




Academic Supervision Model for the Early Childhood Education in the Municipality of Semarang

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Abstract

This study aims to describe the model of academic supervision for the Early Childhood Education (PAUD) that has been implemented so far. The research subjects consist of supervisors, principals, and teachers of the early childhood education in the municipality of Semarang. Data were drawn using interviews, questionnaires, and documentary studies. The data were then analyzed employing descriptive analysis. This research used non-probability sampling technique with purposive sampling. The results show that the supervisory activities carried out during this time were still separated from the elements of supervision, there has been no collaboration between supervisors, principals, and teachers in the planning, implementation, method, and follow-up activities. During this period of time, the supervisors performed their duties based on work programs that had been designed without any input which was needed by the teacher, and there was no opportunity to inform obstacles during the learning process and there was no communication with the supervisor. This has made the supervision activities were not on the basis of the teachers' problems but rather on the basis of the academic supervision activity for the PUD there is no good cooperation and communication between the supervisor, principal, and teacher; the supervision is still separated and there is no collaboration. It is recommended to realize the need for the development of collaborative-based supervision model in PAUD institutions so that the supervision activities are in accordance with the needs of teachers in learning.

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INTRODUCTION

The progress of a nation can only be achieved when supported by high-quality human resources. One of the most effective and recognized ways of success in improving the quality of human resources is through education. Khan, et al (2014: 51) said that education becomes the main factor of socio-economic development. Education should be a strategic vehicle in the effort to develop all the potential of the individual so that the whole human development can be achieved. As mandated in the 1945 Constitution of article 28C Paragraph (1), everyone has the right to develop themselves through the fulfillment of their basic needs, is entitled to education and benefit from science and technology, art and culture for the improvement of their quality of life and for the welfare of mankind.

Comprehensive education is expected to form qualified human resources. However, the fact that the quality of human resources and student behavior have not reflected these expectations. This is evidence, among others, that in the list of Human Development Index (HDI) in 2015 it is ranked 113 of 188 countries (UNDP 2016). Therefore, improving the quality of education in Indonesia should continue to be done from early childhood education to higher education. Adewole (2006) also notes that many parents send their children to kindergartens, as they provide all academic standards that will prepare the children for mastering school pedagogy before entering school.

Early childhood education (PAUD) is the level of education prior to the basic education that has such a big role in preparing a healthy, smart, cheerful, and noble generation in the future. Sooter (2013: 178) says that early childhood education is the beginning of laying out the educational foundation. The success of education at the next level is determined by the quality of education at an early age, so it is necessary to develop them in order to improve the quality of education. Optimal development during early childhood has an impact on the development of the ability to act and learn in

later times. The teacher is the spearhead in the implementation of education, the quality of early childhood education can not be separated from the role of the teacher. Okoro in Sooter (2013: 175) states that the teacher quality determines the strength of the learners. Therefore, teachers and good school management can influence the improvement of the learning process and the quality of education.

A number of aspects which are closely related to the problems of systematic supervision are (1) teachers need assistance program to improve professionalism; (2) supervision conducted by supervisor still use one-way path from top down; (3) implementation of supervision without seeing partnership relations between teachers and supervisor; (4) supervision is still limited to perform administrative obligations, ignoring the aspect of professionalism; (5) supervision materials are not yet relevant to the improvement of the teachers' ability (Sharma, 2011). Such conditions are also supported by the existence of phenomenon in the field which shows the low ability of early childhood teachers in providing services in accordance with the development and needs of the children so that the activities undertaken by educators are still teacher-centered resulting in children not being excited, getting bored and lazy. Consequently, the purpose of fostering the potential of the children can not be achieved optimally.

Yunus, Jamal & Salomawati (2011: 50) argue that teacher supervision is an important issue in educational leadership. This is inline with the research of Simon and Alexander in Mulyasa (2009: 13) stating that in more than 10 research results in developing countries there are two important things from the role of the teachers to improve learning achievement that is the amount of effective time and quality of teacher ability. Afiatinnisa (2008: 99) also found that teachers with educational backgrounds which are inadequate and irrelevant to early childhood education will produce a low ability

in learning. Therefore, teacher assistance is needed to improve their professionalism.

One of the activities undertaken in the effort to improve the quality of early childhood education is through educational supervision activities. Adu, Gadegesin & Olabisi (2014: 269) say that many countries around the world have been trying to restructure school surveillance services to improve the quality of education. Inline with Sahertian (2008: 16) who argues that the supervision of education is none other than the efforts to provide services to educational stakeholders, especially teachers, both individually and in groups in an effort to improve the quality of learning. So, supervision is very important in the development of each education program as an action to provide assistance and improvement to teachers in order to improve their professionalism.

As stated in Permendikbud No 137/2012 on PAUD standard, the TK/RA principal has the duty to plan academic supervision program in the framework of teacher professionalism, conduct academic supervision on the teacher by applying proper supervision approach and technique, and follow up the academic supervision result in order to increase the professionalism of teachers. Supervision is a critical examination and evaluation of the school as a designated place for learning to allow suggestions in order to achieve school goals (Panigrahi, 2012: 60).

On the other hand, academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. Academic supervision program for PAUD teachers needs good and effective planning and can be a solution to the constraints faced in the implementation of the program. There is a need for a solution to some constraints on supervisory capability by applying various supervision techniques, time availability to monitor the learning process and classroom observation, and guidance to the teacher's ability to do learning activities by giving examples (teaching, training, and consultation), and follow up the supervision result.

Allen (2015: 62) explains that the supervision of the educational administration component is as fundamental as the goal of the system if it is realized. Similarly, supervisors at early childhood education institutions consist of principals and supervisors. A supervisor will not be able to carry out effective instructional evaluation if he/she is not qualified and trained in evaluation technique, knowledge, good organizing ability, and ready to accept ideas and teacher interest (Ogunniy in Panigrahi, (2012: 64). So, as a leader, the principal is responsible for improving the learning quality and the quality of school organization.

In addition to the supervision being done by the principal, supervision of the kindergarten can be performed by supervisors. The term supervisor refers to a school supervisor who acts as one component of the educational system that is given full responsibility and authority by authorized officials to perform supervisory duties in educational institutions both administrative and academic In each institution. Ogundele (2014: 12) recommends the need for appropriate adoption of supervisory practices and the need for early integration of early childhood education to different levels. Alfonso states that the students' behavior is strongly influenced by teacher's behavior, while teacher's behavior in learning is strongly influenced by supervisor's behavior (Masaong, 2013).

This is not in line with the results of research conducted by Sharma, et al (2011) stating that the role of the supervisor is just to finish their work on paper only and only the process to find teachers' error. The study shows that teachers are not benefited by the supervisory process since supervisors do not share a sense of ownership in improving the teachers' professionalism on an ongoing basis. In addition, the findings of a grounded study on supervisory and principal's competence by the Education Sector Analytical and Capacity Development Partnership (ACDP) states that school/madrasas principals and supervisors are weak in their supervision skills. Therefore, the ability of such supervisors is very important for the improvement of schools and their systems so

that education services meet the national education standards. Therefore, an inspector/overseer of PAUD must have basic competence to support the supervisor in performing their duties and must also have qualification according to their field of duty.

Semiawan's research findings suggest that supervision still emphasizes administrative aspects and ignores professional aspects, face-to-face inter-supervisors and teachers are still very few, in general, it still uses one-way direction, and the teachers' potential is underutilized (Masaong, 2013). Yusnani (2013) states that the supervision done by a kindergarten principal is not good, it is caused by the kindergarten principal's lack of knowledge, experience, and skill in supervising, their lack of ability in making a good supervision program, and supervision material done by the kindergarten principal is not well prepared (it has not provided materials which are relevant to the improvement of teachers' ability).

Based on the above research results, the success rate of supervision implementation depends on the procedure, approach, process, material and supervisory ability. When supervision is done with appropriate procedures/techniques, the benefits of supervision will be felt by the teacher so that the teachers in PAUD institutions can increase and improve their ability in preparing the learning program (RPPM and RPPH), the implementation of learning and learning evaluation. However, in reality, the implementation of supervision has not been as expected. Glatthorn in Panigrahi (2012: 62) says that there needs to be a development of professional cooperation in the process of developing the teacher competence in a systematic collaboration with peers and varied approaches (professional dialogue, curriculum development, peer observation, and research projects).

Proper supervision requires adaptation to the research environment of the research object in order to know more about the character of the teacher so that it is easier to handle and it will be more optimal in providing the supervision

services. Supervisors should merge with the teaching community both formally and informally so that there is no distance between the supervisor and the teacher (Goker, 2005). The results of this study indicate that supervision activities will be implemented effectively if supervisors and teachers establish partnerships directed at three important stages of supervision, namely the stage of program preparation, the stage of program implementation, and the stage of evaluation.

Based on the observations that have been done by researchers in several kindergartens in Gajahmungkur and Gunungpati sub-districts, it can be concluded that teachers need guidance through academic supervision by supervisors or principals in order to improve their professionalism because of the importance of the strategic role of kindergarten teachers in learning. However, supervision by supervisors and principals has not gone maximally, this is due to the fact that supervisors and kindergarten principals have not used an approach that suits the needs of the teachers.

On the other hand, supervisors still carry out supervision as a routine activity and have not carried out continuous coaching. They do not carry out guidance that is relevant to the need to improve the professionalism of teachers directly; supervision is still limited to the assessment of the teacher performance, material/substance of supervision has not accommodated the need for professional improvement of the teachers appropriately. The current process of academic supervision has not yet matched the needs of the teachers. Therefore, it requires the active involvement of the teachers in academic supervision from planning to evaluation so that the purpose of academic supervision in order to help improve the quality of learning will be achieved.

Panigrahi (2012: 59) states that academic supervision is an important activity that should be done by supervisors and principals in order to provide direction and guidance to achieve quality learning. Principals should commit themselves to take times to participate in the supervisory role within the school environment

as part of their work to ensure the improvement of program quality in schools. The importance of supervision in early childhood is also explained in Sooter's study (2013) which explains that early childhood has a positive influence on the development of children's education in the future. Academic supervision is very important as one way to improve the learning quality in schools. Teachers need academic supervision to improve their teaching skills, which will have an impact on improving the children's learning outcomes.

Based on the above explanations, it can be concluded that the ideal conditions of supervision at PAUD institutions is a collaborative-based academic supervision model that is expected to solve the problem of academic supervision so far. This model of supervision is more effective in providing services and assistance to teachers. Therefore, supervision carried out in accordance with the principles of supervision, substance/material set together between supervisors and teachers and the use of this collaborative supervision model will affect the improvement of professionalism.

METHODS

This research is descriptive in nature. Descriptive research is a study intended to collect information about the status of an existing phenomenon. Descriptive studies often use observation and survey methods to of this research was all teachers and PAUD principals in the Municipality of Semarang. This research used the non-probability purposive sampling technique where the determination of the number of samples was calculated on the basis of certain considerations. The samples in this study were drawn from two sub-districts represented by one PAUD group in Semarang (consisting of 6-8 institutions). The sample consisted of supervisor, PAUD principals, and PAUD teacher.

The data were drawn by means of interviews, documentary studies, and questionnaires. Interviews were conducted to obtain data through direct conversation with informants (5 people consisting of kindergarten

supervisors and PAUD supervisors) related to the research problems. Documentary studies were applied by analyzing the Supervisory Guidance document used by kindergarten supervisors, and looking at the Weekly Implementation and Learning Plan (RPPM), the Daily Implementation prepared by the teachers. Meanwhile, the questionnaire was used for collecting data in order to know the opinion of the principals and teachers about the planning, implementation, model, technique, and follow up of the supervision program. In this study, the questionnaire used was a closed questionnaire using a Likert scale consisting of 4 categories of alternative answers: Always (4), Often (3), Sometimes (2), and Never (1).

RESULTS AND DISCUSSION

Results

The results of this study provide an overview of the academic supervision model of early childhood education conducted by supervisors and kindergarten principals in the Municipality of Semarang currently. In this study, the information was obtained from interviews with the supervisor of kindergarten as well as the PAUD principals as the main activity. The purpose of the interview was to determine the planning and implementation of academic supervision that has been done by the supervisor and supervision conducted by the PAUD principals. The information obtained from the interviews was related to the planning, implementation, model, technique, and follow-up of the supervision.

The supervisor said that the supervision carried out so far consists of managerial supervision and academic supervision. Managerial supervision aimed to explore the principals when implementing the school management, while the academic supervision aimed to see teachers' ability in learning. The planning is made on the basis of the results of the previous year's evaluation as well as inputs from the principals who subsequently created a supervisory work program. At the planning

stage, there was no teacher involvement in providing inputs to the supervisor.

The supervision was implemented in accordance with the instrument with reference to the standards of the education office. General information and schedules were communicated to the school through the principal or principal work group. In supervising, the supervisors viewed documents and learning directly in the classroom in accordance with the supervision purposes. The findings were submitted directly to the teachers or the school beyond classes both individually and in groups. It was submitted individually if the teacher needed special motivation, and in groups, if the results were general.

The supervision model involved the school principal that serves to explore the needs of the school. This was done so that the supervision activities were relevant to the school objectives to be achieved. The supervision was carried out by firstly providing information about the general schedule to the principals. During implementation, the supervisor did not inform the school in advance in order to see the real conditions in the school. The supervision was done by looking at the document first and then came to the classroom to see the teachers when conducting the learning activities.

The supervision technique was applied individually and in groups. Most of the supervision was done individually because it is more exact, more effective, and more direct in identifying the teachers' problems. The direction was provided directly as soon as the teacher finished teaching or beyond teaching-learning sessions. The supervision results were submitted to the teachers and also to the principals to assist monitoring and developing. The teachers were encouraged to participate in training activities.

The next activity in this study was to collect data applying questionnaires related to academic supervision in order to reveal issues related to the implementation of the supervision, the impact, and the expectations of the PAUD teachers. The information gathering from the teachers was conducted at PAUD institutions in Semarang City involving the principals and the

teachers of PAUD Al Madina, PAUD Hj Isriati 2, PAUD Mutiara Bangsa, PAUD Pelangi Nusantara, PAUD TK ABA 38, PAUD Labschool UNNES, and PAUD Oasis Kids. The research was conducted by the researchers distributing the instruments to the teachers to gather information about the implementation of the academic supervision related to the supervisory planning, implementation, model, technique, and follow up that had been executed so far. Table 1 shows the results of the questionnaire analysis.

Table 1. Analysis results of the teachers questionnaire

No	Aspect	Score	Percentages	Criteria
1	Planning	2.00	19.36	Sometimes
2	Implementation	2.05	19.85	Sometimes
3	Model	1.77	17.13	Never
4	Technique	2.01	19.46	Sometimes
5	Follow up	2.25	24.20	Sometimes

Based on the above table, the results of the teacher questionnaire analysis provided information that, according to the respondents' perception, the supervision activities undertaken by supervisors and principals were still low. The supervision activity in the implementation aspect has a low score of 19.85% with an average score of 2.05 qualifying 'sometimes'. Similarly, the supervision planning score of 19.36% with an average score of 2.00 is also qualifying 'sometimes'. This is because the teacher feels that supervisory activities of the supervisors are not routine, unscheduled, without any needs analysis prior to the supervision, the supervision activities were conducted together with other teachers, and there was no follow-up plan of supervision implementation.

The aspect of supervision model also shows a low result of 17.13% with an average score of 1.77 qualifying 'never'. This is because so far the teacher felt that the supervision activity did not involve the teacher in the supervision activities; doing supervision activities, the supervisor did not focus on one problem so that they felt that the supervision activities did not solve the problem. Besides, the existing supervisory activities were not based on

the teachers' needs, so that what teachers got did not provide solutions to their needs. The supervision activities received by teachers were not scheduled properly, in the sense that the supervision activities were carried out with a system of sudden inspection.

Furthermore, the aspects of supervision techniques also provide a low score of 19.46% or an average score of 2.01 qualifying 'sometimes'. The among the causes of such a low category of supervision techniques are that the supervisors did not help solve the learning difficulties faced by the teacher; the teacher felt that the supervisor did not provide direct supervision, the absence of alternative input to correct the teachers' error, the absence of exchanging actions by the supervisor, the supervisor did not do class or group visits. The results of the preliminary research show that the current supervisory activities need improvement and to be focused on the development of academic supervision activities which includes the implementation, models, and techniques. The aspect of follow-up supervision also provides a low result of 24,20% with the average score of 2,25 qualifying 'sometimes'.

Based on the results of the interview, below are some expectations of the kindergarten teach the supervisor/principals of PAUD. The teacher hopes that the materials are given gradually and they are supervised at all times so that they know the results of the material provided. In addition, supervision is expected to see the results of the development based on the materials that have been provided. Supervision should have been carried out regularly and periodically so it is expected to improve the teachers' quality and ultimately improve the learning quality. Supervision should have been done routinely, so it helps solve difficulties encountered in school. Supervision should have been more motivating for better performance, so it becomes a clear path or direction for better performance. The principal should have regularly supervised at least once a month, or fortnightly followed by the provision of learning and development inputs and exchange ideas so that the teachers are more open-minded and

want to develop together. Supervision should have been carried the principal and the teacher, with a plan of a structured supervision schedule in accordance with pre-agreed intervals, and can be followed-up if any problem occurs in school. Supervision should have been implemented in such a way so that it provides impact in improving learning, in a learning teamwork between teachers and principals.

Discussion

The results show that academic supervision was conducted with the aim to develop the teachers' ability so as to improve the learning quality in the school. This is supported by the findings of Ogundele et al. (2014) suggesting that supervision, such as inter and intra-school supervision, micro-teaching and clinical supervision have a significant effect on the achievement of the objectives of early childhood education programs. The planning of academic supervision for PUD teachers is made on the basis of the results of the evaluation conducted in the previous year and is also based on the input of the principals existing within the target area. Based on the result, a supervisory work program was created containing the aspects of supervision, goals, indicators of success, strategy or method of supervision, activities to be performed, data sources needed, assessment and follow-up instrument of the supervision results, and implementation schedule which are adjusted to the educational calendar and semester and annual work programs. So it can be said that the matrix is still general.

This happens because the kindergarten supervisor did not create their own kindergarten work program but compiled a supervisory work program by combining the work programs of the kindergarten and elementary school in general. The schedule of supervision that has been made was then submitted to the school either directly or through the activities of the school workgroup (KKS) meetings in each of the PAUD clusters; sometimes important information of schedule was shared by telephone.

In Nwagbara (2014) study, the successes made in schools and teacher clusters are proved by performance and achievement. It is recommended that all teachers in primary schools be given the opportunity to participate in the program. It is not in line with the supervision in PAUD Semarang that is at the time of supervision planning. The supervisor has not involved the teachers or discussed with the teacher in deciding and giving input directly. The results of the interviews with the supervisors also show that the supervisor's performance has not been maximized due to the passive attitude of the teachers. In addition, the teachers consider that supervisors are merely assessors of the teachers' performance; they have not provided much supervision in improving the teachers' competence. Sooter's research results (2013) also shows that the policy of teacher-pupil ratio 1:25 was also not implemented due to the lack of supervision or monitoring.

In practice, in conducting academic supervision the involvement of school principals was still limited in terms of exploring the needs and information from schools. Therefore, it can be inferred that the academic supervision has not been done in collaboration with the principal in determining the material and the techniques/methods of supervision. Coimbra (2013) also points out that supervision enables professional growth by improving the performance and teachers' quality; the supervisors should promote the reflective practice among peers and the educational community.

Based on the results of the research on the academic supervision of PAUD principals in the Municipality of Semarang above, the results of the teacher questionnaire analysis provides information that based on the perception of teachers the supervision activities conducted by supervisors and principals are still low. It can be identified that the supervision activity in the implementation aspect has a low score of 19.85% qualifying 'sometimes'. Similarly, the score for supervision planning is just 19.36%. This is due to the fact that the teachers feel that the supervisor's supervisory activities are not

routine, unscheduled, do not perform needs analysis prior to the supervision, the supervision activities are conducted together with other teachers, and there is no follow-up plan of the supervision implementation.

The data on the aspect of supervision model also shows a low score of 17,13% (never). This is due to the fact that the teachers felt that during this supervision activity the supervisor did not involve the teachers in the supervision activity; the teachers were merely considered as the object of supervision. In conducting the supervision activities, the supervisors did not focus on one problem so that the teachers felt that the supervision activities had not answered the problem. It becomes a weak point because successful supervisors should have had knowledge of leadership, management, administration, and education management and known the school culture (Ekundayo, 2013). The existing supervisory activities were not based on the needs of the teachers, so that what the teachers obtained did not provide any solution to the needs. The supervision activities received by teachers were not scheduled in the sense that the supervision activities were carried out with a system of sudden inspection.

Furthermore, the aspects of supervision techniques also show a low score of 19.46% qualifying 'sometimes'. The cause of the low category of supervision techniques is that the supervisors did not help encounter the difficulty of learning perceived by the teachers; they felt that the supervisor did not provide instructions directly, the absence of alternative input for correcting the teachers' errors, the lack of exchange of action by the supervisors, the supervisor did not carry out supervision to visit either the classroom and or the group. The results of the preliminary research show that the current supervisory activities need to be improved and it should be focused on the development of academic supervision activities which includes the implementation, the models, and the techniques. Furthermore, the follow-up aspects of supervision also provide a low score of 24.20% qualifying 'sometimes'. This is not in line with Ekundayo's view (2013) which suggests

that the best supervisory function is the supervision that is conducted by considering the sustainability and not just responding to personal problems.

All of the above facts strengthen the researchers' evidence that according to the view of the PAUD teachers in Semarang City, every supervision activity that has been running has not been followed by the teacher's involvement. Sooter (2013) says that there are no excellent education plans to be implemented effectively if, in the implementation, the school supervision is no, and other resources available in the proposed nursery school. The teachers only become the object of supervision and there has been no cooperation between supervised parties and supervisors. It is not in accordance with Raharjo and Samsudi's view (2016) that the role of all school members including the Foundation Board, the Supervisors, the Principals, the teachers, parents/guardians, and the community is an important factor of success of the educational programs. In fact, the cooperation between the supervisors and the supervised parties will give birth a beneficial impact.

Coimbra (2013) also suggests the importance of considering heterogeneous contexts, with the involvement of Master or Doctor to conduct supervision and evaluation and bring together schools and universities to improve the quality of education. Thus, the involvement of the university, teachers, and supervisors is needed to create a collaboration to improve the quality of education, especially in the Early Childhood Education. As the supervised parties, the teachers have several issues to be solved, while the supervisor is a party that provides assistance and some input for the decision in the improvement of learning to become more focused. It is supported by a statement that supervision with effective instruction by supervisors who strengthen and improve teaching practices will contribute to improving the pupils' learning (Ekundayo, 2013).

Ekundayo (2013) also argues that one of the ways to ensure effective instructional supervision is to select or direct personnel with

technical skills on education, especially in the secondary field, qualified personnel with knowledge, skills, and adequate experience for the professionalism in performing their functions within the school system. The conclusion is that the supervision activities are still separated, in the sense that the supervisor performs their duties without asking for input that is needed by the teacher and the teacher also can not inform the obstacle because there is no communication in distributing the supervision materials. Such communication is a bridge between the desire of the supervised parties and the supervisors to carry out supervision activities more directly so that the researchers feel the need to develop a supervision model that accommodates the inclusion of teachers in every supervision activity, especially on academic supervision activities.

CONCLUSION

Based on the research results and discussion, it can be concluded that the model of academic supervision in early childhood education in Semarang has not been done properly; the details are as follows.

The planning of supervision program made by of kindergarten supervisors and PAUD principals in the sub-District of Gajahmungkur and Gunungpati Semarang is still improper with the average score of 2.00.

The supervision program implemented by the kindergarten supervisors and PAUD principals in the sub-districts of Gajahmungkur and Gunungpati is still poor with an average score of 2.05.

The supervisory model used by the kindergarten supervisors and PAUD principals in the sub-districts of Gajahmungkur and Gunungpati is still poor with an average score of 1.77.

The supervision techniques used by the kindergarten supervisors and PAUD principals in the sub-districts of Gajahmungkur and Gunungpati is still poor with an average score of 2.01.

The follow-up supervision principals in the sub-district of Gajahmungkur and Gunungpati is still less still poor with the average score of 2,25.

SUGGESTION

Based on the conclusions, there are a number of suggestions that can be considered as follows.

Supervisors should provide continuous guidance to PAUD teachers so as to enhance their professional skills in performing their duties.

The supervisors, principals, and teachers of PAUD should collaborate in the preparation of supervision planning, implementation, and evaluation so that the implementation of supervision can be in accordance with the objectives.

The academic supervision by supervisors and PAUD principals should be appropriated to the needs and problems related to learning in schools.

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