

Research Article

Education Paradigm Reconstruction: Efforts to Increase Synergy between Teachers and Supervisors in Increasing Academic Supervision

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Abstract. The purpose of this study was to analyze efforts to increase the synergy between teachers and supervisors in improving academic supervision. This research uses qualitative research with a case study approach. The types of data in this study are primary data and secondary data. This research was conducted using a best practice approach carried out in the Mande sub-district, with the object of research including nine fostered teachers from Middle School 1 Mande, Middle School 2 Mande, Middle School 3 Mande, Middle School Plus Al-Bidayah Islamic Middle School Ibnu Umar, all of which are located in Cianjur district. Based on the results of the data and analysis, it can be concluded that to achieve the learning goals that have been determined, both teachers and supervisors must be able to work together and synergize well. Because with good synergy between teachers and supervisors, both parties can continue to upgrade their skills and professionalism, as well as make the learning process more focused and measurable in accordance with the provisions set out in the national education system.

Keywords: *Reconstruction, Education, Synergy, Teachers, Supervisors, Supervision.*

A. INTRODUCTION

Education is a major need for a country if it wants to become a developed and highly competitive country. Without quality education in the country, it will be very difficult for a country to be able to carry out developments that can improve the standard of living of its people (Stenfors et al., 2011). Therefore, it is not surprising that the level of education in a country will be directly proportional to the level of progress achieved by that country. Because the more educated people in a country, the more innovations will be created that can support the welfare of the people's lives (Long et al., 2013).

Education is one of the most important things in a person's life. Education does not only take place in schools, but also in environments such as communities and families (Abbas et al., 2020; Diacopoulos & Burler, 2020). Education is what determines and guides the future and direction of a person's life, because education can also be called an effort to develop and train a person's knowledge, skills, and abilities. Education is also one of the important factors that can determine a person's future (Ardley & Johnson, 2019; Allen et al., 2020). Education vision that the national education system must be able to ensure equal distribution of educational opportunities, improve quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national and global life so that education reform is needed in a planned, directed, and sustainable manner (Babulski, 2007). 2020' Walsh & Dolan, 2019).

Quality education has the goal of realizing a peaceful, democratic, moral, skilled, competitive, advanced and prosperous Indonesian society within the unitary state of the Republic of Indonesia supported by Indonesian people who are healthy, independent, faithful,

devoted, have noble character, love the homeland, based on law and environment, mastering science and technology, have a high work ethic and discipline (Esia & Baffoe, 2018; Brinia & Psoni, 2021).

However, in achieving this quality education, it is also necessary to have an education system that can provide quality and effective learning for the students. Where effective learning can only be created, when the various components involved in a learning process can work optimally and are well organized (Alves et al., 2019; Gan & Yang, 2018). This is because each component in a learning process is closely related to one another, so that when one of the components in the learning process does not work well, the results of the learning will also not reach the maximum stage (Assuncao & Gago, 2003). 2020; Kostianen et al., 2018). Based on data published by the World Population Review in 2021, Indonesia is still ranked 54th out of a total of 78 countries studied in the world education rankings. Of course, this is still not optimal when viewed from the various educational processes currently applied in Indonesia.

There are many components that are very influential in a learning process, starting from the education system that has been determined, the students or students, the teaching staff or teachers, as well as other facilities and infrastructure that are also very instrumental in creating a good and effective learning process. Where in its implementation, each of these components must be able to work together well in order to produce maximum learning output and in accordance with what is aspired (Latiana et al., 2018; Gibbons & Farley, 2019).

As one component in the learning process, the teacher is one of the key roles in achieving quality learning. This is because the teacher's role is so large in a learning process in schools, as contained in Article 35 of the Law on Teachers and Lecturers which states that the teacher's workload includes main activities, namely planning learning, implementing learning, assessing learning outcomes, guiding and train students, as well as carry out additional tasks. In Law no. 14 of 2005 concerning Teachers and Lecturers also explains that teachers are professional educators, which means the work requires expertise, proficiency, or skills that meet certain quality standards or norms and requires professional education.

Therefore, in addition to the teacher, the role of a supervisor is also very contributing in advancing an education in schools. Because every teacher who serves as an educator must also be given guidance on how to plan and implement good and appropriate learning, which is in accordance with established learning procedures. So that the learning process can run more directed, and can achieve learning objectives as expected (Poernamawijaya et al., 2018).

Thus, good cooperation and synergy between teachers and supervisors will also greatly affect the learning outcomes carried out in a school. The establishment of good cooperation and synergy between teachers and supervisors can support the creation of a good and effective learning process, so that in the end it will produce satisfactory learning outputs in the form of highly competent student graduates (Hewett & La Paro, 2020; Usher, 2019). On the other hand, without good cooperation, the learning outcomes obtained will also not be optimal.

In terms of good synergy and cooperation between teachers and supervisors, it will depend on the communication model established between the two parties. If communication between teachers and supervisors does not run smoothly, it is certain that good cooperation and synergy will not be able to be implemented. However, if teachers and supervisors can communicate well, then the learning process will be able to run well as planned (Ben Haruh & Orland, 2019; Habbi et al., 2018).

Based on this description, there are several problems studied in this study, namely: 1) Most of the teachers gave a bad response with the arrival of supervisors to their schools. This

is evidenced by the fact that many teachers are always looking for reasons to avoid supervisors, and are reluctant to follow various instructions or directions given by supervisors when visiting schools. As a result, communication between teachers and supervisors is not well established and as expected. This shows that there is an inappropriate teacher paradigm towards the supervisors themselves, thus making the motivation of teachers to meet with supervisors very low; 2) The communication that is not smooth has an impact on the absence of good cooperation and synergy between teachers and supervisors in carrying out the learning process in schools. In the end, this makes the skills and professionalism of teachers not developed properly. This is indicated by the number of teachers who have not been able to compile KKM, semester programs, Learning Process Plans (RPP) and learning models that have been targeted by supervisors. Where this happens because of the reluctance of teachers to meet with supervisors, so that they do not get sufficient guidance and guidance from supervisors on the matter; and 3) The two problems above ultimately have an impact on the implementation of Islamic Religious Education learning which still does not meet the standards of the learning process, resulting in low Graduation Standards (SKL) of students taught by the Islamic Religious Education teacher. The effect is that students' learning outcomes of Islamic Religious Education are not maximized. On the other hand, supervisors are also unable to carry out their duties and functions optimally in accordance with the provisions that have been set.

B. METHOD

This research uses qualitative research with a case study approach. The types of data in this study are primary data and secondary data. Primary data obtained by distributing questionnaires twice to respondents, aiming to find out and measure how the teacher's paradigm towards supervisors has been so far, and the second stage questionnaire sheet was given with the aim of seeing and measuring the paradigm shift of the fostered teachers towards supervisors (McGee, 2019). While the secondary data obtained from the study of literature. This research was conducted using a best practice approach carried out in the Mande sub-district, with the object of research including nine fostered teachers from Middle School 1 Mande, Middle School 2 Mande, Middle School 3 Mande, Middle School Plus Al-Bidayah Islamic Middle School Ibnu Umar , all of which are located in Cianjur district. The research carried out by the researchers in this best practice is in accordance with the visit schedule that has been agreed between the researcher and the fostered teachers, and pays attention to the condition of the school (free time) so that it does not interfere with the implementation of the learning process. The data are presented using qualitative techniques.

C. RESULT AND DISCUSSION

In this case the researcher divided the 4 answers in the questionnaire into two groups of answers, namely the positive answer group and the negative answer group. The positive answer group consisted of the 'Agree' and 'Strongly Agree' categories, while the 'Disagree' and 'Strongly Disagree' categories were grouped into negative answers. Based on the questionnaire sheet that the researcher has distributed, in the early stages, the following results are obtained:

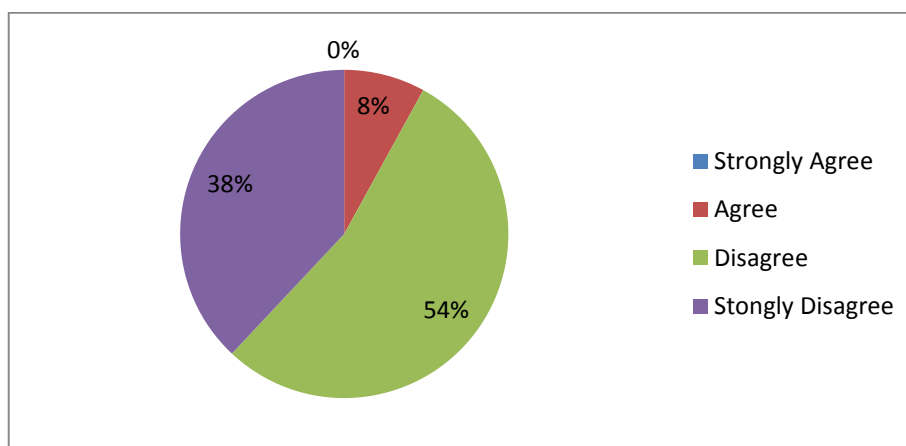


Figure 1. The Percentage of the Teacher's Answers on the First Questionnaire Sheet

Source: Data Proceed

As we can see in the diagram above, the percentage of negative answers given by the teachers in the questionnaire is very large compared to the positive answers. Where there are 54% who do not agree, and 38% who strongly disagree, or as many as 92% of teachers have a negative paradigm of the performance of school supervisors so far.

The bad teacher paradigm towards the supervisor is of course caused by the attitudes and actions that the supervisor gives to the teacher when carrying out his supervisory duties. Because so far supervisors have more often carried out evaluation or assessment tasks, and tended to neglect the task of mentoring, coaching and directing the fostered teachers which were more needed.

The sudden arrival of supervisors often makes teachers nervous and worried so that they can't actually learn optimally in class. Moreover, the impression that the supervisor likes to scold the teacher and has to spend a budget for the supervisor's transportation is already quite attached to the minds of the teachers, making them even more scared when they see the supervisor visiting their school. In the end, this makes communication between teachers and supervisors not going well so that it cannot present a good synergy between the two. Even though the collaboration between teachers and supervisors is very important to support a better learning process.

Therefore, after seeing the results of the teacher's answers on the first questionnaire, the researchers continued to try to establish friendly communication and intensive approaches with the teachers assisted by researchers in Mande District. As much as possible the researcher did not give harsh words that actually made the teachers afraid and not happy to meet the researcher. On the other hand, the researchers prioritized activities of guidance and direction to teachers when visiting schools. The author has also made an agreement with the assisted teachers about the schedule of visits and the deadline for collecting the assignments that the researcher gave, so that teachers do not need to feel nervous or surprised when they see researchers come to visit their schools.

After carrying out the approaches and strategies that researchers have applied so far, there has been a change in the paradigm of teachers towards supervisors who have been assessed negatively by them. This is proven by the fact that teachers are more active in contacting researchers, and are even more enthusiastic about holding meetings with researchers to get guidance, solutions or assessments related to the implementation of their duties and professions. The change in the teacher's paradigm towards supervisors can also be seen from the teacher's answers in the second questionnaire that the researchers distributed, as shown in the following picture:

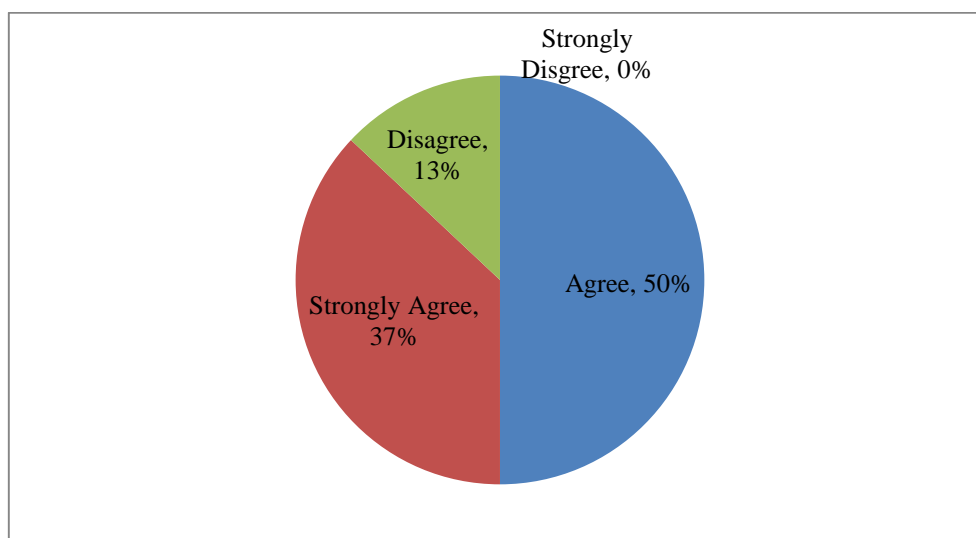


Figure 2. The Percentage of the Teacher's Answers on the Second Questionnaire Sheet
Source: data proceed

The large number of positive answers given by teachers in this second questionnaire can be seen as a form of bad teacher paradigm shift towards school supervisors so far. Where from the diagram above it can be seen, there are as many as 50% who give agree answers, and 37% strongly agree, with the supervisor's contribution to the smoothness of the task and increasing the professionalism of the fostered teachers. In other words, there were 87% positive answers given by the teacher in assessing the supervisor's performance.

With the change in the paradigm of teachers towards better school supervisors, a good synergy between researchers and teachers assisted by researchers has also begun to be built. This of course must continue to be supported by good and effective communication between researchers and supervisors, so as to create mutual respect, mutual trust, and also the common vision needed to build a good synergy.

Synergy

As the researchers mentioned above, that the focus of the problems that the researchers will discuss in this best practice research is an effort to increase the synergy between teachers and supervisors in carrying out supervisory tasks, therefore in the opinion of the researchers in this study it is necessary to first examine the meaning of synergy. itself.

Synergy comes from the Greek word *synergos*, which means to work together. Meanwhile, according to Covey, synergy is a combination or combination of elements or parts that can produce better and greater outputs than if done alone (Dunst et al., 2020). From this understanding, it can be understood that synergy is a combination of cooperation between several actors in a job, which can provide better and greater results. This shows that if a job is done by several people with good synergy in it, it will produce very satisfying results compared to if the work is only carried out by one actor. This of course also applies to the relationship between teachers and supervisors in carrying out the learning process, so that the results achieved can be in accordance with the predetermined targets.

However, to be able to perform a good synergy, according to Doctoroff, there are several main requirements needed for an ideal synergy system, namely trust, effective communication, fast feedback, and also creativity. In line with this explanation, Covey also added that synergy can easily occur if the existing components are able to think synergistically, there is a common view and mutual respect (Ozga et al., 2020).

Thus, it can be concluded that in order to establish a good synergy between teachers and supervisors in carrying out the learning process, there must be effective communication, a sense of trust, mutual respect, and a common view between the two parties. Because without these things, it would be impossible for the two actors to have a good synergy. Moreover, if the communication between teachers and supervisors does not go well, of course it can be ascertained that the quality of the learning carried out will not be as expected.

Talking about communication and trust, the paradigm of each actor towards other actors will be very influential. As explained by Harmon (1970) in Moleong (2010), which defines a paradigm as a fundamental way of perceiving, thinking, judging and doing that is related to something specifically about the vision of reality. This means, the paradigm of the teacher towards the supervisor, namely what the teacher thinks, perceives and evaluates towards the supervisor, will greatly affect the trust and communication relationship with the supervisor.

Therefore, from the description above, it can be understood that a good synergy between teachers and supervisors will greatly contribute to the success of learning in schools, which in turn will produce high-quality education. However, to get a good synergy, there must be good communication, mutual trust and respect, as well as a common view between teachers and supervisors, where this will only be achieved if there are no mistakes in the teacher's paradigm towards supervisors or vice versa.

Duties and Functions of School Supervisors

Furthermore, in this study, researchers also need to describe the main duties and functions of school supervisors. This is deemed necessary in view of the erroneous paradigm of teachers regarding school supervisors, so that with an explanation of the duties and functions of school supervisors, it is hoped that it can awaken and remind both teachers and supervisors themselves about their duties and obligations.

The school supervisor is one of the education personnel who plays a strategic role in improving teacher professionalism and the quality of education. This is based on the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning teachers, article 15 paragraph (4) point d, which states that teachers who are appointed to the position of Superintendent of Education Units carry out professional mentoring and training of teachers and supervisory duties. In this case the supervisory task in question is to carry out academic and managerial supervision activities.

In line with the explanation above, the school supervisor's workbook also explains that what is meant by school supervisors are school/madrasah supervisors who have the status of a Civil Servant (PNS) who are given full duties, responsibilities and authority by the authorized official to carry out academic and managerial supervision in the education unit.⁴ Academic supervision is a supervisory function relating to aspects of coaching and developing professional abilities of teachers in improving the quality of learning and guidance in schools, while the managerial supervisory function relates to school development in general.

Therefore, it is certainly very logical to say that supervisors also have a significant role in developing the quality of learning in every school in Indonesia. Because the process of supervision activities carried out by supervisors for each teacher in the field of study or what is called academic supervision, is a morally inherent assistance in improving the quality of the teacher himself. In addition, academic supervision also serves to help teachers develop their abilities in managing the learning process to achieve the goals of learning (Gurkan, 2018; Yalcin, 2019).

So that in the implementation of academic supervision, supervisors must also conduct performance assessments of teachers in managing active and dynamic learning so that their students have the skills and skills as expected.

From the explanation above, in general, the main tasks of school supervisors consist of academic and managerial supervisory duties, which include: 1) Preparation of supervision programs; 2) Implementation of coaching. Coaching implies providing direction, guidance, examples and suggestions in the implementation of education in schools; 3) Monitoring the implementation of the eight National Education Standards; 4) Assessment; 5) Professional guidance and training of teachers. Guidance is an effort by school supervisors intended so that those who are supervised know in detail the activities that must be carried out and how to carry them out; 6) Evaluation of the results of the monitoring program implementation; and 7) Implementation of supervisory duties in special areas.

In addition, the School Supervisor Workbook also mentions 10 points of code of ethics that every school supervisor must possess in carrying out his profession, namely: 1) Faith and fear of God Almighty; 2) Having a pattern of thinking, acting, and acting in accordance with religious norms, legal norms, moral norms, culture, and customs that apply in the life order of society, nation and state; 3) Prioritizing the interests of professional duties over personal and group interests; 4) Work professionally in guaranteeing and improving the quality of education, by prioritizing ethics and the principles of collegiality; 5) Implement a quality culture in carrying out professional duties; and 6) Develop creativity and innovation in carrying out professional duties; 7) Able to communicate effectively in carrying out professional duties; 8) Responsible and disciplined in carrying out professional duties; 9) Able to inspire in carrying out professional duties; and 10) Continuous professional development, in accordance with the development of science, technology, and art, as well as being active in professional organizations and official organizations.

So it can be understood that the task of a school supervisor is very complex, not only assessing or evaluating, but the most important thing of all is to provide guidance, guidance, and direction to teachers and principals of their fostered schools so that the learning process can run well and achieve the targets set. has been determined (D'Emidio, 2019). A school supervisor must also be able to communicate well and effectively, develop creativity and professionalism, and inspire his colleagues, as a code of ethics that must be followed when carrying out his supervisory duties.

Troubleshooting Steps

To solve the problems that researchers have raised in the previous chapter, there are several strategic steps that researchers try to apply as solutions in carrying out research supervisory tasks. Among them are:

1. Take an intensive approach and establish friendly communication

Seeing the teacher's response which was very lacking when supervisors made visits to the target schools, the researchers actually made frequent visits to schools to take a more intensive approach with the fostered teachers even though many of them were still looking for reasons not to meet face-to-face with the researchers. . However, the researcher tried to remain persistent in establishing communication with the teachers and always asked them when the time was right for the researcher to make the next visit.

In the early stages, the researcher tried to invite the assisted teachers to tell more stories and listen to any complaints or problems in the implementation of learning that they had faced so far. Although there were several tasks that the researchers gave to the assisted teachers, the researchers also tried to be patient and reminded the teachers to collect the

assignments in a polite manner. That is, the researcher did not immediately scold the teacher when they were late in collecting the assignments that had been given.

2. Analyze the cause of the problem

After making several visits and taking more persuasive approaches to the fostered teachers, the researchers tried to formulate the causes of the emergence of a wrong teacher paradigm towards supervisors that made them neither want nor afraid to meet with supervisors, which in the end led to no synergy being established. both between teachers and supervisors in carrying out the learning process at school.

Based on the experience that the researchers got in the field, some teachers were willing to talk about their fears when supervisors made visits to schools. Where in their belief, the supervisor is a scary figure because he suddenly comes to directly supervise the teacher in learning and usually likes to get angry for no apparent reason. Therefore, many teachers end up not wanting to meet the supervisor and like to make excuses when the supervisor asks him to do certain tasks. To clarify the initial analysis, the researcher conducted a heart-to-heart dialogue with several teachers about their understanding and perception of school supervisors so far.

3. Changing the wrong teacher paradigm and increasing synergy with fostered teachers

After trying to make observations on the causes of the problems above, the researchers tried to provide an understanding to teachers that supervisors are not feared figures, but work partners who can assist them in carrying out learning tasks in a better and more focused manner. so that learning outcomes are as expected.

One of the efforts that researchers have made to change the wrong teacher paradigm is by providing more frequent guidance, direction, and coaching to fostered teachers when visiting schools. In fact, researchers often bring directly examples of assignments when researchers were still teachers at SMPN 1 Cianjur, such as lesson plans, Teacher's Daily Agenda, KKM, Promises, learning models, Annual Programs, and others related to the teacher's main duties so that teachers can more easily understand how to make these documents good and right and show that the supervisor has done the dumen first when he became a teacher. Thus, usually the assisted teachers are no longer able to argue not to carry out the task on the grounds that they do not understand or do not understand how to do the task. The author also does not need to be angry with the teacher because the researcher has made an agreement with the teacher when the task must be completed and followed up.

In addition to the completeness of the learning documents they have, the researchers are also trying to get new information about educational and social developments, such as changes to candy bars and others. Researchers also always bring complete supporting facilities during visits to schools, such as laptops and stationery, and even pens, which are sometimes used as an excuse by some teachers to avoid meetings or procrastinate so that the guidance process is inefficient and ineffective.

D. CONCLUSION

Based on the results of the data and analysis, it can be concluded that to achieve the learning goals that have been determined, both teachers and supervisors must be able to work together and synergize well. Because with good synergy between teachers and supervisors, both parties can continue to upgrade their skills and professionalism, as well as make the learning process more focused and measurable in accordance with the provisions set out in the national education system. Thus, it will be easier for teachers and supervisors to carry out a good and effective learning process, and can achieve learning objectives as expected.

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