

Informal Supervision Model “Managing by Walking About” in Improving Quality of Learning

Ahmad Nurabadi

Educational Administration
Universitas Negeri Malang, Indonesia
ahmad.nurabadi.fip@um.ac.id

Sucipto

Non-Formal Education
Universitas Negeri Malang, Indonesia
sucipto.fip@um.ac.id

Imam Gunawan

Department of Educational Administration
Universitas Negeri Malang, Indonesia
imam.gunawan.fip@um.ac.id

Abstract: The principal must know all the teachers well, all the students, all parents of students, and the school community. To get to know all parties and their working environment, the principal must have an open door policy and managing by walking about (MBWA), namely managing by blusukan or also known as informal supervision. The principal should leave the office door open, with the door open, teachers and parents feel not reluctant to step into the principal's office. They can convey their problems and ideas quickly. For teachers to leave the classroom door open is also very good, because the principal or other teacher can stop by to see what is happening in the classroom. The purpose of this study is to find a learning supervision model using informal supervision techniques as a way to improve the quality of learning. This research method is quantitative. The research targets were teachers in the laboratory at Malang State University. Data collection techniques with a questionnaire. Analysis of quantitative data with descriptive statistics tendency central. The collegial relationship in conducting informal supervision has the highest percentage or average value, while the collegial-professional communication topic has the lowest percentage or average value.

Keywords: model, supervision, informal, quality of learning

I. INTRODUCTION

The key to improving school quality is improving the quality of learning. To improve the quality of learning, principals and teachers must know the professional aspects of teachers that must be improved. The teacher has a series of tasks in carrying out his role in learning, starting from compiling the syllabus, preparing lesson plans, preparing for teaching, managing classes, carrying out the learning process, managing children's behavior, making an assessment of children's learning outcomes and providing feedback, to reporting the results to parents. The teacher has strengths and weaknesses in achieving his competence. Teachers need input and support from the principal, peers, and related parties to improve their professionalism. The principal can use the results of supervision to improve teacher competency. Supervision can be carried out through informal supervision (MBWA), clinical supervision, assessment of teacher performance.

Managing by Walking About (MBWA) or blusukan it means taking a few minutes each day to get around in the school area, greeting and discussing with students, teachers and parents, as well as visiting class informally. The principal should schedule blusukan at different times each day. Including doing blusukan during recess, when students are outside the classroom, during study hours when students are studying in class, or in the morning before school hours or at school hours, when parents are at school. Do it for 10-15 minutes every day,

then your school will look different. Supervision must produce a program plan to improve teacher professionalism.

Principals and senior teachers need to know what is really happening in the classes at their school. The principal and senior teacher must be well acquainted with all the teachers, all their students, all parents of students, and the school community. To get to know all parties and their working environment, the principal must have an open door policy and managing by walking about (MBWA), namely managing by blusukan.

It is good for the principal to leave his office door open (except for times when he needs a state of privacy or is conducting meetings or other activities that require full concentration and cannot be disturbed). With the door open, the teacher and parents do not hesitate to step into the principal's office. They feel more comfortable to convey their concentration. It is a good idea for the teacher to leave the classroom door open. Thus, the principal or other teacher can stop by to see what is happening in the classroom.

Daily visits to classes should not be 'formal observation'. Daily visits to this class should not interfere with learning activities in the classroom, do not interfere with the teacher who is teaching and students who are learning. Daily visits to the class can give the principal an idea of what is really happening in the classroom and how the teaching and learning process is happening. If there are things that need to be followed up (for example, there

are teachers who have difficulty regulating the behavior of children in the classroom), the principal can immediately find a way out.

Today's informal supervision has a strategic role in improving performance and professional development within the framework of staff coaching. Farber and Hazanov (2014) seeks to overcome a significant gap in the research literature, namely by conducting a survey of 146 teachers through an online self-report questionnaire about their experiences with "informal supervision". They ask teachers: who they are most likely to share clinical information with (for example, colleagues in training programs, leaders, friends, family members, psychotherapists and other important people); what kind of information they share with these people; why they seek informal supervision; how informal supervision advice/support seems useful; and whether teachers share their experiences with their supervisors and senior teachers.

Their sample is largely female and is evenly distributed with regard to clinical orientation which is preferred (psychodynamic; cognitive-behavioral; humanistic/existential); more than 60% are currently in their own coaching. Teachers will most likely seek informal supervision from their colleagues, in their programs, other important people, and their own supervisors. The most helpful sources of informal supervision are a colleague in one's program, a colleague in the mental health field outside one's program, and a member of the leadership in one's program. While the most helpful is a friend, sibling, and a religious / spiritual leader. The most common types of information shared are difficulties in career development, the client's main problem, client's gender, and feelings about the client.

II. METHOD

His study uses a quantitative approach. The population and sample of this study were all teachers in the UM laboratory school environment, amounting to 120 people, who were in the SD, SMP, and SMA Laboratory UM. Research data collection was carried out using a questionnaire. As described above that this research was conducted using a quantitative approach, thus we need a research instrument in the framework of collecting quantitative approached data, namely an instrument called a questionnaire. With reference to Kerlinger (1986); Borg and Gall (1992) This research questionnaire was prepared using a Likert scale (1-5) based on operational definitions of the research variables.

Analysis of the data used in this research is quantitative data analysis with descriptive analysis techniques to measure central tendency (Sugiyono. 2005). Based on the results of data analysis, it was found that the results of the study were quantitative details of the learning supervision model using informal supervision techniques as a way to improve the quality of learning.

III. RESULTS AND DISCUSSION

Based on research data, indicators of the implementation of informal supervision to improve the quality of learning in UM Laboratory Schools can be seen in Table 1.

Table 1
Percentage and Average Indicators for Implementing Informal Supervision

No	Indicators	Percentage	Average
1	Collegial relationship	89,65	3.59
2	Collegial communication	87,34	3.49
3	Give consideration	74,31	2.97
4	Collegial-professional discussion	71,91	2.88
5	Collegial-professional support	81,42	3.26
6	Emotional feeling	82,72	3.31
7	Topic of collegial-professional communication	71,34	2.85

Based on Table 1, it is known that collegial relationship indicators in the implementation of informal supervision to improve the quality of learning in UM Laboratory Schools have the highest percentage or average value of 89.65 with an average value of 3.59. Whereas collegial-professional communication topic indicators in the implementation of informal supervision to improve the quality of learning in UM Laboratory Schools have the lowest percentage or average value of 71.34 and an average value of 2.85

The collegial relationship in the implementation of informal supervision to improve the quality of learning in the UM Laboratory School shows the highest value, so it can be explained that the implementation of informal supervision is highly dominated by the collegial relationship between teacher and teacher as well as the teacher and the principal. Supervisors or principals most often use informal supervision, because the informal supervision they choose is appropriate and supervisors are broad-minded, they need guarantees (personal). Their supervisors are knowledgeable about specific aspects of a particular clinical case, and they need more than one opinion about this case. Importantly, teachers are happy with the informal supervision model, because they do not agree with formal supervision, because they feel intimidated by their supervisor, or feel that their supervisor is too judgmental. When asked what type of clinical situation causes teachers to want to seek informal supervision, out of the 15 possible items, the most supported are feeling stuck, feeling wrong making clinical mistakes, and feeling challenged by work. Regarding the usefulness of experienced informal supervision, teachers find informal supervision very helpful in their clinical work and emotional well-being. Importantly, teachers tend not to share their informal supervision experience with their formal supervisors.

Farber and Hazanov's (2014) findings show that teachers like informal supervision - especially with coworkers in their programs - far more often than is usually recorded in the research literature, in teacher training programs and in formal supervision settings. When teachers feel strongly challenged, stagnant, or feel as though they have made a critical mistake, they seek informal supervision from individuals they consider intelligent and broad-minded, both for clinically savvy knowledge and validation or emotional support (Farber & Hazanov, 2014). Importantly, "teachers do not denigrate their formal supervisors, they (formal supervisors) are

preferred and appear more often when needed - but this teacher suggests that starting work is sometimes very stressful, requiring more consultation and support, especially from different varieties. -hoc, from once a week supervision, even very good supervision, can provide”(Farber & Hazanov, 2014).

study by Golia and McGovern (2013) explores ways training programs can incorporate a peer model into their current practice. Farber and Hazanov (2014) found that the peer model helped normalize and reduce teachers' anxiety and feelings of inadequacy, while allowing teachers to build trust in clinical judgment and skills through conversations with peers. The teacher reports that discussing teaching material with fellow teachers in their school without the presence of a formal supervisor encourages a safer and non-intimidating environment to explore and process difficult problems that arise in learning. This is the argument that must be considered by a supervisor.

Farber and Hazanov's (2014) research shows that teachers discuss the development of professionalism with informal supervision more often than usual, assumed by those who are researching about the supervision process. In addition to investigating the informal supervision component, Farber and Hazanov's (2014) research aims to capture - through semi-structured interviews and qualitative data analysis (Hill, Knox, Thompson, Williams, Hess, & Ladany, 2005; Hill, Thompson, & Williams, 1997) - a broad and detailed phenomenological understanding of how, when, with whom, and under what circumstances the teacher uses informal supervision. In addition, the study understands the extent to which teachers have considered whether informal supervision practices are consistent with teacher ethics, and what new rules or codes of ethics they might propose regarding the use of informal supervision. In addition, the study found that informal supervision practices contributed to the work of teachers and their developing professionalism, as well as the similarities and differences between the utility of formal and informal supervision.

Based on this study, it can be understood that informal supervision is the supervision of teaching

conducted by supervisors to solve problems faced by teachers in schools, so that teachers feel that schools are a comfortable environment for carrying out learning activities. Typically informal supervision is carried out with supervisors going around the school, looking at the situation of learning activities carried out by the teacher in the classroom by not using assessment instruments. Supervisor by directly observing learning activities can make decisions what should be done. If there are cases that cannot be decided by the supervision itself, the supervision can bring the findings to be discussed in the teacher board, headmaster, or school committee. Therefore, informal supervision promotes the collegial process of discussion between supervisors with the teacher or with the principal.

IV. CONCLUSION

Indicators of collegial relations in the implementation of informal supervision to improve the quality of learning in UM Laboratory Schools have the highest percentage or average value. Whereas collegial-professional communication topic indicators in the implementation of informal supervision to improve the quality of learning in UM Laboratory Schools have the lowest percentage or average value.

REFERENCES

- [1] Farber, B. A., & Hazanov, V. 2014. Informal Sources of Supervision in Clinical Training. *Journal of clinical psychology*, 70(11), 1062-1072.
- [2] Golia, G. M., & McGovern, A. R. 2013. If You Save Me, I'll Save You: The Power of Peer Supervision in Clinical Training and Professional Development. *British Journal of Social Work*, 67(2), 138-145.
- [3] Hill, C. E., Knox, S., Thompson, B. J., Williams, E. N., Hess, S. A., & Ladany, N. 2005. Consensual Qualitative Research: An Update. *Journal of Counseling Psychology*, 52(2), 196.
- [4] Hill, C. E., Thompson, B. J., & Williams, E. N. 1997. A Guide to Conducting Consensual Qualitative Research. *The Counseling Psychologist*, 25(4), 517-572.
- [5] Sugiyono. 2009. *Metode Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.