Academic Supervision Barrier and Its Strategic Implication

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Abstract Academic supervision is a part of teachers' professional duties which is essential in improving the quality of education. In fact, its implementation still experiences many issues that a continuous evaluation is highly demanded. The study aims to reveal the barriers of academic supervision in Indonesia and suggests an ideal supervision model under the perspectives of pre-service supervisors. Data were collected through open-ended questionnaires given to 40 pre-service supervisors. Then, direct interviews with ten of them through Focus Group Discussion (FGD) were made. The data were analyzed qualitatively. After collecting the questionnaires, the researcher qualitatively analyzed the answers in essential points, according to their respective categories and themes. For data validation, the researcher selected ten of them to discuss in the Focus Discussion Group (FGD). After the validation, the researcher distributed them back to the participants to rank them from extremely important to the less important ones. The items with the score of over 70% were proceeded. Finally, the results revealed that academic supervision in Indonesia has many practical issues. Finally, this research provides some effective strategies to resolve them.

Keywords Pre-service Supervisor, Teacher, Academic Supervision, Supervision Barrier

1. Introduction

Education is a vital issue for human development. Educational advancement determines the quality of human resources and the development of the nation [1]. Improving the quality of education is not easy, but it requires a long time process and involvement of government, schools, and teachers. Schools are educational institutions that play as one of the representatives of the Indonesian government to achieve national education goals [2].

Teachers play a significant role at schools. Public complaints about the educational decline in the quality should be a reflection for the authorities to create professional teachers [3]. Professional teachers not only master the materials but also play as tools for cultural transmission. Besides, they dynamically transform knowledge, values, and culture that demands high productivity and competitive quality of work [4]. Less professional teachers need supervisor's guidance and direction in solving the problems to achieve the educational goals. Supervisors function as guides, directors, and assistants for the teachers to improve their quality and professionalism in teaching [5]. Therefore, the study of education supervision is significant to improve the quality of Indonesian education.

Teachers' development is an essential element in education because their quality determines the education. Professional teachers can create high-quality students while the non-professional ones might not. Several studies on teacher's professionalism and its relation to student achievement have been conducted. Darling-Hammon [6], for example, asserted that the quality of teachers has a positive influence on the quality of students. Similar studies conducted by Clotfelter [7], Haycock [8], Rowan [9], Boyd [10], Croninger [11], Ronfeldt [12], and Hill [13] found that teacher's quality had a positive influence on student's performance.

Creating a professional teacher is not easy [14]. One of the ways to improve the teachers' professionalism is a supervision. Under supervision, teachers are required to carry out their tasks responsibly and adequately. The supervision process can be an instrument to produce incremental gains in teacher expertise, which can support student achievement [15]. Supervision is a process of overseeing teachers' work to assist them solve their instructional problems, so students can benefit maximally from classroom activities". Finally, supervision is advantageous for teachers in some respects. It could help teachers overcome their classroom problems and make a meaningful input [16].

Indonesian government has been making serious effort in developing teacher's competencies [17]. Various programs have been established to improve the teacher's professionalism, from certification programs until supervision [18]. Since 2005, Minister of Religious Affairs released an improvement program for the teachers to take master degree programs in several universities in Indonesia. Since the effort to improve the teacher's professionalism in Indonesia through the supervision program continues, teachers still encounter many daily job problems, especially their improvement [19]. Government effort to enhance the teacher's quality through supervision leaves a gap between teacher's and supervisor's perspectives on conducting proper supervision suitable to them. In some cases, the supervision process is not in line with the teachers' need. This research aims to know the teachers' voices in several aspects of Indonesia's supervision programs, which includes the following questions.

- What are the barriers to educational supervision based on the teachers' perspectives?
- How do the teachers perceive on the proper supervision?
- What are the strategies to overcome the current challenges in educational supervision?

2. Literature Review

2.1. The Barriers to Educational Supervision in Indonesia

The law of the Republic of Indonesia Number 14 of 2005, Regarding Teachers and Lecturers, Article 1 (Paragraph 1) emphasizes that teachers are professional educators who mainly educate, teach, guide, direct, train, assess, and evaluate students [20]. Therefore, one of the teachers' professional obligations is to plan to learn, carry out a quality learning process, assess and evaluate learning outcomes, and improve and develop academic qualifications and competencies on an ongoing basis that is in line with the developments of era [3]. Teachers must be prepared to become professionals in carrying out their duties with various activities such as training to increase their capacity [21].

According to Mulyasa [22] there are several common mistakes that teachers often make in the teaching and learning process in Indonesia, which are:
- taking shortcuts in learning;
- waiting for students to behave negatively;
- using destructive discipline;
- ignoring the differences in students;
- feeling the smartest and knowing the best;
- unfair (discriminatory);
- imposing rights on students.

This problem indicates the teachers' low performance in carrying out their profession, so they need to be supported by supervisors and school principals to foster, guide, train, and develop their abilities through academic supervision [23]. Supervision is a part of teachers' professional experiences. It helps them be a better teacher and forces them to do their job at the maximum level [24].

In general, educational supervision in Indonesia is conducted in two ways, supervision by the principal as the leader of educational institutions and supervision by supervisors who are appointed by the educational office under the command of the ministry of education [25]. Apart from being a manager, the principal also acts as a supervisor, directing, controlling, and evaluating the teachers' activities at schools directly, from the teaching preparation to evaluation. Principal leadership's role through teacher supervision activities is one of the organizational variables that affect the teacher performance [26]. The role of the principal as a supervisor is vast and significant in improving the performance of teachers, which ultimately leads to improving the quality of the learning process and learning outcomes at micro and macro levels which lead to improving the quality of Indonesia's human resources as a whole [27].

Based on the Government Regulation Number 19 of 2005, Regarding the National Education Standards, Article 55, school supervisors' primary duties in supervising education units are monitoring, supervising, evaluating, making report, and conducting a follow-up on the supervision results [20]. Their tasks are providing guidance, assessment, and assistance during the program plans, processes, and school management to improve school performance [28]. They are responsible for helping the institutions improve the education delivery quality (managerial supervision). Besides, They also need to improve the quality of the teaching and learning process to enhance the students' achievement outcomes [25].

However, many people perceive that the academic supervision services given by the school supervisors and principals do not fulfill the teachers' expectation [23]. They only play as auditors who check the administrative requirements without providing guidance and training to the teachers. An investigations conducted by the Australia Indonesia Basic Education Program (AIBEP) in 2007 revealed that supervisors' competence was below expectations [29]. Supervisors are considered weak in the

field of academic supervision. The teachers stated that the supervisors are lack of the necessary skills of effective supervisors [30].

A part from the skill deficiency, supervisors are less responsible for their primary duties, less creative in their work, and lack of knowledge about technology and art. Teachers still need to improve their performance by learning how to prepare lesson plans. Only few teachers carry out classroom action research and analyze the student exam results [29]. Several studies show the dissatisfaction of school principals and teachers with the implementation of school supervision in Indonesia. They claim that the supervisors only examine the learning administration, giving less concern on the learning improvement. Supervisors perceive that they contribute to education, yet the principals and teachers' perception is just the opposite. Negative perceptions about primary education supervisors indicate that they cannot make the expected contribution [31]. The implementation of learning supervision cannot optimally evaluate the learning process and give good feedbacks for the teachers at schools [32].

2.2. Effective Educational Supervision Model

No single definition can explain the meaning of academic supervision as a whole because every expert or researcher defines supervision in different ways, according to their backgrounds, scientific fields, and perspectives. However, there are some agreement points determining supervision. The critical keyword to the common definition is that the purpose of supervision should enhance the teachers' pedagogical skills to mainly improve the students' achievement [15]

The idea of the importance of supervision has been initiated in the earliest days of the industrial development, where producers try to increase their yield or productivity. At this stage, the purpose of supervision devoted to checking whether the production met the target. Therefore, Taylor conducted a scientific research that emphasized the effectiveness of the work [33]. He analyzed the work quantitatively by asking how many pieces of products a worker produces at a particular time. Humans are treated like a production machine. One's quality of work is seen from the number of products he can produce. At the same time, spiritual elements, such as feelings, are not much concerned. Only in the 20th century, has the supervision been directed at non-physical aspects, such as increased motivation, emotion, comfort, and attitude.

Until the XVII century, education was still not considered a professional discipline and field of study. Teachers were only seen as servants in charge of serving the community. The school is fully controlled by the government and left entirely to the Church. The Church finally set the priests to be the teachers because they were the most comfortable alternative to provide an education, especially teaching religious values [15]. Because education is the prerogative of the Churches and pastors, teachers' quality and the way they educate received less attention. Supervision of the learning process at schools had less attention [34]. It was only in the 1800s when the industrial world began to develop rapidly, and the urban community filled the city with many social problems, and the quality of education was noticed and people thought to oversee the implementation of learning. Governments in several parts of Europe and America began to think of forming a supervisory team tasked with establishing sufficient education criteria and qualified teachers [35]. Since then, teachers were not seen as servants but professionals and experts. Not everyone could be a teacher; only those who met specific criteria as an expert in certain fields [36].

At the time, supervision was aimed at improving the quality of teaching. The supervisor's duties were limited to make school visits and to provide instructional training to the teachers. Most supervisory tasks only guided teachers to teach adequately and effectively. A supervisor went to one school to another to check and supervise the learning implementation, whether it has been running effectively or not [34].

In the mid-nineteenth century until the early twentieth century, debates in the world of education were dominated by two significant schools of thought, the ideas of John Dewey and Frederik Taylor. For Dewey, democracy was the starting point for human development. Therefore schools should have been directed to educate students to be good citizens and to further develop the ideals of democracy [37]. He initiated the student-centered education and differentiation based on their learning needs. He also opened the idea of content integration as ways of bridging the gap – between students' passive role as learners and the active role they would have needed to play as citizens – and connecting the classroom to the real world [38].

The second thought followed Frederik Taylor's ideas about scientific management [33]. According to him, the most powerful means to improve production was by measuring the specific behavior of the factory workers. If workers performed a task in 100 ways, some methods would have been more efficient. By studying those various ways, the best approach could be revealed. The chosen method used as the material for planning more systematic work, such as the worker's selection, training development programs, and dividing labor processes to make them work effectively, was achieved. Taylor's ideas were welcomed by engineers, business owners, and colleges of engineering and business because they strongly supported their work. Unfortunately, Taylor's thought about scientific management had not been applied in the world of education [15].

The first person to initiate the importance of teachers to be scientifically measured and corrected was Edward Thorndike [39]. Following the Taylor's footsteps, he laid

down the principles of public-school administration that could be used to manage schools such as managing factories or industries. The school is an industry in which the raw products are children. They can be shaped and fashioned into products to meet the various demands of life. Thorndike's ideas were later clarified again by Cubberley as outlined in an article entitled "Public School Administration" [40]. Since then, the teacher's work became measurable and needed to be supervised so that the teaching objectives could be effectively achieved.

In the XX century, a new version of supervision models emerged. The earliest model of educational supervision that emerged was clinical supervision. In the 1980s, about 90% of school administrators in Europe used clinical supervisory models [41]. Goldhammer [42] developed a five-phase process of clinical supervision designed to involve teachers and supervisors in reflective dialogue; pre-observation conference, classroom observation, analysis, supervision conference, and analysis of the analysis. Besides, Hunter developed a lesson model which introduced seven steps of supervision; anticipatory set, objective and purpose, input, modeling, checking for understanding, guided practice, and independent practice [43].

In the late nineteenth century, other models came up to increase the effectiveness of educational supervision known as reflective models [15]. Following this model, William Glatthorn promoted the Differentiated Supervision Model. Teachers should have some sense of control over their development, or he called it "differentiation." He believed that clinical supervisory practices only focused on staff members who would derive the most significant benefit from a clinical approach [44].

Danielson [45] promoted a model that briefly described four domains in teacher's supervision, which are planning and preparation, the classroom environment, instruction, and professional responsibilities. Within each of these domains, he described a series of components that further articulate the knowledge, skills, and dispositions required to demonstrate competence in the classroom. He suggested that the framework could be to accomplish three things: honoring the complexity of teaching, constituting a language for professional conversation. and providing a structure for self-assessment and reflection on professional practices [45].

In the XXI century, the supervision model developed more varied but took more specific parts. Expert attention was no longer on the issue of supervision, but the problem of evaluation, from the focus to the teacher to the discussion about the students [15]. Researchers, such as Tucker and Stronge emphasized student achievement as a criterion in the evaluation process. To find out the success of teaching is not only seen from the teacher effectiveness but also student gains in learning. Student achievement should be an essential source of feedback on the efficiency of schools, administrators, and teachers [46]. Therefore, in

the early twentieth century, there were many new methods for student-centered learning, such as active learning and student-centered learning. If student achievement was not excellent, the teacher was considered unsuccessful, and he had little incentive to develop into experts [47].

2.3. Educational Supervision Techniques and Models in Indonesia

In general, there have been three supervision techniques applied in education supervision in Indonesia, directive, non-directive, and collaborative [48]. A directive approach is a direct approach to a problem. Supervisors or school principals provide direct supervision by explaining, presenting, directing, giving examples and strengthening. This direct supervision can be individual, such as class visits, class observations, private conversations, interventions, selecting various sources used for teaching and seeing the processes and results of the evaluation. The supervisor also can apply this technique in groups through teacher meetings, teacher group studies, and workshops [49].

A non-directive approach does not directly show problems, but the teacher tells stories about the problems they experience. The supervisor or principal concludes the teacher's problem then provides guidance and directs. Meanwhile, a collaborative approach is taken between the supervisor and the teacher together to determine the structure, process, and criteria for the learning implementation [50].

In terms of implementation patterns, supervisors may have conventional practices and clinical supervision [51]. The conventional pattern plays an authoritarian role. Usually, the supervisor conducts an inspection to look for the issues and deficiencies. In comparison, the clinical supervision pattern focuses on improving teaching through a systematic cycle, from planning, observation to intensive and careful analysis of teaching performances to make scientific and rational changes [19].

Recently, new models of educational supervision in Indonesia have been developed. Kurniadi [52] found the Grow Me Please Model, which explained that supervision activities were carried out through several stages, which covered goal, reality, option, what's next, monitoring and evaluating, professional learning community, learning organization, empathy, and SMART-evaluation. At the same time, Suratno [53] revealed that consecutive changes ranging from reforming student learning, teachers' learning, and empowering the learning community though reaching the core of instructional improvement are indeed challenging. The model which has recently been applied in Indonesia is a collaborative approach, which emphasizes collaboration between supervisors and teachers or teachers and teachers in solving problems they face throughout the teaching process at schools [54]. However, from several existing models, there is still no explanation about the ideal

supervision step to do by supervisors in educational supervision, so they can be applied effectively at schools.

3. Materials and Methods

This study employs a qualitative approach [55]. Qualitative research focuses on understanding the phenomena experienced by humans in their daily lives [56]. The phenomena in this research mean the implementation of supervision and the pre-service supervisor view of supervision. This research aims to understand how teachers, prepared to be supervisors through the master's degree program at UIN Maulana Malik Ibrahim Malang, perceive the supervision according to their teaching experiences. All participants involved in this study were the teachers with 7 to 20-year experiences.

The participants were pre-service supervisors studying a master's degree program at UIN Maulana Malik Ibrahim Malang from 2016 to 2018 through the government scholarship program. They were 40 pre-service supervisors delegated from several public schools from various cities throughout Indonesia. They consisted of 22 men and 18 women. They were required to major in education supervision because they will be appointed to be supervisors in their respective areas after completing the studies. They were chosen to be the participants in this study because of two main reasons: first, they have a fair experience as teachers at schools and know the supervision process they have experienced along with their supervisors; second, they were students prepared to be a supervisor. The theories of the educational supervision they obtained in the tertiary education could be a provision for them to build an excellent educational supervision program.

The study investigated the views of pre-service supervisors on the effectiveness of educational supervision. It explored the ways supervisors did their tasks in supervising the teachers. It also explored their beliefs about the excellent supervision suitable for the teachers' context in Indonesia. Data were collected in open questionnaires and interviews. First, the researcher made an open-ended question related to the implementation of supervision, supervision problems, and views on effective supervision. We have one order to list the challenges of academic supervision and two main questions that relate to this topic:

1. Please list the challenges that you face in academic supervision in your school!
2. What do you do you think the strategies or alternatives to overcome those challenges?
3. What are the ideal steps for conducting adequate academic supervision?

The researcher uses a comparative method to analyze the responses of the participants. The emerging themes were constantly compared with one another to find the final theme. The researcher applied three steps in data analysis.

In the first step, the researcher read all the respondents' responses line by line and provided temporary codes on words or sentences considered necessary as the first theme. If necessary, the researcher conducted the encoding until the challenges and strategies in applying academic supervision were identified. Each theme was then examined to find relationships with the other themes or sub-themes [57], [58].

After checking of relations and categorization, the author makes an excel spreadsheet for review by other researchers and some representatives from the participants. The purpose of the result verification by the other researchers and some participants' representatives is to confirm whether the first theme is feasible to follow up for further research processes. From the initial analysis results collected from forty respondents, the researcher found twenty-three challenges, sixteen strategies, and eleven steps in implementing the ideal supervision.

In the second stage, the researcher made a questionnaire consisting of twenty-three challenges, sixteen strategies, and eleven steps to carry out the ideal supervision to be redistributed to the respondents for assessment, so the hierarchy of the challenges was identified. What was the lowest and what strategies were prioritized? Questions were made on a five-point Likert type scale (1 = Extremely important, 2 = Very important, 3 = Moderately important, 4 = Slightly important, 5 = Not at all important)), and the strategy was recorded on a seven-point Likert scale (1 = Extremely useful, 2 = Moderately useful, 3 = Slightly useful, 4 = Neither useful nor useless, 5 = Slightly useless, 6 = Moderately useless, 7 = extremely useless). In the second stage, the researcher provided open-ended question items for respondents to provide additional challenges and strategies that they felt were not on the list. After being analyzed, the researchers found nine challenges, twelve strategies, and four stages maintained because they met the eligibility criteria for further analysis.

In the third, we asked respondents to reassess their level of agreement with the previous results. The nine challenges were supposed as the most significant ones to overcome, and twelve strategies were the most useful to overcome the challenges of educational supervision in Indonesia. We used a seven-point Likert agreement scale (1 = Strongly agree, 2 = Agree, 3 = Somewhat agree, 4 = Neither agree nor disagree, 5 = Somewhat disagree, 6 = Disagree, 7 = Strongly disagree). This stage used a priori consensus, where consensus reached when two-thirds of the selected panelists agreed to overcome the strategy's challenges and usefulness. The third round was an opportunity for panelists to reflect on the challenges and strategies of round two. With a response rate of 96% (n=40), panelists agreed with nine challenges, twelve strategies, and four ideal supervision steps in the final round. In the third round, the researcher added one open-ended question related to the strategies to conduct educational supervision.

4. Result

4.1. Supervision Problems Identified by the Pre-service Supervisor

The analysis of the panelists' responses to the second stage of the questionnaire revealed nine selected challenges (see Table 1), and they received significant responses from the panelists, both in the agree or strongly agreed categories with an average of at least 70% -92%. The items included in the category selected by panelists at this final stage are shown in table 1.

Table 1. Academic supervision barriers

No	Academic Supervision Barriers	% selected Strongly Agree and Agree
1	Supervisor competency	92%
2	Lack of supervisors	91%
3	Teacher and supervisor workload	90%
4	Less optimal supervision pattern	89%
5	Low teacher and supervisor welfare	88%
6	Low teacher and supervisor discipline	87%
7	The lack of teacher readiness	78%
8	The lack of school facilities and infrastructure	73%
9	Inflexible organizational structure	70%

4.2. Strategies to Overcome Academic Supervision Challenges of Pre-service Supervisors

**Table 2**. Strategies to overcome the barriers of educational supervision

No	Strategies	% selected Strongly Agree and Agree
1	Improve the quality of supervisors	93%
2	Increase the number of supervisors	92%
3	Increasing the welfare of teachers and supervisors	90%
4	Reducing the workload of teachers and supervisors	88%
5	Improving the teacher and supervisor discipline	87%
6	Using e-supervision	86%
7	Continuous evaluation	84%
8	Always making coordination	84%
9	Maximizing the supervisor's role	83%
10	Delegation of authority through tutor	75%
11	Adding facilities and infrastructure	73%
12	Strengthening teacher motivation about the importance of supervision	70%

The analysis on the responses of 40 panelists in the third stage found 12 strategies to solve problems in the implementation of academic supervision. The twelve strategies were chosen because they met the initial assessment standard chosen by 70% of the panelists. The twelve strategies were listed in Table 2.

Table 2 shows the twelve strategies proposed by the panelists to solve the academic supervision problem according to their experience. The highest level is improving the quality of supervisors and increasing the number of supervisors. The next strategy is promoting teacher welfare, reducing workload, and growing discipline. The sixth and seventh sequence is the use of e-supervision and continuous evaluation. Furthermore, always coordinate, maximize the role of supervisors, and delegate authority. The last strategy is adding facilities and strengthening motivation.

4.3. The Ideal Educational Supervision Process

Base on the third question, the participants in this study responded well when asked about the procedures for implementing their ideal supervision. The researcher found several essential themes in performing the typical educational supervision procedure according to them as follows:
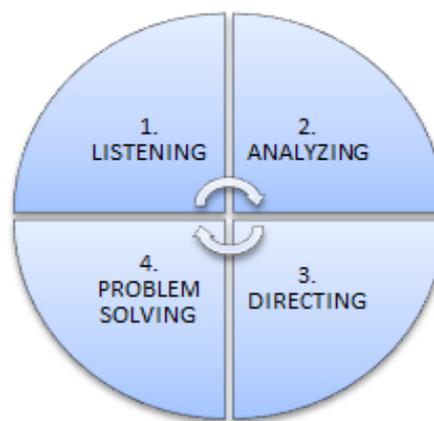
Figure 1. Steps of ideal supervision

Listening

Participants see that supervisors ought to listen more to teachers' problems. During this time, they feel the supervisors only detect the issues and blame the teachers. Many supervisors are willing to listen to charges faced by the teachers in carrying out their duties. The teachers hope that the arrival of supervisors can help them solve their problems. If the supervisors' visit only assesses the teacher's performance, they will feel more guilty. During the supervision process, the supervisor should listen more, but in reality, the teachers have to listen more to the supervisor's lectures. Listening is an essential step that supervisors should do before giving criticism, suggestions, and direction to the teacher. The recommendations and

input are supposed to be under the teacher's problems and complaints.

Analyzing

The next process is to help the teachers analyze their problems. Supervisors are expected to explain and provide solution to the difficulties of the teachers, especially those related to academic issues. Some new teachers usually experience many challenges, such as curriculum issues, teaching practices, and problems in making work reports. In this case, the supervisors' role is necessarily significant to help analyze their tasks to accomplish a lot of complicated and challenging works. Teachers, especially the new ones, need help to analyze their job to work more directed and measured.

Directing

Pre-service supervisors see that supervisors should provide direction more than blaming. The role of supervisors is essential to lead the teachers to the better performance. Therefore, if teachers experience difficulties in carrying out their duties, supervisors should not only blame them but lead them to the right way. The fact, they are blamed more than directed. Some pre-service supervisors share their experiences as teachers and the way their senior supervisors treated them when they were teachers. They hope that someday they become excellent supervisors through constructive suggestion rather than putting blame on the teachers.

Problem-solving

According to the pre-service supervisors, the supervisor's role is to provide problem-solving for the teacher when the teacher finds issues. Based on their experience, many supervisors have the opposite position, giving the teachers problems, not solving a problem. Therefore, they hope one day, they become problem solvers, not new burdens for the teachers. Teachers have many tasks, such as preparing the teaching materials, teaching, making evaluations, and many other works that must be carried out simultaneously. Therefore, the supervisor's job is to ease their burden, not to add them difficulties. If the supervisors can be a problem solver, their coming at school will be awaited by the teachers, not feared as what happened so far.

5. Discussion

The finding illustrates that Indonesia's implementation of educational supervision still faces many problems, for both teachers and supervisors. We list nine problems (see table 1) of educational supervision related to supervisors and teachers. They experience heavy pressure when the supervisors visit the schools. They feel that supervision does not lighten their burden but increases their workload instead because they get a new assignment from the supervisors who put blame on them rather than provide solutions. Therefore, several suggestions are proposed related to the findings of the study.

After looking at the problems and solutions proposed by the teachers for academic supervision in the educational institutions, the researcher made further abstractions by considering some similar and different points. Thus, this research concludes several strategic steps to improve the academic supervision in the following model:
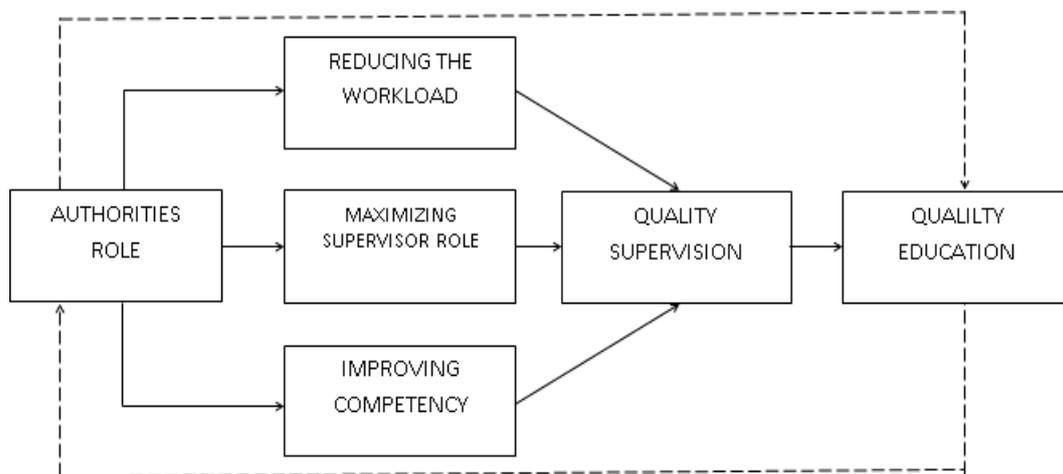
Figure 2. Model of strategy to improve the quality of education through supervision

Figure 2 shows the model of strategies to improve the education and supervision quality through three main activities: maximizing the supervisor's role, reducing the workload of the supervisors, and increasing the supervisors' competence. For the researcher, these three elements are essential to improve the supervision performance. In general, the quality of education is essentially the duty of the authorities', and it all depends on the extent to which they improve it through supervision activities.

Maximize the supervisor's role

Authorities should fully maximize the function of supervisors in carrying out their duties. Educational supervision is not just a formality but an effort to maintain and improve education quality [59]. If the supervisors do not optimally fulfill their responsibilities, teachers will not achieve the educational goals. As a result, supervision is merely considered as a formal activity without any significant effect. Supervisors are just coming to school, filling in the attendance lists, and making reports. This kind of monitoring will not bring an impact on education improvement. Therefore, the government should evaluate the role of supervisors in improving and maintaining the quality of education. The government should have multiple control systems over the supervisors' performance who do their duties carelessly [60].

Reduce the workload and increase the number of supervisors

The supervisors' obstacles in supervision are the number of the teachers who widely spread in many different schools. According to the pre-service supervisors, a supervisor monitored at least 50 teachers in 25-30 schools. If they have to go around the whole school, sometimes one year of work is not enough. Thus, some schools are not visited at all by the supervisors. It means that some teachers are not supervised in that year, and their performance is not evaluated. One contributing factor is the lack of supervisors. The government provides only one supervisor per district while the number of teachers is more than 50 per subject. Considering these issues, they propose that the government increase the number of supervisors to balance the ratio between the supervisors and teachers. If the ratio of supervisors and teachers is unbalanced, the supervision quality is low, and the supervisors' role is not significant. A lot of researches show that workload has a positive effect on performance degradation [61], [62] and cause stress on the employees [63], [64]. If they have a large workload and beyond their abilities, their performance will decrease.

Improve the supervisors' competence

To maximize supervisors' role, the government or organization should make a continuous improvement program for them [65]. They can conduct the supervisory competency improvement programs such as training for effective and efficient supervision and accountable supervision reports. The supervisors' selection also needs the concern of the authorities [66] because supervisors has been, so far, chosen from the senior teachers who can hardly develop. Younger and more energetic supervisors need to be considered. Government programs of improving the competency of the prospective supervisors through master's and doctoral education need to be appreciated. However, the application needs to be implemented evenly and sustainably because the master's degree program for prospective supervisors is only valid for a few periods and not evenly distributed throughout Indonesia. If one district has five sub-districts, at least five potential supervisors are required to be educated through the master's degree program. The implementation of the program can work with several credible universities.

6. Conclusions

Educational supervision in Indonesia still faces many problems to resolve, related to both supervisors' quality and implementation. Low-quality supervisors lead to the low performance. It also causes them to act more as supervisors rather than mentors. More humane approaches are needed to improve the supervision quality. Supervisors must listen more than the teachers. They should be a problem solver for the teachers rather than giving them many assignments. If the supervisors' visit increases the teachers' workload, teachers will be more stressful, so they cannot exercise their job very well.

The government is obliged to improve the supervision quality through skill empowerment programs. Besides, The reduction on the supervisors' overloaded duties could maximize the supervisor's role, so the supervision process increases. Therefore, the quality of education can reach considerable improvement as the supervision quality positively impacts on it.

7. Limitation and Suggestion

This study describes the perspectives of pre-service supervisors on the supervision problem in Indonesia and the suggested resolution. We still have many issues related to the supervision in Indonesia, such as the factors of the supervision success. Problems related to the supervisors and teachers' complaints during the supervision also need to consider for additional perspectives. Quantitative approaches can also be taken, for example, examining whether proper supervision is influential in improving the teachers' performance and the quality of education.

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