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Artistic Supervision Model Development for Improved Pedagogic Competence of Primary School Teachers

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Abstract. The purpose of this study was to develop an artistic supervision model in improving pedagogic competence of elementary school teachers and to analyze the influence of the artistic supervision model application for improved pedagogic competence of elementary school teachers in Surabaya Indonesia. This study used a qualitative and quantitative approach by using research and development (R & D) methods. The data collection techniques used in this study were questionnaires, documentation, observation sheets. The data analysis technique used was quantitative descriptive, that is, one sample t-test, and sensible t-test. The results showed that the effective procedure for the artistic supervision model consisted of four steps, namely 1) observation (*Observing)* using sensitivity, perceptions, and knowledge of the principal, 2) exploring teacher problems (*Explore Teacher Problem).* 3) Asking the teacher to check the observation notes (*Member check),* 4) delivering the results of supervision and providing assistance for the teacher *(Helping teacher).* The application of the artistic supervision model had a binding effect on the improvement of the pedagogic competence of the elementary school teachers in Surabaya Indonesia with a correlation value of 0.606 with a significance of 0.004 meaning that the correlation between pedagogic competence before and after the application of the artistic supervision models is strong and significant.

Keywords: Artistic Supervision Model, Pedagogic Comptence, Teachers

INTRODUCTION

Learning quality is determined by the success of a teacher in managing in-classroom learning. The ability of teachers to manage to learn is called pedagogic competence. *"Pedagogical competence is the ability to learning" learn* (Akhyak, Idrus, & Bakar, 2013, p. 3). This pedagogical competency can be seen from the teacher's ability to plan learning programs, the ability of teachers to carry out learning or manage the learning process and the teacher's ability to assess learning. Teachers must master pedagogical competencies so that the learning objectives/teacher teaching activities in the classroom can be maximally achieved.

According to the Panda "*Teaching is the process which means' causes to learn" Teachers' need to have suitable and sufficient competency to make students learn which themselves is a challenge for the teacher"* (Panda, 2014, p. 25). Teaching activities are very important for teachers because teaching is the process that causes students to learn. For this, a teacher needs to create an appropriate environment and to have sufficient competence to make students learn with him.

Definition of pedagogic competence according to Madhavaram (Suciu & Mata, 2011, p. 413) *"Pedagogical competence as the ability of individuals to use a coordinated, synergistic combination of tangible resources and intangible resources to achieve efficiency and/or effectiveness in pedagogy ".* Pedagogic competence as the ability of the teacher to use coordination and to combine visible resources (learning materials such as books, articles, and technology such as *software* and *hardware*) and those that do not appear (examples of knowledge, skills, experience) to achieve efficiency and effectiveness of education. With the teacher's mastery in sources and teaching materials for learning activities, the effectiveness and efficiency of pedagogy will be improved.

Pedagogical competence of teachers will improve their performance. As stated by Rahman,"....*the pedagogical competence of the teacher will increase the performance of the teacher, because the teacher has the ability, especially the ability to manage learning material that will be delivered properly to students by using a variety of techniques and learning media,* (Rahman, 2014, p. 76). With the excellent pedagogical competencies a teacher must have, the quality of learning in the classroom will be very good too. However, in reality, not all teachers meet sufficient pedagogical competence well.

> Based on the results of the 2015 teacher competency test (UKG) for the elementary school level of Surabaya City also indicated that the average value of the pedagogical competence of teachers in the class was low at 54.51. The average value of pedagogical competence of Physical and Health Education teachers is 58.65 and the average value of Cultural Arts pedagogic competencies is 61.90. This value is still below the KKM standard targeted by the government, (East Java LPMP).

Improvement of teacher pedagogical competence can be made through the supervision of the teacher. *Supervision is a service that exists to help teachers do their jobs better* (Wiles, 1966, p. 5). Basically, "*All teachers have greater potential than they use [due to] many factors [such as] lack of vision, past experience, poor administration personnel, inability to evaluate their work* (Wiles, 1966, p. 5). This is where the function of the supervisor shall be carried out, that is, to help them optimally make use of their very potential.

Supervision is a series of activities to help teachers develop their ability to manage the learning process in achieving learning goals, (Snae, Budiati, & Heriati, 2016, p. 81). Based on the opinions above, it can be said that the notion of supervision

is an activity to help teachers improve their competence in managing classroom learning.

In reality the field of supervision in schools is only used as an assessment of teacher performance, according to the results of a survey conducted by researchers on July 24, 2018 with *respondents* of 27 teachers from 9 elementary schools in Surabaya Indonesia related to their opinions regarding the understanding of supervision, and 100% stated supervision as an assessment. The second question was how did you [teachers] feel when hearing the word being supervised?. The survey showed that 85.71% of teachers were afraid when they heard the word supervision and 14.29 % were familiar when they heard the word supervision . This is because the *mindset,* that is, in the teachers and headmaster it has been interpreted as an assessment so far not as an activity intended to help teachers.

Though the notion of *supervision in today's schools ..... supervision and supervisor helping schools to improve learning situations creatively,* (Gwynn, 1961, p. 25), supervision is to help the school personnels or teachers to improve the learning situation creatively. And, the principal as a supervisor must help them solve any problems the teachers encounter with in learning management.

> *Supervision is conceived as a service to both teachers as individuals and in groups. Supervision is a means of offering to teachers specialized help in improving instruction. The word service and help should be underscored and they are used repeatedly ...* (Oliva, 1984, p. 9).

Providing services and assistance is the very tasks the principal as a supervisor must always do to improve the quality of classroom learning. The results of the survey were strengthened by the results of interviews with one of the principals, Mr. Jusmono who said "... I usually supervise every month by rotating the teachers one by one according to a predetermined schedule. Before supervision, I usually discuss with the teachers then look at the teaching tools and how to teach in the class with the available instruments "(W2.1: 13-16).

Supervision activities that have been running in schools are mostly carried out using a scientific approach. The principal as a supervisor should master various models of supervision, so that supervision in the classroom can be adjusted to the conditions and situation of the teacher. As a supervisor, principals should have the knowledge, interpersonal skills, and technical abilities, "*effective supervision requires knowledge, interpersonal skills, and technical skills*" (Glickman, Carl D; Gordon, P Stephen; Gordon, Jovita M. Ross, 2004, p 9).

Improving the pedagogic competence of teachers can be done by implementing a supervision model that they can understand, using the sensitivity of the principal and always appreciating no matter how little the teacher does, this model of supervision is called an artistic model. 1

An artistic supervision model is a holistic approach to supervision that relies on sensitivity, perceptivity, and knowledge of the supervisor as away from appreciating the significant subtleties of occurring in the classroom " (Hopkin & Moore, 1982, p. 84).

Based on the results of the dissertation research by Wahab, it was concluded that teacher performance increases as a result of the implementation of artistic approach to teaching supervision, namely: (a) teacher performance increases in learning planning, (b) teacher performance increases in learning, (c) teacher performance increases in task discipline. (Wahab, 2012). Supervision with artistic model can improve the pedagogic competence of teachers in arranging learning planning, implementing learning and evaluating learning.

Based on the results of the preliminary research conducted in June 2017, carried out to explore whether the artistic supervision model had been applied in schools or not, to obtain information that the product development carried out was really a need for supervision in schools, of which its initial research was conducted by researchers by surveying ten elementary school principals, the survey results showed 83.33% of the school principals rarely carried out the artistic supervision model and 16.67% stated that they often carried out an artistic supervision model, meaning that most principals rarely used artistic supervision models. The use of artistic models was rare due to no clear guidelines for implementing the artistic supervision model, so they were likely to use other models. Based on the supervisor's statement, many of them did not know about the artistic supervision model.

This research was conducted in elementary schools because elementary school is the initial foundation of subsequent basic education. The quality of further education depends on the initial foundation of his education. This research was conducted in Surabaya because Surabaya was a big city and also the capital of East Java province which became a benchmark for other schools in Surabaya.

To answer the above problems, the research questions in this study are 1) how is the development of an artistic supervision model in improving the pedagogical competence of elementary school teachers? 2) How does the implementation of the artistic supervision model affect the improvement of pedagogical competence of elementary school teachers?

METHODOLOGY

Research Design

The method used to develop the Artistic Supervision model in Improving Pedagogical Competencies of Primary School Teachers in Surabaya is the research and development method (R and D). The approach taken in this research and development is to use qualitative and quantitative approaches. *Educational Research and Development (R & D) is a process used to develop and validate educational products* (Borg & Gall, 1983, p. 772) The product developed in this study was an artistic supervision model.

The development model is a basis for developing a product. Each model has procedural steps that must be followed by the researcher. The research and development models to be designed are procedural models, conceptual models or theoretical models. The procedural model is a descriptive model that contains steps that must be followed to carry it out. While the conceptual model is analytical, which mentions product components, analyzes in detail the relationships between components to be developed which are supported by relevant theories and empirical data.

The research and development design that is the reference in this dissertation was aimed at producing a product in the form of a conceptual model and procedural model. The resulted model is equipped with a model guidebook and a material support book for the supervising model in improving teacher competence.

The steps of research and development that researchers did refer to the following ten steps of research and development:

1) Assess needs to identify the goal (s). 2) Conduct Instructional Analysis. 3) Analyze learners and contexts. 4) Write performance objectives. 5) Develop an assessment

> instrument. 6) Develop instructional strategy 7) Develop and select instructional materials. 8) Design and conduct a formative evaluation of instruction. 10) Design and conduct a summative evaluation. (Gall, Gall, & Borg, 2003, p. 571).

From the ten steps above, the research and development in this study was simplified into five main steps by not reducing the ten-step principles of Gall, Gall & Borg, here are five main steps carried out by researchers in this research and development: 1) Doing analysis of product needs to be developed, 2) Developing initial products, 3) Expert validation and revision, 4) Small-scale field trials and product revisions, 5) Large-scale field trials and final product revisions.
The type of data in the research and development of the artistic supervision model in improving pedagogic competence of elementary school teachers were qualitative data in the form of narratives and quantitative data in the form of numbers.

Data Sources of Research

The resource of the research and development data was from the previous research and respondents or teachers and experts, taken by *purposive sampling.* This research was conducted in Surabaya Indonesia. The following is an explanation of the data sources : 1) Data from the initial research to obtain information related to the influence of the artistic supervision approach on pedagogical competence of teachers, researchers took a sample of 80 teachers in five schools with a population of 100 teachers, 2) Data sources to do expert validation of the products produced involving 3 supervision experts and 2 teachers pedagogic competence experts. The experts who carried out the product validation from the results of research and development were professors from Surabaya State University of Indonesia and Malang State University of Indonesia, 3) Sources of data on small-scale field trials conducted on 6 elementary school teachers in Surabaya Indonesia, 4) Data sources on large-scale field trials carried out on 21 elementary school teachers in Surabaya Indonesia.

Data Collection Techniques

The collection techniques were a way of collecting research and development data using questionnaires, documents, interviews. Questionnaires were used to obtain teacher information about supervision carried out by the principal, a questionnaire for expert validation to assess products that had been developed. The document examined in this study was the plan for implementing teacher learning, the observation sheet to see the pedagogic competence of the teachers before and after the artistic supervision model was performed towards the teachers. Interviews with experts was used to obtain response information about the artistic supervision model of the development results.

The instruments of the data collection used in this research and development are as follows: 1) questionnaire for preliminary research, expert validation, small-scale trials and large-scale trials. The contents of the questionnaire in the form of question sentences for expert validation and statement sentences to be given to teachers and principals, 2) *field notes* are used to be used for small-scale tests and large-scale tests to find out teacher responses after artistic supervision models, 3) survey questionnaires related to teacher responses used the artistic supervision model with questions, each with three options of answers.

Research Data Analysis

Data analysis techniques used in this research and development were qualitative and quantitative. This data analysis technique was applied in accordance with the type of data obtained. In the qualitative data was it presented in the form of *field-notes,* then data reduction, data display, and verification of data were carried out. For quantitative data, analysis was carried out using SPSS version 23 and manually with the help of Excel, and they were presented in the form of tables, charts, graphs, percentage values and so on.

The data analysis technique in expert validation was carried out in quantitative descriptive and descriptive qualitative ways. In the small-scale test and large scale test to find out the pedagogic competence of the teacher before and after the artistic supervision model, the data were analyzed quantitatively by using one sample t-test formula. To test whether there was an effect of the artistic supervision model on the pedagogic competence of the teachers, the paired t-test was used when the data were normally distributed and homogeneous. When the data were not normally distributed and homogeneous, then the analysis was done by using the *Wilxoson match pair* test. In conducting such data analyses, SPSS version 23 was used.

RESULTS

How is the development of an artistic supervision model in improving the pedagogical competence of elementary school teachers?

The first step was to review various literature from previous dissertations, international books and journals. The literature review was used as a reference for conducting the initial research. The following are the available previous studies related to artistic supervision: first, the dissertation by Wahab (2012: 273-274) steps of the artistic supervision model at Superior MIN 1, Superior MIN 2, MIN Superior 3 Bumigora district. Second, Kapusuzoglu and Ekci Research in the *Universal Journal of* Education *Research* 5 (7) in 2017 entitled Development *of the Artistic Supervision Model Scale (ASMS)*. Third, the results of Pasaribu's research from the Postgraduate of Medan State University in 2017 with the title *"Implementation of Academic Supervision of Artistic Model in Improving the Role of Teacher English as Learning Agent in SMA 5 Binjai".*

In addition to the above references, several books were used as references in compiling a model book and artistic supervision book, namely 1) "*Supervision of Teaching"* by Thomas J. Segiovanni. In the book, he discusses the artistic approach to supervision written by Elliot W Eisner. 2). "*Supervision a Redefinition"* by Thomas J. Sergiovanni and Robert J. Starratt. In the book, it is described the artistic approach strategy can be used in clinical supervision to describe activities in the classroom. 3) "*Supervision Human Perspectives"* by Thomas J. Sergiovanni and Robert J. Starratt. The book, explained the differences in teacher evaluation assumptions according to scientific approaches and artistic approaches. 4) "*Supervision for Today's Schools"* by Peter F Oliva. In his book he explains how the supervision model is, the supervisor's role in the supervised model, how to make observations, and explains the understanding of the approach of artistic supervision.

The next step was to carry out preliminary research, which was conducted in June 2017. The initial research was conducted to explore information that carring

out the product development was really a necessity for supervision at school. The initial research was conducted by researchers by surveying ten elementary school principals in Surabaya. The following are the results of a survey conducted at the school quarter in Surabaya Indonesia about whether they have ever used the artistic supervision model to supervise teachers can be seen in Figure 1:

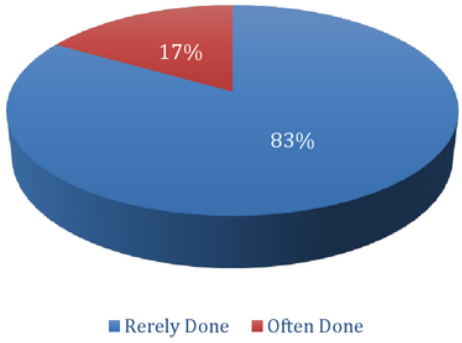

Figure 1 *Percentage of use of the artistic supervision model by principals in Surabaya*

Figure 1 shows 83.33% the principal rarely performed the artistic supervision model and 16.67% of school principals stated that they often carry out an artistic supervision model, meaning that most principals rarely used the artistic supervision model. The use of artistic models was rare due to no clear guidelines about implementing the artistic supervision model, so using other models. Based on this initial research, the need for development of an artistic supervision model is urgent.

The artistic supervision model of some of the references was not much explained, because this supervision was rarely used independently. Artistic supervision is usually combined with other supervision models. This is like the opinion of Glatthorn who stated:

> Recognizing certain limitation associated with the artistic supervision of the model and suggests that, at best, it can be used only for selected students and teachers, in selected environments, who are supervised by excellent supervisors (Hopkins & Moore, 1982, p. 94).

There are certain limitations associated with the artistic supervision model, when the best artistic supervision model can function only as a complement to the scientific supervision approach and an accountable supervision approach and can be used only by selecting a teacher, choosing an environment supervised by a very good supervisor.

This artistic development model of artistic supervision refers to Eisner's theory of artistic supervision. The difference in the artistic supervision approach proposed by Eisner from the artistic supervision model resulting from this development lies in the implementation of artistic supervision. The artistic supervision approach emphasizes sensitivity, perceptivity, knowledge of supervisor in conveying - in poetic, expressive and metaphoric language - the results of supervision that the supervisor has done, whereas the emphasis on the

implementation of the artistic supervision model resulted from this development is the use of sensitivity, perceptivity, knowledge of supervisors, appreciating all events, and using expressive and good language in providing supervision and helping teachers improve their competence. For more details, the following is the difference between the artistic supervision approach of Eisner and the artistic supervision model of this development:

Definition of the artistic supervision model of the development results is a supervisory activity carried out by the supervisor from the beginning to the end by emphasizing sensitivity, perceptivity , and the knowledge of supervisors in seeing all the incidents during observation in class and when exploring teacher problems, and appreciating the slightest thing the teacher does and then conveying the results of supervision with expressive and good language with the aim of helping teachers improve their competence.

Enhanced pedagogic competence with this artistic supervision model includes the ability of the teacher to organize learning, to understand students, to plan and implement learning, to evaluate learning outcomes, and to develop students to actualize their potential. Differences in the artistic supervision model from the results of research and development, opinions from Hopkin and Moore and Eisner's opinion can be seen in table 1:

Table 1 *Differences in understanding of the artistic supervision model of the development results and Expert*

Eisner (Sergiovanni, 1982, p. 59)	Hopkins and Moore (1982: 94)	Results of research and development
An artistic approach to supervision that depends on sensitivity, perceptivity, and knowledge from supervisors to the extent that respects everything that happens in the classroom, and delivers it in language expressive, poetic, and sometimes metaphorical to convey to the teacher or other people with the aim of influencing the teacher to make changes as a result of what happens at school, what the supervisor has observed.	An artistic supervision model is a holistic approach to supervision that emphasizes sensitivity, perceptivity, and supervisor knowledge as a way of expressing all aspects that occur in the classroom.	A supervisory activity is carried out by the supervisor starting from the beginning to the end by emphasizing sensitivity, perceptivity (understanding), and knowledge of supervisors in seeing all the incidents when observing classroom learning and when exploring teacher problems, and appreciating the slightest amount that the teacher does then convey the results of supervision with expressive and good language with the aim of helping teachers improve their competence.

Based on the understanding in table 1, the difference in the definition of artistic supervision model with Eisner and Hopkin & Moore's opinion is on the results of this research and development. 1) observations made are not only observations in

class but also observations when principals/supervisors explore teacher problems, 2) submission of supervision results conducted by the principal/supervisor to the teacher in an expressive and good manner, 3) the existence of assistance provided by the principal/supervisor at the same time after supervision (*on the spot).*

The characteristics of the artistic supervision model of the development results differ from the artistic supervision approach proposed by Eisner. The artistic supervision approach has eight characteristics, while the artistic supervision model of the development has nine characteristics. The following are differences in the characteristics of the artistic supervision approach with the characteristics of the artistic supervision model resulting from the development.

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Table 2 *Differences in the Characteristics of the Eisner's Artistic Approach and the Artistic Supervision Model of the Development Results*

No	Characteristics of Eisner's Artistic Approach (Sergiovanni, 1982, p. 66)	Characteristics of the Artistic Supervision Model of development (Nafiah, 2018)
1	Artistic supervision approaches require supervisor's attention or expressive behavior to see all events not only those visible but also hidden from every activity carried out by the teacher. Artistic approaches to supervision require the ability to interpret the meaning of events occurring to those who experience them and to be able to appreciate their educational import. Artistic approaches to accepting the fact that the individual supervisor with his or her strengths, sensitivities, and experience are the major "instruments".	models are carried out by using sensitivity, perceptivity and knowledge supervisor in conducting supervision
2	The approach to artistic supervision requires supervisors who have education at a high level, the ability to see important things that have not been reflected. Artistic approaches to supervision appreciate the unique contribution of	Supervisors who use the artistic supervision model must have high knowledge (quadrant teacher 4 who has a high commitment and high knowledge/abstraction)

	teachers to the educational development of the young as well as those contributions a teacher may have in common with others.	
3	The artistic supervision approach respects the slightest contribution / unique contribution that teachers make to develop their students.	The artistic supervision model is carried out by appreciating the teacher's ability to master pedagogical competencies.
4	The approach to artistic supervision requires attention to the learning process in the classroom, and this process is observed (observation) requires a long time to look carefully, and thoroughly to all the learning done by the teacher.	The artistic supervision model is done by looking *holistically at* all the pedagogical competencies of the teacher.
5	The artistic supervision approach requires the prescribed reports between supervisors and supervised ones so that dialogue and content of truth can be determined between them. Approach artistic approaches to supervision require that rapport is established between supervisors and those supervised so that dialogue and a sense of trust can be established between the two. Artistic approaches to supervision require the ability to use language to make public the expressive character of what has	The results of supervision of artistic models are communicated to the teacher in a harmonious manner through member-check. Ask the teacher to check to determine the truth of the results of supervision.
6	The artistic approach to supervision requires the ability to use good language in order to be able to explore potential, which then expresses expressively the character of people from observations that have been carried out	Submission of the results of the supervision of the artistic model is done by using expressive and good language and trying to help teachers improve their competence
7	The artistic approach to supervision requires the ability to interpret the meaning of an event that occurs that is done / the experience of the teacher and is able to appreciate the input of education/learning that they have given the teacher to students.	The artistic supervision model is carried out when observing and interpreting it with easy-to-understand sentences by recording narrative results on the application that has been developed.
8	The artistic approach to supervision accepts the fact that a supervisor with his strength, sensitivity, and experience is an important "instrument", through the educational situation he experiences and interpretes its meaning.	The instrument used in the artistic supervision model is a supervisor using a tool in the form of an application that has been developed.

9		Tsteps of the artistic supervision model are as follows: 1) Observations using the sensitivity, perceptivity, and knowledge of the supervisor. 2) Exploring teacher problems through individual conversations. 3) Conduct member *checks on the* results of supervision to the teacher. 4) Providing assistance to teachers to improve their competence.

Based on the characteristics of the artistic supervision model in Table 2 it is concluded that in supervising the artistic model, the supervisor makes a thorough observation. Observation of the teacher is also done carefully, thoroughly, and intact and repetitively and is not only fixated on the situation in the classroom but the results of observations when the supervisor explores the teacher's problems related to the not-yet acheived pedagogical competencies.

When conducting observation, supervisors also make interpretations of observations with easily understood sentences so that the meaning contained can be understood, arrange the results of observations in a narrative describing learning in accordance with the reality in the application developed by the researcher. The observations written in the application are given again to the teacher to check the truth of the results of the observation, this step is called member *check.*

Submission of supervision results to the teacher is made in writing that contains the pedagogical competence of the teacher by not verifying the teacher but as a reflection of the observations delivered expressively and well. After completing the supervision report, the principal as the supervisor explains the pedagogic competencies that have not been mastered by the teacher with the aim of increasing their competence.

The success of the artistic supervision model must be accompanied by the active attitude of the teacher in responding to the implementation of the artistic model supervision, as well as when carrying out tasks, highlighting the characteristics of artistic nuances. The artistic supervision model will have great meaning if the opportunity to speak of the teacher and the principal is able to be balanced so that the teacher also has the same opportunity and flexibility in conveying the problems at hand. Supervisors must also have the ability to solve learning problems administratively and the ability of the teacher to manage the teaching and learning process reflecting the pedagogical competence of the teacher.

The step of the artistic supervision model from the results of this research and development is 1) Observations using sensitivity, perceptivity, and knowledge of supervisors/principals. 2) Exploring teacher problems through individual conversations. 3) Conduct member *checks on the* results of supervision to the teacher. 4) Delivering the results of supervision and giving assistance to the teacher. The following is a picture of the 2 steps in the artistic supervision model.

Figure 2 *Steps of Artistic Supervision Model*

Figure 2 shows the steps of the artistic supervision model, namely: the first step, in the artistic supervision model, is observation (*Observing),* the second step in the stage of the artistic supervision model is exploring teacher *problems,* the third step is asking the teacher to check the observation notes (*Member check),* step four delivering the results of supervision and provide assistance to the teacher (*helping teacher).* The following is an explanation of the steps in the artistic supervision model of the development results:

1. Observation stage using sensitivity, perceptivity and supervisor knowledge

   Class observation is observing the learning process carefully in class. The aim is to obtain objective data on aspects of the learning situation, the difficulties of the teacher in an effort to improve the learning process. Observation (*observing) is* done by observing all activities carried out by the teacher related to mastery of the pedagogic competency of teachers in the classroom. At the time of observation, the principal uses his sensitivity (sensitivity), his perceptions (understanding) and his knowledge to see all the events that the teacher is doing in the classroom.
2. Exploring Teacher Problems *(Explore Teacher Problem)*

   Exploring teacher problems with (*Explore Teacher Problem)* is an activity carried out by supervisors to obtain information regarding the abilities and problems of teachers in mastering their competencies. The excavation of teacher problems is done by means of private conversations (*Observational visitation*). At the time of excavating the problem, the supervisor at the same time interprets everything that is felt, understood from all the events and records them in the application above.
3. Asked Master Checking Notes Observations (Member check)

   Member check is the third stage in the implementation of the supervision of artistic model. *Member check* is an activity that asks the teacher to examine the results of observations written by the supervisor narratively to determine the truth of the content together. This activity is carried out after the supervisor has written down all the results of the observation from the learning activities and the results of exploring the teacher's problems through individual conversations.

   In the supervision process, always convince the teacher that the supervisor is not finding teacher weaknesses, but wants to help the teacher to identify and fix lack the pedagogic competencies that the teacher has.
4. Delivering the results of supervision and providing Assistance to Teachers (*Helping Teacher*)

Helping teacher is an activity of providing assistance from supervisors to teachers to improve their competence. At this stage, the principal provides reinforcement for the performance carried out by the teacher with expressive and good language sometimes tends to influence the teacher to make changes. The principal helps to deal with the lack of the teacher's competency aspects which the teacher still felt lacked as a solution in improving the pedagogical competence of the teacher. The third stage carried out in this research and development was the results of designs that had been made validated (tested internally) by supervision experts. the following are the results of validation tests from three supervision experts:

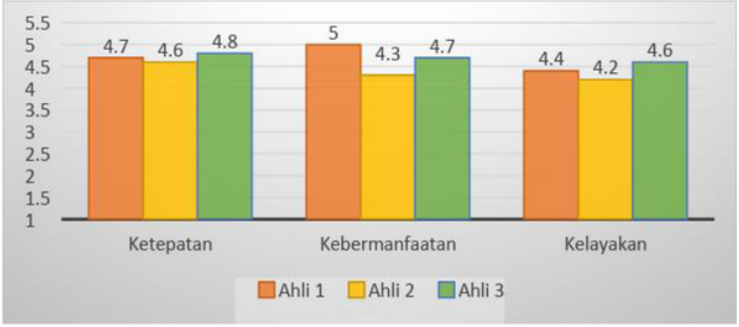

Figure 3 *Results of Artistic Supervision Model Expert Validation*

Based on figure 3, it can be concluded that according to the first supervision expert the accuracy aspect gives an average score of 4.69, meaning the artistic supervision model developed has criteria right, while from the usability aspect it has an average value of 5 meaning it is very useful if this product is developed, while the feasibility aspect has an average value of 4.4 meaning it is feasible to use.

According to the second expert, giving the average value of the accuracy aspect gives an average score of 4.62, meaning that the artistic supervision model developed has the right criteria, while from the usability aspect it has an average value of 4.33 which means it is useful if the model book this artistic supervision is developed, while the feasibility aspect has an average value of 4.2 meaning it is feasible to use.

Meanwhile, according to the third supervision expert, giving the average value of the accuracy aspect gives an average score of 4.77, meaning that the artistic supervision model developed has the right criteria, while from the usability aspect it has an average value of 4.67 meaning useful if this artistic supervision model book was developed, while the feasibility aspect had an average value of 4.6 meaning it was feasible to use.

The following are the results of the recapitulation of the average value of the expert validation of the artistic supervision model book in improving the pedagogical competence of elementary school teachers.

Table 3 *Average Value Recapitulation Expert Validation of Artistic Supervision Model*

Aspects Assessment	of Expert Average Value	Criteria
Accuracy	4.69	Appropriate
Usefulness	4.38	Useful
Feasibility	4.68	Eligible

Based on the recapitulation of table 3 it is concluded that the artistic supervision model developed had criteria right, useful and feasible to develop. From the results of expert validation, it has a good average value of all aspects of the assessment criteria.

How does the implementation of the artistic supervision model affect the improvement of pedagogical competence of elementary school teachers?

The artistic supervision model of the results of research and development was then tested on a small scale to determine the effect of using the artistic supervision model on improving pedagogical competence of elementary school teachers. The next analysis was carried out on the results of the teacher's pedagogical competence before and after the supervision of the artistic model, the raw data from each subject from the teacher the results of the experiments were analyzed with the help of SPSS version 23 using a paired t-test. The difference in testing seen by pedagogic competencies mastered by the teacher can be seen from how the teacher recognizes the characteristics of students, masters learning theory and principles of learning, carries out curriculum development, implements learning activities that educate, understand and develop student potential, master communication with students, understand assessment and evaluation, reflection and classroom action research.

In small scale trials conducted in two schools. Each school was tested in three teachers, so this initial product was tested on six teachers.

The analysis was carried out on the results of the teacher's pedagogic competence before and after the supervision of the artistic model, the raw data from each subject from the test results were processed with the help of SPSS version 23. The analysis of the data used was t-*test paired* because it met the test requirements for normality and homogeneity.

The following table 4 values the teacher's pedagogical competence before and after the supervision of the artistic model in the table below:

Table 4 *Results of Small-Scale Tests on Teachers before and after supervision of artistic models*

No	Subject	Before	After
1	AFD	76.25	95
2	KML	71.25	89.375
3	NHH	73.125	93.125
4	VTN	74.375	91.875
5	NIN	73.75	94.375
6	MYR	76.875	96.25

After conducting large scale trials to the principals, researchers carried out tests on the teacher to supervise the artistic model in the improvement of pedagogical competence of teachers in Primary schools. This trial was done to 21 teachers, 3 teachers from each of the Margorejo 1 Surabaya Elementary Schools, Sidosermo 1 Surabaya Elementary School, Surabaya Margorejo III Elementary School, Surabaya Taquma Elementary School, Surabaya Proclamation Elementary School, Ngagelrejo III Elementary School Surabaya, Jagir 1 Surabaya Elementary School. The following

are the results of trials before and after the supervision of the artistic model in the table below:

Table 5 Results of Small-Scale Tests on Teachers before and after supervision of artistic models

No	Subject	Before	After
1	PTR	73.125	91.25
2	SNI	72.5	94.275
3	MFH	70.625	88.75
4	SCI	72.5	91.25
5	MSK	71.25	90.625
6	TMH	72.5	98.75
7	ASI	73.125	92.5
8	ANS	71.875	93.125
9	ASC	70.625	90.625
10	ANY	74.375	98.75
11	Iih	73, 75	92.5
12	HPS	73.125	91.25
13	KRH	72.5	93.125
14	EST	70	92.5
15	SMD	70.625	95.625
16	BTI	73.125	91.25
17	NHY	71.875	90.625
18	NND	73.75	92.5
19	FTR	71.875	95
20	SDW	73.75	97.5
21	HLS	73.75	95,625

The next analysis was carried out on the results of the teacher's pedagogical competence before and after the supervision of the artistic model, the data were analyzed with the help of SPSS version 23 by using one sample t-test and paired t-test because of the data normal and homogeneous distribution. The following is a hypothesis test to test the pedagogic competence of the teacher before and after supervision of the artistic supervision model on 21 elementary school teachers in Surabaya.

This test was used to analyze the descriptive statistics of teacher pedagogical competencies before and after the artistic supervision model was carried out. The following is the explanation of the results of the descriptive statistical test. One sample t-test was used to test the descriptive hypothesis before using the artistic supervision model. The hypothesis tested in a large-scale test with a total of 21 teachers is:

Table 6 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Using the artistic supervision models	21	72.35	1,201	.262

In Table 6 the average value of teachers' pedagogic competence is 72.35 with the criteria of "Good". The standard deviation is 1.201, which means the difference between one teacher and another teacher is 2.070. The standard value of the mean

error is 0.262 meaning the distribution of the sample average of the overall probability of the entire sample.

Table 7 One-Sample Test

	Test Value = 73					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Using the artistic supervision model	-1.988	20	.061	-0000	-1.02	.02

In table 7 the Sig value is> 0.005 with a value of 0.061> 0.005 thus H_o is accepted and H_1 rejected means the average value of pedagogical competence of teachers before using the supervision of artistic models of less than 73. The researchers use the value of completeness criteria lower than a small scale with a value of 73 on this large-scale hypothesis because at the school level it varies low, medium and very good. The following table 4.26 was resulted from one sample statistic:

Table 8 *One-Sample Statistics*

	N	Mean	Std. Deviation	Std. Error Mean
After using artistic supervision models	21	92.98	2,444	.533

In Table 8 the average value of teachers' pedagogic competence is 92.98 with the criteria of "Very Good". The standard deviation is 2.444, which means that the difference between one teacher and another teacher is 2.458. The standard value of the mean error is 0.533, which means the distribution of the sample average from the overall probability of the entire sample. The following are the results of one sample t-test test:

Table 9 *One-Sample Test*

	Test Value = 73					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
After using the artistic supervision model	37.457	20	.000	19.976	18.86	21.09

Based on table 9 the value of t count> t table with a value of 37.457> 2.015 and Sig <0.005 with a value of 0.000 <0,005 thus H_o is rejected and H_1 accepted means that the value of the pedagogical competency average of the teacher before using the artistic model supervision is more than 73.

The results of the implementation of the artistic model supervision on 21 teachers in Surabaya Elementary School are obtained by the teacher's pedagogical competence before and after the treatment is as follows:

Table 10 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Using the model of artistic supervision	72.35	21	1,201	.262
	After using a model of artistic supervision	92.89	21	2,472	.540

Based on table 10 shows that the average value of pedagogical competence prior to supervising artistic model is 72.35 with the criteria of "Good", while after being treated by the teacher by supervising the artistic model the average value of the teacher's pedagogical competence is 92.89 meaning that it has the criteria of "Very Good". To see the relationship between before and after treatment can be seen in table 11:

***Table 11** Paired Samples Correlations*

		N	Correlation	Sig.
Pair 1	Using the model of supervision artistic and artistic supervision After using the model	21	.606	.004

Based paired T-test results in table 11, it was concluded that the correlation values pedagogic competence of teachers before and after the model of the artistic supervision is 0.606 with a significance of 0.004 means that the correlation between the two average pedagogic competencies before and after supervision of the artistic model are high/strong and significant. To see the differences before and after the supervision of the artistic model can be seen in the table below:

Table 12 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tails)
		Mean	Std. Deviation	Std. MeanError	95%ConfidenceInterval of the Lower	Upper			
Pair 1	Before Using the artistic supervision model - After using the artistic supervision model	-20,536	1,989	.434	-21,441	-19,630	-47,311	20	.000

The t-count value in table 12 t-count value> t table and Sig <0,005 with a value of 47,311 > 2,015 with Sig 0,000 <0.05 so it can be concluded that there are differences in the pedagogical competence of the teacher before and after the supervision of the artistic model. Thus, it can be stated that supervising the artistic

model affects the increase in pedagogic competence of each of the 3 teachers from seven elementary schools in Surabaya namely SDN Margorejo 1 Surabaya, SDN Sidosermo 1 Surabaya, Margorejo III Surabaya, Taquma Surabaya Elementary School, Surabaya Proclamation Elementary School, Ngagelrejo Elementary School III Surabaya, SDN Jagir 1 Surabaya Indonesia.

DISCUSSION AND CONCLUSION

The definition of the artistic supervision model resulting from this development is a supervisory activity carried out by the supervisor starting from the beginning to the end by emphasizing sensitivity, perceptivity, and supervisor's knowledge in seeing all the events during observation in class and when exploring teacher problems, as well as appreciating the slightest thing the teacher does and then conveying the results of supervision with expressive and good language with the aim of helping teachers improve their competence.

Enhanced pedagogic competence with this artistic supervision model includes the ability of the teacher to organize learning, understand students, to plan and implement learning, to evaluate learning outcomes, and to develop students to actualize their potential.

The definition of this artistic supervision model refers to the opinions of Hopkins and Moore "*... the artistic supervision model is a holistic approximation to the supervision that relies on sensitivity, perceptivity, and knowledge of the supervisor as away from appreciating the significant subtleties of occurring in the classroom*" (Hopkins & Moore, 1982, p. 94). In addition to the above opinion, the model of supervision that was developed also refers to the theory of Eisner on approach to the supervision of artistic, which defines:

"By artistic I mean using an approach to supervision that relies on the sensitivity, perceptivity, and knowledge of the supervisor as a way of appreciating the significant subtleties of occurrence in the classroom, and the exploits of the expressive, poetic, and often metaphorical potential to convey to other influencing decisions what goes on in school, what has been observed, (Sergiovanni, 1982, p. 59).

The difference in the definition of the artistic supervision model with Eisner and Hopkin & Moore's opinion is on the results of this research and development. 1) observations made are not only observations during classroom learning but also observations when principals/supervisors explore teacher problems, 2) delivery of supervision results conducted by the principal/supervisor to the teacher in an expressive and good manner, 3) the assistance provided by the principal/supervisor at that time after supervision (*on the spot).*

The characteristics of the artistic supervision model of the development results differ from the artistic supervision approach proposed by Eisner. The artistic supervision approach has eight characteristics, while the artistic supervision model of the development has nine characteristics. In the supervision of the artistic model, the supervisor makes a thorough observation. Observation of the teacher is also done carefully, thoroughly, and intact and repetitively and is not only fixated on the situation in the classroom but the results of observations when the supervisor explores the teacher's problems related to the pedagogical competence of the teacher who has not been mastered.

When observing supervisors also make interpretations of observations with easily understood sentences so that the meaning contained can be captured. Arrange the results of observations in a narrative that describes learning in accordance with

the reality in the application that researchers have developed. The observations that have been written in the application, are given again to the teacher to check the truth of the results of the observation, this step is called member *check.*

Submission of supervision results to the teacher is made in writing that contains the pedagogical competence of the teacher by not verifying the teacher but as a reflection of the observations delivered expressively and well. After completing the supervision report, the principal as the supervisor explains the pedagogic competencies that have not been mastered by the teacher with the aim of increasing their competence.

The success of the artistic supervision model must be accompanied by the active attitude of the teacher in responding to the implementation of the artistic model supervision, as well as when carrying out tasks, highlighting the characteristics of artistic nuances. The artistic supervision model will have great meaning if the opportunity to speak of the teacher and the principal is able to be balanced so that the teacher also has the same opportunity and flexibility in conveying the problems at hand. Supervisors must also have the ability to solve learning problems, both administratively and the ability of the teacher to manage the teaching and learning process / pedagogical competence of the teacher.

The step of the outline artistic supervision model is illustrated in the form of cycles and interplay between supervisors and teachers and vice versa. This step was developed based on Eisner's opinion "*Artistically oriented supervision would recognize the style and try to help the teacher exploit by strengthening the positive directions already taken,"* (Sergiovanni, 1982, p. 60). By making observations and exploring teacher problems, the principal as a supervisor will know the teacher's teaching style, and try to help the potential available to the teacher.

The steps of the artistic supervision model above refer to some of the characteristics of the artistic supervision approach put forward by Eisner. The first step refers to the definition of supervision and the following characteristics of the artistic supervision approach one and the fourth are quotations of the characteristics of artistic supervision:

"Artistic approach to supervision requires attention to the expressive character of events, not simply incidence or literal meaning" and the fourth characteristic *"artistic approach to supervision demand that attention is paid to the process of classroom life and that this process is observed over extended period of time can be placed in a temporal context,* (Sergiovanni, 1982, p. 66).

The artistic supervision approach requires a supervisor's attention or expressive behavior to see all the events not only that which are visible but also hidden from each activity carried out by the teacher. The approach to artistic supervision requires attention to the learning process in the classroom, and this process is observed (observation) requires a long time to look carefully, and thoroughly to all the learning done by the teacher. From this characteristic, the step taken in the artistic model is to make observations.

The second step referring to the characteristics of the seventh artistic supervision approach, namely "*artistic approach to supervision requires the ability to interpret the meaning of occurring events to those who experience them and to be able to appreciate their educational import*"(Sergiovanni, 1982, p. 66). The artistic approach to supervision requires the ability to interpret the meaning of an event that occurs / the experience of the teacher and is able to appreciate the input of education/learning that they have given.

In the third step refers to the fifth characteristic of the artistic namely "*supervising approach, artistic approach to supervision, requiring that rapport be established between supervisors and those supervised so that dialogue and a sense of*

trust can be established between the two" (Sergiovanni, 1982, p 66). The artistic supervision approach requires a report that is determined between the supervisor and the supervised so that dialogue and the contents of the truth can be determined between the two.

While the final step of the artistic supervision model refers to the sixth characteristic, namely *"artistic approach to supervision requires an ability to use language that exploits its potential to make the expressive character of what has been seen"* (Sergiovanni, 1982, p 66). The approach to supervision requires the ability to use good language in order to be able to explore potential, which then expresses expressively the character of the people from the observations that have been made. The last step the researchers added was to provide assistance to teachers to improve teacher competency.

The artistic supervision model of the results of research and development was then tested on a small scale to determine the effect of using the artistic supervision model on improving pedagogical competence of elementary school teachers.

In small scale trials conducted in two schools, each school was tested involving three teachers, so this initial product was tested on six teachers. The first step was done by the researcher giving the teacher's pedagogical competence questionnaire before being given the supervision of the artistic model, the second step was to supervise the artistic model and the final step was to provide a questionnaire to see changes in the pedagogical competence of the teacher after being given the supervision of the artistic model.

The percentage of pedagogic competence of all teachers before the artistic model supervision is 74.27% with good criteria, while after being treated by the teacher by supervising the artistic model, the percentage of pedagogical competence, all teachers is 93.33 % with very good criteria. The results of paired t-test showed that the implementation of the supervision of the artistic model in the teacher's had a significant effect.

In large-scale trials, the results of the paired T-test obtained, that is, the value of the pedagogic competence of teachers before and after the artistic supervision model was 0.606 with a significance of 0.004 meaning that the correlation between the two pedagogic competencies before and after supervision of the artistic model was high/strong and significant.

Paired t-test test obtained t count> t table and Sig <0.005 with a value of 47.311 > 2.015 with Sig 0,000 <0.05, it can be concluded that there are differences in teacher pedagogical competence before and after the supervision of artistic models. Thus it can be stated that supervising the artistic model affects the increase in pedagogic competence of each of the 3 teachers from seven elementary schools in Surabaya namely SDN Margorejo 1 Surabaya, SDN Sidosermo 1 Surabaya, Margorejo III Surabaya, Taquma Surabaya Elementary School, Surabaya Proclamation Elementary School, Ngagelrejo Elementary School III Surabaya, SDN Jagir 1 Surabaya.

This is in line with Wahab's opinion which explains that artistic supervision has the advantage of improving teacher performance in planning and implementing learning, as well as improving the teacher's work ethic in the task discipline. But the success of the artistic supervision model must be accompanied by the active attitude of the teacher in responding to the implementation of artistic teaching supervision, as well as when carrying out tasks, highlighting the characteristics of artistic nuances, (Wahab, 2012). The results of the study show that the artistic supervision model has the advantage of improving teacher performance in planning, implementing and evaluating the pedagogic competence of the teacher.

This model can improve pedagogic competence because the implementation of artistic 2odel supervision is done thoroughly to see what happens in the classroom. *Artistic supervision, which is one of the contemporary supervision models that takes its place in literature recently, is based on the inspector's knowledge, skills, comprehension and sensitivity in assessment and inspector's competence in expressing the teacher, who is one of the basic elements of the teaching process concerning the emerging important details in the classroom environment*, (Kapusuzoglu & Dilekci, 2017, p. 1193). Artistic supervision is a model of contemporary supervision that uses knowledge, perceptions, and knowledge in observing the learning process in the classroom.

Based on the large scale test the results of t count> t table with a value of 39,934> 2,571, while the significance value is 0,000 <0.05, thus $H_{1\ is}$ accepted and $H_{0\ is}$ rejected, meaning there is an influence of the implementation of the artistic supervision model on improving pedagogic competence of elementary school teachers in Surabaya. This is in accordance with previous research, which states that *"The form of improving the role of the teacher as a learning agent supervision of artistic models increases and exceeds the minimum score"* (Pasaribu, Purba, & Matondang). , 2017, p. 41). The form of the role of the teacher as an agent of learning through the implementation of an artistic model in supervision as a learning agent increases and exceeds the minimum score that has been determined. The application of the artistic supervision model that results from the development of small- and large-scale trials shows a very strong influence. Thus, the artistic supervision model can improve the pedagogic competence of elementary school teachers in Surabaya, Indonesia.

In this research and development carried out through a long process, to produce product models, product guides and supporting products produced have gone through stages. Starting from preliminary research to obtain information related to the supervision model that is always carried out by schools, needs analysis, drafting models, model manuals, model supporting instruments, material books supporting the artistic supervision model in improving pedagogical competence of elementary school teachers, validating experts and experienced several revisions, conducting small-scale trials and finally conducting large-scale trials.

This long stage was carried out to produce good products and provide benefits for schools, especially principals and teachers. This artistic supervision model was developed based on the artistic supervision approach put forward by Eisner and the artistic supervision model proposed by Hopkin and Moore which in the previous reference has not found a clear picture of the model, and found only the characteristics of an artistic supervision approach, even Hoopkin, and Moore mentioned that the artistic supervision model cannot stand alone must be juxtaposed with other models. Based on various opinions and reviewing various literature, the researcher finally developed the step of the artistic supervision model in the steps of implementing the artistic supervision model. This found step refers to the characteristics of the artistic supervision approach proposed by Eisner.

At the step of the artistic supervision model consists of the steps, namely the first step, in the artistic supervision model is observation (*Observing)* using sensitivity, perceptions, and knowledge of the principal, 2) exploring teacher problems (*Explore Teacher Problem).* 3) Asking the teacher to check the observation notes (*Member check),* 4) Delivering the results of supervision and providing assistance to the teacher *(Helping teacher).*

The final product guidebook for the artistic supervision model in improving teacher pedagogical competencies is an innovative product to add insight to the school principal about the supervision model that emphasizes aspects of helping

teachers rather than assessing teachers. This artistic supervision model can be used to improve teacher pedagogic competence.

In this supervision model, it has a weakness, because in supervising, a school principal/supervisor must make observations using sensitivity, perceptions, and knowledge, explore teacher problems, and record all observations and conversations when extracting information, the principal must have patience, patience, perseverance in carrying out, and always learning to increase his knowledge.

The artistic supervision model resulting from this development has a very strong and significant influence on improving teacher pedagogic competence. The small-scale test and large-scale tests show that the implementation of the artistic supervision model has a very strong and significant correlation. This is because of the implementation of the artistic supervision model is done by trying to help teachers improve teacher competency. In the final step, the artistic supervision model of a supervisor delivers the results of supervision and provides assistance to the teacher to improve his competence.

By doing the supervision model correctly it will be able to improve the pedagogic competence of the teacher. The disadvantage of this trial is that it is only carried out on a small scale with a total of six teachers in two schools and in large-scale trials conducted on 21 teachers in seven primary schools. The research has not been carried out on a very broad scale, and those who conducted the trial were still researchers who dominated while the principal only saw. The researcher conducted his own trial to find out the weaknesses of the products found so that they could improve.

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