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Supervisor Perception of Virtual-Based Supervision Development for Physical Education Teachers

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Abstract

Objectives: The presence of modern technology today reaches all aspects of life, including teachers' supervision, developed through a touch of technology. One of them is the supervision of a teacher learning system for their students on a virtual basis. This study aimed to analyze the supervisor's perception of the need to develop a virtual-based supervision model that the researcher would create. The development of this supervision model is necessary because it is considered that currently, supervision has not been running optimally and effectively. Therefore, before the development of the supervision model, the researchers conducted a needs analysis. **Methods:** The method used was a qualitative research approach, with interviews and document studies as data collection techniques to gain what supervisors wanted and needed in increasing teacher supervision. The subjects of this study were the supervisors of education in West Java Province. **Results:** The results of this study found that supervisors need to develop a supervision model to increase the supervision of teachers. Of course, the supervisors agreed with the development of virtual-based supervision. So that supervision will be something needed by supervisors. **Conclusions:** Based on the need for optimization and the effectiveness of supervision, the supervisor's perception indicates that they strongly agree with this development.

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INTRODUCTION

Education is multifunctional, especially in building a higher quality generation of the future (Agricola et al., 2020). Education is the

prima donna of national development to foster a strong national character based on the values of Pancasila (Jumadiyah et al., 2017). Cultivating these values becomes the foundation in equipping children with soft

skills. Likewise with Physical Education, as an essential part of education, Physical Education learning plays a role in improving the quality of students. The occurrence of positive changes in student behaviors, such as movement habits, maintaining fitness, discipline, respecting friends, is one indicator of learning outcome achievement through Physical Education.

The essence of excellent physical education learning is that students must enjoy the experience and choose to continue their involvement in these activities outside of class hours (Ojakaa et al., 2014). Therefore, the implementation of supervision needs to be carried out periodically so that physical education teachers' performance and student learning outcomes can be monitored carefully. Because the supervision model has not become a demand so far, the implementation has not been carried out correctly. Even supervisors tend only to supervise those related to administrative matters and do not touch on substantive issues. That fact often makes Physical Education teachers less concerned. The implication is that teachers become frustrated and lazy in teaching because the work atmosphere is not conducive (Carlsson, 2020). Therefore, the inhibiting factor in the effectiveness of teacher coaching is more on the aspect of the supervisor's inability to carry out coaching for Physical Education teachers effectively due to limited knowledge, skills, and even personality.

In reality, the implementation of supervision is still inspiring (Rabbani et al., 2016). Helping teachers to improve their teaching methods is not a significant concern. Teachers tend to be anxious and afraid of being supervised (Heidorn, 2020). Besides, the interests and needs of supervision do not arise from the teachers but the supervisors' desire to carry out their duties. Supervisors often do not know what to observe and assess from physical education learning, while teachers do not understand what supervisors keep and evaluate (Van Rensburg et al., 2017). As a result, the observation data is not systematic and subjective and even tends to be unclear. Because of the fuzzy implementation of this supervision, Physical Education teachers often feel no need to be supervised even though it is a part of the educational process and the supervisor's job. Hence, the implementation of the supervision of Physical Education learning in schools has not been optimally aimed at improving and enhancing learning quality. In carrying out their duties, supervisors must pay attention to the implementation of procedures according to the concepts and supervision theories (Van Veldhuizen et al., 2020). The current conditions in the field have not contributed significantly to improving learning. Conditions in the area are often a dilemma between bureaucratic interests and learning improvement. At the same time, good supervision can improve quality and better learning outcomes.

Some of the problems faced by Physical Education teachers in implementing the supervision of Physical Education learning in schools can be seen from several things (Rainer et al., 2012), including (a) educational background, (b) skills, (c) physical ability, (d) psychological conditions, and (e) teaching experience. This difference often creates gaps in the implementation of learning monitoring. Supervisors generally do not have a Physical Education background, so that they will experience difficulties correcting and providing examples of proper Physical Education teaching. A study conducted by (Sturges 1934) explains, "There is a gap between expectations and reality in the implementation of supervision." Judging from the nature and purpose of supervision, it should help improve teaching, but in reality, supervisors emphasize the administrative responsibility of Physical Education teachers. By comparing the conditions in the field with the concept, the results prove that there is no match in the implementation of supervision between theory and field conditions.

In carrying out the supervisor's duties, he must have several abilities that should ideally be applied to teachers' supervision, especially Physical Education teachers in schools (Borko, 1995). Here are some things that supervisors should pay attention to when they are on duty: 1) supervision of Physical Education learning must be democratic, 2) the Physical Education learning supervision program must be an integral part of the overall educational program, 3) supervision of

Physical Education learning should be comprehensive, 4) supervision of Physical Education learning must be constructive, 5) supervision of Physical Education learning must be objective, 6) supervision of Physical Education learning must be carried out continuously, 7) supervision of Physical Education learning must be able to create harmonious human relationships, and 8) supervision of learning must be based on science.

METHODS

Research participants and procedures

This research was conducted in West Java. In this study, the sampling technique used was purposive sampling. Namely, the parties deemed able to provide information related to the objectives to be achieved. Several school supervisors in West Java (8 persons) became respondents to represent the supervisor's perceptions regarding the need for virtual-based supervision development. The research method used was a descriptive qualitative approach that aimed to describe the effect of supervision in detail (Cresswell, 2008).

Research instruments

The instrument used was not a questionnaire or test but a researcher. However, to guide the course of the research implementation, the researcher made several guidelines based on the supervisor's work guide and technical instructions as well as research problems, research sub-problems,

observed aspects, data sources, procedures used in observation, interviews, and documentation studies (Boeije, 2010). The statement allows the researcher to feel what the subject feels and lives in, thus becoming a source of data. Therefore, the researchers' existence can provide an opportunity to collect data used as a basis for obtaining accurate data ("Participant Observation: A Guide for Fieldworkers," 2011). The interview planning was carried out by compiling an interview guide that contained open-ended questions. Questions about various aspects related to the need for supervisors to develop virtual-based supervision (Jamshed, 2014). The document review focuses on material or substance aspects related to the supervisor's needs, including supervisors' work guideline documents, supervisor technical instructions, teacher assessment instruments by supervisors, and other documents related to supervisors' duties in conducting supervision (Bowen, 2009).

Data analysis

Data analysis using qualitative methods was carried out through four stages (Huberman & Miles, 2012; Miles et al., 2013), which are described as follows:

Data collection stage. This section classified the data and information obtained by the variables and indicators to be measured, described, and analyzed. Thus, in this case, the data and information are grouped according to the results of observations, interviews, and data collection documents related to the supervisor's duties in conducting supervision.

The reduction stage. This section selected data and information from informants from the results of observations, interviews, and documentation relevant to the supervisor's task in carrying out supervision. The interview results were summarized so that the direction of the answers could be grouped based on the aspects related to the supervisor's task in conducting supervision.

Data presentation stage. To present research data, the selected data were then presented in a description. In this section, a narrative presentation of the second follow-up procedure was carried out guided by work guidelines and technical instructions to sharpen the analysis and explain the interactions between the variables studied and the second stage's description results. In this section, several questions can be answered related to the needs of the supervisor's task in carrying out supervision. The presentation of this data was then used as material to interpret the data up to conclude.

Conclusion stage. Making conclusions and verification was an effort to find the meaning of the data collected by looking for patterns, themes, relationships, and similarities, which often arose until the stage of trying to conclude. This conclusion became the answer to the problem related to supervisors' needs in developing virtual-based supervision

FINDINGS AND DISCUSSION

Finding

Physical education learning effectiveness is primarily determined by teacher performance (Palao et al., 2015). Improving teacher performance in Physical Education learning requires adequate coaching strategies through implementing the suitable supervision model. However, the reality on the ground illustrates that physical education teachers' development through applying a particular supervision model is still far from expectations. Coaching for classroom teachers is often carried out, while Physical Education teachers do not get serious attention. The implementation of the supervisory model for teachers by supervisors has not been carried out optimally. This condition has reduced the existence of Physical Education teachers as field teachers.

Conceptual supervision of learning is interpreted to foster teachers to achieve goals effectively and efficiently in implementation. In the performance of supervision, it should:

- (a) become an integral part of cooperative education programs;
- (b) consider all teachers need and be entitled to supervision assistance;
- (c) be adapted to meet the needs of individuals and school personnel;
- (d) help explain educational goals and their implications;
- (e) help improve the attitudes and relationships of all school staff members and assist the development of the school and community relations;
- (f) consider responsibility for the development of the supervision program rests with the supervisor and principal, and
- (g) help explain and apply in practice the findings of cutting-edge educational research. Supervision

is carried out cooperatively by developing joint efforts to create a better teaching and learning atmosphere based on collective sources from the group, rather than the supervisor's efforts to show professionalism rather than personal relationships. Supervision must also be progressive, have the courage to move forward, be carried out in stages based on actual conditions and facts, and support the executive and legislature. Therefore, conceptually, the implementation of supervision of Physical Education learning in elementary schools should empower teachers from the preparation stage of teaching, the process of teaching implementation, to the teaching assessment. Through a pattern of collaboration and cooperation in the performance of supervision of Physical Education learning in schools, it will help teachers improve their abilities to become better teachers in carrying out their teaching.

The results of this study represent the actual conditions in the field as implemented by the supervisor. The results of this research are the results of the reduction expressed in the form of data presentation. Supervisor has several primary responsibilities and functions in carrying out their duties, particularly supervising and directing. The implementation of managerial supervision is divided into three stages, namely planning, performance, and evaluation.

The planning stage is divided into five steps, namely reviewing the managerial supervision program, aligning the executive supervision program with the conditions in

work from homework plan, identifying internet access and facilities, and identifying the Head of School and staff compiling supporting instruments. Then, the implementation stage is divided into four steps, namely perform the role of a Coach and Counselor who can accompany the Principal, Teachers, and Education Personnel through the Managerial Supervision Program (monitoring, coaching, guidance, training, and assessment) to carry out tasks from home, choose the right and relevant online application to assist the Principal, Teachers, and Education Personnel through the Managerial Supervision Program, set a schedule for intensive communication with the Principal, Teachers, and Education Personnel, carry out the Managerial Supervision Program according to the plan. In the last stage, the evaluation is divided into two steps: using instruments, recording the problems or obstacles faced by the Principal, Teachers, and Education Personnel, and providing alternative solutions to problems faced by the Principal, Teachers, and Education Personnel.

Carrying out supervision is divided into several stages, including academic supervision, which is one of the supervisor's functions in carrying out coaching, monitoring, assessment, mentoring, and training tasks to improve teacher professional competence. Academic supervision is aimed to help teachers manage to learn, ensure the students learn, and accommodate all learning modes. In line with this, one of the supervisors revealed that "In conducting supervision, of

course, it must be carried out effectively and efficiently in terms of the technical and time required." Several other supervisors agreed with this. Virtual-based supervision will greatly assist supervisors in carrying out their duties effectively and efficiently.

Academic supervision is practical, systematic, objective, realistic, anticipatory, constructive, cooperative, familial, democratic, humanist, sustainable, integrated, and comprehensive. In the preparation stage, coordinate with teachers and school principals, convey the main ingredients to be discussed, and convey the chosen learning mode. It was continued in its implementation by observing the learning process with the way used. The last stage that is carried out is an evaluation by analyzing the learning process's observation, discussing the findings' weaknesses, and taking follow-up actions for improvement.

Discussion

A supervisor supervises and directs the teacher to think of new methods for doing something better. The supervisor must conduct a briefing to convey all essential attitudes and answer all problems that the Physical Education teacher has not responded to. Supervisors must help teachers be more effective in their duties, receive advice, and ensure continuous improvement (Oliva, 2004). Supervision must be carried out constructively and creatively, encouraging the initiative to actively create a conducive atmosphere that can generate a creative atmosphere (Sagala, 2012).

According to their respective perceptions, supervisors are related to their personal qualities, namely people who know learning and education, have a superior opinion than teachers, share information with teachers and school principals, guide teachers, help with their duties, and facilitate teacher work. With this perception, it can be said that supervisors see themselves as "ideal people," according to (Oliva 2004). This perception is suitable for supervisors with a leadership spirit, interpersonal relationships, curriculum development, and educational development (Glickman et al., 2009; Sullivan et al., 2000) and encourages teachers to improve their current performance (Kemmis, 2004).

Positive perceptions about supervisors, the publication of work provided to supervisors, job development, and monitoring of changes in regulations and guidance for teachers and school principals (Depdiknas, 2003). But besides, some supervisors complained that too much responsibility was given to them regarding supervision, that they were not authorized to fulfill these responsibilities. For this reason, they could not help improve the training system. This finding is consistent with the findings obtained by (Ellington et al., 2006; Ünal, 2011), who argue that supervisors cannot improve due to workload. However, the complaints of inspectors that they did not have the authority to carry out these tasks did not go hand in hand with the perception that they could fulfill their intended roles (McCarthy, 2010).

Currently, the concept of supervision tends to be based on cooperative but not bureaucratic understanding, based on dialogue but not didactic, supporting but not punishing, and descriptive but not judgmental (Glickman et al., 2009). Thus, it can be understood that some inspectors are unable to adopt a role consistent with the current inspection concept. Instead, they tend to adopt an attitude based on the use of authority.

Supervisors must do five things to improve their work in supervising and directing teachers (Levine, 2011), especially Physical Education teachers, including:

The norms that encourage collaboration

Many supervisors want discussions with colleagues to work out a variety of identifiable practices related to their work. This suggests that supervisors adopt many of the same procedures, even though they are often left to develop these practices themselves. The supervisor himself saw that this practice could be developed together.

Trust and familiarity

In carrying out their duties, supervisors must have a sense of trust and intimacy with each other. Therefore, supervisors can learn from each other about the professional aspects of their work.

Practical activities

Supervisors should spend more time talking about actual supervisory practices. Correspondingly, a more experienced supervisor said that "We need to work together more on our duties. There are many things that we do every day; we can help each other in

that." Supervisors indicate that they want the opportunity to talk to other supervisors about how they handle their work.

Access to shared information about the supervisor's role

To achieve the supervision objectives, supervisors hope to have shared information about the supervisor's role in carrying out their duties. This is intended so that all supervisors have the same information in terms of the latest related data.

Time to collaborate

The supervisors want to do more collegial work. However, some supervisors say that they do not want to do more with their co-workers if they need extra time.

Various information, facts, data, and expectations of ideal conditions regarding the supervisor's duties described explain a need for a system that supports the supervisor's responsibilities in supervising and directing teachers in carrying out their responsibilities as educators in schools. Therefore, the development of supervision is needed to support this. Besides, from several direct interviews related to supervisors' perceptions of their need to carry out tasks in the development of supervision, it was stated that the result of virtual-based supervision was very much needed. With the virtual supervision model that will be developed, it is hoped to optimize supervisors' role in improving teacher performance and student learning outcomes. The virtual supervision model that will be developed can help

supervisors and Physical Education teachers carry out their duties.

CONCLUSION

The findings and discussion of this research describe how supervisors carry out their duties, which include planning, implementation, and evaluation processes. The demands of supervisors, namely that it must be democratic, must be an integral part of the overall education program, be comprehensive, constructive, objective, be carried out continuously, be able to create harmonious human relations, and be based on science. So it is necessary to have a system that supports these demands. Therefore, virtual-based supervision is needed to supervise and direct teachers to be more optimal and effective. In addition, the development of this supervision model is to meet the needs of supervisors in inter-supervisor coordination, namely norms that encourage collaboration, trust and familiarity, practical activities, access to shared information about supervisor roles, and time to collaborate.

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researchers are expected to develop research each year based on a research roadmap that has been planned to be achieved at a particular time.

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