



## The Pedagogic Competence of Non-Graduate Special Education Teachers : A Study of Instructional Supervision in Special Education School

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**Abstract:** This study aims to analyze the implementation of instructional supervision in developing the pedagogic competence of non-graduate special education class teachers at SLB YKK Pacitan dan SLB Negeri Ngadirojo. This study used a qualitative approach with a case study method. The data were obtained through interviews, observation, and study documentation. The validity of the data in this study had criteria for credibility and confirmability. Analysis of the data used was data collection, data condensation, data display, and conclusion drawing/verification. The results of this study showed that; 1) The planning stage of instructional supervision by forming a supervision team, analyzing the previous year's learning supervision, and compiling a learning supervision program. 2) Implementation of instructional supervision using individual techniques and collaborative approaches. 3) Follow-up instructional supervision by guiding using learning media, understanding various characteristics of children with special needs, guiding teachers in using sign language and reading braille, and involving teachers in various training and workshops.

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## Introduction

One of the important resources in education is the teacher. The teacher's task in managing learning must be supported by high competence so that teachers are able to master the character of students, master learning theory and learning principles, be able to develop curricula related to the fields being taught, organize meaningful learning, facilitate the development of student potential, communicate effectively, conduct assessments and evaluations of learning outcomes, can utilize ICT, and are able to reflect to improve the quality of learning. Barredo (2019) revealed that a teacher's competence in managing learning affects students' learning process effectiveness. Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning teacher competency standards states that competencies related to the management of learning activities are pedagogic

Pedagogic competence is one of the competencies owned and mastered by teachers because it is this pedagogic competence that bridges students with science. Rijal (2020) states that pedagogic competence is teachers' ability related to teaching. Ambarita et al. (2020) teacher pedagogic competence is the ability and willingness to regularly apply attitudes, knowledge, and skills to organize learning in the best way. The pedagogic competence of the teacher will have an impact on the process and learning outcomes. Basinun et al. (2020) said that teachers with pedagogical competence can manage learning well so that the teaching and learning process can take place effectively and the expected goals can be achieved. It is



supported by Susanto & Rachmadtullah (2019), when teachers have pedagogical competence, the essence of educating children will be realized through learning interactions. The success of the learning process is closely related to the teacher's pedagogic competence because it is the main point in determining the learning activities to be carried out. Syahrial et al. (2019) the importance of teacher pedagogic competence to continue to be improved and developed because it is very much needed. Afif et al. (2020) pedagogic competence plays a vital role in improving the quality of learning.

The urgency of teacher competence, which is very important to the quality of learning and graduates, requires a development process. In carrying out his duties, a teacher has excellent potential to innovate, be creative, and develop his pedagogical competence. Continuous and continuous assistance and guidance are needed with a systematic program for teachers in school institutions to develop various potentials to the fullest. Khun-Inkeeree et al. (2019) state that improving teachers' learning quality by consistently conducting teacher coaching in schools. One of the coaching programs that can be carried out in developing the pedagogic competence of teachers in schools is the implementation of supervision. Sitaasih (2020) revealed that to improve the learning process carried out by teachers, school principals are tasked with carrying out supervision activities. Agree with Nafiah et al. (2019) that supervision must be carried out to help teachers utilize their potential optimally. Marzano et al. (2011) state that supervision aims to improve learning management skills. Warlizasusi et al. (2020) supervision activities must be carried out routinely in schools as one of the activities that support improving teacher competence to achieve a better learning process.

Supervision is a service provided to assist, encourage, and foster teachers to develop their abilities and skills to carry out their roles fully Dewodo et al. (2020) state that supervision provides direction, guidance, and control by looking at performance to conform to plans and on time. Supervision related to developing teacher abilities and skills in learning is instructional supervision. It is also supported by the opinion of Sastradiharja (2017) that instructional supervision is an activity to help teachers improve learning management. Furthermore, Maisyaroh et al. (2021) instructional supervision program is the best way to develop teacher competence. Supervision of instruction itself aims to improve the quality of education by developing learning activities. The function of instructional supervision is to improve learning by fostering teacher professionalism (Masaong Kadim, 2013).

In addition to being charged to the supervisor, the task of instructional supervision is also charged to the principal. The Regulation of the Minister of National Education of the Republic of Indonesia, Number 13 of 2007 concerning Standards for Principals/Madrasah, states that supervisory competence is one of the principal competencies. In the dimension of supervision competence, a school principal must at least: 1) plan a learning supervision program to improve teacher professionalism; 2) carry out supervision of teachers by using appropriate supervision approaches and techniques; and 3) follow up on the results of instructional supervision to increase teacher professionalism. In the dimension of supervision, the principal is responsible for guiding teachers in preparing lesson plans and learning success.

Supervision for school success and success is closely related to the role of leadership. The supervisor's leadership will color the effort to develop the quality of learning. Supervisors must have various prerequisites before carrying out supervisory tasks. Glickman by Glickman et al. (2013) state that supervisors' capital is in the form of knowledge, interpersonal skills, and technical skills. The underlying knowledge is related to learning and supervision; interpersonal skills will color the acceptance of someone being supervised, and technical skills will strengthen the achievement of goals. The three complement each other;



knowledge will underlie interpersonal and the supervisor's technical skills to achieve supervision objectives. The responsibility for ensuring the quality of learning is in the hands of the supervisor. Therefore the supervisor must have the modalities above.

A supervisor must know the demands of educational development and the learning dynamics, including the development of learning theory (Singerin, 2021). In today's world of learning, attention to individual differences is getting more and more attention. Individual differences can be caused by many factors, such as physical, intellectual, mental, economic, cultural, and so on. Individual differences in learning are packaged in the mission of education for all, multicultural education, or multiple intelligence. The development of learning supervision needs to lead to individual differences and their potential so that supervisors can understand the existing dynamics and demands. Consequently, supervisors must learn and develop supervision instruments to carry out their duties according to development demands (Hakim, 2018; Sunaryo, 2020).

Every citizen has the same right to get a quality education. Education is a right that is placed on every individual regardless of ethnicity, race, or religion, even for those with special needs. In Indonesia, several types of institutions can accommodate people with special needs, such as inclusive schools and special schools (SLB). These are the schools they can go to to get their right to education. Equality of rights for people with needs is what drives the development of the quality of inclusive schools and special schools (SLB), especially for their teachers (Yuwono & Utomo, 2016).

The teacher is essential in improving education quality because a teacher directly interacts with students in the teaching and learning process. The journey to meet the quality and competence of teachers starts with having a background and academic qualifications that follow the field to be taught. Academic qualifications are held by teachers as initial capital for continuous development while they are in their professional duties. The academic qualifications of teachers are stated in the Law of the Republic of Indonesia (2005) that academic qualifications are obtained through higher education, undergraduate programs, or four-diploma programs. Meanwhile, the quality of teachers can be improved by developing their competence. Rahayu et al. (2020) state that competence describes a teacher's qualifications, which agrees with Yusuf et al. (2020) that competence is the knowledge, skills, and abilities needed to carry out their duties. Teachers in public schools are required to have qualifications that are per the subjects being taught, especially those who teach in special schools and interact with special children daily.

SLB YKK Pacitan and SLB Negeri Ngadirojo are extraordinary schools that do not yet fully have teachers with extraordinary educational backgrounds (Bachelor of extraordinary education). That is because the two schools need educators, so they recruit educators despite their backgrounds not being special education graduates. Based on initial observations, the teaching staff at SLB YKK who do not meet the qualifications of an extraordinary education degree include 1 teacher with an English education degree, 1 teacher with an Indonesian language education degree, 2 teachers with a guidance and counseling education degree, and 1 teacher comes from history education. The 5 teachers held positions as classroom teachers at SLB YKK Pacitan. As for SLB Negeri Ngadirojo, there is 1 teacher with a psychology degree background and 1 teacher with an out-of-school educational background; they both hold the class teacher position.

A teacher who holds the teacher position should be an expert and at least have a bachelor's background and an extraordinary education. The Government of the Republic of Indonesia, through the Ministry of Education, Culture, Research, and Technology, strongly requires coherence between educational backgrounds and the professions involved. However,



in reality, SLB YKK Pacitan and SLB Negeri Ngadirojo have class teachers who do not meet the qualifications of undergraduate extraordinary education become class teachers, so the principal guides class teachers through supervision of learning in developing their pedagogical competencies. It is the research gap between what should be owned and what is happening in the field.

Although there are teachers whose educational background does not match the field they are involved in (teachers in special education schools should have a bachelor's degree in special education) schools continue to develop the competence of their teachers through learning supervision. The principals of these two special schools are very active in conducting supervision programs to build teacher skills in guiding children with special needs. What is proof of the success of the learning supervision program carried out by the school principal is that teachers can guide their special children to win several competitions, such as second place in the recycling of used goods in East Java province in 2019, 1st place in recitations at MTQ throughout the province in East Java province in 2020, 1st place in the national student skills competition for students with special needs (LKSN) in East Java province in 2020, 1st place in the exhibition showing the skills of disabled students in Pacitan Regency in 2021, and second place in the Disability Talent Challenge level national education in 2022.

This research is vital as sometimes plenty of principals in special schools do not realize how important their supervision boosts teachers' pedagogical competence. Both schools' numerous achievements were a special case where the principal's role could not be put off. Although some of the teachers in those do not graduate as special education scholars; however, by being patient and guided by the principal, they could do their best and become distinguished from any other special schools. This case is also supposed to lift to the surface so that they become a model that other principals imitate. Many experts have researched the connection between instructional supervision and pedagogical competence. However, the study focused on how principal provides teachers with ways to evolve, especially in special schools, which is less appealing. Studies in special schools are more focused on organization based, for instance: the relationship between school and society (Sitanggang, Kurniah, & Sumarsih, 2016), climate and culture (Hidayat, Muttaqien, & Effendi, 2019), and curriculum (Ipong Saputra & Mariah, 2018). The existence of this study investigates not only special schools as an organization but also focused on teachers as a part of the whole organization.

This study emphasizes implementing learning supervision by school principals for teachers who are not special education graduates. It is exciting to see that even though they have teachers who do not have special educational backgrounds, through proper learning supervision programs, school principals can bring their children to a myriad of achievements, both at the district and national levels. On average, these achievements and awards come from classes guided by class teachers who are not special education graduates. Hence, this research aims to analyze the implementation of instructional supervision in developing the pedagogic competence of non-graduate special education class teachers at SLB YKK Pacitan dan SLB Negeri Ngadirojo.

## **Research Method**

This qualitative research approach used a case study method and a multi-side design. This research was conducted at SLB YKK Pacitan and SLB Negeri Ngadirojo, Pacitan Regency, East Java Province. The data sources in this study were determined purposively selected for specific considerations and purposes. Researchers used several procedures in collecting data in accordance with the research, namely by observation, interviews, and documentation.



Interviews were conducted in a semi-structured manner so that two-way communication occurred so that the teachers did not hesitate to the researchers and would be more open in answering questions. The criteria used by researchers to check the validity of the data in this study were credibility and confirmability tests. Data analysis techniques consisted of data collection, data condensation, data presentation, and drawing conclusions. The steps of data analysis are as follows: (1) From the results of interviews, they are synthesized, then reflection is made; (2) The data is then reduced and then selected the important points are summarized; (3) The data are presented with the same pattern, then the first conclusion will be developed (Sugiyono, 2019).

## Results and Discussion

### Planning Instructional Supervision

Preparations carried out before the implementation of instructional supervision were carried out by planning. This planning phase is crucial for the sustainability of the overall supervision process. Planning is carried out to create a common perception between teachers and principals on the supervision framework that will be carried out (Ahmad, Tolla, & Ratmawati, 2020). Planning for instructional supervision in these two special schools was carried out at the beginning of the new school year by forming a supervision team consisting of the principal, vice principal for curriculum, administration, and several teachers. Based on interviews with two principals, an instructional supervision planning document was formulated in this planning phase consisting of objectives, scope, implementation schedule, and instruments used by supervisors to measure and assess teacher learning activities. The existence of an understanding between the teacher and the principal is very much determined in this planning phase. Otherwise, it will be separated from the essence of supervision, namely guidance (Sudirman, 2018).

The preparation of the instructional supervision plan refers to the results of the analysis of the implementation of supervision in the previous year. For example, at SLB YKK Pacitan, the report on the results of instructional supervision in the 2019-2020 school year is used as a basis for preparing the supervision program for the 2020-2021 school year. Likewise, what was done at SLB Negeri Ngadirojo, the principal said that what they would do this year was based on an analysis of what they had done the previous year. Given that the ultimate goal of supervision is improvement, clear and measurable data are needed. This does not mean that what was done in the previous year can be fully re-implemented in the future, but the data is used as a reference for decision-making by maintaining what has been good and reviewing mistakes that have existed in the past (Kurnia, 2013).

In this phase, it is also noted that teachers do not have a bachelor's background in extraordinary education to be prioritized during the implementation of instructional supervision that the principal will carry out later. Both schools recorded data for non-graduate special education teachers. However, at SLB Negeri Ngadirojo it was not a special document because there were only 2 teachers who were not special education graduates so that the principal could remember them well. Priority notes are vital so that supervision can be carried out systematically and constructively (Prihandini, Mukhlisin, & Mardiyah, 2020). These teachers will receive special attention from the principal as a preventive measure for unwanted things in the future.

The last session in the planning phase of instructional supervision is socialization. After the principal and the supervisory formulation team have negotiated, the results will be conveyed to all teachers, including not special education graduates. At the time of observation, the researcher saw that the socialization of the results of the supervision plan



was carried out by gathering all the teachers in the class. All planning documents are submitted, such as the results of the review of the previous year's supervision documents and what instruments will be used to assess teacher learning activities, starting from the introduction to learning, core learning activities, and closing activities. This method is a democratic way of conducting supervision. Teachers are listened to for their opinions, the atmosphere is collaborative, and nothing is covered up during the supervision process (Surani, Saputri, & Mustamin, 2022). Mensah et al. (2020) revealed that learning supervision is characterized by all activities carried out collegially and collaboratively. That is firmly held at SLB YKK Pacitan and SLB Negeri Ngadirojo; all are treated equally in the learning supervision process, including teachers who are not special education graduates.

### **Implementation Instructional Supervision**

The second step is to implement the plan that has been made. Instructional supervision techniques can be carried out using various techniques, in terms of the number of teachers being supervised which can be divided into two, namely group supervision and individual supervision (Maisyaroh et al., 2021). Supervision of instruction in these two special schools is carried out by all teachers by observing learning activities by combining individual and group techniques. Class teachers with special education backgrounds will be visited by their class by the principal as assessors. Based on interviews with teachers, they said that during the Covid-19 pandemic learning was carried out online except for deaf and visually impaired children who had to use the home visit technique. In online learning, the principal will join the e-class with teachers and students to see the learning process originally take place, while for the home visit technique, the principal will provide an instrument so that he can evaluate himself.

It is undeniable that teaching during the Covid-19 pandemic is challenging compared to teaching before the pandemic. One of the teachers who did not come from special education told the researcher that he had difficulty identifying how children learn when the first meeting was held. Children have different characteristics in the way they learn; some children understand quickly, on average, or even very slowly in understanding learning. What is more, those who are handled are special children who may have learning disorders, underachievers, slow learners, or learning disabilities. Even though being able to identify student learning characteristics is a core indicator that teachers can be categorized as pedagogically competent (Lubis, 2018).

Teachers who are not special education graduates have carried out the same method but are added with a special approach through private meetings. Individual meetings are used as a means of exchanging ideas between supervisors and teachers regarding various efforts to improve the learning process carried out by teachers. They are free to tell how and what is happening in their classroom. Moreover, this is a class that contains many children with different disabilities. The opportunity provided by the principal makes teachers feel comfortable and not pressured. Mustaqim (2020) says the instructional supervision approach is directive, non-directive, and collaborative. With an appropriate approach, teachers can improve their professional abilities independently (Daryanto & Rochmawati, 2015).

The principal must also create a conducive atmosphere free from fear, threats, and coercion. For teachers to avoid these negative things, supervisors must be able to analyze what approach is by the needs and characteristics of the teacher; selecting the appropriate approach will create a conducive atmosphere. Effective supervision prioritizes a sense of security for teachers (Muriah, 2019). This principle is firmly held by the principal at SLB YKK Pacitan and SLB Negeri Ngadirojo. They always listen to the teacher's complaints and try to provide some alternatives. It is an intense dialogue between the teacher and the



principal, where the teacher is also asked for his opinion on what to do. A collaborative approach is where teachers have the freedom to apply ideas that have received support from the principal and then encourage creative activities and experiments carried out by teachers. This approach is suitable for teachers with moderate abilities (Glickman et al., 2013) such as teachers who do not have special educational backgrounds.

SLB Negeri Ngadirojo has a different method of evaluating instructional supervision. All teachers at SLB Negeri Ngadirojo will be invited to an open meeting to review and analyze the results obtained from implementing instructional supervision. When the researcher interviewed the principal of the Ngadirojo State SLB, he said that this technique was deliberately done so that the discussion space was more open among teachers. Teachers who are not special education graduates can express their complaints and ask for opinions from special education undergraduate teachers and other senior teachers. This technique is believed to contain both collaborative and cooperative values. There is an opportunity to share ideas and experiences that it stimulates teachers to be together (Milasari, Hasibuan, Us, & Wahyudi, 2021). In addition, the existence of small groups is useful in forming a team mentality that strengthens each other during the change process (Nasution, 2015).

### **Follow-up Instructional Supervision**

To have a real impact on the implementation of instructional supervision, follow-up is carried out to improve various teacher weaknesses. Given that the nature of supervision is not only about finding teacher mistakes (inspection) but looking for ways to improve the quality of teacher teaching (Shaifudin, 2020). Permendikbud No. 16 of 2013 states that the follow-up to instructional supervision can be by providing opportunities to participate in professional development programs on an ongoing basis, providing reinforcement and rewards for teachers who meet or exceed standards. Based on the data from the supervision, the principal makes programs or provides recommendations for external programs that teachers can participate in.

The follow-up steps taken at SLB YKK Pacitan were to provide direct and indirect guidance, namely to provide continuous guidance to non-graduate special education teachers by guiding them in using learning media that are suitable for students' disabilities, such as audio media, visual media, and audio-visual media, guiding teachers in using sign language and reading braille which is held regularly twice a month, so that teachers can train students in reading braille and sign language and can communicate with special needs children. When researchers reviewed SLB YKK Pacitan, researchers saw teachers holding small discussions about understanding the various characteristics of children with special needs with one of the senior teachers being the resource person. Events like this are held routinely 2 times a month.

SLB Negeri Ngadirojo used a different technique in its follow-up process. Teachers who have the same obstacles will be collected into small groups so that it will be easier to repair as a follow-up effort for instructional supervision. This technique is called peer tutoring, where teachers can solve each other's problems. In addition, the principal tried to bring in new books for the school library. In an interview with the principal of SLB, Negeri Ngadirojo, he said that he always encouraged teachers to improve their literacy. By reading a lot of books, it is hoped that it can bring up new ideas and create a learning spirit among teachers (Dahari, 2015).

Effective educational leaders are leaders who provide opportunities for teachers to develop. The success of the educational process can be achieved with more than one or two people and solid teamwork (Fatonah, 2013). Qualified principals certainly greatly affect the quality of the learning process, but it can only be with qualified teachers in their ranks. The YKK Pacitan Special School principals and the Ngadirojo State Special School are very



aware of this. They prioritize developing the quality of learning, especially for teachers who are not special education graduates. The principal of SLB YKK Pacitan said that when he received information about training and workshops from outside about teacher quality development, he always sent it first to non-graduate special education teachers, not infrequently he also spent personal money to register teachers for training. The principal who can distinguish what and who should be a priority will be able to bring the school towards lofty ideals (Y. Saputra, 2011). Although of course not forgetting the other teachers.

### Conclusion

The results of this study conclude that; 1) The planning stage of instructional supervision by forming a supervision team, analyzing the previous year's learning supervision, and compiling a learning supervision program. 2) Implementation of instructional supervision using individual techniques and collaborative approaches. 3) Follow-up instructional supervision by guiding using learning media, understanding various characteristics of children with special needs, guiding teachers in using sign language and reading braille, and involving teachers in various training and workshops.

### Recommendation

This research revealed how the principal handled teachers with special educational backgrounds, including planning, implementation, and follow-up phases. However, that should be continued what type of training to enhance special education school teachers, especially those whose background is unsuitable for what they do every day in school. Researching can create a comprehensive understanding of how teachers are developed in special schools. This paper also recommends to all principals, specifically inclusive schools, namely 1) To pay attention to requirements and competence while recruiting teachers, and 2) If the school has had teachers who are not from a special education background, the principal must provide them guidance in using learning media, understanding various characteristics of children with special needs and involving them in various training and workshops.

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