> <p><i>Feedback</i></p> <p>Use information from regular supervision visits to publish an annual supervision report on the state of education for MoEC as well as individual school reports.</p>				
<p><b>E-supervision</b></p> <p>Some supervisors in Indonesia have on their own initiative established e-supervision platforms to enable more frequent communication and guidance for schools under their supervision.</p> <p>For example:</p> <p><a href="https://goeroendeso.com/e-pembinaan/">https://goeroendeso.com/e-pembinaan/</a></p>	Indonesia	✓	✓	<p>This approach requires:</p> <ul style="list-style-type: none"> <li>• Electricity from various sources</li> <li>• Laptops for School Supervisors and Principals</li> <li>• Mobile phones that use various solutions, e.g. 3G, 4G, Satellite and its variations, radio</li> <li>• A data backup solution. Cloud technologies should be considered</li> <li>• Access to the internet whether at school or at a location identified for school use on a routine basis – i.e. through an agreed calendar of non-face to face supervision.</li> </ul>

## Appendix 4

### Jumlah Pengawas di Daerah Khusus per Kabupaten

NO.	PROVINSI	KABUPATEN	PENGAWAS						JUMLAH
			JENJANG						
			TK	SD	SMP	SMA	SMK	NULL	
1.	ACEH	ACEH SINGKIL	2	23	11	3			39
2.	SUMATERA UTARA	NIAS		20				9	29
		NIAS SELATAN		44	17	9	8		78
		NIAS UTARA		14	3	2			19
		NIAS BARAT		13	5	3			21
		KEPULAUAN MENTAWAI		28	2				30
		SOLOK SELATAN		19	6	1	2		28
		PASAMAN BARAT	1	24	14	10			49
3.	BENGKULU	SELUMA		38	1				39
4.	LAMPUNG	LAMPUNG BARAT	2	32	11	10			55
		PESISIR BARAT		6	2	1			9
5.	JAWA TIMUR	BONDOWOSO						78	78
		SITUBONDO						78	78
		BANGKALAN						158	158
		SAMPANG						85	85
6.	BANTEN	PANDEGLANG		14	2				16
		LEBAK		175	38				213
7.	NUSA TENGGARA BARAT	LOMBOK BARAT		2					2
		BIMA	1	39	22				62
		SUMBAWA BARAT		4	4				8
		LOMBOK UTARA		26					26
8.	NUSA TENGGARA TIMUR	SUMBA BARAT						23	23
		SUMBA TIMUR						27	27
		KUPANG						49	49
		TIMOR TENGAH SELATAN						37	37
		TIMOR TENGAH UTARA						48	48
		BELU						14	14
		ALOR						41	41
		LEMBATA						22	22
		ENDE						32	32
		MANGGARAI						64	64
		ROTE NDAO						28	28
		MANGGARAI BARAT						73	73
		SUMBA TENGAH						13	13
		SUMBA BARAT DAYA						4	4
		NAGEKEO						26	26



NO.	PROVINSI	KABUPATEN	PENGAWAS						
			JENJANG						JUMLAH
			TK	SD	SMP	SMA	SMK	NULL	
9.	KALIMANTAN BARAT	MANGGARAI TIMUR						71	71
		SABU RAIJUA						15	15
		MALAKA						1	1
		SAMBAS						54	54
		BENGKAYANG						29	29
		LANDAK						42	42
		KETAPANG						53	53
		SINTANG						52	52
10.	KALIMANTAN TENGAH	KAPUAS HULU						40	40
		MELAWI						36	36
		KAYONG UTARA						15	15
		SERUYAN		19	4	1	1	1	26
		HULU SUNGAI UTARA						32	32
		NUNUKAN	10	19	4	2			35
		MAHAKAM ULU				2			2
		JENEPONTO		42	11	4	3		60
15.	SULAWESI TENGGARA	KONAWE		32	7	14	1		54
		BOMBANA	1	18	11	11			41
		KONAWE KEPULAUAN		8	3	2			13
16.	GORONTALO	BOALEMO		10	8	1	1		20
		POHUWATO		2	3		1		6
		GORONTALO UTARA		6	5	1			12
17.	SULAWESI BARAT	POLEWALI MANDAR		41	13	6	4		64
		MAMUJU TENGAH	4	11	3	2			20
18.	MALUKU	MALUKU TENGGARA BARAT		19	25	16	5		65
		MALUKU TENGAH	2	87	27	8		1	125
		BURU	25		2	7			34
		KEPULAUAN ARU	1	28	7	4	1		41
		SERAM BAGIAN BARAT		32	4	4	2		42
		SERAM BAGIAN TIMUR		26	8	3	2		39
		MALUKU BARAT DAYA		39	9	2	5		55
		BURU SELATAN		15					15
19.	PAPUA BARAT	TELUK WONDAMA		4	1	1	1		7
		TELUK BINTUNI	9	15	4	4			32
		SORONG SELATAN	1	6	5	3		15	30
		SORONG						18	18
		RAJA AMPAT		2	2	1	1	2	8
		TAMBRAUW		3	3				6

NO.	PROVINSI	KABUPATEN	PENGAWAS						
			JENJANG						JUMLAH
			TK	SD	SMP	SMA	SMK	NULL	
		MAYBRAT		3	1	1			7
20.	PAPUA	MERAUKE		12	5	9			26
		JAYAWIJAYA		14	4	3			21
		NABIRE		8	3	1	3		15
		PANIAI		6	2	1			9
		BOVEN DIGOEL		3	2				5
		ASMAT		10	2	1			13
		YAHUKIMO		14	2	2			18
		TOLIKARA		1	1	1			3
		SARMI		4	3	1		3	11
		KEEROM		9	5	5			19
		WAROPEN		9	2				11
		PUNCAK		2	1	1			4
		DOGIYAI		9	1				10
		INTAN JAYA		2	1	1			4
TOTAL			59	1111	342	165	41	1389	3109

## Appendix 5

### Research Team

#### Curriculum Vitae



**Ikhfan Haris**

**Date of Birth** • 21 November 1967

**Nationality** • Indonesian

**Education/Qualifications**

- Ph.D. in Educational Science: Dresden University of Technology, Dresden, Germany
- M.Sc. in Vocational Education and Adult Education: Dresden University of Technology, Dresden, Germany
- Diploma in Mass Communication: Hasanuddin University, Ujung Pandang, Indonesia

**Subjects taught:**

1. Philosophy of Education Management
2. Sociology of Education
3. Strategic Planning in Education
4. Training Management
5. Management Information System
6. Innovation in Education
7. Communication in Organisation
8. Leadership and Organisational Behaviour
9. Policy Analysis and Decision Making
10. Information Technology in Education
11. Evaluation of Program Education
12. English for Correspondence

**Award**

2008: Making decentralization work for education through local governance structures. Indonesian Educational Decentralization and Regional Autonomy: Provincial Case Studies Ten Years On [Award from: Australian National University (ANU) – Australia Indonesia Governance Research Partnership (AIGRP)]

**Publication List (Track Record)**

*Peer-Reviewed Journals*

1. Haris, Ikhfan: Determinant Factors of Decision Making Process in Higher

- Education Institution (A Case of State University of Gorontalo, Indonesia): Global Journal of Management and Business Research. (USA). Volume XII Issue XVIII Version I. September 2012
2. Haris, Ikhfan: Assessment on the Implementation of Internal Quality Assurance at Higher Education (An Indonesian Report). Journal of Educational and Instructional Studies in the World, November 2013, Volume: 3 Issue: 4 Article: 06 ISSN: 2146-7463
  3. Haris, Ikhfan and Afdaliah: Promoting Organizational Learning Culture through Work-Based-Learning. International Journal of Education and Research, Vol. 1. No. 11 November 2013. ISSN 2201-6740.
  4. Haris, Ikhfan: Using of Teleconference as a Medium to Establish an "E-Global-Learning-System": An Experience of 1000guru-Association on Facilitates Open and Distance Learning Activities With Schools in Indonesia. Turkish Online Journal of Distance Education-TOJDE January 2014 ISSN 1302-6488 Volume: 15 Number: 1
  5. Haris, Ikhfan: Lernen und Arbeiten als Strategie der Personalentwicklung zur Etablierung des Konzepts der Lernenden Organisation. Topologik. Rivista Internazionale di Scienze Filosofiche, Pedagogiche e Sociali Issue n° 15 / First semester 2014
  6. Haris, Ikhfan: Bedarfsorientierung in der Betrieblichen Weiterbildung. Topologik, - Rivista Internazionale di Scienze Filosofiche, Pedagogiche e Sociali Issue n° 16 / Second semester 2014
  7. Haris, Ikhfan: Kooperation und Managementpraxis in der betrieblichen Weiterbildung. Topologik, - Rivista Internazionale di Scienze Filosofiche, Pedagogiche e Sociali Issue n° 18 / Second semester 2015
  8. Haris, Ikhfan: Promoting the Greening Curriculum. (A note on the Implementation of Environmental Education in Indonesian Schools. International Journal of Applied Environmental Sciences. Volume 11, Number 1 (2016)
  9. Haris, Ikhfan: Exploring Quantum Perspective in School Leadership: A Review of Effective Principal Leadership in the Changing Nature of School Management. Technics Technologies Education Management. Volume 11 / Number 1 / 2016
  10. Haris, Ikhfan: Conceptualizing School Improvements Dimension within the Context of School-Based Management. International Journal of Social Sciences & Educational Studies ISSN 2409-1294 (Print), June 2016, Vol.2, No.4
  11. Haris, Ikhfan: Using A CFUQ Faculty Facility Assessment to Manage Teaching Learning Facilities Effectively (A State University of Gorontalo Case). Man in India. Vol. No.96 Issue No. :4 (2016)
  12. Haris, Ikhfan: Developing a Synergy Model of Intellectual, Emotional and Spiritual Intelligences in Managing Student Conflict (A Case of State University of Gorontalo, Indonesia). Man in India. Vol.: No.96 Issue No. :5 (2016)
  13. Haris, Ikhfan: A Scalable Management Model for Developing Reading Habits in Children through "Proactive- Reading" and "Early-Literacy-Awareness"

- Approach Advances in Economics, Business and Management Research, volume 14 - 6th International Conference on Educational, Management, Administration and Leadership (ICEMAL2016)
14. Haris, Ikhfan: Developing School Performance Index for Assessing Innovation Capability of School in Quality Improvement. Advances in Economics, Business and Management Research, volume 14 - 6th International Conference on Educational, Management, Administration and Leadership (ICEMAL2016)
  15. Haris, Ikhfan: Developing a Synergy Model of Intellectual, Emotional and Spiritual Intelligences in Managing Student Conflict (A Case of State University of Gorontalo, Indonesia)
  16. Haris, Ikhfan: Developing Character Education Management Model For The Empowerment Of Ethos Transformation Based Multiple-Intelligence Of Junior High School Students Advances in Economics, Business and Management Research, volume 14 - 6th International Conference on Educational, Management, Administration and Leadership (ICEMAL2016)
  17. Haris, Ikhfan: Theoretische Dimensionen der Betrieblichen Weiterbildung (Situation, Perspektiven und Entwicklungsmöglichkeiten). Topologik, - Rivista Internazionale di Scienze Filosofiche, Pedagogiche e Sociali. Numero 20 / II semestre 2016 - Issue n° 20 / Second semester 2016
  18. Haris, Ikhfan: Capacity Building Activities for Educational Stakeholders for Improving the Quality of Education. ÜNİVERSİTEPARK Bülten • Volume 5 • Issue 1-2 • 2016

#### ***Local/National Peer-Reviewed Journals***

1. Good Management Practice for improving of strategic planning in the school: Jurnal Management Pendidikan, IKIP Negeri Gorontalo, April-September 2004, Vol I, No. 1
2. Strategic management in non-formal education: Jurnal Pengembangan Masyarakat, Jurusan Pendidikan Luar Sekolah, Universitas Negeri Gorontalo, Januari-April 2005, Vol I, No. 2
3. School Based Management. Handbook for school. (Book). A collaborative work of NTTPEP's advisors (School Based Management and System Support Advisors). NTTPEP – AusAID 2007.
4. Service quality of Health Centre Unit of State University Gorontalo. Jurnal Penelitian dan Pendidikan. Research Center of UNG Press. Vol. 5. 2008.
5. Quality Approach to Developing Management Information System in Higher Education: Jurnal Manajemen Informasi , Universitas Merdeka Malang, Edisi Khusus Dies Natalies, Agustus 2008
6. Need Analysis and Strategy for Teacher Professional Development (A Case of District Sikka, NTT, Indonesia)
7. Improving Quality of Education through Recruitment and Training of School Supervisor - An Experience Sikka District. Jurnal Pendidikan dan Kebudayaan. Vol. 20 No. 1 Maret 2014

### ***Paper Presented in International Conference***

- Haris, Ikhfan: The Quality Assurance (QA) at Higher Education in Indonesia: (A Reflection and Experience by Implementing QA at State University of Gorontalo, Indonesia) presented on International Workshop on Quality Management of Educational Institutions in International Comparison (The Winterschool Dresden University of Technology (19 February – 2 March 2007, Dresden, Bonn, Cologne - Germany).
- Haris, Ikhfan: Participant: Australia Indonesia Governance Research Partnership (AIGRP), Mentoring Program Workshop, Makassar 8 – 10 September 2008. Supporting by: Australian National University (ANU) & World Bank.
- Haris, Ikhfan: Die Umsetzung von Qualitätsmanagement (QM) an der Gorontalo Staatliche Universität (State University of Gorontalo), Indonesien. International Workshop on Quality Management in Field of Academic and Vocational Education and Continuing Education. The 8th International SEPneT Workshop (March 16 - 20, 2009 Bandung, Indonesia).
- Haris, Ikhfan: Promote the Using of Renewable Energy through Industry and University Cooperation. An Indonesia Case presented on the 13th SEPneT International Workshop Renewable energy – Changes and challenges for SME's Bangkok, Thailand, September 19-23, 2011.
- Haris, Ikhfan: Verbindung von Lernen und Arbeiten als Strategie der Personalentwicklung zur Etablierung des Konzept der Lernenden Organisation im Unternehmen presented on the Internationale Sommerschule des Alumni-Netzwerkes-„Bildung und Technologie-transfer“. Dresden/Heidelberg 23. Juli - 1. August 2012
- Haris, Ikhfan: Toward the Greening Curriculum. (A note on the Implementation of Environmental Education in Indonesian Schools. International German Alumni Summer School, Chiang Mai, Thailand 16-24 March 2014

### ***Conference Proceedings***

- Haris, Ikhfan: Quality Assurance at Higher Education in Indonesia: A Strategy Approach to Higher Education Sustainability. International Summer School “Sustainable Development as Strategy and Aim for Higher Education” Leuphana University Lüneburg, Germany 22. – 29. March 2009.
- Haris, Ikhfan: Quality Assurance at Higher Education in Indonesia (A Experience of State University of Gorontalo, Indonesia) abstract/paper accepted to present in the 2nd International Conference on Higher Education & Quality Assurance, Mazoon College (University College), Muscat, Oman, April 6-7, 2010
- Haris, Ikhfan: Assessment on the Implementation of Internal Quality Assurance at Higher Education in Indonesia, abstract/paper accepted to present in Higher Education International Conference (HEIC), Beirut, Lebanon, May 4-6, 2010
- Haris, Ikhfan: Peace-Building Education in Indonesia (A Searching for Sustainable. Nonviolence Education Model) abstract/paper accepted to present in the 14th Congress of WCCES the World Council of Comparative Education Societies. Istanbul, Turkey, 14 - 17 June 2010.



- Haris, Ikhfan: Capacity Building Activities for Educational Stakeholder (Experience and Lessons from Kabupaten Sikka, Nusa Tenggara Timur) abstract/paper accepted to present in the 1st International Seminar on Capacity building for Decentralization (ISCBD), Jakarta, Indonesia, May18-20, 2011
- Haris, Ikhfan: Employ of Distance Education Program to improve the qualifications of Primary School Teachers in Indonesia. An experience of State University of Gorontalo – Indonesia, abstract/paper accepted to present in the 2nd Annual International Conference on Computer Science Education: Innovation and Technology (CSEIT), Singapore December 12-13, 2011.
- Haris, Ikhfan: Engagierte deutsche Unternehmen in Indonesien (Eine „Brücke“ für die fruchtbare Wirtschaft-Kooperation zwischen Indonesien und Deutschland) presented on the International Conference on Vocational Education and Training (ICVET) 2012.Yogyakarta, Indonesia, June 28th 2012
- Haris, Ikhfan: Nurturing Fairness and Fair Play Attitude through Moral Education (An Approach for Character Development in Primary School in Indonesia) abstract/paper accepted to present in International Seminar on Primary Education (ISPE ) Yogyakarta State University, Indonesia.- 18-19 May 2013.
- “Haris, Ikhfan: Alternative Schule“ – An Innovative School Management Practice in German Private Primary School (A Case of the Private Primary School in Dresden, Saxony) abstract/paper accepted to present in the 8th Annual Conference of APNME (The Asia-Pacific Network for Moral Education) Yogyakarta State University, Indonesia - 26-30 June 2013.
- Haris, Ikhfan: Bedarfsorientierung in der Betrieblichen Weiterbildung presented on the International Conference on Vocational Education and Training (ICVET) 2014.Yogyakarta, Indonesia, June 14th 2014

#### **Books and monographs published:**

1. Haris, Ikhfan: Pengantar Sosiologi Pendidikan. Samudra Biru, Yogyakarta. March 2014 / ISBN 978 -602-9276-67-1
2. Haris, Ikhfan: Perencanaan Pendidikan (Pengantar Ringkas). Halaman Moeka Publishing, Jakarta. September 2015 / ISBN 978-602-269-141-9.
3. Haris, Ikhfan: Perancangan Program Pelatihan (Pedoman Praktis Mengelola Pelatihan). Mujahid Press, Bandung. September 2015 / ISBN 978-979-762-377-7
4. Haris, Ikhfan: Komunikasi Organisasi (Konsep dan Teori). Pustaka Muda, Jakarta. September 2015 / ISBN 978-602-72903-6-5
5. Haris, Ikhfan: Indeks Kinerja Sekolah (Konsep dan Aplikasi Pengukuran Kemandirian Mutu dan Inovasi Pengelolaan Sekolah). Samudra Biru, Yogyakarta. January 2016 / ISBN 978-602-9276-85-5
6. Haris, Ikhfan: Manajemen Fasilitas Pembelajaran (Mengelola Sarana Prasarana Pembelajaran dengan Pendekatan CFUQ Faculty Facility Assessment). UNG Presss, Gorontalo. April 2016 / ISBN 978-602-6204-02-8

#### **Scholarship and Grants:**

1. Dolog/Bulog Undergraduate Scholarship Bachelor Study Hasanuddin University Ujung Pandang Indonesia (01 September 1990 – 30 July 1991)

2. DAAD Intensive German Course Scholarship: German Intensive Course at Am Herder Institute InterDAF, Leipzig, Germany (01 April – 30 September 1997)
3. DAAD Postgraduate Scholarship Master Study at Dresden University of Technology, Dresden, Germany (01 October 1997 – 30 September 1999)
4. Long Term Scholarship, Directorate General of Higher Education, Ministry of National Education, Indonesia (DIKTI) Doctoral Scholarship PhD Study at Dresden University of Technology, Dresden, Germany (December 2008- June 2012)
5. Research Grants, PhD Program/ Gesellschaft für Förderung (GFF) TU Dresden, for conducting field work in Jakarta, Indonesia (July-September 2010)
6. Special Grant PhD Program/ Gesellschaft für Förderung (GFF) TU Dresden, for finishing thesis/dissertation work (July-November 2012)
7. Postdoctoral Research Fellowship from Sunway University, Malaysia, December 2014

## CURRICULUM VITAE



### Personal Identity

- |                            |  |
|----------------------------|--|
| 1. Full Name               | Dr. Hj. Fory Armin Naway, M.Pd   |
| 2. Sex                     | Female   |
| 3. Functional Position     | Lektor   |
| 4. Off. Reg.               | 196805262002122001   |
| 5. Lecturer ID             | 0026056804   |
| 6. Place and Date of Birth | Gorontalo, May 26 <sup>th</sup> , 1968   |
| 7. E-mail                  | <b>forynawai@ung.ac.id</b>   |
| 8. Phone Number            | 081298111162   |
| 9. Office Address          | Jln. Jenderal Sudirman N0. 6 Kota Gorontalo  |
| 10. Home /Fax              | (0435) 826773  |
| 11. The produced graduate  | <ul style="list-style-type: none"><li>• Information System of Management (S1)</li><li>• Decision Taking (S1)</li><li>• Professionalization of Education Management (S1)</li><li>• Human Resource Management (S1)</li><li>• Education Strategic Plan (S1)</li><li>• Education Policy Analysis (S1)</li><li>• Integrated Quality Management (S1)</li><li>• Evaluation of Education Program (S1)</li><li>• Management of National Education (S1)</li><li>• Teaching Competence Guidance in SD and SM (S1)</li><li>• Facility and Infrastructure Management</li><li>• Communication of Educational Organization</li><li>• Schoold-Based Management</li><li>• Human Resource Management (S2)</li><li>• The Theory of Management (S2)</li><li>• Independent Study of Management (S2)</li></ul> |
12. Subjects Taught

### 1. Educational Background

Program:	S1	S2	S3
Name of University/ Institute	IAIN ALAUDIN Ujung Pandang in Gorontalo	Universitas Negeri Jakarta	Universitas Negeri Jakarta
Field of Study	Syariah	Education Management	Education Management
Year of Enrolled - Graduate	1989 - 1993	1998 - 2000	2009 - 2012

Title of Skripsi/Thesis/ Dissertation	Comparison Study of Islamic Law in Village of Bajo, Sub-district of Tilamuta, District of Gorontalo	The Relation between Leadership Knowledge and Emotional Intelligence with Elementary School Principal Performance of District of Gorontalo	The Influence of Career Development, Perception on Organization Justice and Work Satisfaction towards Organizational Citizenship Behavior of Senior High School Teacher in District of Gorontalo
Supervisors	1. Drs. Ismail Puhi. 2. Drs. Djabar Masa	1. Prof. Dr. Hadari Nawawi, M.Pd 2. Dr. Entang, M.Pd	1. Prof. Dr. Djaali, M.Pd 2. Prof. Dr. Ma'ruf, M.Pd

## 2. Research Experience in Last 5 Years

No	Year	Title of Research	Funding Source
1	2012	The Influence of Career Development, Perception on Organization Justice and Work Satisfaction towards Organizational Citizenship Behavior of Senior High School Teacher in District of Gorontalo	Independent
2	2013	Evaluation of Karawang Craftsmen Empowerment Program as Means of Competitive Advantage Advancement	CIDA Cooperation of Gorontalo District Government
3	2015	Research of Product Development Oriented (PBPP)	PNBP
4	2015	Strategy of Learning Management in Tutoring Agency of Primagama, Gorontalo City	PNBP
5	2016	Enforcement of Interest and Students' Reading Habit Activity Model with Early Reading Awornes Approach	PUPT
6	2016	Communication Information Technology Based Library Management in MAN Insan Cendekia Gorontalo	PNBP

## 3. Experience of Community Service in Last 5 Years

No	Year	Title of Research	Funding Source
1	2014	Personality Class Advisor in LSM Gapura, Gorontalo Province	Woman Empowerment Bureau
2	2014	Guiding Rumpin	PNF Directorate of Center National Education in cooperation with SIKIB
3	2015	Master Data Setup of School Administration to Improve School Strategy Planning in SD Gugus Mentari, Sub-district of Kwandang	PNBP
4	2016	Karawo Craftsmen Society Empowerment in Village of Bumela, Sub-district of Boliyohuto,	PNBP

#### 4. Scientific Article Publication in Journal in Last 5 Years

No	Title of Scientific Article	Journal Name Volume/ Number/ Year
1.	The Influence of Career Development, Perception on Organization Justice and Work Satisfaction towards Organizational Citizenship Behavior	Journal of Management Volume XVIII/03/ October 2014
2	Evaluation of Karawang Craftsmen Empowerment Program as Means of Competitive Advantage Advancement in District of Gorontalo	Prosiding ISBN 978-979-1340-81-6 UNG Press. 2014
3	The Influence of Career Development, Perception on Organization Justice and Work Satisfaction towards Organizational Citizenship Behavior	Journal of Management with B accredited
4	The Relation between Leadership Knowledge with School Principal's Performance	Journal of Education Volume 5 Number 2/June 2014
5	Writing Prosiding of Scientific Forum-Faculty Of Education Department of Science Education (FIP-JIP) entitled: Educational Management Within Stackholder Society Toward Asean Economic Community (AEC)	Prosiding National seminar and International Conference Volume I Number oi September 2015 ISSN:772460-756001
6	Management of Learning Strategy in Tutoring Agency of Primagama in Gorontalo Province	Prosiding Conference dan Congress of ISMaPI - 2016
7	Manager Planning in Tutoring Agency of Primagama in Gorontalo Province	Prosiding Conference dan Congress of ICEMAL - 2016
8	Improving PAUD Teachers' Professionalism "Fostering with Heart"	Prosiding National Convention of Indonesia Education (KONASPI) VIII -2016. ISBN 978-602-60240-0-8
9	Teachers' Appointment and Distribution System	Prosiding National Seminar and Forum of LPTK of Indonesia - 2016

#### 5. Scientific Seminar Presenter (*Oral Presentation*) In Last 5 Years

No	Name of Scientific Meeting / Seminar	Title of Scientific Article
1.	Talkshow	The Combined Observer of Woman and Anti – Child Abuse
2	Talkshow	The Role of Woman in Globalization Era
3.	The National Working Discussion and Scientific Meeting of APMAPI	Evaluation of Karawang Craftsmen Empowerment Program as Means of Competitive Advantage Advancement in District of Gorontalo
4.	Forum-Faculty Of Education Department	Educational Management Within Stackholder Society Toward Asean Economic Community (AEC)

- of Science Education  
(FIP-JIP)
5. Conference dan Management of Learning Strategy in Tutoring Agency  
Congress of ISMaPI of Primagama in Gorontalo City
  6. Conference dan Manager Planning in Tutoring Agency of Primagama in  
Congress of Gorontalo Province
  7. National Convention Improving PAUD Teachers' Professionalism "Fostering  
of Indonesia with Heart"  
Education  
(KONASPI) VIII -  
2016. ISBN 978-602-  
60240-0-8
  8. National Seminar and Teachers' Appointment and Distribution System  
Forum of LPTK of  
Indonesia, 2016

Hereby I declare that all data that are written in this personal identity are true and legally defensible. If inappropriate data are found someday, I am ready to accept any risk.

Thereby these data I created to fulfill one of requirements of proposing International Cooperation Research.

## CURRICULUM VITAE



### Personal Data

Name : Wiwy Triyanty Pulukadang  
Address : Jl. Dewi Sartika, No. 19. Limba U1. Kota Gorontalo.  
Gorontalo, 96115.  
Mobile Telephone : +6282195320009  
E-mail : wiwy\_pulukadang@ung.ac.id  
Place, Date of birth : Gorontalo, March 6<sup>th</sup> 1980  
Sex : Female

### Education/Qualifications

1986-1992 : State Primary School 53 Gorontalo  
1992-1995 : State Junior High School 2 Gorontalo  
1995-1998 : State Senior High School 3 Gorontalo  
1998-2004 : Teacher Training and Education Institute of Gorontalo.  
English Education Department.  
2006-2009 : Jakarta State University.  
Primary Education Program.

### Activities

2006- Now : Lecturer in Gorontalo State University  
Primary School Teacher Education Department  
Jl. Jenderal Sudirman, No. 6. Kota Tengah. Kota Gorontalo  
Gorontalo, 96128.  
2010-Now : The Head of Curriculum Innovation centre  
Instruction improvement and Mutual Guarantee Institution  
Gorontalo State University.



## **Experiences**

- 2001-2002 : Australian Youth Exchange Program
- 2001 : Team Teaching of Social Culture Program at Australia Volunteers International, Australia.
- 2001 : Team Teaching of Indonesian Language at Mildura South Primary School, Australia.
- 2010 : National Instructor for TOT Active Learning In School and Active Learning in Higher Education.
- 2010-Now : Instructor for the PLPG for the Teachers
- 2010-Now : Instructor for the Gorontalo State University's Lectures for ALIS- ALIHE
- 2010-Now : Instructor for the Gorontalo State University's Lectures for PEKERTI-AA in Gorontalo State University and others Universities in Gorontalo and North Sulawesi.

## **Publications**

- 2004 : Improving The Child Beginners' Vocabulary By Using Pictures as Visual Aids (a research held at the fourth grade of SDN 53 Gorontalo). Minithesis
- 2009 : Improving Primary School Students' English Vocabulary Using Pictures and Flash Cards As Visual Aids. Thesis.
- 2010 : Pendidikan Bahasa Inggris. Book
- 2011 : Improving The Child Beginners' Vocabulary By Using Pictures as Visual Aids (a research held at the first grade of SDN 85 Kota Tengah Gorontalo). Local Journal. ISSN: 2086-4493. Volume 02/No 01.
- 2012 : Improving The Child Beginners' Vocabulary By Using Audio Visual Media (a research held at the fifth grade of SDN 30 Kota Gorontalo Gorontalo). Local Journal. ISSN: 2086-4469. Volume 03/No 01.
- 2012 : Improving The Students' Vocabularies through the Movement and song Method to the Pembina Nursery School Students Group B at Kota Gorontalo Local Journal. ISSN: 2086-4469. Volume 03/No 02.

- 2013 : Pendidikan Bahasa Inggris. Book.
- 2015 : Pendidikan Bahasa Indonesia di Perguruan Tinggi. Book.
- 2015 : Spelling Alphabets Through the Numbered Heads Together. Book.
- 2016 : Improving The student's Vocabularies through the Movement and song Method to the Pembina Nursery School Students Group B at Kota Gorontalo Local Journal. ISSN: 2086-4469. Volume 03/No 02.

# Hiroko Takeshita



**Associate Professor, Faculty of Education at Ehime University**

Adress: 3, Bunkyo-cho, Matsuyama, Ehime, 790-8577, Japan

Phone: +81 89-927-9504

Mail: [takeshita.hiroko.we@ehime-u.ac.jp](mailto:takeshita.hiroko.we@ehime-u.ac.jp)

Sex: Female

National: Japan

Birthday: 21.06.1974

Birthplace: Nagasaki, Japan

## Education:

Nagasakiishi Highschool, Nagasaki	April 1990 – March 1993
University of Teacher Education Fukuoka, Japan	April 1993 – March 1997
Bachelor of Education	
Nara Women University, Japan	April 1997 – March 1999
Master of Home economics	
Free University of Berlin, Germany	October 2000 – March 2005

## Career:

Lecturer at the Sakuyo University, Japan	April 2005 – March 2013
Associate Professor at Ehime University, Japan	October 2013 –

Field of specialty: Education for sustainable development, Home economics

# Inero Valbuena Ancho



---

---

196 San Ignacio Street, Poblacion, City of San Jose del Monte, Bulacan  
[ancho.inero@gmail.com](mailto:ancho.inero@gmail.com) (+63) 917 555 37 72

## ***Professional Experience***

---

### **Assistant Professor I**

Philippine Normal University – College of Graduate Studies and Teacher Education Research, *June 2016 - Present*

- Teach graduate courses in Educational Management and Curriculum and Instruction
- Serve as the managing editor of AsTEN Journal

### **Visiting Professor**

Jeonju University–College of Culture and Tourism, Jeonju City, South Korea, *Mar2014 – June 2016*

- Taught courses in Communication and Management
- Provided instructions on university subjects such as Consumer Behavior and Project Management
- Served as the faculty-in-charge for “Fly High”, the student organization for overseas internship preparation

### **Teaching Assistant**

Chonbuk National University (Human Resource Center), Jeonju City, South Korea, *Sep 2008 – Feb 2012*

- Conducted mock job interviews for university students
- Worked with the selection committee that recommends students for overseas internship posts
- Facilitated English resume consultation sessions with university students

### **Lecturer**

Hannam University–Linton Global College, Daejeon City, South Korea, *Aug 2010 – Jun 2012*

- Taught general education courses
- Prepared coursework, lessons and develop teaching strategies to engage students in an interactive learning process
- Provided classroom instructions on subjects such as Presentation Skills, Great Speeches and Speakers, Philosophy and Asian Literature in English

### **College Instructor**

AMA Computer Learning Center, Lagro Branch, Quezon City, Philippines, *Jun 2007 – Aug 2008*

- Provided classroom instructions on subjects such as College Freshman English, Research, and Public Speaking
- Served as the Adviser of The Newsletter, the Official Publication of AMA CLC Lagro

**Part – Time College Instructor**

Bulacan Polytechnic College, Bulacan, Philippines, *Nov 2007 – Aug 2008*

- Prepared and presented lectures on communication and courses in Filipino
- Served as a team member responsible for planning the academic time table and making students' and instructors' schedule
- Challenged students, encouraged participation and attendance, and motivated students to learn effectively

**Educational Background**

---

**Doctor of Philosophy in Education (Educational Administration)**

Chonbuk National University, Jeonju City, Jeollabuk-to, South Korea, *Mar 2011 – Aug 2015*

- GPA – 4.00/4.00
- Academic Scholar

**Master of Education (Educational Administration)**

Chonbuk National University, Jeonju City, Jeollabuk-to, South Korea, *Aug 2008 – Aug 2010*

- GPA – 4.00/4.00
- University Scholar

**Bachelor of Arts in Philippine Studies (Speech Communication – Filipino)**

University of the Philippines - Diliman, Quezon City, Philippines, *June 2002 – May 2007*

- Cum Laude (General Weighted Average – 1.68)
- College Scholar – 1<sup>st</sup> & 2<sup>nd</sup> Semester 2006 – 2007, 1<sup>st</sup> Semester 2004 – 2005, 2<sup>nd</sup> Semester 2003
- University Scholar – 1<sup>st</sup> Semester 2003 – 2004

**Exchange Student – Korean Language and Literature (Korean Studies)**

Hannam University, Daejeon Metropolitan City, South Korea, *Mar 2005 – Feb 2006*

**Korea/Korean-Language Related Activities**

---

**Member – Pinoy Iskolars sa Korea, Inc.**

Seoul, South Korea

*Mar 2013 – Present*

**Korean – Filipino Language Translator – Rainbow Multicultural Magazine**

Seoul, South Korea

*Oct 2012 – Present*

**Vice President - Jeonju Filipino Catholic Community**

Jeonju City, Jeollabuk-to, South Korea

*Feb 2013 – Feb 2014*

**Korean-Filipino Culture Volunteer – Jeonbuk Education Office “Knowledge Donation Project”**

Jeonju City, Jeollabuk-do, South Korea

*Mar – Dec 2013*

**Project Presenter – Korean UNESCO Volunteer Program**

Icheon City, Gyeonggi-do, South Korea

*May 24 – 25, 2013*

**3<sup>rd</sup> Place – CBNU Korean Essay Writing Competition for Foreigners**

Jeonju City, Jeollabuk-to, South Korea

*Nov 2, 2012*

**Champion – CBNU Korean Speech Competition for Foreigners**

Jeonju City, Jeollabuk-to, South Korea

*Oct 9, 2011*

**Korean – English/Filipino Interpreter – CBNU Korean Culture Academy**

Jeonju City, Jeollabuk-to, South Korea

*Sep 2009*

**Founding Member – UP Arirang**

University of the Philippines – Diliman, Quezon City

*Jul 2006*

## ***Academic Scholarship***

---

**Recipient - Woojung Education Foundation Scholarship**

Seoul, South Korea

*Mar – Aug 2013*

**Recipient – Chonbuk National University Academic Scholarship**

Jeonju City, Jeollabuk-to, South Korea

*Mar 2011 – Feb 2013*

**Recipient – Chonbuk National University Study-Work Scholarship**

Jeonju City, Jeollabuk-to, South Korea

*Sep 2008 – Aug 2010*

**Recipient – Hannam University Language Scholarship**

Daejeon Metropolitan City, South Korea

*Mar 2005 – Feb 2006*