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Integrated Cognitive Guidance For Teachers In Improving School Performance: Perspective On Cases In Indonesia

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Abstract

The purpose of this study was to obtain a theoretical concept of continuous learning improvement based on cognitive guidance. This study uses a qualitative method. This research was conducted on 20 Principals of State Elementary Schools with at least 10 years of teaching experience. Determination of informants in this study using the purposive sampling method. The main focus of this research is to analyze the authority and guidance of school principals in the implementation of learning supervision on the quality of the learning process carried out by teachers in improving school performance. Researchers conducted observations, interviews, and documentation in the context of collecting research data and using triangulation methods to obtain data validity. The research findings in this study are a concept of integrated cognitive guidance theory in learning supervision. This integrated cognitive guidance provides a breakthrough because the role of the principal as a learning supervisor guides the form of solving problems in the learning process based on the experience of the supervisor through discussions so that an agreement on learning improvements is obtained. The role of school residents in this integrated cognitive guidance is to provide input for improvement in different perspectives in improving the improvement of the learning process.

Keywords: Integrated Cognitive Guidance, Principal, Teacher, School Performance .

INTRODUCTION

Several empirical studies that support the direct relationship of implementing educational supervision and improving teacher performance include (Nek Kamal Yeop Yunus et al., 2012; Yousaf et al., 2018; Lyonga, 2018; Tulowitzki, 2019). There is a theoretical relationship between teacher performance and cognitive guidance, where teacher performance can be improved by the presence of cognitive guidance by supervisors that has been proposed by (Smith, 1974; Kilminster et al., 2007; Veloo et al., 2013). In addition, it has also been stated that supervision can be carried out by integrating the cognitive relationships of school residents as a driver of the effectiveness of supervision, as has been stated by (Goker, 2006; Bakkenes et al., 2010; Kaufman & Al-Bataineh, 2011; Adams et al., 2018). This empirical study shows that teacher performance can be improved through the role of supervisors and school members.

Supervision is an activity carried out to improve the learning process for students (Hoque et al., 2020; U-Sayee & Adomako, 2021). The content contained in this sense has two main objectives in supervision activities, namely improving the learning process and improving the quality of education. This theory has been translated into a concept of implementing improving the quality of learning for students starting from the input, process, and output sides in the implementation of learning supervision as stated (Mackinnon, 2004; Hightower et al., 2011; Archibong, 2012; Jahanian & Ebrahimi, 2013). From the input side, this becomes the basis for hiring supervisors, determining the required competencies, and determining job descriptions. From the process side, this becomes the basis for

determining the supervision approach to be used and what supervision model to use. From the output side, this becomes the basis for increasing teacher competence to become professional teachers.

The learning process is the core of the implementation of education (Rissanen et al., 2019; Yaacob et al., 2020). Implementers and education stakeholders need to prioritize improving the quality of the learning process in each program preparation. To improve the quality of the learning process, the learning supervision program is one of the keys to success in achieving efforts to improve the quality of the learning process (U-Sayee & Adomako, 2021). The context of learning supervision is carried out through the mechanism of authority possessed by supervisors in improving teacher performance which will have an impact on improving the quality of the learning process so that learning outcomes can be achieved better (Creemers et al., 2013; Suherman et al., 2020). This can be seen by increasing the competence of graduates and becomes an indicator of an increase in the quality of education.

Learning supervision is carried out through comprehensive planning (Khun-Inkeeree et al., 2019; Subramaniam et al., 2020). Considerations of the importance of implementing learning supervision become a reference for school principals and school supervisors as supervisors in learning supervision. These considerations include student needs (Golos & Tekuzener, 2021), teacher competence (Daud et al., 2018), applicable curriculum (Khun-Inkeeree et al., 2019), and school culture (Marey et al., 2020). In addition, the time of the implementation of learning supervision can be known for certain and clear periodization. This will have an impact on the readiness of teachers and supervisors in preparing all the needs in the implementation of learning supervision. Besides that, the commitment to improving the learning process to create an increase in the quality of education needs to be fostered by teachers and supervisors before the implementation of learning supervision. This commitment is a manifestation of the concern of teachers and supervisors for the quality of education that will be provided to students (Hoque et al., 2020).

The implementation of learning supervision aims to improve the quality of the learning process for teachers (Wanzare, 2012; Rahabav, 2016). Learning supervision objectives lead to better teacher competence and increased experience that is useful in solving existing problems in carrying out the learning process for students which has an impact on the better quality of education unit graduates. The ability and experience of the teacher are the most appropriate formulation in creating an effective learning process. Effective learning requires consistency and continuity in the process. Effective learning requires consistency and continuity in the process so that school performance improvements can be achieved. Teachers have gone through a special teacher education process through educational institutions and education personnel with good competency standards for their profession (Struyven & De Meyst, 2010; Şoitu et al., 2014).

Learning supervision is the starting point for improving the learning process and improving the quality of education (Schwenker & Trentin, 2014). Improvements in the learning process are carried out through ongoing guidance carried out by the supervisor. Guidance of supervisors through directives related to the shortcomings of the learning process carried out by teachers. However, the guidance provided by the learning supervisor in the form of improving the learning process has not had a significant impact in efforts to improve the learning process and improve the quality of education. Why is that? What efforts are needed in increasing the effectiveness of improving the learning process through continuous guidance for improving the quality of education? These research problem will be examined in this research article.

The purpose of this study was to obtain a theoretical concept of continuous learning improvement based on the authority of learning supervision and cognitive guidance.

METHOD

This study uses a qualitative method. This research is based on the lack of impact of the guidance provided by the learning supervisor. The main focus of this study is to analyze the authority and guidance of the principal in the implementation of learning supervision on the effectiveness of improving the quality of the learning process carried out by teachers.

Participants

This research was conducted on 20 Principals of State Elementary Schools with at least 10 years of teaching experience. The location in this study is Brebes Regency, Central Java Province, Indonesia. Determination of informants using the purposive sampling method. Purposive sampling is a deliberate method carried out by researchers to determine an informant based on the qualities possessed by the informant (Bernard, 1994).

Data Collection

Researchers conducted observations, interviews, and documentation in the context of collecting research data and using triangulation methods with the participatory observation of research subjects, conducting interviews with research subjects in-depth, and conducting a literature review to support the data obtained through observation and interviews. Qualitative cross-validation aims to assess the adequacy of data based on the suitability of several data collection procedures (Wiersma, 1986).

Data Analysis

This qualitative data analysis includes data reduction, data presentation, and data verification (Miles & Huberman, 1994). The presentation of this research is in the form of a narrative. In the findings and discussion section, research findings will be presented based on valid data obtained by researchers.

FINDINGS

The finding in this study is that integrated cognitive guidance is a theoretical concept of improving the quality of learning in an effort to improve school performance. In this integrated cognitive guidance, the experience of the supervisor in solving problems in the learning process can be transferred to the teacher through discussions conducted by the supervisor and the teacher to obtain an agreement on learning improvements that can be implemented according to the teacher's competence, concept novelty, and student needs. The role of school residents in this integrated cognitive guidance is to provide input for improvement in different perspectives in improving learning improvements so that the learning process becomes more effective and efficient to improve the quality of education. This is supported by research Bausmith & Barry (2011), suggests that professional learning communities (PLCs) provide benefits to the teacher expertise that focus on how well teachers understand learning content and how well teachers understand how students learn that content and research Pérez-Expósito (2015), suggests that students can provide input for improving the quality of learning in schools.

DISCUSSIONS

The principal as a supervisor who has the authority to carry out learning supervision has full responsibility for achieving quality improvements in the implementation of a learning process. Authority is some rules that relate to the acquisition and use of government authority by the subject of public law in public relations (Stout, 1994, p. 102). Authority is several powers and rights delegated to a particular position (Cooper & Schoenbrod, 1994). Authority is the official power and the power of officials to ensure the other party; to act and to obey the party that has that authority (Terry, 1972). Authority will give rise to an obligation to do something by the competence of the given authority, while also inflicting responsibility on all aspects of that obligation (Sufriadi, 2014).

Learning supervision is official supervision, in which the official authority is systematic, accountable, and rational (Castle & Dodd, 1968). However, the implementation of learning supervision has a weakness namely limited space and time. Due to this limitation, problems of the learning process faced by teachers cannot be solved and this limited space and time will also result in a performance evaluation only with certain assessment standards without the ongoing guidance that supervisors underpin in basic academic supervision. This condition requires more space and time in guidance for teachers to improve the learning process and problem-solving faced by teachers to achieve a quality learning process for students (Mackinnon, 2004; Suherman et al., 2020; Sadler, 2017).

In the implementation of supervision activities and based on the complexity of existing problems and to achieve maximum improvement of learning, this academic supervision can be supported through the implementation of unofficial authority in the implementation of learning supervision. Unofficial authority is the

relationship that arises between a person of a situational nature, and the very determined nature of the interconnected parties. Through this unofficial authority, the implementation of supervision can be implemented to the maximum extent not limited to the scheduled space and time. This is because the process of mapping existing problems and improving implementation takes more time in terms of supervising assistance (Lillejord & Børte, 2016; van Breda-Verduijn & Heijboer, 2016a). Unofficial authority in academic supervision can be undertaken through two concepts, namely, pre supervision and post supervision. This pre-supervision orientation relates to the discussion of the preparatory implementation of learning supervision on administrative readiness and the mapping of learning problems. This pre-supervision is intended to provide an initial overview of the learning supervision that will be implemented by the supervisor. Through pre-learning supervision in the implementation of unofficial authority and through planning and mapping problems, it will result in a new paradigm in the implementation of learning supervision that the implementation of learning supervision is not to fulfill the authority responsibility but to pave the way for the implementation of responsible academic supervision authority for supervisors.

In post-supervision, the implementation of learning supervision is oriented towards improving sustainable learning. The results of the assessment of learning supervision conducted by supervisors on the implementation of learning activities are the beginning of a process of learning improvement (Christoforou & Yigit, 2008; Darling-Hammond & Hyler, 2013; Levy-Vered & Alhija, 2018). The implementation of learning supervision does not stop at a teacher performance assessment. The assessment obtained from the implementation of academic supervision is a real picture for supervisors of what to do in creating quality learning in the future (Gallimore et al., 2009; Obiweluozor et al., 2013; van Breda-Verduijn & Heijboer, 2016b). Through post-supervision in the implementation of unofficial authority through the guidance of learning improvement, it will create a new paradigm in implementing learning supervision – namely, that conducting academic supervision is not solely about designing objective performance appraisal, but also as guidance activities towards continuous learning process improvement for teachers.

Cognitive Guidance in The Perspective of Continuous Improvement

In the supervision of learning, the principal is faced with a teacher who is a human being with the ability to think and discuss. A teacher is a man who needs guidance on what he does and moreover activities related to learning process (Niemi, 2011; Lai-Yeung, 2014; Vikaraman et al., 2017). To address this, cognitive guidance is the right solution so that the goal of learning supervision – to improve learning quality – can be achieved effectively and efficiently. In this cognitive guidance, the principal have a clear supervision orientation that is to conduct discussions with teachers to obtain an agreement on what to do to improve the quality of learning. Cognitive guidance places teachers at the heart of improving the quality of learning through collaborative schemes between the teachers and the supervisors. . Luft & Ingham (1961) mentioned a theory as one way to see illustrations of human self-awareness and also to help improve relationships among groups and describe the process of giving and receiving feedback, this theory is called Johari Windows – where there are four levels of open area, the blind area not known to others, hidden area, an unknown area. In this theory, teachers and supervisors have an understanding of the learning problems they face and the problems will be easily solved if they are in an open area dimension where teachers and supervisors know the learning problems they have. But learning problems will be difficult to solve and require more time and effort if they are in the unknown area dimension because teachers and supervisors cannot know the problem clearly, even though all procedures in the implementation of learning have been implemented by teachers according to the standards set by the educational units.

In the process of improving the quality of learning, the role of supervisor guidance has a strategic position in providing instructions to solve existing problems (Levine, 2011; Kotirde & Yunos, 2014; Govaerts et al., 2017). Shertzer & Stone (1963) stated that guidance is an assistance that can be given to help those who are developing socially, mentally, physically, intellectually, psychologically, emotionally, and spiritually. Bernard, H.W. & Fullmer (1969)

argued that guidance is an activity aimed at improving each individual's realization.

The implementation of guidance in learning supervision is carried out through a collaborative supervision approach to create a two-way discussion between teachers and supervisors. This collaboration is implemented through making a perception alignment between teachers and supervisors towards solving existing learning problems through the approach of cognitive learning theory. Mussen et al (1979), mentioned that cognitive is a mental activity in acquiring, processing, organizing, and using knowledge, while the most important processes in cognitive include detecting, interpreting, classifying, and remembering information, evaluating ideas, filtering principles, and drawing conclusions on all sorts of experiences gained in life. Elliott et al (1999), stated that cognitivism is about cognition (knowing) which is an activity to know something that includes acquisition, organizing, and application of knowledge. That is, cognition focuses on memory, attention, perception, language, ratio, problem-solving, and creativity.

Based on the elaboration above, cognitive guidance is an assistance that can be given to help those who are developing socially, mentally, physically, intellectually, psychologically, emotionally, and spiritually through mental activities in acquiring, processing, organizing, and using the knowledge that includes the process of detecting, interpreting, classifying, and remembering information, evaluating ideas, filtering principles, and drawing conclusions to help individuals understand themselves and the world about it or as an effort for individuals to achieve maximum self-realization.

Through cognitive guidance, it is found that an effective two-way communication will lead to the same perception in solving the existing problems (Servaes, 2008; Agarwal et al., 2009; Yuan et al., 2017). The perception alignment is an essential factor in making an agreement between teachers and supervisors. Teachers are free to say problems they face in the learning process activity, they are ready to hear all of the constructive feedbacks delivered by the supervisor to improve learning quality, they are proactive while supervision activities are being conducted, and they also get guidance while being supervised either in a formal or in informal way in all times and spaces.

Learning outcomes are determined by the quality of the learning process (Girvan et al., 2016; Maryani et al., 2019). The key of the successful learning process is the teachers who have great competence and extensive experience (Opfer & Pedder, 2011; Baguley et al., 2014; Muijs et al., 2014; Marentič Požarnik & Lavrič, 2015; Poteliūnienė et al., 2019). Teachers have gone through a professional education process so that they administratively have great competence, but mostly they do not have adequate experience in creating an interesting and effective learning process for their students. It is therefore necessary to find an effective strategy using cognitive guidance in order to help them meet the ideal learning process as expected by the supervisors. This strategy needs to be executed, considering that learning is a natural process in a classroom whose implementation is based on a lesson plan.

The ability to manage classes is based on the ability to implement the plans that have been prepared and this is only owned by teachers who have a lot of experience in the learning process (Mansor et al., 2012; Kurti, 2016; Sieberer-Nagler, 2015; Birsa, 2018). Learning is not solely about transferring knowledge - which is customarily delivered in a monotonous way – but, most importantly, it is a process of creating joyful and memorable learning experience for students. In the implementation of learning itself, many learning models need to be reviewed and further developed by teachers so that the process of providing knowledge will be enjoyable and eventually will motivate the students and will leave them a wistful longing for learning.

The Relationship Between Learning Supervision and Cognitive Guidance

The implementation of learning supervision is an inherent authority of the principal (Ontiriah Marwanga, 2014; Ramadhan, 2017; Mwanza & Musyoka, 2018). The quality level of the implementation of learning supervision depends on how high the responsibility in the authority attached to the principal as a learning supervisors. The responsibility of learning supervisors is not only oriented towards the skewed administrative process as evidence that the implementation of learning supervision has been implemented without any profound improvement in the learning process conducted

by teachers. The supervisor's authority in the implementation of learning supervision is a big responsibility which is oriented to the process to improve the quality of learning for students and to produce the comprehensive teacher professionalism (Ololube & Major, 2014; Rahabav, 2016).

Cognitive guidance in learning supervision requires supervisors to do their best in guiding to create an increase in the quality of learning carried out by teachers (Wayne, 2011; Harris et al., 2017). Learning supervisors give some positive feedback in the form of guidance on problems faced by teachers before, when, or after the learning process, they collaborate with teachers in creating innovations of the most effective learning models in addressing the real learning conditions in the classroom, they do not give assessments whether the practices they have done are good or bad; instead, they provide guidance to help teachers achieve the maximum results, as well as they through this cognitive guidance understand that in the implementation of learning takes time in the process of continuous improvement.

The learning supervision approach in cognitive guidance uses a collaborative approach based on the perception that teaching is essentially problem solving, in which two or more people participate in presenting hypotheses for a problem, conducting experimentation, and implementing more relevant teaching strategies to their environment with the role of supervisor guiding the problem-solving process and keeping teachers focused on their issues (Glickman et al., 2017). This collaborative approach creates a mutually agreed decision between teachers and supervisors. The decision is supposed to be taken based on teacher and student-oriented consideration in follow-up direction from supervisors in improving the quality of learning (Gedik et al., 2013). These considerations include the ability of the teacher, the problems, the suitability of the curriculum, and the ability of the students (Allen et al., 2014).

Cognitive guidance provides an opportunity for teachers to give feedback and consideration for the supervisors towards the instructions given to teachers. The comprehensive learning improvement is the essence of learning supervision (Žorga, 2002; Hoekstra & Korthagen, 2011). The authority of learning supervisors in cognitive guidance determines the results of the implementation of learning supervision. The commitment to responsibility is closely attached to the authority of learning supervisors through cognitive guidance leads to the effectiveness in learning improvement. This is because the improvement of learning in learning supervision is determined by the decision on the supervisor's attitude in carrying his authority (Paustian-Underdahl et al., 2013; Gupta et al., 2018). There are two decisions on the supervisor's attitude that can be foundation in learning supervision authority. First, the decision to make learning supervision into a performance assessment activity without providing comprehensive improvement guidance. Second, the decision to make academic supervision into a guidance to improve the quality of continuous and comprehensive learning based on the essence of learning supervision.

Integrated Cognitive Guidance for Teachers

The learning supervisor in carrying out his authority is based on a process orientation that begins with mapping the problems in the learning process that have been faced by the teacher (Reed, 2012). The scale of priority on problem mapping results needs to be determined so that the problems that most impact the learning process can be solved first and so that the problems do not get bigger. Supervisor authority in learning supervision has a relationship with situational leadership models in the implementation of cognitive guidance. This is by the opinion of Hersey et al (2012) revealing that the effective leadership style varies according to the maturity of subordinates. Regarding this argument, the leadership style of learning supervisors adjusts to the level of maturity of the teacher and the situation in which learning supervision is applied. Whereas according to Konopaske et al (2017), situational leadership style is a style that emphasizes more on followers and their level of maturity.

Situational leadership relationships in the application of learning supervision authority are based on the conceptual level of the teachers according (Glickman et al., 2017). Directive model is implemented for the teachers with low conceptual level through a behavioral approach in which the supervisors set standardized goals teachers need to accomplish. Meanwhile, developmental supervisors use collaborative

model with teachers with moderate conceptual level through a cognitive approach in which teachers and the supervisors negotiate to make an agreement for their improvement, and developmental supervisors use nondirective model with teachers with high conceptual level through a humanistic approach in which the teachers are encouraged to give a self-assessment towards their own performance, where the supervisor's job is to listen instead of giving an assessment, to assist them to reflect on their actions, and to clarify their experience.

To improve the learning process, the implementation of cognitive guidance is gradually implemented based on the teachers' conceptual level as well as the level of their competency (Miller, 2010; Iliya & Ifeoma, 2015). Cognitive guidance is started with guidance using behaviouristic approach because in the beginning of learning supervision the conceptual level and competencies of teachers are still low. As time goes, teachers' conceptual level and their competencies are developing to be moderate. In this level, the cognitive guidance can be implemented in the form of discussion aiming to find spaces for improvement. The cognitive guidance implemented by the supervisors for teachers will run more effectively if the entire school community is involved to this activity. This cognitive relationship is in the form of knowledge inputs and feedback through informal discussions to improve the learning process, both from fellow teachers, school committees, and students. This is based on the theory of cognitive learning by Gagne (1977), arguing that learning is influenced by growth and the environment, but the strongest influence comes from the environment - neighborhoods including home, geographical, school, and various social environments.

Fellow teachers could give their opinion and share their knowledge towards the other teacher's performance as an input for their improvement. This information input is needed as an improvement to the learning problem-solving concept plan to be implemented by the teacher (Supovitz et al., 2010). The school committee is an integral part of the education unit that takes a role as a supervisor and an advisory board that is a part of the society, giving considerations for learning improvement to teachers through informal discussions that meet people's learning expectations – both community needs and environmental as well as cultural needs (Hasbullah et al., 2010; Pradhan et al., 2014). Students play an active role in improving learning through cognitive relationships by giving feedback towards upgrading learning concept that has been implemented in the form of informal discussion.

Students give feedback from their perspectives as students towards learning improvement suitability for the student's needs, and also give their opinions about the teacher performance in delivering lessons in class - after the teacher has done performance review, is his explanation understandable or not? (Wiliam, 2013; Messiou et al., 2016). This is important in improving the implementation of the teacher's learning concept.

CONCLUSION

This study shows that integrated cognitive guidance is an effort to increase teacher competence in the learning process in supporting efforts to improve school performance. Integrated cognitive guidance provides an opportunity for teachers to provide input and consideration for supervisors on the directions given to teachers. These considerations are in the form of the ability of the teacher, the obstacles faced, the suitability of the curriculum, and the ability of students. Integrated cognitive guidance carried out by supervisors for teachers will run more effectively with the cognitive guidance provided by all school members. This cognitive guidance is in the form of inputs through informal discussions to improve the learning process both from fellow teachers, school committees, and students.

This research was only conducted on principals of public elementary schools in carrying out follow-up steps on the results of teacher performance assessments in carrying out the learning process so that they had limited analysis on follow-up steps based on teacher performance results. Thus, further research can be carried out at a higher level of education so that integrated cognitive guidance can be used comprehensively in the future. To produce general findings, further research can also be carried out in different regions and countries.

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