The Improvement of Teaching Effectiveness through Supervising Academic Practice with the Grow Me Please Model

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Academic supervision is a coaching method of principals to improve the effectiveness of teaching. However in actual practice, a standard model has not been found that is relevant for each type of supervision, so the implementation of academic supervision still relies on the art of each school principal in conducting coaching. Therefore, this study intends to apply the grow me please model in the practice of academic supervision in order to obtain the effectiveness of teachers in teaching. The method used is 4D design-based research (define-design-develop-disseminate). Qualitative and quantitative descriptive data are used as the analysis technique. The results show that the academic supervision of the grow me please model could be applied by the principal in implementing academic supervision to obtain effective teacher teaching performance. In order to get more optimal results, the application of the grow me please model is done in a professional learning community with an empathetic collaborative atmosphere.

Key words: *Grow Me Please, Academic Supervision, Teaching Effectiveness.*

Introduction

Academic supervision is one of the principals' duties in fostering teacher professionalism (Youngstrom & Gentile, 2018; Hyat, Debra & Burkhart, 2019). Through programmatic academic supervision conducted by principals, teachers will be able to develop themselves consistently in order to improve and enhance the quality of learning. So far, rarely does the principal still conduct the supervision, due to time constraints and they do not see the urgency

of the coaching activities of teachers in a programmatic way. The perspective that teacher coaching is not very urgent, is because the school principal considers the teachers as professional and they do not need special assistance in their personal development and professionalism. The limited activity of this educational supervision causes no scientific means, patterns, techniques and strategies in conducting academic supervision. Whereas some research on supervision practices reveals that supervision was not carried out sustainably and consistently by the school principal which caused poor quality of learning (Kurniady & Komariah, 2019).

Academic supervision is the principal's activity in improving and enhancing the quality of education. The quality of education is actually determined by the quality of learning (Satori, 2016). Quality learning is attractively influenced by the skills and abilities of teachers in learning management and in classroom management. Supervisors affect the teaching behaviour of teachers so that their behaviour is better in managing the teaching and learning process. Furthermore, good teacher teaching behaviour will affect student learning behaviour.

School principals and teachers become an inseparable part of the control and quality assurance of schools. The importance of the position of supervision is in the development of teacher professionalism, making the coaching process a strategic part that needs to get a touch of knowledge in it's implementation, not just rely on experience and the art of dealing with people. Approaches, methods, techniques, mechanisms, and operationalisation of the model are needed in the implementation of academic supervision to improve the effectiveness of expected learning (Kurniady and Komariah, 2019; Hyat, Debra., Burkhart. 2019.)

Academic supervision behaviour is directly related to and influences teacher behaviour (Chien-Chin Chen, 2018). By the application of a particular tested model, it is expected to be effective in achieving the results of supervision. The implementation of the academic supervision model is expected to bring the relationship between the headmaster and the teacher closer so, that collegiality and collaborative relationships are created between the headmaster and the teacher. Principals, as instructional leaders, are primarily responsible for promoting the implementation of effective teaching (Hammond, 2017; Bender, Sara & Dykeman, C. 2016;). Effective school principals keep engaging the teachers in quality assurance dialogues on learning and conduct joint reflections to ensure that learning has been handled with good quality by professional teachers. Effective school principals understand various teaching strategies and it must be material for teacher professionalism. To meet this aim, it requires the correct technique. This means, through the application of academic supervision techniques, learning effectiveness is expected to occur and the achievement of the ultimate goal of academic supervision is a better student learning behaviour. Academic supervision techniques applied by the head of the school in teacher development can be done with the grow me please technique, which is a coaching technique, by relying more on the

emphatic relations between the principal and the teacher so that intertwined mutual respect can be achieved, as well as in solving the problem together (Kurniady & Komariah, 2019; Pak Tee, 2005).

Literature Review

Supervision for teachers is an important part of the school quality assurance system. Supervision is carried out as an effort to foster teachers in order to form true teacher behaviour in learning responsibilities (Jerry G Gebhard, 1984); Ian Dowie, 2008). Academic supervision is a series of activities helping teachers develop their ability to manage the learning process for the achievement of learning objectives (Glickman (1981; Sergiovanni, 1987; Daresh 1989). Academic supervision must be carried out sustainably. Academic supervision is not a part-time task only done at any time if there is an opportunity. It should be understood that academic supervision is one of the essential functions of the whole school program (Alfonso at al., 1981; Weingartner, 1973; Suhardan, 2010). Academic supervision (teaching) is supervision that is more focused on the improvement and enhancement of the teaching and learning process. The teaching and learning process that gets a touch of academic supervision is a learning process that is always alive because it is always dynamic and every event of the learning process always changes towards a better, systematic way with the ability to teach professional teachers, rich in variations of methods and is relevant and fun with teaching skills and the students are comfortable with the existence of an intact personality teacher who has commitment, loyalty, willingness or motivation that is represented from the best performance (Aan Komariah, 2016).

Academic supervision must directly influence and develop teacher behaviour in managing the learning process. This is an essential characteristic of academic supervision. With academic supervision, it is hoped that it can assist the teachers to develop their academic abilities and quality so they achieve the learning goals set for their students (e.g Bender, Sara & Dykeman, 2016; Alicias, 2005). To get optimal coaching results, the principal can apply various supervision models, such as developmental models of supervision, integrated models of supervision, social role models of supervision, system models of supervision (Bernard and Goodyear, 2004) or Non-directive Models, Collaborative Models, or Directive Models (Glickman, 1980). Whereas Gebhard (1984) develops five supervision models, namely Directive models, Alternative models, Collaborative models, Non-directive models and Creative models. Among the models discussed, Tee (2005) offers a coaching method called Grow me, which stands for goals-reality-options-what's next-monitoring-evaluation. The concept was extended by Kurniady & Komariah (2019) by applying a Grow me please coaching model, namely goals-reality-options-what next-monitoring-evaluation with the translation in please stands for professional learning community-learning organization-empathy-assurance-smart evaluation.

Academic Supervision of the "Grow me please" model is a form of coaching conducted by the school principal to facilitate and assist teachers in carrying out their professional development activities and is one of the potential ways to develop schools. Grow me which has been popularised by Ng Pak Tee (2005) is a coaching model that is oriented towards human development. The principal as a coach will help learners achieve their goals. Grow Me as a mentoring model has the main steps according to the composition of the letters, namely G as goals, R as Reality, O as Options, W as What next, M as Monitoring, and E as Evaluation. (Whitmore, Landsberg, Crane, and Ng, 2010; Komariah & Kurniady, 2017; Kurniady & Komariah, 2019).

Whereas the Professional Learning Community (P) is a study group of principals and teachers who are incorporated into the teacher working group (hereafter KKG). At the school level, a team of professional teachers can be created. Learning Organization / LO (L) principals and teachers must realize and revive schools as Learning Organizations. Empathy (E) The implementation of activities is based on mutual emphatic and collaborative rather than competitive feelings. Assurance (A) or certainty is that professional development activities have clear goals, structure, planning, monitoring and evaluation. Smart Evaluation (SE) or evaluation of professional development programs has SMART criteria, namely specific, measurable, achievable, realistic and time-bound (Kurniady & Komariah, 2019).

The following figure summarizes the grow me please description:

Figure 1. House of Grow Me Please
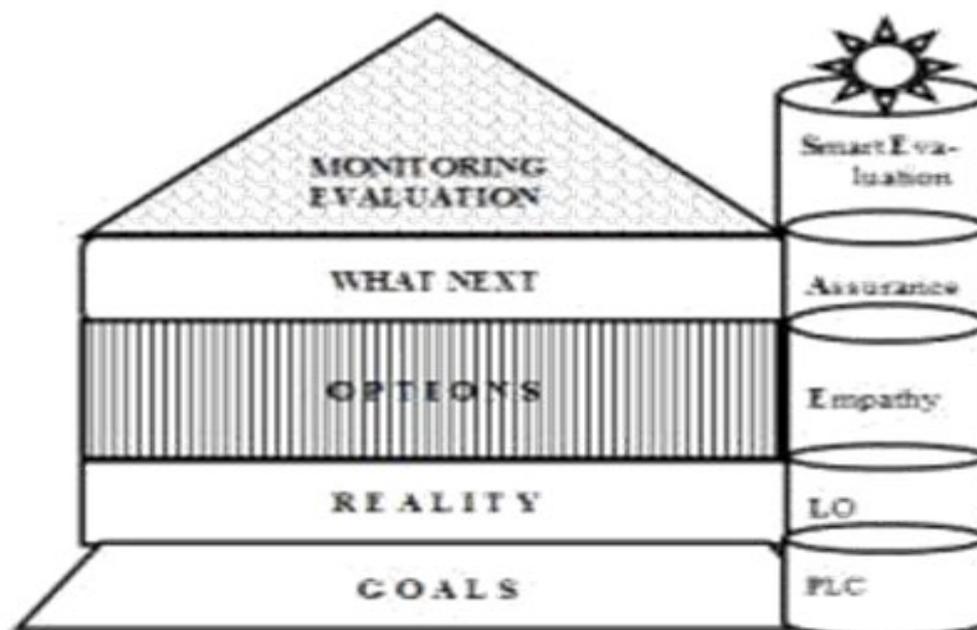
Source: Kurniady & Komariah, 2019

Method

This research uses the Design-Based Research (DBR) method. This design-based research approach can be grouped into educational development research because it is related to educational development and the components involved in it (Reimann, 2010). Design - based research is a systematic study of the design, development and evaluation of educational interventions (programs, strategies, learning materials, products and systems) as a solution to solve complex problems in educational practice and to advance knowledge about the characteristics of interventions, the design process and it's development. A series of approaches are used, with the intent of producing new theories, artifacts, and practices that account for and potentially impact learning and teaching in naturalistic settings (Barab and Squire, 2004; Herrington.et.al, 2007); Plomp, 2013). Amiel and Reeves (2008) stated that the ultimate goal of design-based research is to build a stronger relationship between educational research and real-world problems (the practice of academic supervision by principals to teachers). Emphasis is underlined on the iterative research processes that not only evaluate innovative products or interventions but also systematically try to perfect the model by producing academic supervision design principles that can be applied effectively by both parties, namely the principal and teachers.

The stages of Design-based research in this study is based on the phased steps developed by Amiel and Reeves (2008) as follows:

Figure 2
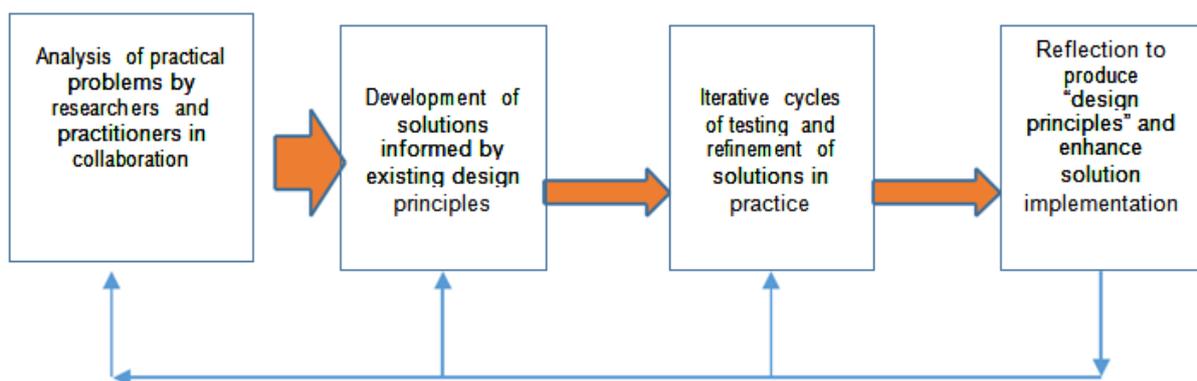
This stage was carried out to design the model, to test, and to implement it in the situation of academic supervision between the principal of the basic school in the working group of the headmaster and the fostered teachers in Garut Regency, Java Province. The principals involved in this study were 35 people with teachers in the model pilot group. The implementation was carried out at SDN 5 Sukagalih, SDIT Persatuan Islam, and Gentramasekdas Garut Regency.

Results

Academic Supervision Level

Academic supervision conducted by the principal in the program in which the program has been made, contained the work plan of the principal, but the implementation is still not done consistently; this is proven by the acquisition of scores that are still below on the other aspects.

Figure 3
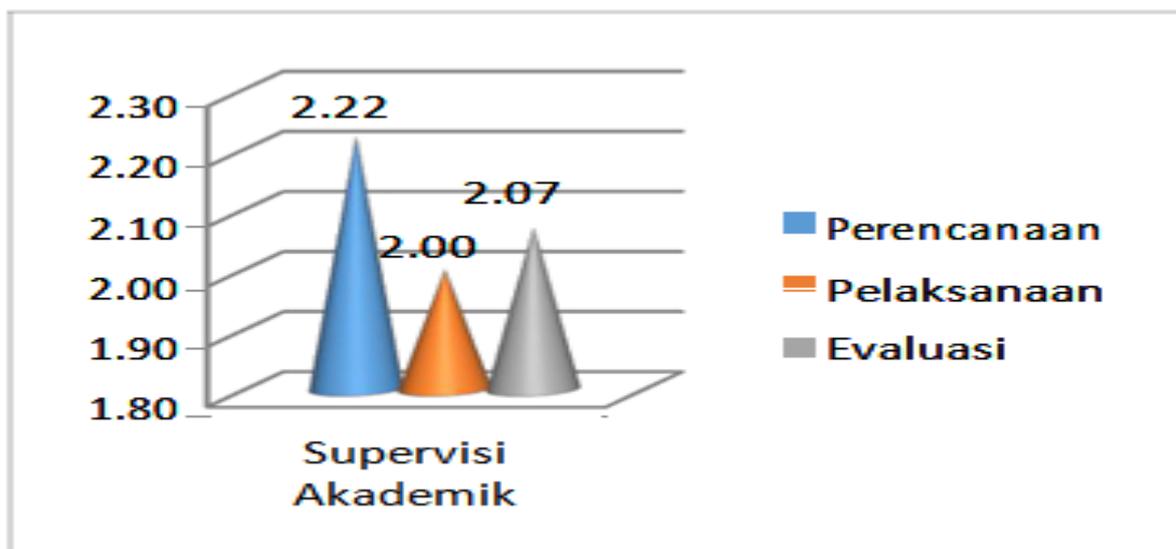
The data obtained from PLC activities obtained an overview of the implementation of PLC that has created a learning organisation, but is still oriented to the execution of the implementation of bureaucratic tasks with the nature of top-down policy, namely creating student teachers in the policy framework implanted by the government, followed by the aim to carry out the task of professional development on an ongoing basis and little to continuous quality improvement.

Figure 4
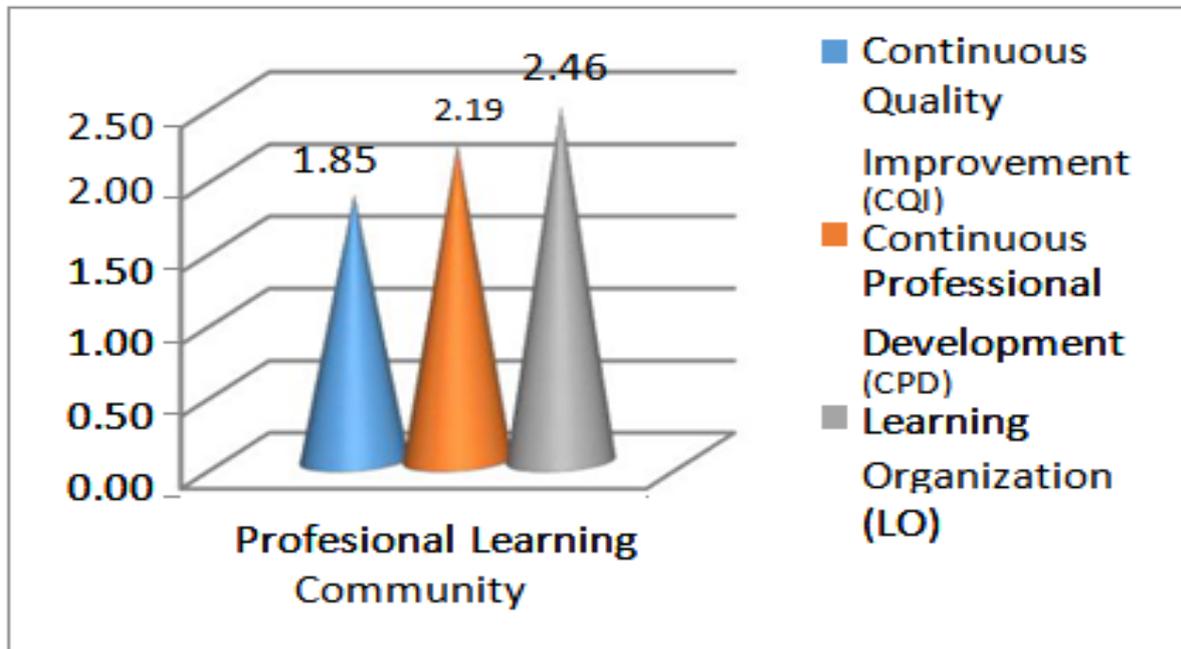
Stages of Implementing the Grow me Please Design Model

Grow me please as a model is made as a guide and distributed to all principals who are members of the principal's workgroup. They read and understand in groups and there is a simulation among them who will act as the principal, who does the supervision and there is the principal who acts as the teacher who is being supervised. Furthermore, the practice of professional dialogue is conducted with the following pattern:

Supervision Dialogue Pattern

The dialogue is opened by the principal with positive things owned by the teacher; the discussion was led to the discovery of awareness of each other's shortcomings, especially by the teacher himself about his shortcomings in teaching. The speech patterns that are obeyed by the teacher are initiated to determine the goal which is the teaching goal. Afterward, the discussion led to several options for good teaching methods, and the dialogue of these options is in a fresh and pleasant atmosphere.

Figure 5
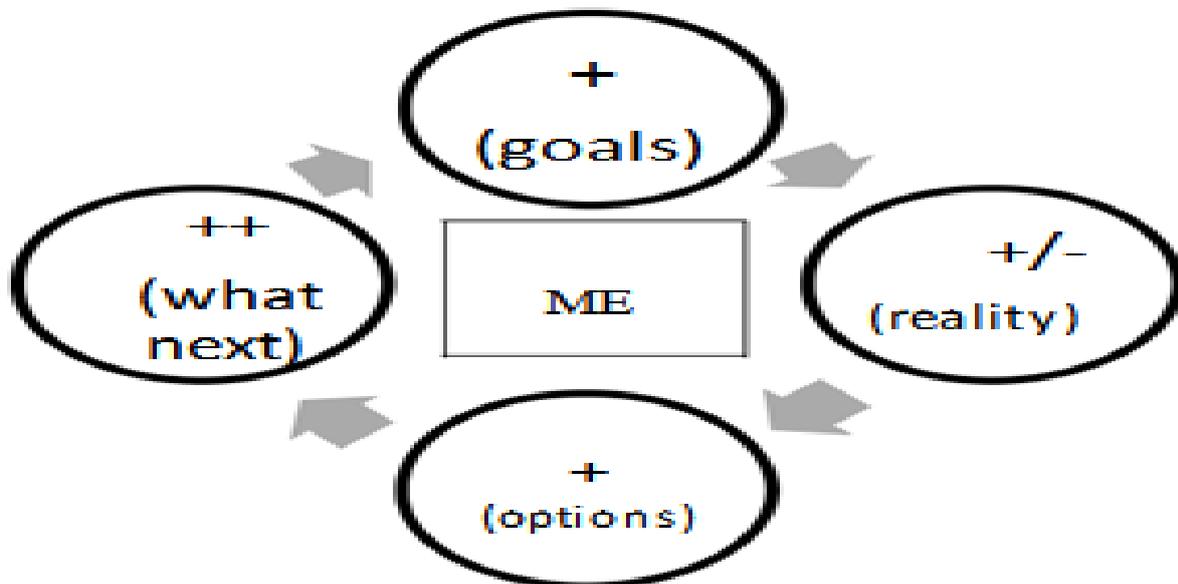
Discussion

Academic supervision grow me please becomes a guide for school principals in carrying out academic supervision in their schools, because the stages are realistic and systematic with the problems raised by the teachers. Principals find it helpful and easy to carry out academic supervision, on the other hand, teachers are greatly helped by the supervision of this model because they are the ones who submit problems to be solved.

The teacher becomes happy when supervised because supervision is no longer looking for the teacher's fault but rather creating a collaborative atmosphere in professional dialogue by sharing knowledge through the process of giving and receiving information regarding knowledge of the practice of the teaching profession.

In it's implementation, all school members interact with each other to ensure that learning services are well provided for in an atmosphere of mutual respect and care for one another. The collaborative atmosphere should be carried out between teachers after completing learning activities by holding a reflection of the learning activities that have been conducted. Weekly activities are carried out once a week that are followed by all school residents. In addition, there are opportunities for teachers to take leadership roles and support them in developing their skills.

From the acquisition of scores of all variables, it illustrates that academic supervision gets the lowest score, meaning that in it's implementation academic supervision requires certain techniques. Supervision techniques are very important to be mastered by school principals;

without the mastery of techniques in their implementation, they will not be effective. Supervision techniques will make it easier to achieve the goals that have been set, therefore the application of supervision techniques is a manifestation of the progress of the school to develop (e.g Bender, Sara & Dykeman, 2016; Ali, 2013; Dawo, 2011). Besides an appropriate technique, after conducting a study, in the implementation of academic supervision, it also requires a supervision model that is oriented to human development. The academic supervision model that is suitable for the implementation of academic supervision is the GROW ME PLEASE model.

"Grow me please", a step-by-step model with procedures, sets Goals first, before identifying the empirical reality that exists as Reality faced by teachers and principals. After the reality has been identified properly, then the displayed options or program choices are mutually agreed upon to be carried out, after that, think about and discuss the description of the steps of each choice that will be taken next as What next.

The clarity of the programs and activities must be monitored and evaluated as Monitoring and Evaluation. Grow Me is operationally carried out with an emphatic request in philosophy please, namely P as PLC (Professional Learning Community), L as Learning Organisation, E as Empathy, SE as Smart Evaluation (specific, measurable, achievable, realistic, time-bound). GROW ME which has been popularised by Ng Pak Tee is a coaching model that is oriented towards human development. The principal as a coach will help learners achieve their goals. Grow Me as a mentoring model has the main steps according to the composition of the letters, namely G as goals, R as Reality, O as Options, W as What next, M as Monitoring, and E as Evaluation. (Ng, Pak T., 2005); (Kurniady&Komariah, 2019).

Academic supervision of the GROW ME PLEASE model is carried out based on the requests from teachers to be developed in their professional growth. Supervisors place the teacher as a colleague in solving instructional problems. In the academic supervision of GROW ME PLEASE a fair sharing and collaboration happens in order to solve problems with clear actions that can develop the career of professional teachers. Knowledge sharing is carried out in a professional container as a professional learning community that builds schools as true learning organisations sharing experiences and solving problems. The principal maintains trust and empowers teachers to create a shared vision by placing the interests of students in the first place.

Conclusion

The Grow me please model in the practice of academic supervision is a coaching conducted by the principal in implementing sustainable professionalism development. With the academic supervision of the grow me please model, school principals have a guidance on

realistic-systematic steps that allow programs to emerge from teachers (bottom-up) rather than from their principal (top-down policy). Grow me please allows for a collaborative joint agreement between the principal and teachers in carrying out sustainable professional development.

Through grow me please, the teacher's potentials in learning improvement and enhancement can be explored together and initiate an inspiring way from the teacher himself that is explored from a professional dialogue between the teacher and the principal. Dialogue with the grow me please model has effectively led to the teaching behaviour of teachers and has great potential to be applied in teaching and learning situations. To be able to improve the effectiveness of teaching a teacher, grow me please contains a dialogue of fostering teaching skills, teaching art, methods and techniques of contemporary teaching, and a new approach of teaching oriented to student-centred learning.

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