Supervision Individual Conferences Through A Reality Approach to Increasing Educator Achievement Motivation

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ABSTRACT

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One way that can be done to improve the quality of teachers is to carry out supervision properly. Supervision is not only carried out to improve teacher abilities, but also to increase teacher motivation, especially achievement motivation. This study aims to reveal supervision carried out through a reality approach to increase teacher achievement motivation. To achieve the research objectives, the research approach used is qualitative, with data analysis through condensation, data display, and verification/conclusion. Data collection is done through interviews, observations, and document studies. Based on the results of the research obtained, the implementation of supervision through a reality approach is carried out through three stages, namely pre-conference, conference, and post-conference. At the pre-conference stage, the supervisor together with the supervise analyze the problems experienced and agree on the time for the implementation of supervision. The Conference stage is carried out by talking personally to increase teacher motivation. At the conference stage, the reality approach is used using WDEP (Wants, Direction, Evaluation, and Planning) techniques. At the Post Conference stage, follow up on the results of the supervision carried out.

INTRODUCTION

The main actors in the implementation of education are educators. Educators determine how good the quality of education is (Tabroni et al., 2022), because educators interact directly with students in the learning process. The better the quality of educators, the better education in a country, because the main factor in the advancement of education can be seen how the learning process is. Quality educators are able to carry out learning using various variations of learning, both methods and learning media.

However, even though the government and several other institutions have tried to improve the quality of educators, the quality of educators is not getting better. Some educator problems continue to arise. Plagiarism of scientific work to fulfill the obligations of educators has become rife, causing the minister of education and culture to abolish scientific work, and only leave the task of action research (Hartik, 2017).

So far, in overcoming the problems of educators, principals and school supervisors carry out supervision activities. According to Basilio and Bueno (2021) and Sahertian and Mataheru (1981) stated that supervision (learning) is a series of assistance provided to educators in carrying out learning activities. Supervision is carried out because in several studies, such as
research conducted by Singerin (2021) shows a positive correlation between the implementation of supervision and the development of educator competencies.

In overcoming these problems, academic supervision activities that need to be developed in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 12 of 2007 concerning School / Madrasah Supervisory Standards include 1) mastering supervision competencies by supervisors (concepts, principles, basic theories, characteristics, and subject development), 2) understanding the implementation of learning (tools, concepts, methods, media, and classroom management), 3) carrying out guidance to educators about learning, and 4) motivate educators in solving personal problems and implementing learning.

Based on the background of these problems, it is necessary to conduct research related to the implementation of supervision through counseling methods in solving educator problems. The design of the implementation of supervision does not yet exist in the world of education, therefore there is a need for research that leads to the implementation of supervision.

This research was conducted in Paiton District, Probolinggo Regency. In Paiton sub-district, there are problems related to the mentality of educators. Some educators are still lazy to make the learning tools demanded. Learning tools are created when there are demands, such as for school accreditation and educator certification. Therefore, a form of counseling supervision is needed that can solve educators' mental problems.

RESEARCH METHOD

Individual Conference Supervision Research Through a Reality Approach in Increasing Educator Achievement Motivation is carried out through a qualitative research approach. This study aims to obtain a description of the implementation of individual conference supervision through a reality approach. To ensure the research to be carried out, the research process is carried out through the process of data collection, data analysis, and data validity analysis to ensure the results of the research obtained (Creswell, 2012).

Data collection for this study was conducted through interviews, observations, and document studies. Interviews were conducted with school supervisors, principals, and teachers in Paiton sub-district. Observation is carried out by paying attention and seeing the process of implementing individual conference supervision. Observations were made starting from Pre-conference, conference, and post-conference. Document studies are carried out by collecting the required documents including individual conference supervision plans, lesson plans, and other supervision documents.

These documents are then analyzed to see an overview of the implementation of individual conference supervision through a reality approach. Data analysis activities carried out by researchers are carried out simultaneously with data collection, because data collection and analysis are inseparable activities. Data analysis techniques in research refer to the opinion of Miles et al., (2014) which states that there are three steps taken in the process of data analysis, namely data condensation, data display, and data verification or drawing conclusions.

RESULTS AND DISCUSSION

The supervision carried out by one of the school supervisors of Paiton District, Probolinggo Regency is carried out through three stages, namely pre-conference, conference, and post-conference (Setyowati et al., 2023). Pre-conference is conducted by discussing teacher problems (Taib et al., 2015), especially related to low teacher motivation. During the pre-conference period, supervisors ask in detail related to the problems experienced by teachers, what teachers experience and feel, and the causes of decreased teacher motivation in carrying out tasks (Supriyono & Sari, 2020). This was conveyed by Mr. Fathorrazi as supervisor when asked about the implementation of the pre-conference,

"In the first stage, I asked the teachers I supervised. How is his motivation at this time. At first, it was difficult, not all teachers wanted to explain in detail, but how smart we are so that
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teachers can talk, without any definite threat. If you threaten, the teacher is afraid first. So during this early stage, I chatted with it in class, so that the teacher felt good, because I was used to it in that class. I am face to face. The principal did not participate. I said that the meeting was not to find fault with the teacher, but I said that I wanted to help the teacher. So I convey, this activity is not to assess the teacher, but how I as a supervisor can help the teacher solve the problem. Yes, we chat like friends. If it's like a friend, it's delicious, the teacher casually conveys it without fear. I asked, he said that there are problems like this, for example often late for class, teaching modules are not made, and many other problems, which I said is lacking motivation. I asked, what is the cause, sir? Why don't you compile? From this it is revealed that the teacher is actually passionate, but because there is a problem, whether in the family, with friends at school. So sometimes it's lazy. There are also financial problems. Anyway, many are the cause of the problem. Now that's what I dug into the teachers."

After extracting information about the decline in teacher motivation, the supervisor made a further offer to talk again with the teacher to overcome the problems experienced by the teacher. The supervisor agreed with the teacher on the time and time to have the conversation again. In addition, the supervisor also conveyed how the conversation would be carried out again and what the conditions would be. This is as stated by Mr. Fathorrazi, "In addition, at the Pre-Conference my teacher and I agreed on a time to have a discussion again, to solve the problems experienced by the teacher. I explained, what will we do later. What will be discussed and what is the process that we will carry out."

In the conference, supervisors use various ways and approaches in overcoming problems experienced by teachers. Several approaches and techniques have been used in carrying out supervision, ranging from class visits, personal talks, to conducting workshops (Maisyaroh et al., 2021). However, to increase teacher motivation in carrying out tasks, supervisors prefer to use private talks, because it will be more effective in increasing teacher motivation (Puri et al., 2023 & Nurjanah et al., 2020). Private talks are carried out using a reality approach, where the supervisor discusses with the supervisor the problems experienced by the supervisee, and his experience in overcoming a problem (Yusop et al., 2020 & Wubbolding, 2007). This is done so that the supervisee feels comfortable with the conversation that takes place.

The implementation of the conference through a reality approach with WDEP (Wants, Direction, Evaluation, and Planning) techniques, supervisors start the conversation by reconfirming the problems experienced by teachers (Kurniati & Supriyatna, 2022). After ascertaining the problem, the supervisor asks how the teacher wants about the problem he is experiencing, and looks for the cause of the problem experienced by the teacher. The discussion of future wishes is carried out by asking for opinions first by the teacher. The teacher describes what is expected related to increasing teacher motivation.

At the direction stage, the supervisor asks again about what the supervisee will do to solve the problems he is experiencing (Rizki & Wangid, 2023). Supervisee answers about what he can do according to his abilities. Furthermore, the supervisor provides feedback on what can be done by the supervisee and provides direction on solving problems experienced by the supervisee.

At the evaluation stage, the supervisor asks the teacher again about whether or not the teacher is doing with the low motivation of the teacher in carrying out the task and the reason (Naimah et al., 2023). Evaluation aims to make teachers aware of mistakes that have occurred so far, so that teachers can more easily correct them and can be motivated again to carry out teacher duties as usual.

Furthermore, after the evaluation is carried out, the teacher is asked to write down an improvement plan to be taken by the teacher (Hale & Sindlinger, 2017). The plan was written so that teachers have guidelines for how self-improvement will be carried out in the future. The written plan is then confirmed again by the supervisor, whether it is only the plan or there are additional plans written. Once confirmed, the supervisor then conveys the follow-up of the
supervision carried out and the supervisor will monitor the entire process of the plan that has been written by the supervisee.

The idea of a reality approach by the superintendent occurs when the superintendent visits schools, and supervises the implementation of counseling in schools. In the implementation of counseling, Counselor use a reality approach using the WDEP technique (Wants, Direction, Evaluation, and Planning). Through searching for information about the reality approach with the WDEP technique, supervisors try to apply it in the implementation of supervision.

At the Post conference, the supervisor evaluates the entire supervision process carried out, and asks the supervisor about the impressions felt during the supervision implementation (Lavigne et al., 2023). In addition, this post conference also determines what the next plan is after the implementation of supervision, including following up on the plans that have been written and determined by the supervise (Göker, 2017). What is conveyed by the supervisor is then recorded by the supervisor to see the follow-up of the supervision carried out.

The impact of planned and structured supervision on the level of performance and motivation of teachers in schools can be very significant. Group supervision significantly affects teachers' performance, while individual supervision influences work motivation and affects their performance (Wiyono et al, 2022). Academic supervision by school principals improves teacher performance, encourages development, and provides training and motivation (Imamah & Churrahman, 2022). With effective supervision, teachers receive direct support in identifying their needs, engaging in instructional practices, and planning necessary corrective actions. Through constructive input and guidance provided by supervisors, teachers feel encouraged to improve the quality of their teaching.

Continuous supervision and focus on improving the quality of teaching has a significant impact in responding to teachers' challenges in the future. Academic supervision is very influential in improving teacher performance, requiring the will of the principal to plan, implement, and evaluate supervision (Putra & Hariri, 2023). With ongoing supervision, teachers can develop their skills continuously, facing changes in the curriculum, technology and evolving learning demands. Clinical supervision significantly contributes to the prediction of teacher commitment in schools, recommending a supportive, caring, and positive working environment (Owusu-Addo et al, 2022). Supervision that provides constructive feedback and opportunities for reflection helps teachers adapt their teaching methods according to student needs and educational developments. In addition, ongoing supervision also allows teachers to continuously improve their teaching practices, maintaining their motivation and enthusiasm in achieving optimal learning outcomes.

CONCLUSION
Based on the exposure of the data that has been submitted, it can be concluded as follows, 1) The implementation of supervision with a reality approach is carried out with the pre-conference, conference, and post-conference stages; 2) At the pre-conference stage, the supervisor asks about the supervisee's problems and agrees on the time and process of the conference; 3) Supervision carried out to increase teacher motivation is carried out by private talks; 4) Private conversations are conducted using a reality approach, where the supervisor discusses together the supervisor the problems experienced by the supervisee, and his experience in overcoming a problem; 5) The reality approach is implemented at the conference stage in the supervision carried out; 6) The techniques used in the reality approach are WDEP (Wants, Direction, Evaluation, and Planning) techniques; 7) In the Wants activity, the supervisor reveals what is desired related to the decrease in teacher motivation in order to increase motivation again; 8) At the direction stage, the supervise reveals what will be done to fulfill the desire; 9) In the evaluation, the supervisor asks again whether or not what the teacher has done so far; 10) In Planning, the supervisor and supervisor design what can be done in the future so that teacher motivation can grow again; 11) At the Post Conference stage, the
supervisor looks back at how the supervision is carried out and asks the impression of the supervisee, and re-agrees on the follow-up plan to be carried out.

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