MORTIRTA Coaching-Based Academic Supervision Model

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Abstract: This research created a supervision model development design based on MORTIRTA coaching academics for Primary School teachers in Nalumsari District. The MORTIRTRA coaching-based academic supervision model was an academic supervision model with the MORTIRTA coaching step. MORTIRTA is an acronym for partnership, orientation, reflection, objective, identification, action plan, and responsibility. MORTIRTA coaching-based academic supervision implementation consisted of three stages. They were the plan, implementation, and follow-up. This Research & Development applied Borg & Gall design adapted from Sugiyono. The stage consisted of 1) finding potential and problems, 2) collecting the initial data, 3) designing the product, 4) validating the design, 5) revising the product, 6) testing the product, and 7) revising the product. The researchers conducted the product test at some primary schools, such as Public Elementary School No. 2 Gemiringlor, Public Elementary School 3 Ngetuk, Public Elementary School No. 1 Nalumsari, and Public Elementary School No. 1 Tunggul. These schools belonged to an experimental group. Then, the control group schools were Public Primary School No. 2 Gemiringkidul, Public Elementary School No. 3 Bendanpete, Public Elementary School No. 2 Karangnongko, and Public Elementary School No. 2 Blimbingrejo. The researchers collected the data by observing, documenting, interviewing, and distributing the questionnaire. The researchers analyzed the data descriptively and qualitatively, using N-gain and a t-test with a 0.05 significant level. The result showed MORTIRTA coaching-based academic supervision model consisted of plan, implementation, and follow-up. The aspects included creating partnership, orientation, reflection, objective, identification, action plan, and responsibility.

Keywords: Academic supervision model, MORTIRTA coaching

1. Introduction

One of the competencies for teachers to master is - professional competence. This competence, for educators, is observable from the performed services for the students. Barfod (2018) mentions three main pillars indicating a teacher could professionally carry out his educational tasks, such as a) mastering the learning materials, b) having an excellent material delivery skill for the learners, and c) having a mature personality. Chaidir (2021) explains these three pillars are inter-correlated and support each other to improve learning performance.

Therefore, teachers' skills should improve to create productive, creative, and innovative learning atmospheres. The learning situation must improve the quality of the graduates. Ibda & Wijayanti (2014) explain that teachers must meet the academic qualifications and have a revolutionary spirit with various competencies. This matter should gain attention from the principals because the teachers' tasks could be promoted excellently under principal supervision.

Singerin (2021) explains that the surrounding environment influences successful performance. For example, the principal factor as the school supervisor influences the teachers' self-efficacy. Therefore, principals must supervise, guide, and facilitate the teachers to solve teaching problems.

Rusdiman et al. (2022) explain that supervision is important in improving teachers' performances. Thus, supervision becomes the primary task of principals. Handayani et al. (2021a) explain that principal supervision could improve teachers' competencies. Rahabav (2016) explains that academic supervision facilitates teachers to develop predetermined learning objectives for the learners. With academic supervision, principals could help teachers manage problems. Thus, teachers could improve the teachers' related performances. However, this ideal situation was not observable in the actual field. Therefore, applied academic supervision is needed to meet the ideal expectation.

The preliminary observations from April 18 until April 29, 2022, found eight primary schools in Nalumsari district, Jepara Regency, applied uncomfortable academic supervision. This matter made the teachers dislike supervision. The

referred schools were Public Primary School 2 Gemiringlor, Public Primary School 2 Gemiringkidul, Public Primary School 3 Ngetuk, Public Primary School 3 Bendanpete, Public Primary School 1 Nalumsari, Public Primary School 2 Karangnongko, Public Primary School 1 Tunggul, and Public Primary School 2 Blimbingrejo. The teachers found the applied academic supervision uncomfortable because the applied supervision was only observing the learning activities between the teachers and the learners. Then, the principals could only show the potential improvement aspects as the supervision follow-ups. Some implementations also did not involve the principals' direct observations during the realized lesson plans of the teachers. Most principals, in this case, were only observing the lesson plans.

Moreover, the principals only shared written suggestions on the supervision instrument sheet without further and detailed communications with the teachers. It made the teachers uncomfortable because they needed adequate attention and comprehensive explanations from the principals. The applied supervision also did not allow the teachers to share their problems with teaching-learning activities.

In a supervision activity, the principals should have found many problems, such as 1) low classroom management performance, 2) lack of teacher skill to control and deliver materials, 3) lack of creative, innovative, joyful, and meaningful skills, 4) lack of analyzing skill for successful learning, and 5) lack of self-reflective skill. Therefore, the researchers researched and developed a coaching-based academic supervision model. This research created a supervision model development design based on MORTIRTA coaching academics for primary school teachers in the Nalumsari district.

2.   Literature Review

According to Kompri (2016), etymologically explains the word supervision as a verb for to supervise. Setyaningsih & Suchyadi (2021), Machali & Hidayat (2016), and Soni (2014), explain that academic supervision is a set of activities to facilitate and guide teachers. Thus, the teachers could develop their skills and manage the learning process to reach the learning objectives.

Susanto (2016), explains the objectives are: 1) to facilitate teachers' development of their professionalism; 2) to monitor the teaching-learning activities; and 3) to motivate teachers to perform their skills. Prabowo & Yoga (2016) explains the objectives of educational supervision. They are to 1) improve the teachers' performance quality; 2) improve the curriculum effectiveness; 3) improve the effectiveness and efficiency of the facilities and infrastructures; 4) improve the school management quality; and 5) improve the general situation quality of the school.

Bedford et al. (2020), explains that academic supervision is useful to 1) study, 2) assess, 3) improve, and 4) empower. Rizkillah & Kurniatun (2021) explains that academic supervision has some functions to assist teachers with a need for the learning process. Thus, the teachers can improve and develop their potential individually and collectively. This improvement leads to learning quality improvement.

Rindarti (2021); Parsloe & Leedham (2016); Coe et al. (2013); and Whitmore (2010) explain that coaching is a method to develop individuals. Thus, these individuals could realize better performance and develop better commitment professionally. Budiono et al. (2022) explain that coaching empowers and guides individuals to reveal their potential and improve their performances. Coaching-based academic supervision is useful for applying coaching techniques in facilitating teachers to reach better performance. The supervision provides questions for the teachers so that they can solve their problems and formulate solutions for the problems.

From the background, coaching is popular as the effective empowerment and development method for human resources and performance. Therefore, this Research and development focused on the MORTIRTA coaching-based academic supervision model for primary school teachers in the Nalumsari district, Jepara regency.

This effort was in line with the previous studies, such as by Handayani et al. (2021b); Sukwan et al. (2021); Rindarti (2021); Prayogi (2020); Tanjung & Permana (2020); Van Wyk et al. (2019); and Majid (2018) found the positive effects of coaching toward the performance, skill, and working attitude improvements.

MOTIRTA coaching-based academic supervision is academic supervision by applying the MORTIRTA model. MORTIRTA is an acronym for partnership, orientation, reflection, objective, identification, action plan, and responsibility. MORTIRTA coaching-based academic supervision implementation consisted of three stages. They were the plan, implementation, and follow-up.

3.   Methodology

This Research and development produced an applicable product for academic supervision to improve the teachers' performances in Nalumsari district, Jepara regency. Sugiyono (2013) explains that Research and development is a method to produce a product and examine the product's effectiveness.

The research population comprised 8 primary schools in Nalumsari district, Jepara Regency, Indonesia. The researchers applied seven stages of R&D by Gall & Borg (1996). The researchers used these adapted stages due to limited time and based on the principals' and supervisors' approvals in the cluster.

The developed supervision model, MORTIRTA coaching-based supervision, is in the form of a manual book. The book consisted of five chapters: introduction, academic supervision, coaching, MORTIRTA coaching-based academic supervision model and closing sections. The researchers examined the product's reliability based on material and media

expert judgment. The applied instrument to examine the reliability was a 4-Likert scale instrument. Here are the Likert scale: 4 = extremely excellent, 3 = excellent, 2 = average, and 1 = poor

Based on the material and media expert judgment, the model reliability showed the reliable criteria. Here are the validation results of the media and material experts on the MORTIRTA coaching-based academic supervision model. From Table 1, the expert judgment or the media and material experts' arguments about the developed product indicated the product was "extremely reliable" to improve the teachers' performance in Nalumsari district, Jepara Regency.

Table 1. The reliability of the MORTIRTA coaching-based academic supervision model

Experts	Validation Values	Percentages	Suggestions	Experts' Arguments
Media Expert	83	83%	Add the cover with an academic supervision icon	Extremely Reliable
Material Experts	85	85%	Write the title on the cover with the Manual Book title	Extremely Reliable

4. Results

Maximum promoted academic supervision could improve teachers' performances. Sembiring & Nugraha (2022) and Fellang et al. (2021) explain that academic supervision could improve teachers' performances. Therefore, the researchers developed this MORTIRTA coaching-based academic supervision model. The researchers developed the model based on the teachers' necessities. The necessity analysis of the teachers for this MORTIRTA coaching-based academic supervision model showed the percentage results of 56 teachers' necessities from eight primary schools in Nalumsari district, Jepara regency. From the percentages, the researchers found that 41 teachers, or 73% of teachers, needed the developed model. The percentage was higher than the proposed hypothesis. Thus, the researchers concluded the results met the hypothesis.

The developed model, MORTIRTA coaching-based academic supervision, was based on the teachers' necessities. The developed model met the proposed hypothesis. The developed model, MORTIRTA coaching-based academic supervision, consisted of a plan, process, and evaluation. Some studies, such as Latiana et al. (2018), also found the same results. The researchers developed a supervision model with planning, processing, and evaluating stages.

The developed model, MORTIRTA coaching-based academic supervision, was based on the Borg & Gall Research & Development stage. The stage was adapted by Sugiyono (2013) resulted in 7 stages. Here are the seven developmental stages: 1) finding potentials and problems, 2) collecting data, 3) designing product, 4) validating design, 5) revising product I, 6) promoting product trial, and 7) revising the product II.

The principles of the developed model were the TIRTA coaching principles developed by Wijayanti et al. (2020). The principles consisted of four aspects: the objectives, the identifications, the action plan, and the responsibilities. The TIRTA coaching model design became the principle of developing MORTIRTA coaching-based academic supervision, as shown in Fig. 1.

- T: Tujuan
- I: Identifikasi
- R: Rencana Aksi
- TA: Tanggung jawab

T: Objectives; I: Identification; R: Action plan; TA: Responsibility

Figure 1. TIRTA coaching model (Wijayanti et al. 2020)

The researchers developed MORTRITA coaching-based academic supervision from the TIRTA coaching model by considering the teachers' necessities from the questionnaire. Fig. 2 shows the MORTIRTA coaching model design.
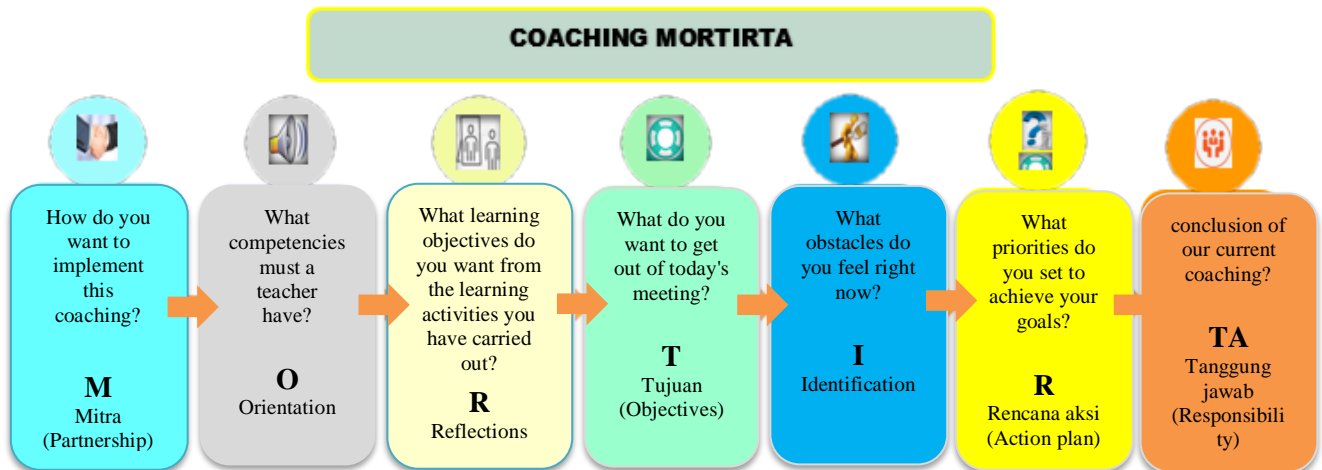
Figure 2. MORTIRTA coaching model design (Personal Data, 2022)

5. Discussion

The design shows detailed explanations that MORTIRTA consists of seven aspects. They are: 1) M or the partnership aspect - this aspect is the initial agreement between the supervisor and the teacher. In this phase, the supervisor asks permission from the teachers to share the observation results and recommendations. This aspect is important to establish excellent communication between supervisor-teacher. Thus, the teacher could be more comfortable and perceive the supervisor as his or her partner. 2) O or the orientation aspect provides a basic perception for the teachers about mastering competencies and the related learning activities to improve the teachers' professionalism, pedagogical competence, and performance. 3) R, or the reflection aspect, deals with how the supervisor asks the teachers to promote self-reflection against the promoted learning activities. 4) T or the objective aspect - this aspect provides the objectives of the applied coaching by the principals to encourage the teachers to find the problem solutions during learning activities. Thus, the teachers could improve their performance. 5) I or the identification aspect, deals with the dialogue between the supervisor and the teacher by providing questions to encourage the teachers to find the problem solutions for the learning activities. 6) R, or the action plan aspect, deals with how the supervisor promoted the teachers' dialogue by providing questions. Thus, the supervisor could facilitate the teachers to find the problem solutions independently and create an action plan. 7) TA or the responsibility aspect deals with how the supervisor asks questions to the teachers about when the teachers overcome the problems as the realization of responsibilities to improve the performance.

After designing the MORTIRTA coaching model, the researchers formulated the MORTIRTA coaching-based academic supervision model. The developed model applied the MORTIRTA coaching model to the academic supervision activity. The supervising activities dealt with planning, implementing, and following up. Based on the activities, MORTIRTA coaching belonged to the follow-up stage, as shown in Fig. 3.
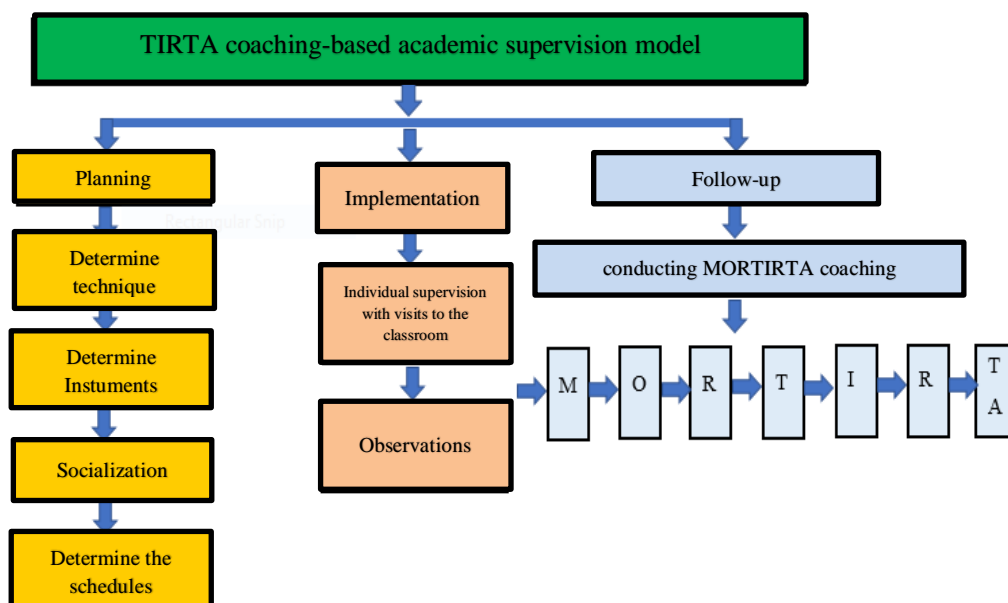

Figure 3. The MORTIRTA Coaching-based Academic Supervision Model Design (Personal Data, 2022)

From the design, the MORTIRTA coaching-based academic supervision model consisted of three activities. They were: 1) planning - this activity determined the technique and instrument of the academic supervision to socialize and to distribute the activity on the academic supervision schedule of the teachers; 2) implementing - this step was done based on the applied individual supervision technique, by visiting the classes to observe the learning activities of the teachers in the classrooms. From the explanation, the implementation lasted in the learning sessions between teachers and the learners both inside and outside of the classrooms; 3) the follow-up stage - this stage was based on the coaching technique. The promoted coaching technique steps were partnering, having orientation, reflecting, determining objectives, identifying, planning action, and being responsible with MORTIRTA stages.

The MORTRITA coaching-based academic supervision development was based on the plan, process, and evaluation to obtain feedback in the form of teachers' performances, as shown in Fig. 4.
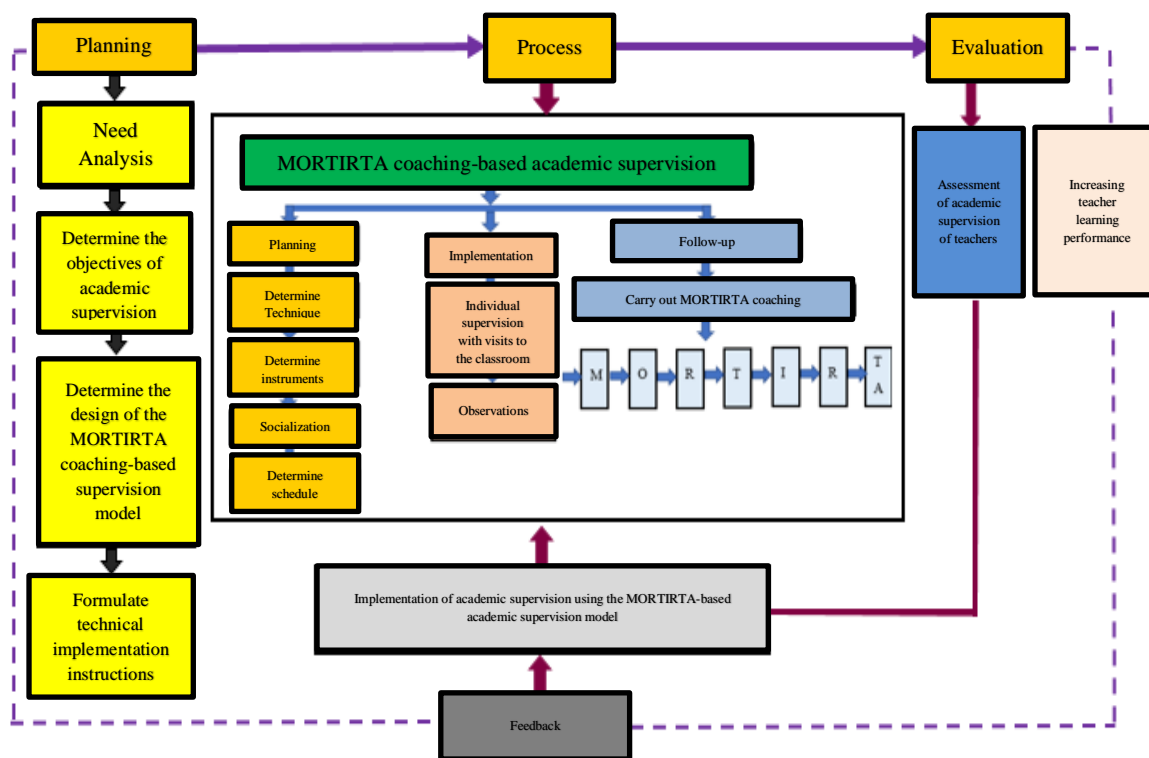

Figure 4. MORTIRTA-based academic supervision model development design (Personal Data, 2022)

6. Conclusion

From the results, the researchers concluded that the developed MORTIRTA coaching-based academic supervision was based on the necessities, starting from the plan, process, and evaluation. The implications of the product results were useful to improve the teachers' performance and to provide a model reference with MORTIRTA coaching-based academic supervision to promote better academic supervision.

The researchers recommended: 1) the practitioners optimize the implementation of the MORTIRTA coaching-based academic supervision model based on the manual book in improving the teachers' performance, and 2) the future researchers develop a better MORTIRTA coaching-based academic supervision model.

Conflict of Interest

The authors declare no conflicts of interest.

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