UTILIZING "MENTORING AND SUPERVISION" PROGRAM AS A WAY TO INCREASE LECTURERS' TEACHING PROFESSIONALISM

By

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Abstrak

Penelitan ini bertujuan untuk melihat dan menganalisis manfaat program "mentoring dan supervision" dalam meningkatkan kinerja dan profesi mengajar dosen di lembaga pengembangan bahasa (P2B) IAIN Padangsidimpuan. Masalah yang diangkat adalah apa manfaat yang diperoleh oleh dosen dengan mengikuti program "mentoring dan supervision" itu, apakah memberikan manfaat yang positif atau tidak. Jenis penelitian dalam penelitian ini adalah kualitatif deskriptif yang lebih menekankan pada analisis data yang lebih terperinci dalam bentuk penjabaran dan generalisasi. Penelitian ini diadakan di Pusat Pengembangan Bahasa (P2B) Institut Agama Islam Negeri yang terletak di Padangsidimpuan. Untuk mencapai tujuan penelitian ini, 20 dosen dari 60 dosen yang mengajar bahasa Inggris dipilih menjadi responden dalam penelitian ini. Adapun instrument yang digunakan dalam pengambilan data adalah angket dan wawancara; angket terdiri atas 15 pertanyaan dan wawancara terdiri atas 5 pertanyaan. Kemudian, data yang diperoleh dianalisis berdasarkan analisis data deskriptif. Akhirnya, diperoleh kesimpulan bahwa program "mentoring dan supervision" memberikan manfaat dalam pengajaran bahasa Inggris. Adapun manfaat yang diperoleh adalah: (1) memberikan ilmu dan wawasan mengenai teknik dan trik mengajar yang menarik dan menyenangkan, (2) memberikan kesiapan guru dalam mengajar, dan (3) mempererat hubungan social sesama dosen di P2B IAIN Padangsidimpuan.

A.   INTRODUCTION

It is a fact that Government of Indonesian education obligates all teachers and lecturers to have competences in teaching.[2] This is related to government regulation number 74 year 2008 about teachers and number 16 year 2007 about the teachers' academic and competences. It is stated that the teachers need to have four basic competences which one of them is pedagogy competence. Pedagogy competence of teachers' performance have five indicators, they are: (1) comprehending the characteristics of students; (2) planning of learning-teaching

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[2] Depdiknas, *Himpunan Peraturan/Ketentuan Bidang Pendidikan Dasar dan Menengah,* Tahun 2007, hlm. 10

process; (3) implementing of the teaching-learning process; (4) evaluating the result of learning; and (5) developing students potency. Thus, it is explicitly true that teachers have to be professional and ready before teaching.

The current situation of teaching and learning in schools and colleges illustrates a very complex situation. Existing confusion is the result of objective factors that influence each other resulting in a decrease in learning outcomes. Therefore it is necessary to create a situation that allows students to learn well and educators can guide students and create a creative atmosphere where they can learn fun and have the motivation to develop their potential.

Related to the conditions of teaching and learning English at IAIN Padangsidimpuan, before the 2015/2016 academic year, Language Development Center of IAIN Padangsidimpuan was only involved in matriculation (Zero SKS) of language learning, namely Arabic and English. However, after a new program involving the Center for Language Development, this unit claimed responsibility in language teaching, namely Arabic as many as 16 credits, and so did English.

Therefore, the Language Development Center of IAIN Padangsidimpuan requires reliable, professional, personnel, and effective management. In the implementation of English learning, the Language Development Center is mentored by the Indonesia Australia Language Foundation (IALF), which is one of the international institutions that handles language teaching and training to lecturers and teachers. In this case, IALF provided training to all P2B English lecturers which lasted for one month.

However, in reality, the training was considered not effective enough in terms of material development and in terms of methods. Therefore it seemed necessary to hold supporting activities and make English lecturers at the Language Center more creative in carrying out learning. Thus, the language center took the initiative to hold an activity and program called "mentoring and supervision" program which is similar with coaching in other aspects. The meaning of mentoring here is that lecturers hold meetings and discussions every week about teaching methods and problems. Then, what is meant by supervision is that lecturers make visits and see fellow lecturers in teaching.

From the background described above, several problems can be identified as follows: (1) Lecturers encounter problems in class activities in the classroom, (2) There is a need for continuous sharing / discussion activities to solve various problems in the learning process, both in the form of methods and teaching materials, (3) the facilities and infrastructure are not yet complete to support the creativity of the lecturer in creating an interesting and conducive learning atmosphere.

Taking a look at the previous problems, the objectives of this study is to analyze the contributions and advantages of "mentoring and supervision" program in increasing lecturers' professionalism in teaching. Also this research wants to know the English lecturers' perceptions toward the program.

B.   RELATED THEORIES

In this part, there are two important theories that are discussed. They are theories related to "mentoring and supervision", lecturers and their professionalism.

1.   Mentoring and supervision (Coaching)

The theory about "mentoring and supervision" is discusses as its relation to coaching theory. It involves definitions, types, and purposes.

a. Definition

Jacques and Clement stated that the definition of coaching was as follows: "Coaching is a structured conversation that uses information about real performance between a boss and an individual (or team) that produces higher performance".[3] Referring to the definition above, the form of coaching is conversation and helps the person who is guided to improve their performance. Coaching can also be done wherever the office or in the field, formal or informal.

According to Jaques, coaching of employees / subordinates must be part of the daily activities of a superior. Coaching can be in the form of various knowledge, skills and experiences related to employee work. From the definition above, coaching which is in this case is "mentoring and

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[3] Elliot Jaques and Stephen D. Clement, *Executive Leadershep,* (Scason Hall Publisher Ltd, Second Printing, Cambridge, Massachusets, USA, 1994), hlm. 195.

supervision" program can be interpreted as an activity of teaching, guiding, giving instructions to someone (or group) so that he (or they) obtain new skills or methods in doing something to achieve a desired goal.

In relation to these theories, "mentoring and supervision" program in this study means the lecturers' activity of gathering and discussion to share problems and solve them together. Also, it is related to lecturers' opportunity to share experiences of teaching methods and strategies in order to provide them with lots of knowledge and experiences in teaching.

b. Purposes of "Mentoring and Supervision" or Coaching

Basically coaching aims to:

1. Helping employees to understand full opportunities in their positions, namely the range of types of assignments available to employees in accordance with their positions and giving an overview of what benefits they can take from the assignment opportunities.
2. Assist employees in learning new knowledge such as methods, technology and procedures.
3. Bringing employee value is more in line with the values and philosophy of the company.
4. Helping employees develop their policies, for example with the experience of their superiors being able to solve similar problems.
5. Helping employees improve behaviors that are not in line with their position.

Coaching will not change personality that is not part of the accountability of superiors. If there are problems related to unacceptable behavior for power, superiors must convey it to subordinates and explain what the consequences of the behavior are. In this case a superior must also offer assistance to subordinates to improve his behavior. By carrying out coaching, a supervisor must be careful to avoid taking over the work of subordinates. The boss can only show the techniques or procedures for carrying out an assignment, but the bottom must remain accountable for carrying out the work. Coaching also shows that superiors care about subordinates' performance even though the implementation takes time. The role of coaching is very important in shaping the confidence, loyalty and working spirit of the subordinate's team.

In this case, at the Language Development Center of IAIN Padangsidimpuan coaching activities are conducted not from superiors to subordinates but between fellow lecturers and mentors.

c. Types of Coaching (Mentoring and Supervision)

Supervisors usually work on two types of coaching: coaching for success, coaching for performance improvement. Coaching for success is usually done proactively before people handle a situation or task, or when they first do it. Coaching to improve performance and manage a variety of performance problems is done as a reaction to correct problems related to performance. In this study, mentoring and supervision is done as a need to improve and increase performances or skills.

The following is the definition of each coaching:

- Coaching for success; coaching that are given to people to successfully deal with a new situation or challenging situation, for example:

    a. Obtain new responsibilities, such as preparing cost estimates, and work schedules.
    b. Learn new skills, tasks, and job functions, such as using new computer equipment or programs.
    c. Working with new colleagues, work groups or colleagues.
    d. Deal with new or difficult situations, such as making a presentation or leading a difficult meeting.

- Coaching for performance improvement; coaching that are given to people to improve their performance or work habits that are not effective, for example:

    a. Jobs that are not always finished, always come late, talk too much or use the internet for outside work.
    b. Not effective in conducting meetings, impatient and unwilling to cooperate with other colleagues.
    c. Always exceed the prescribed time limit, do not reach the target, or always exceed the planned estimates.
    d. Get bad ratings from other colleagues or from mentors or make too many mistakes.
    e. Coaching to manage various performance issues

- Coaching intended to handle performance problems, work habits, or serious negligence, for example:

    a. Continuously does not reach the target set before.
    b. Repeatedly arriving late or not coming for sick reasons, violating important rules.

c. Threatening or harassing coworkers.

Regarding types of coaching described above, this study focuses on the coaching which is directed to coaching for success and performance improvement. In other words, the coaching is defined here as "mentoring and supervision" program which is given to English lecturers as a way to become successful in teaching and a way to increase their ability in teaching as well as to add their knowledge and experiences in teaching.

2. Lecturers

a. Definition

According to Law No. 14 of 2005 lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research, and community service. [4]Whereas in the Big Dictionary Indonesian Language lecturers are teaching staff in universities.[5]

In PPRI Number: 60 of 1999, it is stated that the lecturer is someone who is based on education and his expertise is appointed by the college organizer with the main task of teaching in universities. Lecturers as functional officials with the main task of teaching have the main task of carrying out education and teaching in universities, research and community service.[6]

b. Competences that the Lecturers Must Have

Hamzah B. Uno, describes the performance of lecturers in three categories, namely: professional ability, social ability, and personal ability.[7]

a. Professional ability

A teacher's professional ability can be measured by a person's ability in terms of material mastery, systematic presentation of material, teaching methods, readiness of learning material, ability to make and use teaching media, and the ability to organize learning spaces.

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[4] Undang-Undang No. 14 Tahun 2005.
[5] Kamus Besar Bahasa Indonesia
[6] Peraturan Pemerintah Republik Indonesia No. 60 Tahun 1999 tentang Pendidikan Tinggi.
[7]*Ibid.,* hlm. 69

b. Social ability

In the teaching and learning process in the classroom, the lecturer is expected to be able to interact socially well, which is identified as the ability to create a conducive atmosphere in learning, generate learning motivation for students to make the right relationship with students, give freedom of question and opinion to students, respect participants students, do not discriminate status, be fair, provide feedback for each assignment given, and provide opportunities for students to express their feelings.

c. Personal ability

The personal ability of a lecturer is characterized by a strong personality attitude, the breadth of knowledge and insights related to teaching materials, the accuracy of the manner of speech that attracts students, eager and passionate in teaching, neat physical appearance, the ability to control themselves when angry, flexible and flexible, good sense of humor, honest in acknowledging the limitations of knowledge, able to provide constructive criticism or suggestions, able to accept criticism from students, create creativity in learning, and the choice of language in the lecture process.

In relation to those three types of lecturers' competences, this study takes an account deeply into professional ability which means that lecturers' ability in mastering the lesson and teaching materials, ability in providing interesting methods of teaching, and ability in making the students feel fun and motivated in learning English.

Nasution, through his research, stated that the teacher must master the course material properly, be able to express it clearly, prepare it seriously, be willing to respond to student questions[8]. In his research S. Nasution added that the characteristics of a teacher expected by students included:

(1) presenting the material clearly and logically,
(2) allowing students to understand the principles of the Poko,

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[8] S. Nasution, *Berbagai Pendekatan dalam Proses Belajar Mengajar,* Cet. VII (Jakarta: PT. Bumi Aksara, 2003), hlm. 129.

(3) can be clearly understood by all,

(4) can make lecture material intellectually meaningful,

(5) can complete all the material for his lecture,

(6) maintain continuity of study,

(7) constructive and be helpful in his criticism,

(8) show his expertise in his lectures,

(9) maintain the speed of teaching during lectures,

(10) include new things in the lecture.

In the urgency of effectiveness and increasing the ability of lecturers to deliver material, coaching among fellow lecturers in the same subject is needed. This activity is seen as one of the suggestions for sharing both about teaching methods and strategies, as well as in teaching materials.

C. METHODOLOGY

The method used in this research was a qualitative approach in the form of descriptive analysis, which analyzed the relationship between the variables in a phenomenon under study and describes the existing data to be concluded. More specifically, the research in this journal had the type of Field Research, namely by examining the object directly, this method used phenomena in the field without making manipulation of the variables that will be seen or measured.

The population of this research was lecturers of Language Development Center (P2B) of IAIN Padangsidimpuan. There were about 60 lecturers in language development center, so 30 lecturers were chosen as sample in this research. This research was conducted at the Padangsidimpuan State Islamic Institute, namely the Language Center Development Unit which was divided into two locations: (1) At the Padangsidimpuan IAIN main campus, Jl. TR. Nurdin Km, 4.5 Sihitang Padangsidimpuan Tenggara, and (2) At Padangsidimpuan IAIN Campus II, Km 15 Muara Tais, Batang Angkola District, South Tapanuli.

To obtain the data and information needed in this study, the study used several methods of data collection that are tailored to the objectives to be achieved. The data collection techniques used included:

1. Questionnaire was a data collection tool used by giving questions on questionnaires that were filled by lecturers. Questionnaire in this study contained 15 questions in which the indicators were taken based on the

coaching (mentoring and supervision) theory described in chapter 2 of this study. Then, this questionnaire was a Likert type which meant that each question or statement had certain answers, namely; 1. Strongly disagree (STS), 2. Disagree (TS), 3. Agree (S), and 4. Strongly agree (SS). The description and description of the questionnaire is attached.

2. Interview (interview) was a direct or indirect dialogue between the researcher and the respondent to be interviewed, before starting the interview the researcher or interviewer first provides a list of questions that are in accordance with the problems to be studied, in order to obtain the actual information directly. The interviews in this study consisted of 5 written questions developed based on the theory in chapter 2. The interview questions are attached in this study.

The data that has been collected in this study is then processed and analyzed using a qualitative description method in the form of percentage and data categorization. Particularly, the data were coded and separated into data from questionnaires and interview. After that, the data were categorized based on numbers of indicators used in questionnaires and interview. Finally, they were concluded and made into percentages.

D.   FINDINGS AND DISCUSSIONS

This study examines the advantages of "mentoring and supervision" program in increasing teachers' professionalism in teaching English. To get data about these advantages, two types of instruments; questionnaires and interviews were used and given to 20 respondents, namely English language lecturers at Padangsidimpuan IAIN Language Development Center. Thus, there are two types of data presented in this chapter, namely; data about the advantages of mentoring and supervisions obtained from the results of questionnaires and interviews. Both types of data were presented and concluded into one conclusion in the form of results and findings in this study.

1. The Finding Derived from Questionnaires

From the questionnaire data, it can be seen that from the 20 respondents, 15 of them answered Strongly Agree (SA), 4 of them answered Agree (A) and only 1 respondent answered Disagree (D). The results can mean that 83.5% of

respondents said that mentoring and supervision in teaching English can guide the performance of lecturers in teaching English. Then, they also agree that mentoring can increase lecturers' skills in teaching English.

In addition to the other indicators, 16 lecturers of 20 answered Strongly Agree (SA) and 3 respondents answered Agree (A). The results can be interpreted that 76% have a perception that mentoring and supervision can increase lecturers' knowledge and increase lecturer experience in teaching English. However, 1 of 20 respondents answered Disagree (D) which means that 1 respondent considered that coaching did not add to the skills and morale of lecturers in teaching. Moreover, 13 respondents answered Very Agree (SA) which means that they strongly agree that mentoring and supervision can increase the readiness of lecturers before teaching while 7 respondents agreed with that.

Furthermore, other indicators in questionnaires show almost the same results, namely 56-60% of respondents have a perception that mentoring and supervision can help lecturers achieve teaching objectives and help lecturers solve problems in the classroom regarding English language teaching techniques. Correspondingly, around 40% agreed to it by answering Agree (S).

Regarding the finding derived from the indicator saying that mentoring and supervision can help lecturers find interesting technique in teaching, this study found that I5 of 20 respondents answered Strongly Agree (SA) and 5 others answered Agree (A) which had the meaning of 83.5 % of respondents have the perception that mentoring and supervision can help lecturers find interesting techniques in teaching. Nevertheless, in other indicators of questionnaires, there was 1 respondent who gave Disagree (D) answers which could be implied that the respondents considered that coaching could not help the lecturer find interesting techniques, could not change the lecturers' habits, could not forming confidence and loyalty in teaching.

Thus, if the results of the answers and percentages each questionnaire are generalized, it will be clearly seen that 60% - 70% of the respondents gave a positive perception by answering Strongly Agree (SA) to the contents of the questionnaire. Correspondingly, another 20% - 25% answered Agree (A) and only about 3% answered Disagree (D).

2. The Finding Derived from Interview

Data obtained from interviews in this study were related to four things that became indicators of discussion, namely lecturers' perceptions of the forms of experience and knowledge acquired, the methods and techniques forms obtained, pre-teaching readiness forms mastered, and the benefits of cooperation between perceived colleagues. The four interview indicators described above were obtained from sources described in chapter 2 of this study.

a. Types of knowledge and experiences

The indicator of the first interview that was given to respondents to find out their perceptions of mentoring in English teaching was perception of forms of knowledge and experience. Based on the results of the data obtained from the interviews, it can be interpreted that the mentoring held by the Language Center in teaching English to some English language lecturers can help the lecturer gain new knowledge and experience. The forms of knowledge and experience that have been felt are described in the section below.

The first, some respondents in this study said they got knowledge in the form of interesting methods, strategies and teaching techniques. Methods, strategies and techniques can take the form of a variety of activities, games or games that can awaken the mood of students in learning. This perception can be seen from the quotation of one of the respondent's answers below.

> "*Yes, especially the knowledge and experience that I got from IALF is very helpful, how to master every material and apply new things such as methods and techniques in teaching, as well as providing various games to support the learning process to be more attractive to students*".

The second, some respondents also felt that their experience in understanding teaching material is increasing. Through mentoring program, teaching materials that are difficult to teach can be discussed and make it easy to teach for students. The above perception is concluded based on the results of the excerpt from the interview below.

> "*Yes, I gained new knowledge and experience in teaching English, as the material to be taught can be mastered in depth*".

In addition, respondents can also gain knowledge in the form of teaching ideas that are more creative to create a classroom atmosphere that is not monotonous. This can mean that with mentoring, teaching methods for lecturers can be more varied and interesting for students, especially when it comes to teaching materials and topics taught to students who study at a high level.

b. Types of Teaching Method and Technique that were Mastered

The second interview indicator given to respondents to get data about perceptions about mentoring advantages was the perception of the methods and techniques mastered. The forms of teaching methods mastered by the respondent through the mentoring program were cooperative learning methods or cooperative learning which was applied in many variations of techniques and strategies. The description of the techniques and strategies of the cooperative learning method is classified based on the four English language skills, namely;

First, skill speaking; to teach this skill there are several techniques and strategies that are applied namely; group work, pairs, whole class, mingling, eliciting, brainstorming, Chinese whisper and role play. Second, writing skills; To teach this skill, there are several strategies, namely describing things, modeling, running text, groups and pair writing. Reading skill can be taught with true false, money game, group and pair reading strategies. This interpretation can be seen from the answers to the answers to one of the following respondents:

> *"Yes, I found speaking techniques like in Mingle Activity, Dream House in describing objects, shake hands and in reading such as dictation game / running dictation, true / false sentence and also can add vocabulary to students and also in writing; pass the paper, answer and ask / guessing."*

The last skill is listening; dictation, pair listening and whisper are techniques that can be applied in the teaching. The above description is concluded from the results of the interview. The following is one of the quotations from the interview.

> *"Yes, the methods include: mingling, pair work, group work or more interesting games like run and slap, Chinese whisper, money game, board race, running text, running shake hands, tongue twisters, word snake, paper plane , and so many more ".*

c. Types of Readiness

The indicator of the third interview used to determine the lecturers' perception of advantages of mentoring and supervision is the perception of the perceived forms of readiness after participating in coaching. The existence of coaching held in teaching English at the Language Center also helps lecturers in preparing English language teaching. The forms of readiness that have been felt are; First, some respondents said that with coaching they were better prepared in terms of preparing lesson plans or lesson plans before teaching (pre-teaching). This perception can be seen from the interview quotation of one of the respondents below;

> *"Yes, the readiness I felt was when I prepared teaching materials, lesson plans, and other media related to the appropriate learning topics"*

Then, some respondents also said that they felt more readiness in the delivery of material when teaching. This is because the material, media, learning resources, games and methods they have prepared during coaching before teaching. This perception was interpreted from a quote from one of the interview answers to one of the following respondents.

> *"Yes, I am more prepared to teach, deliver materials / techniques because I already know the techniques I want to teach in class, I already know a lot of games. So it is better prepared to face different class situations and students. "*

d. Advantages of Colleagues' Cooperative Teaching

Then the fourth interview indicator is the lecturers' perception about the benefits of collaboration between colleagues when participating in coaching. When mentoring is held, the lecturers will discuss a number of things with their colleagues. Thus they must work together and share ideas in terms of teaching English. So in this case coaching is also perceived to be able to help lecturers to collaborate with others or colleagues. This perception is concluded from the answer of one of the respondents below.

> *"Yes, I can share with colleagues about methods that are appropriate to the topic to be held"*

The benefits of cooperation and sharing that have been felt are: First, cooperation and sharing when mentoring and supervision can add ideas and

knowledge in teaching. The forms of ideas that are divided are ideas about interesting activities and games that can be applied in the classroom. Then, the idea was also in the form of creative and creative material, media, and activities to be applied in the classroom.

> *"Yes, it is very useful to work with colleagues, for example sharing about material, methods and games that can improve the teaching process in the classroom."*

Second, sharing ideas with colleagues and fellow lecturers can help them solve problems that occur when teaching in the classroom. This opinion can be seen from the excerpt of one of the following respondents' answers:

> *"Yes, the benefits that I get a lot, can share problems in the class and find a solution, whether it's a student problem or their situation and the situation of the class or problem facing a bored class, boring material, etc."*

Third, discussion with fellow colleagues can build and establish harmonious relationships between people. This perception is inferred from the answer to the interview of one respondent. The following is the quote:

> *"Yes, coaching is where we gather and sit together sharing together / exchange ideas, so that makes us closer to each other".*

Thus, the data and results obtained from this interview provide several conclusions. The first, mentoring in the teaching of English in P2B IAIN Padangsidimpuan provides many benefits and effectiveness in teaching, among others; assisting lecturers in gaining new knowledge and experience in the form of knowledge about methods, techniques and interesting teaching strategies in accordance with the material being taught.

Then, "mentoring and supervision" program is also an effective way to make lecturers ready to teach because they get ease in formulating lesson plans or RPP. Furthermore, it can also direct lecturers to work with fellow colleagues so that they can share and discuss the problems they find in teaching. Besides that it also makes their relationship become closer and more harmonious. In the end, it can shape and change the personality of the lecturer into a person who is more courageous, confident, motivated, ready, and passionate in men.

E.   Conclusion

Based on the results of the analysis and description of the research, it can be concluded that there is a good and positive perception of mentoring and supervision in teaching English. It means that "mentoring and supervision" program provides effectiveness and many benefits for teaching English, among others; increase the skills, experience, creativity, enthusiasm and readiness of lecturers and help lecturers to obtain teaching methods and techniques, achieve teaching goals, prepare lesson plans, and solve problems in teaching.

This study did not escape several weaknesses, namely the limitations of the instruments used in data collection, the limited number of respondents studied, and the limited scope of the theory used. Thus, this study provides some suggestions, especially to researchers who are interested in the same topics and problems with this research. Therefore, it is recommended to use more triangulation research instruments such as the addition of document observation and analysis, then suggested with more respondents, and deeper theory.

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