



The Importance of the Role of Educational Supervisors, in Contribution to the Teaching and Learning Process at the Beginning of the Academic Year

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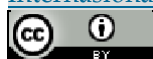
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ABSTRACT

This study presents as primary research to understand the Importance of the Role of Educational Supervisors, In Their Contribution to the Teaching-Learning Process in the early years, highlighting that the role of School Supervisors together with the pedagogical team is to promote change in the teaching-learning process, enabling students to develop beyond school walls, not only as a future profession but also as a citizen. The literature review is based on authors such as Ferreira; Lebanon; Medina, and others from Brazil who discussed the role of Education Supervisors are very closely related to the current educational development process. The State of Timor-Leste is one of the states in Southeast Asia which is currently also a work partner, especially in the field of education with other countries in various Asian and European regions such as; Malaysia, Indonesia, Portugal, Japan, Australia, Korea, Cuba, America, China, and several other countries. The bibliographical study to achieve the proposed objectives, developed in a qualitative approach, which allows a comprehensive projection of existing, discussed, and studied topics, shows the phenomenon as a whole and ensures an abundance of data, thus understanding that the performance of school supervisors should be focused on building teacher connections, analyzing facilities and obstacles faced by an institutional body, both government and private, and ensuring that the school environment fulfills a social role in disseminating knowledge of the importance of developing supervision in every educational institution in the country of Timor-Leste.

INTRODUCTION

Learning problems in the daily life of educational institutions, become problems that must be faced by educators and the entire school team. Finding and seeking solutions to learning problems is important for every teacher, especially in the early years, because by knowing it, they will be able to develop their work well and efficiently.

However, for all this to be done effectively, it is necessary to have the support of the Educational Supervisor as well as infrastructural, political and economic support. The role of the Educational Supervisor is very relevant for good quality education, being the person responsible for guiding the pedagogical activities carried out by teachers. Educational Supervision, according to Alves (2015), is seen "as a dynamic process that guarantees the parameters for the teaching-learning relationship that takes place in schools". Libano (2002): This refers to the educational supervisor as an agent of change, facilitator, mediator and a professional capable of coordinating the management team, educators, students and other members of the school community, to collaborate in individual, social, political and economic development and, above all, in the construction of ethical citizenship and solidarity. (2002). Therefore, education is a continuous process, which requires all educational professionals to have a unique commitment to teaching properties. In this sense, Medin, (2007) states that: "The Educational Supervisor acts as a 'couple of time' to focus on teachers, on the context in which they work, why they work and what they should work for". Educational Supervisors must be flexible and dynamic with teachers and students. According to Grinspun (2006): The main focus of the school's attention must be the student. The school exists for him, and therefore for him. The school supervisor has a major role in working with students, so his role is very important in the school context. (2006).

LITERATURE REVIEW

Educational Supervisors must be committed to building meaningful student learning. Need to help teachers in carrying out their duties quickly and efficiently, equipping teachers and students with the elements to build meaningful learning naturally.

The general objective of this study is to understand the role of the Educational Supervisor, its relevance and assistance in teaching-learning methodology in the early years. The specific objectives include: Understanding the concept of supervision; prioritizing the History of the School Supervisor and examining its relevance as an articulator of educational efficiency in the early years of school. This article is presented in two sub-chapters: School Supervision, Its History and The Role of the Educational Supervisor as an Articulator of Teaching Efficiency in the early years of school.

METHODOLOGY

The methodology of this study uses a descriptive qualitative approach with the aim of understanding in depth the role of educational supervisors in supporting the teaching and learning process in Timor Leste. This study utilizes

a literature study as the main method, by reviewing various literature, official documents, and relevant academic references related to educational supervision. Secondary data sources such as previous research results and policy documents from educational institutions are used to identify concepts, functions, and challenges in implementing educational supervision.

Data analysis was carried out thematically, highlighting important issues such as the effectiveness of the supervisor's role, the relationship between supervisors and teachers, and the influence of supervision on the quality of learning in schools. The data obtained were analyzed narratively to produce a comprehensive picture of the phenomenon being studied. With this approach, the study is expected to be able to contribute to a conceptual and practical understanding of the importance of educational supervision as part of efforts to improve the quality of education in Timor Leste.

RESULT AND DISCUSSION

School Supervision

School Supervision Concept

The term Supervision consists of the terms super and vision, which indicate a broad vision attitude. In the study, the focus of the study is generally directed at actions promoted in the field of education related to the vision. Educational Supervisors are educators who know the events that occur in schools. Nérici (2014), states that School Supervision is "a vision of the entire educational process, so that schools can achieve educational goals and the specific goals of the school itself". It should be noted that in this view, individuals involved in the educational process, teachers, students and specialists are excluded.

Years later, there is a view that pays more attention to the importance of School Supervision, in relation to other educators working in school institutions. In this sense, according to Rangel (2019) it is a job of assistance to teachers, in the form of planning, monitoring, coordinating, controlling, evaluating and updating the development of the teaching and learning process". Supervision must consider the relationship between subjects, Supervisor-Teacher and Teaching-Learning. In the same vein, Alonso (2003) states that Supervision: It is much more than a technical-pedagogical job, as is often understood, since it implies a planned and organized action based on very clear objectives, carried out by all school personnel, with the intention of strengthening the group and its position in charge of education. For a broad understanding of the development of the role of educational supervisors, a historical review of its emergence will be carried out.

History of Educational Supervision and its Implementation in the Country of Timor Leste

The word supervision is a term that is still very new to education circles in Timor Leste (see the history of supervision), therefore a detailed explanation of its meanings is needed, we also need to look at it from various aspects, be it from an etymological, morphological, or semantic perspective.

The word Supervision itself etymologically was originally built from two words, namely Super and Vision, which have the meaning of seeing and following up from the vertical command line or from the superiors of all activities, works, and work performance systems of the subordinates they lead. Carter Goo's in the Dictionary states that the meaning of the word supervision is as an action of a school leader in organizing teachers and educational administration staff and others, in order to improve the teaching system in which to stimulate, select the development and growth of the position of teachers in revising educational goals, and selecting materials and evaluations of various teaching systems that have been carried out previously. This is re-emphasized that Supervision is more interpreted by people as part of the existing educational supervision function, Supandi (1986).

Super and Mission (super and vision) itself comes from two words when viewed from a morphological perspective, this is According to Ametembun (1981: 1) super is interpreted as the word "above" or "more", while vision means "see", "look", and supervise. Thus, the word supervision is interpreted as something that sees, looks and supervises from above; where in other words that the person who is carrying out supervision activities is in a higher position compared to the person who is at the bottom or subordinate who is being seen, looked at, and supervised.

Semantically, the understanding of supervision by various experts has given various definitions. Although in principle it still has a similar meaning. (Wiles, 2020) argues that supervision is assistance in the development of a better teaching-learning situation. Mc. Nerney (in Sahertian, 2019) gives another opinion that supervision is an activity to conduct critical assessments and procedures to provide direction for a teaching process. On the other hand, Poerwanto (2016) assumes that supervision is an activity of coaching activities that have been planned to protect teachers, employees and other schools to carry out their duties and responsibilities properly and effectively.

Based on the current supervision activities of Education in Timor-Leste, the descriptions above are very important to be observed, studied and implemented properly and efficiently in order to obtain better and maximum results. In the world of Education itself, Educational Supervision has two things that need to be directly involved, namely humans and activities that are used as the main targets of the supervision targets themselves in each supervision. Oteng (1983) also stated that supervision (controlling) is an administrative function in administrators to ensure that what is done is in accordance with what is desired. The scope of Supervision targets intended here are;

1. Supervision in the field of personnel administration, where this activity needs to be carried out in order to review whether the division of tasks, matters of promotion, employee identity cards and others have taken place according to existing supervision instructions and guidelines.
2. Supervision in the maintenance and care of buildings and various material facilities such as; tables, chairs, whiteboards, teaching and learning rooms, administration rooms and others.

3. Supervision in the Organization of book rooms or libraries such as; order, service, condition of books and bookshelves and others.
4. Supervision of financial matters such as; outcomes and income at school whether they are in accordance with existing regulations, accuracy of fund management, payment of teacher salaries, administrative staff and others.
5. Supervision of the management of the school cafeteria or canteen such as; regarding the order of students who skip school or play during class hours are given sanctions to then be directly involved in the management of the canteen, regarding the place to eat and the cleanliness of the surrounding area and others.
6. Supervision of existing co-curricular activities such as; whether they do not interfere with the process of student learning activities, including comfort and health.

There are other activities that must be carried out as the main task by the Education Unit or School Supervisor in Timor-Leste in carrying out coaching and assessment activities in order to carry out the function of supervision itself, be it Managerial supervision or academic supervision. The main tasks and functions of the activities carried out by the supervisor referred to here are:

1. Holding coaching activities for the Principal's Performance, developing school quality, teacher performance, and the performance of administrative staff in a school.
2. Carrying out monitoring activities in the implementation of each school activity along with its developments.
3. Carrying out assessment activities for the results of the process and the results of a series of school development program activities properly and collaboratively with stakeholders in a school or Institution (Government or private). It should be emphasized that the main object of supervision in schools is the teacher, although everyone in the school is subject to supervision, it is only an intermediary object, Anjos (2008).

Cooperation between the Timor-Leste government and the governments of Indonesia, Brazil, Portugal and other countries has been mentioned before since Timor Leste declared itself an independent country in 2002. As stated in the Constitutional Law in Article 59 paragraph one, namely: "The State will recognize and guarantee the rights of every citizen to education and culture, and the State is obliged to advance the establishment of a general system of universal and compulsory basic education, and as far as possible free of charge based on the law".

In principle, the training cooperation project in both professional and vocational fields (formal and non-formal) leads to the field of Education, training and so on. (in La'o Hamutuk Timor-Leste Bulletin Vol. 08, no 03). In addition, Jhon Dewey assumes that the process of reconstructing or reorganizing an education. The addition of experience and other abilities will basically lead to further experiences (Siswoyo, 2011). The supervisory function, according to Lima (2002), emerged with industrialization, with the aim of increasing production quantitatively and qualitatively, before being assumed

by the education system, to seek better school performance in its task of educating.

According to Saviani (2003), the role of supervision of this school appears: When one wants to give the figure of the inspector a role that is primarily as pedagogical guidance and encouragement of technical competence, not an inspection to detect failures and apply punishments. This character is not assumed as one of the results of agreements between such as Brazil and the United States, which aims to establish PABAE (Brazilian-American Assistance Program for Basic Education in various countries). Where the Supervisor is responsible for inspection. In 1964, with the military coup, education was guided by Technical Pedagogy. It is important to emphasize that the ideology that guided the training of supervisors, in particular, was based on technical pedagogy (Saviani, 2014). In technical schools, teachers and students play a secondary role, giving place to the rational organization of the means. Teachers and students are relegated to the condition of executors of the process whose conception, planning, coordination and control are in charge of specialists who are considered qualified, neutral, objective and impartial (2014). The existing Assistance Program Technicians intended for Basic Education understand that the role of School Supervisor will have greater power, being able to act: Directly intervene in what is taught, how to teach and evaluate, educate teachers and students for the organization of schools based on order, discipline and hierarchy and interpreted in a liberal vision (Garcia, 2020).

The program reached more students and teachers. These results led Long, one of the founders of the program, to conclude that: This clearly shows that we have to work with people who prepare teachers, rather than working with classroom teachers (Garcia & Paiva, 2020). Educational Supervisors became essential for the concept of education to be identified as a mediating action in the school space. They began to have a specific contribution in the sense of collaborating with teachers in the teaching-learning action and no longer for the inspection of teaching work because their obligations were determined by a higher body.

According to (Silva Junior, 2014) defining these obligations, including: Ensuring the integration of the system, especially regarding the curricular organization, developing appropriate instruments for the systematization of information, fulfilling and enforcing legal dispositions related to the didactic, administrative and disciplinary organization originating from higher authorities, presenting reports on the activities carried out accompanied by inspection documents.

Although “active”, “student-centered” and “inclusive” learning are principles set out in the 2001 Timor-Leste curriculum, the reality used in schools is a teacher-centered methodology dominated by rote learning and authoritarian disciplinary methods. A pilot program started in 2009 by UNICEF showed that the use of “child-friendly” methods is not only possible, but also very effective and popular, for all teachers, students and families. Therefore, the 2010 reform included teacher guidelines with lesson plans for each subject, for each level of education, to support teacher education and curriculum

implementation which has now brought some changes to the development of previous education patterns. In order for teaching and learning activities to run effectively and students to understand the subject matter well, teachers must be able to choose and use appropriate learning media. Therefore, examples of teacher training in making creative learning media need to be maximized which are aimed at appropriate training for basic education professionals. In accordance with what has been highlighted in the role of Article 59 Paragraph 1:2001 of the Timor-Leste Law.

The training of educational personnel for administration, planning, inspection, supervision and educational guidance for basic education will be carried out in undergraduate programs in pedagogy or at postgraduate level at the discretion of educational institutions, guaranteed in the national general basic training (Brazil, 2008). Educational Supervision brings an understanding of education as an instrument of social change, aiming to renew schools and continuously train teachers for their teaching-learning mission.

Educational Supervisors as an Articulation of Teaching Efficiency

In Law No. 59, which approves the Basic Law on Education, has provided the State of Timor-Leste in a framework for quality education. The curriculum, which is both representative of the content and the teaching method, appears as the main instrument to implement the objectives of the first and second cycles stipulated in the existing RDTL Law. School education plays a very important role in building learning in an Educational Institution. It is the place where the curricular content is learned, as well as the goal of training citizens. In order for this education to be offered, the commitment of the entire team in the school environment is required. In other words: Teachers, students, administrative staff, supervisors, pedagogical coordinators and other members of the institution. The Educational Supervisor is part of the section that plays an important role whose work characteristics are determined by the coordination of pedagogical practices, the improvement and encouragement of the possibility of collective studies intended to improve the quality of education in the State of Timor-Leste.

Alarcão (2001) highlights the supervisor as a leader, defining the object of supervision as: "The qualitative development of the school organization and those who carry out their work of learning, teaching or supporting educational functions through individual learning within it and collectively, including the training of new agents".

School supervision is a process aimed at providing technical assistance in the planning, development and evaluation of educational activities at the system or school unit level, taking into account the results of pedagogical actions, better performance and permanent improvement of personnel involved in teaching-learning situations Przybylski (1985).

The role of the Educational Supervisor is related to the overall management of the school, trying together with the teachers to minimize teaching-learning problems. Creating a balance in the school environment. To Madinah (2002): For everything to be possible, it is important for a professional who, in addition to having theoretical and human technical competences, has

the necessary time to allow the relationship between the student's experience outside of school and the teaching-learning work in the school. This professional is a supervisor who defines his pedagogical function when he contributes to the improvement of the teaching-learning process through actions that articulate the teacher's demands with content and discipline (2002).

The Educational Supervisor needs to carry out his role critically and participatively. Working in an articulated way with everyone who is part of the school environment. In order for the school to achieve good results in the teaching-learning process, it is necessary for the Educational Supervisor to plan, evaluate and improve its pedagogical practices. His work is very important for the growth and development of the teaching-learning process in the school institution. He is the articulator of ideas and projects with the entire school community. Planning, coordinating, monitoring and evaluating all teaching activities, aimed at the quality and learning of students.

According to Ferreira (2010): As an educational practice or as a function, educational supervision, apart from specific training in qualifications in Pedagogy courses, is a school work committed to ensuring the quality of teaching, education and human training. Its commitment is to guarantee the quality of human formation that occurs in school institutions, in the Brazilian education system (2010, pp. 237-238). Starting from the measurement of commitment that does not match the definition, to various perceptions with different views of each researcher. One of them is the perception of commitment seen from attitudes and behavior (Edinger & Edinger, 2018; Meyer & Allen, 1991). The commitment referred to here is an attitude that focuses on the process of thinking and acting of a person related to their organization to consider the extent to which these values and objectives are able to bring about change in individuals and groups.

Educational Supervision establishes professional learning in the development of students, contributing to the constitution of their citizenship and their aptitude for the world of work. "Its commitment, ultimately, is to guarantee the quality of human education that takes place in school institutions" (Ferreira, 2001, p. 93).

According to Maio, Silva and Loureiro (2010), school supervision is consolidated into four axes, namely: guidance, which functions to provide and problematize; monitoring, which has the function of observing and reflecting; leadership, which has the role of deciding and communicating, and evaluation, which has the role of intervention and evaluation.

The supervisor is an educator and advisor of the pedagogical work carried out by teachers in an institution. As Ferreira (2000) says: School supervision is a school task that is committed to guaranteeing the quality of teaching, education and human training. Ultimately, its commitment is to guarantee the quality of human formation that occurs in the school institution, in the Timor-Leste education system. Therefore, it is not tired, not knowing how to do it well and knowing what to teach, but in articulating and organic work. (2000). The relationship between teachers and Educational Supervisors in this case is very important, because both must work as a team, focusing on the

teaching-learning process of students. As Mei; Silva; Loureiro (2010) claims: it is the teacher's work that gives meaning to the supervisor's work in the school. The teacher's work opens up space and shows the object of action/reflection, or reflection/action for the development of supervisory actions. Thus, we can see that the actions of the supervisor, far from being a function of its mechanism, must remain based on bureaucratic routines, as previously applied, because now it is necessary and expected to develop actions based on reflection on the pedagogical process, where the teacher becomes the main instrument of this reflection and not an agent controlled in the school, who routinely and prescriptively applies the supervisor's guidelines. (2010).

According to Medina (2008): "Supervisors are no longer people who have "super powers" to advise, monitor, control and evaluate the work done by teachers in schools, but people who build with teachers for the sake of daily work". Educational Supervisors must accompany teachers, from planning to student learning, while observing what teachers do not see. His work is directly related to teachers and their consequences for students. The role of Educational Supervisors in dealing with teaching in the early years is to provide positive assistance to teachers, motivating them to improve the teaching and learning process of their students by doing satisfactory work. Educational Supervisors must contribute to the continuous training of teachers, aimed at pedagogical work aimed at the needs of students, where the goal is to improve the teaching and learning process itself in a better direction

CONCLUSIONS AND RECOMMENDATIONS

With the Group Discussion, we can discuss the moral and spiritual This article aims to understand the role of the Educational Supervisor, its importance and contribution in the teaching-learning process at the beginning of the school year. The Educational Supervisor has a very important role in schools. Helping teachers face the various problems of daily school life. Always having a watchful eye. Accompanying teachers in the development of their actions. To ensure the success of the teaching-learning methodology at the beginning of the school year, teachers need to be supported to develop their work collectively and collaboratively with the Educational Supervisor. This is necessary to promote and enable work that guarantees the quality of teaching, encouraging and motivating the entire school environment. Aiming for satisfaction with education in which teachers and students are part.

FURTHER STUDY

This research still has limitations so further research is still needed on this topic.

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