# Artistic Supervision Model Development for Improved Pedagogic Competence of Primary School Teachers

# İlköğretim Okulu Öğretmenlerinin Geliştirilmiş Pedagojik Yeterliliğine Yönelik Sanatsal Denetim Modeli Geliştirme

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**Abstract**. The purpose of this study was to develop an artistic supervision model in improving pedagogic competence of elementary school teachers and to analyze the influence of the artistic supervision model application for improved pedagogic competence of elementary school teachers in Surabaya Indonesia. This study used a qualitative and quantitative approach by using research and development (R & D) methods. The data collection techniques used in this study were questionnaires, documentation, observation sheets. The data analysis technique used was quantitative descriptive, that is, one sample t-test, and sensible t-test. The results showed that the effective procedure for the artistic supervision model consisted of four steps, namely: (1) observation of learning by using the sensitivity, perceptivity, and knowledge of the supervisor, (2) identify teacher problems, (3) Checking the results of supervision, (4) delivery the results of supervision and helping teacher by mentoring. The artistic supervision model resulting from this development has a very strong and significant influence on improving teacher pedagogic competence. Small scale test results, the value of paired t-test correlation value before and after the supervision of the artistic model is 0.880 with a significance of 0.021 <0.005 means that pedagogic competence correlation before and after supervision the artistic model is very strong and significant. In the large-scale trial results of the paired t-test / t-paired test on the value of the teacher's pedagogical competency before and after the artistic supervision model was 0.606 with a significance of 0.004 means that the correlation between the two pedagogical competencies before and after the artistic model supervision is high/strong and significant. This suggestion is intended so that the products produced from the development of an artistic supervision model in improving teacher pedagogical competencies are more valuable for or the basis for further development.

**Keywords:** Artistic, supervision model, pedagogic competence, teachers.

**Öz**. Bu çalışmanın amacı, ilköğretim okulu öğretmenlerinin pedagojik yeterliliğini arttırmada sanatsal bir denetim modeli geliştirmek ve Surabaya Endonezya'daki ilköğretim okulu öğretmenlerinin pedagojik yeterliliğini arttırmak için sanatsal denetim modeli uygulamasının etkisini analiz etmektir. Araştırma, AR-GE teknikleri kullanarak nitel ve nicel bir yaklaşımla gerçekleştirilmiştir. Bu çalışmada kullanılan veri toplama teknikleri anket, dokümantasyon ve gözlem çizelgeleridir. Kullanılan veri analizi tekniği nicel betimleyici, yani bir örnek t testidir. Sonuçlar, sanatsal denetim modeli için etkili prosedürün dört adımdan oluştuğunu göstermiştir: (1): öğrenicinin duyarlılığını, algılayıcılığını ve bilgisini kullanarak öğrenmeyi gözlemleme, (2) öğretmen problemlerini belirleme, (3) Kontrol etme denetim sonuçlarını, (4) denetim sonuçlarını sunar ve öğretmene mentorluk yoluyla yardım eder. Bu gelişimden kaynaklanan sanatsal denetim modelinin öğretmen pedagojik yeterliliğini geliştirmede çok güçlü ve önemli bir etkisi vardır. Küçük ölçekli test sonuçları, artistik modelin denetiminden önce ve sonra eşleştirilmiş t-testi korelasyon değeri 0,880'dir ve anlamlılık düzeyi 0,021 <0,005'tir; Büyük ölçekli denemede, sanatsal denetim modeli öncesi ve sonrasında öğretmenin pedagojik yeterliliğinin değerine ilişkin eşleştirilmiş t-testi / t-eşleştirilmiş testinin sonuçları, 0.004 anlamlılığı ile 0.606 idi, önce iki pedagojik yeterlilik arasındaki korelasyon ve sanatsal modelden sonra denetim yüksek / güçlü ve önemlidir. Bu öneri, öğretmen pedagojik yetkinliklerinin geliştirilmesinde sanatsal bir denetim modelinin geliştirilmesinden üretilen ürünlerin daha fazla gelişim için ya da temel için daha değerli olması amaçlanmıştır.

**Anahtar Sözcükler**: Sanatsal, denetleme modeli, pedagojik yeterlilik, öğretmenler.

**INTRODUCTION**

Learning quality is determined by the success of a teacher in managing in-classroom learning. The ability of teachers to manage to learn is called pedagogic competence. *"Pedagogical competence is the ability to learning" learn* (Akhyak, 2013). This pedagogical competency can be seen from the teacher's ability to plan learning programs, the ability of teachers to carry out learning or manage the learning process and the teacher's ability to assess learning. Teachers must master pedagogical competencies so that the learning objectives/teacher teaching activities in the classroom can be maximally achieved.

According to the Panda "Teaching is the process which means causes to learn. Teachers need to have suitable and sufficient competency to make students learn which themselves is a challenge for the teacher" (Panda, 2014). Teaching activities are very important for teachers because teaching is the process that causes students to learn. For this, a teacher needs to create an appropriate environment and to have sufficient competence to make students learn with him.

Definition of pedagogic competence according to Madhavaram (Bertschy, Künzli, Lehmann, Suciu, & Mata, 2011) "Pedagogical competence as the ability of individuals to use a coordinated, synergistic combination of tangible resources and intangible resources to achieve efficiency and/or effectiveness in pedagogy ". Pedagogic competence as the ability of the teacher to use coordination and to combine visible resources (learning materials such as books, articles, and technology such as software and hardware) and those that do not appear (examples of knowledge, skills, experience) to achieve efficiency and effectiveness of education. With the teacher's mastery in sources and teaching materials for learning activities, the effectiveness and efficiency of pedagogy will be improved.

Pedagogical competence of teachers will improve their performance. As stated by Rahman "....the pedagogical competence of the teacher will increase the performance of the teacher, because the teacher has the ability, especially the ability to manage learning material that will be delivered properly to students by using a variety of techniques and learning media" (Rahman, 2014). With the excellent pedagogical competencies, a teacher must have, the quality of learning in the classroom will be very good too. While, in reality, not all teachers meet sufficient pedagogical competence well.

> Based on the results of the 2015 teacher competency test (UKG) for the elementary school level of Surabaya City also indicated that the average value of the pedagogical competence of teachers in the class was low at 54.51. The average value of pedagogical competence of Physical and Health Education teachers is 58.65 and the average value of Cultural Arts pedagogic competencies is 61.90. This value is still below the KKM standard targeted by the government.

Improvement of teacher pedagogical competence can be made through the supervision of the teacher. Supervision is a service that exists to help teachers do their jobs better (Wiles, 1966). Basically, "All teachers have greater potential than they use [due to] many factors [such as] lack of vision, past experience, poor administration personnel, inability to evaluate their work (Wiles, 1967). This is where the function of the supervisor shall be carried out, that is, to help them optimally make use of their very potential.

Supervision is a series of activities to help teachers develop their ability to manage the learning process in achieving learning goals (Snae, Budiati, & Heriati, 2016). Based on the opinions above, it can be said that the notion of supervision is an activity to help teachers improve their competence in managing classroom learning.

In reality the field of supervision in schools is only used as an assessment of teacher performance, according to the results of a survey conducted by researchers on July 24, 2018 with respondents of 27 teachers from 9 elementary schools in Surabaya Indonesia related to their opinions regarding the understanding of supervision, and 100% stated supervision as an assessment. The second question was how did you [teachers] feel when hearing the word being supervised? The survey showed that 85.71% of teachers were afraid when they heard the word supervision and 14.29 % were familiar when they heard the word supervision. This is because

the mindset, that is, in the teachers and headmaster it has been interpreted as an assessment so far not as an activity intended to help teachers.

Though the notion of supervision in today's schools ....... supervision and supervisor helping schools to improve learning situations creatively (Gwynn, 1970), supervision is to help the school personnels or teachers to improve the learning situation creatively.

Supervision activities that have been running in schools are mostly carried out using a scientific approach. The principal as a supervisor should master various models of supervision, so that supervision in the classroom can be adjusted to the conditions and situation of the teacher. As a supervisor, principals should have the knowledge, interpersonal skills, and technical abilities, "effective supervision requires knowledge, interpersonal skills, and technical skills" (Glickman, Gordon, & Ross-Gordon, 2001).

Improving the pedagogic competence of teachers can be done by implementing a supervision model that they can understand, using the sensitivity of the principal and always appreciating no matter how little the teacher does, this model of supervision is called an artistic model.

The results of the preliminary research conducted in June 2017, carried out to explore whether the artistic supervision model had been applied in schools or not, to obtain information that the product development carried out was really a need for supervision in schools, of which its initial research was conducted by researchers by surveying ten elementary school principals, the survey results showed 83.33% of the school principals rarely carried out the artistic supervision model and 16.67% stated that they often carried out an artistic supervision model, meaning that most principals rarely used artistic supervision models. The use of artistic models was rare due to no clear guidelines for implementing the artistic supervision model, so they were likely to use other models. Based on the supervisor's statement, many of them did not know about the artistic supervision model.

The artistic supervision model consists of three words, namely model, supervision and artistic. Understanding the supervision model is a conceptual framework used as a reference in carrying out supervision activities carried out by supervisors

Supervision is an activity to provide assistance to teachers to improve their competence. The artistic supervision model is developed from an artistic supervision approach. The approach can be interpreted as our starting point or point of view (Sanjaya, 2008). Supervision approach is our starting point or perspective on the supervision process. Whereas the artistic supervision approach according to Eisner is:

> By artistic I mean using an approach to supervision that relies on the sensitivity, perceptivity, and knowledge of the supervisor as a way of appreciating the significant subtitles occurring in the classroom, and that exploits the expressive, poetic , and often the metaphorical potential of language to teachers to affect what goes on in school, what has been observed (Sergiovanni, 1982).

An artistic approach to supervision that depends on sensitivity, perceptivity, and knowledge from the supervisor to the extent that respects everything that happens in the classroom, and expresses it in language that is expressive, poetic, and often metaphorical to convey to the teacher or other people in order to influence the teacher to do change as a result of what happens at school, what the supervisor has observed.

The definition of an artistic approach in supervised learning is an approach that is aware of the sensitivity, perceptions, and knowledge of the supervisor as a means to appreciate learning events subtle in the classroom (Imron, 2011). In implementing the artistic supervision approach, it relies more on aspects of sensitivity or sensitivity, understanding of the teacher or perceptions and knowledge of the supervisor in making observations

The definition of artistic supervision comes from supervision activities that used the artistic supervision approach that Eisner put forward as a result of dissatisfaction with the supervision approach scientific.

While the understanding of the artistic supervision model is "... artistic supervision models are a holistic approach to supervision that relies on sensitivity, perceptivity, and knowledge of

supervisors as a way of appreciating the significant subtleties occurring in the classroom (Hopkins & Moore, 1993). An artistic supervision model is a holistic approach to supervision that emphasizes sensitivity, perceptivity, and supervisor knowledge as a way to express all aspects that occur in the class. The artistic supervision model can also be interpreted as follows:

> Artistic supervision, which is a contemporary supervision model that takes its place in literature recently, is based on an inspector's knowledge, skills and sensitivity and assessment and inspector's competence in expressing the observation to the teacher, who is one of the basic elements of the teaching process in the important details in the classroom environment leading (Kapusuzoglu & Dilekci, 2017).

Artistic supervision, which is one of the contemporary/contemporary supervision models that has recently been used as a study, is based on knowledge, skills, understanding, and sensitivity of supervisors/supervisors in assessments and supervisors/supervisors must have competence in expressing observations to teachers, which are one of the basic elements of the teaching process by writing in detail all the events that occur in the classroom environment.

The artistic supervision model is indeed the model of the present so that many pieces of training that use an artistic approach rather than the scientific "present training programs appear" have almost geared to the concept of science as an art " (Oliva, 1984). Current training programs seem to be closer to the concept of supervision as a science than as an art. The artistic supervision model is supervision that departs from the view that learning is done by the teacher not only requires knowledge but also art in managing classroom learning. The art of teaching is done by involving various aspects ranging from emotion, creativity, improvisation, appreciation, in learning in the classroom the teacher must be able to adjust the situation and conditions that exist.

The emphasis on implementing the artistic supervision model compared to other models is on the use of sensitivity, perceptivity, supervisor's knowledge, appreciating all events, and using expressive, poetic and metaphorical language in delivering the results of supervision to the teacher. The following is an explanation of sensitivity, perceptivity, appreciation, expressiveness, poetry, and metaphors which are the keywords of the implementation of the artistic supervision model: First, the understanding of sensitivity according to the large Indonesian dictionary means that the subject is quickly receiving stimuli. Second, the appreciation means observing, evaluating and appreciating something. Third, the mean from perceptivity here is the ability of supervisors to understand observations when conducting supervision. Fourth, expressive understanding means that it is able to (express) the description, purpose, ideas, and feelings. Fifth, poetic can also mean words that are spoken using a certain rhythm, with certain sound pressure, sometimes using figurative language to sound beautiful. Poetic language delivery in the implementation of the artistic supervision model. Sixth, the metaphorical meaning is the use of words or groups of words not with their true meanings but as paintings based on equality or comparison. Metaphorical language in disguising the results of supervision is the use of language that does not have real meaning but as an equation.

Supervision by the principal aims to improve the quality of learning, "supervision is ordinarily concerned with improving the setting for particular learning" (Sergiovanni & Starratt, 1988). In addition, another purpose of supervision is to influence teachers to make changes in improving learning activities "Supervision is a set of activities and role specifications specifically designed to influence instruction" (Sergiovanni & Starratt, 1988). Activities and special roles of supervision are influencing teachers to make changes to teacher competency improvements.

In order to be able to carry out their duties well, the principal as a supervisor needs knowledge, interpersonal skills, and techniques so that the implementation of supervision is effective. "Effective supervision requires knowledge, interpersonal skills, and technical skills" (Gordon & Ross-Gordon, 2005). Effective supervision requires knowledge, interpersonal skills and technical abilities in carrying out supervision.

Supervision activities carried out at this time are to help teachers improve the ability of teachers in learning activities in the classroom. "Supervision in today schools ... supervision and

supervisor helping schools for teaching-learning situations creatively (Gwynn, 1970). Supervision is to help the school personnel or teacher to improve the learning situation creatively, the principal as a supervisor must help the teacher to solve the problems faced by the teacher in managing to learn.

An artistic approach to the implementation of supervision and evaluation of teachers about learning carried out by teachers by looking at teaching is not only as a science but also as an art. As the opinion below:

> Artistic approaches to supervision and teacher evaluation standards from the art of teaching, teaching is essentially art. Advocates of this view, foreign exchange, points out that there is often, performance quality to teaching is characterized by both skill and d 'who the liking to anesthetic experience (McGreal, 1983a).

An artistic approach to teacher supervision and evaluation by believing that although there are scientific aspects to teaching, teaching is basically art. Supporters of this view, suggest that there is often a quality of teaching performance characterized by skills and expertise similar to aesthetic experience.

Eisner is concerned with the development of supervisors and quality and the teacher "Eisner is concerned with developing in supervisor and teacher the qualities and skills of appreciation, inference, disclosure, and description"(Glickman et al., 2001). The development of the quality and abilities of supervisors and teachers is still a concern in implementing the artistic supervision approach, supervisors must respect, conclude, convey and describe the teacher. In implementing the artistic supervision approach, supervisors must have the ability to analyze and assess by relying on a supervisor's intuition and perceptivity.

Overall there are eight characteristics of the artistic supervision approach as follows (Sergiovanni, 1982) : (1) The approach to artistic supervision requires attention not only that which is visible but also hidden from every activity carried out by the teacher, (2) The approach to artistic supervision requires supervisors who have expertise high level education to see important things in detail, (3) The approach to artistic supervision respects the slightest contribution made by teachers to develop their students, (4) The approach to artistic supervision requires attention, requires a long time to look carefully, and thoroughly to all learning conducted by the teacher, (5) The report on supervision results is communicated with the teacher to determine together the results of supervision, (6) The approach to artistic supervision requires the ability to use expressive language to be able to communicate and explain the results of the observer / what he has seen. clearly, (7) The approach to artistic supervision requires the ability to interpret every event observed by the supervisor in the classroom, (8) The approach to artistic supervision, supervisors appreciate the slightest advantage the teacher has when making classroom observations involving sensitivity and experience of supervisors

The supervisor was capable of dialogue with the teacher to report the results of supervision. Supervisors have good language skills to express supervision results. The supervisor is able to interpret the meaning of the event from the results of supervision, the supervisor has sensitivity and experience used as a supervision tool.

The artistic supervision model should contain four basic elements: (1) the supervisor must have the ability to see important aspects of the situation observed, (2) the supervisor must be able to define what he sees, capture the purpose of supervision and have the ability to express in impressive language, (3) the supervisor must be able to interpret and explain the events in the class, (4) There are an evaluation and review of the observation and interpretation process at the final stage of the implementation of the artistic supervision model (Kapusuzoglu & Dilekci, 2017). Based on the opinion above, it can be concluded that a supervisor if he wants to use the artistic supervision model must have the ability to use his sensitivity or sensitivity, the ability to use perceptions, have high-level education skills, experience, and the ability to use language to convey the results of supervision that he has done principal as a supervisor requires knowledge, interpersonal skills, and techniques for effective supervision. "Effective supervision requires

knowledge, interpersonal skills, and technical skills"(Glickman et al., 2001) Effective supervision requires knowledge, interpersonal skills and technical abilities in carrying out supervision.

In the artistic supervision model, the main instrument is not in the form of observation guidelines or other measuring instruments but the supervisor itself. Supervisor as an instrument by relying on the sensitivity, perceptions, and knowledge of the supervisor.

There are a number of things to consider for using techniques including creating. artistic on the implementation of artistic supervision, namely creating comfort, supporting the group members, in this case, is the teacher who will be supervised, offering various alternative drawing that is not too threatening, and reminding the teacher that it is not being evaluated.

> Some considerations for using a safe, supportive group membership, offering a less threatening college alternative to drawing, and reminding supervisees that are not being evaluated. after being creative, the product is a great potential value, and after some practice ... (Deaver & Shiflett, 2011).

Supervisors who use the artistic supervision model must understand that in performing the artistic supervision model "the model for an artistic supervision process can be outlined as (a) cyclical; (b) the interplay between I-it-in-series of distancing moments during the creative process; and (c) multilayered (Østern, 2012). The model of the process of artistic supervision in large outlines can be as (a) cycle (b) influence between supervisor-teacher-supervisor in a few moments during the creative process, (c) many layers.

According to Achecon, Keith A, at an artistic approach, done by the principal by using art in supervision. The principal in carrying out an artistic approach also feels, observes, and appreciates teacher learning in the classroom. The steps of the artistic approach, according to Snae, Budiati, & Heriati (2016) are as follows: (1) the principal as a supervisor makes observations of the teacher carefully, intact, meticulously, repeatedly and thoroughly, (2) the results of observations what is done by the principal is interpreted with easy-to-understand sentences, (3) the results of the observations are arranged narratively by the principal, (4) the principal presents the observation results in the form of narratives to the teacher, (5) the principal as the supervisor gives feedback to the teacher about the supervision/observation that has been done.

The implementation of the artistic supervision model by the headmaster is based on perseverance, thoroughness, precision, depth in observing, feeling and appreciating the teaching carried out by the teacher through classroom observations which are equipped with the supervision implementation plan, learning process observation sheet and teacher performance evaluation instrument. The implementation of supervision with an artistic approach by the madrasa principals is based on the communication skills and sensitivity of the madrasa head as a supervisor.

Academic supervision steps with artistic models (Pasaribu, Purba, & Matondang, 2017): (1) Supervisors assume that they will see art/music performances, (2) Make careful observations, thoroughly, intact, repetitive and thorough , (3) Supervisors must be able to feel and capture the soul from the lesson delivered by the teacher, (4) The supervisor makes the interpretation of observations in the form of narrative, the narrative does not have to be written. The results of the interpretation of observations that have been made in the form of both written and oral narratives must be conveyed to the teacher.

The results of supervising teachers in schools are important elements that will continue to get effective results at school. Monitoring enables teachers to improve learning so that students benefit (Amina, 2015). Supervision is an important element in improving learning in schools, therefore a principal as a supervisor must be able to master education supervision.

The assumption of the principal's duty in supervision competence is that a school principal must have the ability in various approaches and supervision techniques, so as to be able to assist the teacher in solving problems faced (Alam, Supriyanto, & Burhanuddin, 2016). A school principal must master the approaches, models and supervision techniques. Artistic supervision is a model of contemporary supervision that has begun to appear again recently. This supervision model is carried out based on knowledge, ability, sensitivity, and overall

observation carried out by the supervisor and reveals the results of observations that have been made to the teacher with good language.

> Artistic supervision, which is one of the contemporary supervision models that takes its place in literature recently, is based on the inspector's knowledge, skills, comprehension and sensitivity in assessment and inspector's competence in expressing the teacher, who is one of the basic elements of the teaching process in the emerging important details in the classroom environment (Kapusuzoglu & Dilekci, 2017).

Artistic supervision, which is one of the current supervision models, requires supervisors who are competent in disclosing the results of observations made to the teacher, which is one of the basic elements of the teaching process that occurs in the classroom.

> The artistic model is the most recently developed ... While this model does not exist in any local school setting, it should also include positions and perspectives that are unique and potentially useful. Artistic approaches are of interest mainly because of their teacher evaluation of sets of assumptions different from other methods and look at disciplines and applied fields not often viewed by those involved in teacher evaluation (McGreal, 1983).

The artistic model is the most recently developed ... although this model is not widely used in schools, this model includes unique and potentially useful positions and perspectives. The artistic approach is interesting mainly because they see teacher evaluations from a range of assumptions that are different from other methods, and looking at the disciplines and fields applied are often not taken seriously by those involved in evaluating the teacher. This model of artistic supervision is not done much by the principal because this supervision model requires expertise in carrying out artistic supervision.

Principals who use the artistic supervision model must have high expertise and knowledge of education, therefore supervisors before using the artistic supervision model must know in advance about the artistic supervision model. This is in accordance with the opinions of research results, to fulfill the improvement function of school processes more actively, it is offered that supervisors should be informed about artistic supervision and its requirements and that they should inspect according to this concept (Uğurlu, Mermer, & Ertaş, 2013).

According to the results of the study, to fulfill the function of the increasing school and the function of increasing school processes more actively, supervisors must be informed of artistic supervision and requirements and they must do so in accordance with the concept of the artistic supervision model. If the supervisor has understood the concept of artistic supervision well, the supervisor will successfully implement the artistic supervision model.

An important artistic indicator is aesthetic thinking of modern aesthetic thinking is the most important artistic indicator in modern buildings if in a building requires aesthetic thinking to get an artistic impression, in a process learning is also needed aesthetic thinking or beauty when the teacher does the learning process in the classroom.

The implementation of artistic supervision is indeed criticized more than scientific supervision because it does not have a clear standard especially in the learning process "Artistic supervision is found in the same schema, and it compares the supervisor to the art critic, a" connoisseur of teaching "... these as more experiential aesthetic dimensions and values-based in approach to aesthetic critique rather than scientific authority (Snow-Gerono, 2008). Artistic supervision is found in the same scheme and compares supervisors with an art critic, and teaching connoisseurs/people who have more knowledge about teaching. The aesthetic dimension of supervision is more based on experience and values in an approach to aesthetic criticism than scientific authority.

The artistic supervision model is important for supervisors to learn too, through this supervision model, supervisors can describe the teacher's abilities as a whole through observation.

The role of learning supervision is very important in improving the quality of education. Where the implementation of education without quality control through the implementation of

supervision is likely to experience setbacks. Professional supervisors will be able to maintain the quality of education, even improve it (Wiyono & Maisyaroh, 2016). The principal in carrying out his role as a supervisor must understand the various models of supervision that can improve teacher competence.

In the supervision model, there are three domains which are supervisory work areas, namely the development of learning, curriculum development, staff development, "The model shows three large domains or territories within which supervisor work. This conceptual model visualizes the supervisor's playing four roles: coordinators, consultants, group leaders, and evaluators in three domains: instructional development, curriculum development, and staff development "(Oliva, 1984). Of the three domains, the supervisor has four main roles, namely: coordinator, consultant, leader, and evaluator.

In the artistic supervision model, the role of the principal/supervisor as a consultant, which serves, helps teachers improve their competencies. The principal/supervisor who uses the artistic supervision model has the characteristics of appreciation, empathy, honesty.

Effective supervisors are also characterized by respect, empathy, genuineness, honesty, non-sexist and non-authoritarian attitudes. An effective supervisor should also pay attention to client welfare. identifies a good supervisor as being a good teacher, who has access to a range of teaching and learning methods and can adapt to individual supervisees (Abiddin, 2008).

Effective supervision is also characterized by respect, empathy, authenticity, honesty, non-authoritarianism. Effective supervisors must also pay attention to the welfare of clients (teachers). Identify supervisors who are good as good teachers, who have access to various teaching and learning methods and can adapt to individual supervisors. Effective supervision requires the role of a supervisor who has respect, empathy, honesty, no authoritarian behavior.

This research was conducted in elementary schools because elementary school is the initial foundation of subsequent basic education. The quality of further education depends on the initial foundation of his education. This research was conducted in Surabaya because Surabaya was a big city and also the capital of East Java province which became a benchmark for other schools in Surabaya.

To answer the above problems, the research questions in this study are 1) how is the development of an artistic supervision model in improving the pedagogical competence of elementary school teachers? 2) How does the implementation of the artistic supervision model affect the improvement of pedagogical competence of elementary school teachers?

## METHODOLOGY

### Research Design

The method used to develop the Artistic Supervision model in Improving Pedagogical Competencies of Primary School Teachers in Surabaya is the research and development method (R and D). The approach taken in this research and development is to use qualitative and quantitative approaches. Educational Research and Development (R & D) is a process used to develop and validate educational products (Borg & Gall, 1984) The product developed in this study was an artistic supervision model.

The development model is a basis for developing a product. Each model has procedural steps that must be followed by the researcher. The research and development models to be designed are procedural models, conceptual models or theoretical models. The procedural model is a descriptive model that contains steps that must be followed to carry it out. While the conceptual model is analytical, which mentions product components, analyzes in detail the relationships between components to be developed which are supported by relevant theories and empirical data.

The research and development design that is the reference in this dissertation was aimed at producing a product in the form of a conceptual model and procedural model. The resulted model is equipped with a model guidebook and a material support book for the supervising model in improving teacher competence.

The steps of research and development that researchers did refer to the following ten steps of research and development:

Assess needs to identify the goal (s). 2) Conduct Instructional Analysis. 3) Analyze learners and contexts. 4) Write performance objectives. 5) Develop an assessment instrument. 6) Develop instructional strategy 7) Develop and select instructional materials. 8) Design and conduct a formative evaluation of instruction. 10) Design and conduct a summative evaluation (Gall & Borg, 2003).

From the ten steps above, the research and development in this study was simplified into five main steps by not reducing the ten-step principles of Gall, Gall & Borg, here are five main steps carried out by researchers in this research and development: 1) Doing analysis of product needs to be developed, 2) Developing initial products, 3) Expert validation and revision, 4) Small-scale field trials and product revisions, 5) Large-scale field trials and final product revisions. The type of data in the research and development of the artistic supervision model in improving pedagogic competence of elementary school teachers were qualitative data in the form of narratives and quantitative data in the form of numbers.

**Data Sources of Research**

The resource of the research and development data was from the previous research and respondents or teachers and experts, taken by *purposive sampling.* This research was conducted in Surabaya Indonesia. The following is an explanation of the data sources: 1) Data from the initial research to obtain information related to the influence of the artistic supervision approach on pedagogical competence of teachers, researchers took a sample of 80 teachers in five schools with a population of 100 teachers, 2) Data sources to do expert validation of the products produced involving 3 supervision experts and 2 teachers pedagogic competence experts. The experts who carried out the product validation from the results of research and development were professors from Surabaya State University of Indonesia and Malang State University of Indonesia, 3) Sources of data on small-scale field trials conducted on 6 elementary school teachers in Surabaya Indonesia, 4) Data sources on large-scale field trials carried out on 21 elementary school teachers in Surabaya Indonesia.

**Data Collection Techniques**

The collection techniques were a way of collecting research and development data using questionnaires, documents, interviews. Questionnaires were used to obtain teacher information about supervision carried out by the principal, a questionnaire for expert validation to assess products that had been developed. The document examined in this study was the plan for implementing teacher learning, the observation sheet to see the pedagogic competence of the teachers before and after the artistic supervision model was performed towards the teachers. Interviews with experts was used to obtain response information about the artistic supervision model of the development results.

The instruments of the data collection used in this research and development are as follows: 1) questionnaire for preliminary research, expert validation, small-scale trials and large-scale trials. The contents of the questionnaire in the form of question sentences for expert validation and statement sentences to be given to teachers and principals, 2) *field notes* are used to be used for small-scale tests and large-scale tests to find out teacher responses after artistic supervision models, 3) survey questionnaires related to teacher responses used the artistic supervision model with questions, each with three options of answers.

The Ethical Principles in the Data Collection Process in this research based on three ethical principles: (1) respect for persons (their consent, their right to privacy, and anonymity), (2) beneficence (weighing the benefits of research versus the risks to individuals), and (3) justice (equity for participation in a study). By following the guidelines, researchers guarantee that participants retain their autonomy and judge for themselves what risks are worth taking for the purposes of research.

**Research Data Analysis**

The data analysis technique in expert validation was carried out in quantitative descriptive and descriptive qualitative. Qualitative analysis techniques are carried out in three steps, there are: data condensation, data display, conclusion drawing and verification. Data condensation refers to selecting, focusing, simplifying, abstracting, and transforming (Miles, Huberman, & Saldaña, 2014). The analysis conducted from comments and interviews of experts that related to the supervision model developed. For questionnaires given to the experts analyzed quantitatively descriptive by searching for averages, percentages and presenting them in the form of bar charts, and tables

The data analysis technique in expert validation was carried out in quantitative descriptive and descriptive qualitative ways. In the small-scale test and large-scale test to find out the pedagogic competence of the teacher before and after the artistic supervision model, the data were analyzed quantitatively by using one sample t-test formula. To test whether there was an effect of the artistic supervision model on the pedagogic competence of the teachers, the paired t-test was used when the data were normally distributed and homogeneous. When the data were not normally distributed and homogeneous, then the analysis was done by using the Wilcoxon *match pair* test. In conducting such data analyses, SPSS version 23 was used.

## RESULTS

### How is the development of an artistic supervision model in improving the pedagogical competence of elementary school teachers?

The first step was to review various literature from previous dissertations, international books and journals. The literature review was used as a reference for conducting the initial research. The following are the available previous studies related to artistic supervision: first, the dissertation by Wahab (2012) steps of the artistic supervision model at Superior MIN 1, Superior MIN 2, MIN Superior 3 Bumigora district. Second, Kapusuzoglu and Dilekci's Research in the Universal Journal of Education Research 5 (7) in 2017 entitled Development of the Artistic Supervision Model Scale (ASMS). Third, the results of Pasaribu's research from the Postgraduate of Medan State University in 2017 with the title "Implementation of Academic Supervision of Artistic Model in Improving the Role of Teacher English as Learning Agent in SMA 5 Binjai".

In addition to the above references, several books were used as references in compiling a model book and artistic supervision book, namely 1) "Supervision of Teaching" by Thomas J. Segiovanni. In the book, he discusses the artistic approach to supervision written by Elliot W Eisner. 2). "Supervision a Redefinition" by Thomas J. Sergiovanni and Robert J. Starratt. In the book, it is described the artistic approach strategy can be used in clinical supervision to describe activities in the classroom. 3) "Supervision Human Perspectives" by Thomas J. Sergiovanni and Robert J. Starratt. The book, explained the differences in teacher evaluation assumptions according to scientific approaches and artistic approaches. 4) "Supervision for Today's Schools" by Peter F Oliva. In his book he explains how the supervision model is, the supervisor's role in the supervised model, how to make observations, and explains the understanding of the approach of artistic supervision.

The next step was to carry out preliminary research, which was conducted in June 2017. The initial research was conducted to explore information that carrying out the product development was really a necessity for supervision at school. The initial research was conducted by researchers by surveying ten elementary school principals in Surabaya. The following are the results of a survey conducted at the school quarter in Surabaya Indonesia about whether they have ever used the artistic supervision model to supervise teachers can be seen in Figure 1:

Figure 1 shows 83.33% the principal rarely performed the artistic supervision model and 16.67% of school principals stated that they often carry out an artistic supervision model, meaning that most principals rarely used the artistic supervision model. The use of artistic models was rare due to no clear guidelines about implementing the artistic supervision model,

so using other models. Based on this initial research, the need for development of an artistic supervision model is urgent.
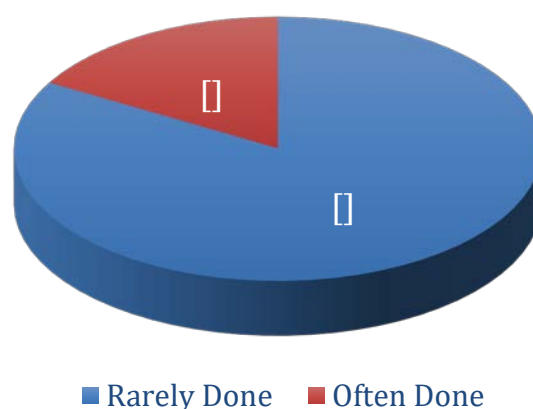


**FIGURE 1.** *Percentage of use of the artistic supervision model by principals in Surabaya*

This artistic development model of artistic supervision refers to Eisner's theory of artistic supervision. The difference in the artistic supervision approach proposed by Eisner from the artistic supervision model resulting from this development lies in the implementation of artistic supervision. The artistic supervision approach emphasizes sensitivity, perceptivity, knowledge of supervisor in conveying - in poetic, expressive and metaphoric language - the results of supervision that the supervisor has done, whereas the emphasis on the implementation of the artistic supervision model resulted from this development is the use of sensitivity, perceptivity, knowledge of supervisors, appreciating all events, and using expressive and good language in providing supervision and helping teachers improve their competence.

Definition of the artistic supervision model of the development results is a supervisory activity carried out by the supervisor from the beginning to the end by emphasizing sensitivity, perceptivity , and the knowledge of supervisors in seeing all the incidents during observation in class and when exploring teacher problems, and appreciating the slightest thing the teacher does and then conveying the results of supervision with expressive and good language with the aim of helping teachers improve their competence.

Enhanced pedagogic competence with this artistic supervision model includes the ability of the teacher to organize learning, to understand students, to plan and implement learning, to evaluate learning outcomes, and to develop students to actualize their potential. Differences in the artistic supervision model from the results of research and development, opinions from Hopkin and Moore and Eisner's opinion can be seen in Table 1:

Based on the understanding in Table 1, the difference in the definition of artistic supervision model with Eisner and Hopkin & Moore's opinion is on the results of this research and development. 1) observations made are not only observations in class but also observations when principals/supervisors explore teacher problems, 2) submission of supervision results conducted by the principal/supervisor to the teacher in an expressive and good manner, 3) the existence of assistance provided by the principal/supervisor at the same time after supervision (*on the spot).*

The characteristics of the artistic supervision model of the development results differ from the artistic supervision approach proposed by Eisner. The artistic supervision approach has eight characteristics, while the artistic supervision model of the development has nine characteristics. The following are differences in the characteristics of the artistic supervision approach with the characteristics of the artistic supervision model resulting from the development.

Based on the understanding in table 1, the difference in the definition of artistic supervision model with Eisner and Hopkin & Moore's opinion is on the results of this research and development. 1) observations made are not only observations in class but also observations when principals/supervisors explore teacher problems, 2) submission of supervision results conducted by the principal/supervisor to the teacher in an expressive and good manner, 3) the existence of assistance provided by the principal/supervisor at the same time after supervision (*on the spot).*

**Table 1.** *Differences in understanding of the artistic supervision model of the development results and expert*

| Eisner (Sergiovanni, 1982) | Hopkins and Moore (1982) | Results of research and development |
|---|---|---|
| An artistic approach to supervision that depends on sensitivity, perceptivity, and knowledge from supervisors to the extent that respects everything that happens in the classroom, and delivers it in language expressive, poetic, and sometimes metaphorical to convey to the teacher or other people with the aim of influencing the teacher to make changes as a result of what happens at school, what the supervisor has observed. | An artistic supervision model is a holistic approach to supervision that emphasizes sensitivity, perceptivity, and supervisor knowledge as a way of expressing all aspects that occur in the classroom. | A supervisory activity is carried out by the supervisor starting from the beginning to the end by emphasizing sensitivity, perceptivity (understanding), and knowledge of supervisors in seeing all the incidents when observing classroom learning and when exploring teacher problems, and appreciating the slightest amount that the teacher does then convey the results of supervision with expressive and good language with the aim of helping teachers improve their competence. |

The characteristics of the artistic supervision model of the development results differ from the artistic supervision approach proposed by Eisner. The artistic supervision approach has eight characteristics, while the artistic supervision model of the development has nine characteristics. The following are differences in the characteristics of the artistic supervision approach with the characteristics of the artistic supervision model resulting from the development.

Based on the characteristics of the artistic supervision model in Table 2 it is concluded that in supervising the artistic model, the supervisor makes a thorough observation. Observation of the teacher is also done carefully, thoroughly, and intact and repetitively and is not only fixated on the situation in the classroom but the results of observations when the supervisor explores the teacher's problems related to the acheived pedagogical competencies.

When conducting observation, supervisors also make interpretations of observations with easily understood sentences so that the meaning contained can be understood, arrange the results of observations in a narrative describing learning in accordance with the reality in the application developed by the researcher. The observations written in the application are given again to the teacher to check the truth of the results of the observation, this step is called member check.

Submission of supervision results to the teacher is made in writing that contains the pedagogical competence of the teacher by not verifying the teacher but as a reflection of the observations delivered expressively and well. After completing the supervision report, the principal as the supervisor explains the pedagogic competencies that have not been mastered by the teacher with the aim of increasing their competence.

The success of the artistic supervision model must be accompanied by the active attitude of the teacher in responding to the implementation of the artistic model supervision, as well as when carrying out tasks, highlighting the characteristics of artistic nuances. The artistic supervision model will have great meaning if the opportunity to speak of the teacher and the principal is able to be balanced so that the teacher also has the same opportunity and flexibility in conveying the problems at hand. Supervisors must also have the ability to solve learning problems administratively and the ability of the teacher to manage the teaching and learning process reflecting the pedagogical competence of the teacher.

**Table 2.** *Differences in the characteristics of the Eisner's artistic approach and the artistic supervision model of the development results*

| No | Characteristics of Eisner's Artistic Approach (Sergiovanni, 1982) | Characteristics of the Artistic Supervision Model of development |
|---|---|---|
| 1 | Artistic supervision approaches require supervisor's attention or expressive behavior to see all events not only those visible but also hidden from every activity carried out by the teacher. Artistic approaches to supervision require the ability to interpret the meaning of events occurring to those who experience them and to be able to appreciate their educational import. Artistic approaches to accepting the fact that the individual supervisor with his or her strengths, sensitivities, and experience are the major "instruments". | models are carried out by using sensitivity, perceptivity and knowledge supervisor in conducting supervision |
| 2 | The approach to artistic supervision requires supervisors who have education at a high level, the ability to see important things that have not been reflected. Artistic approaches to supervision appreciate the unique contribution of teachers to the educational development of the young as well as those contributions a teacher may have in common with others. | Supervisors who use the artistic supervision model must have high knowledge (quadrant teacher 4 who has a high commitment and high knowledge/abstraction) |
| 3 | The artistic supervision approach respects the slightest contribution / unique contribution that teachers make to develop their students. | The artistic supervision model is carried out by appreciating the teacher's ability to master pedagogical competencies. |
| 4 | The approach to artistic supervision requires attention to the learning process in the classroom, and this process is observed (observation) requires a long time to look carefully, and thoroughly to all the learning done by the teacher. | The artistic supervision model is done by looking *holistically at* all the pedagogical competencies of the teacher. |
| 5 | The artistic supervision approach requires the prescribed reports between supervisors and supervised ones so that dialogue and content of truth can be determined between them. Artistic approach to supervision requires that rapport is established between supervisors and this supervised so that dialogue and a sense of trust can be established between two. Artistic approaches to supervision require the ability to use language to make public the expressive character of what has | The results of supervision of artistic models are communicated to the teacher in a harmonious manner through member-check. Ask the teacher to check to determine the truth of the results of supervision. |
| 6 | The artistic approach to supervision requires the ability to use good language in order to be able to explore potential, which then expresses expressively the character of people from observations that have been carried out | Submission of the results of the supervision of the artistic model is done by using expressive and good language and trying to help teachers improve their competence |
| 7 | The artistic approach to supervision requires the ability to interpret the meaning of an event that occurs that is done / the experience of the teacher and is able to appreciate the input of education/learning that they have given the teacher to students. | The artistic supervision model is carried out when observing and interpreting it with easy-to-understand sentences by recording narrative results on the application that has been developed. |
| 8 | The artistic approach to supervision accepts the fact that a supervisor with his strength, sensitivity, and experience is an important "instrument", through the educational situation he experiences and interprets its meaning. | The instrument used in the artistic supervision model is a supervisor using a tool in the form of an application that has been developed. |
| 9 | | Steps of the artistic supervision model are as follows: 1) Observation of learning by using the sensitivity, perceptivity, and knowledge of the supervisor, 2) Identify teacher problems, 3) Checking the results of supervision, 4) Delivery the results of supervision and helping teacher by mentoring. |

The step of the artistic supervision model from the results of this research and development is Steps of the artistic supervision model are as follows: 1) Observation of learning by using the sensitivity, perceptivity, and knowledge of the supervisor, 2) Identify teacher problems, 3) Checking the results of supervision, 4) Delivery the results of supervision and helping teacher by mentoring. The following is a picture of the 2 steps in the artistic supervision model.
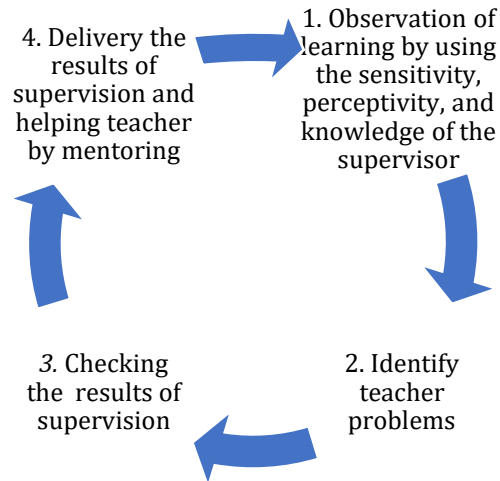


**FIGURE 2.** *Steps of artistic supervision model*

Figure 2 shows the steps of the artistic supervision model, namely: the first step, in the artistic supervision model, is observation of learning conducted by the teacher by using the sensitivity, perceptivity, and knowledge of the supervisor, the second step in the stage of the artistic supervision model is identify teacher problems through individual conversations, the third step is checking the teacher the results of supervision, step four Delivery the results of supervision and helping teacher by mentoring. The following is an explanation of the steps in the artistic supervision model of the development results:

1. Observation of learning by using the sensitivity, perceptivity, and knowledge of the supervisor

Class observation is observing the learning process carefully in class. The aim is to obtain objective data on aspects of the learning situation, the difficulties of the teacher in an effort to improve the learning process. Observation (*observing) is* done by observing all activities carried out by the teacher related to mastery of the pedagogic competency of teachers in the classroom. At the time of observation, the principal uses his sensitivity (sensitivity), his perceptions (understanding) and his knowledge to see all the events that the teacher is doing in the classroom.

2. Identify teacher problems

Exploring teacher problems is an activity carried out by supervisors to obtain information regarding the abilities and problems of teachers in mastering their competencies. The excavation of teacher problems is done by means of private conversations (Observational visitation). At the time of excavating the problem, the supervisor at the same time interprets everything that is felt, understood from all the events and records them in the application above.

3. Checking the results of supervision

Member check is the third stage in the implementation of the supervision of artistic model. Member check is an activity that asks the teacher to examine the results of observations written by the supervisor narratively to determine the truth of the content together. This activity is carried out after the supervisor has written down all the results of the observation from the learning activities and the results of exploring the teacher's problems through individual conversations.

In the supervision process, always convince the teacher that the supervisor is not finding teacher weaknesses, but wants to help the teacher to identify and fix lack the pedagogic competencies that the teacher has.

4. Delivery the results of supervision and helping teacher by mentoring

Helping teacher is an activity of providing assistance from supervisors to teachers to improve their competence. At this stage, the principal provides reinforcement for the performance carried out by the teacher with expressive and good language sometimes tends to influence the teacher to make changes. The principal helps to deal with the lack of the teacher's competency aspects which the teacher still felt lacked as a solution in improving the pedagogical competence of the teacher. The third stage carried out in this research and development was the results of designs that had been made validated (tested internally) by supervision experts. Figure 3 displays the results of validation tests from three supervision experts:

Based on Figure 3, it can be concluded that according to the first supervision expert the accuracy aspect gives an average score of 4.69, meaning the artistic supervision model developed has criteria right, while from the usability aspect it has an average value of 5 meaning it is very useful if this product is developed, while the feasibility aspect has an average value of 4.4 meaning it is feasible to use.

According to the second expert, giving the average value of the accuracy aspect gives an average score of 4.62, meaning that the artistic supervision model developed has the right criteria, while from the usability aspect it has an average value of 4.33 which means it is useful if the model book this artistic supervision is developed, while the feasibility aspect has an average value of 4.2 meaning it is feasible to use.
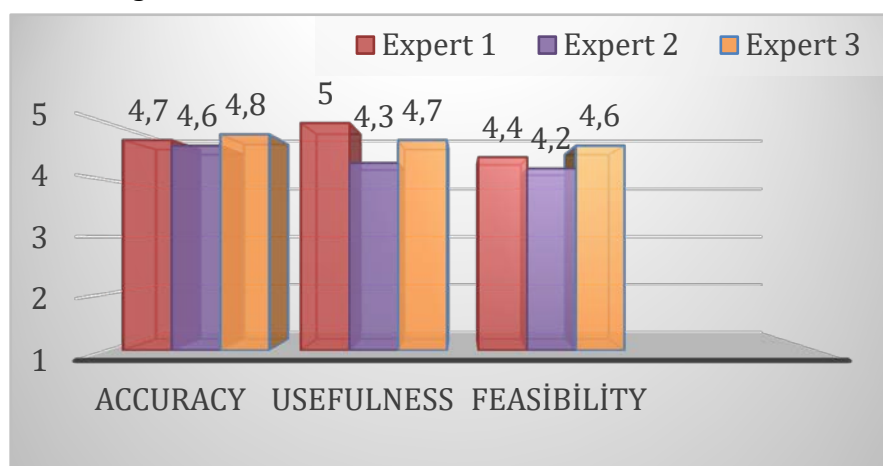


**FIGURE 3.** *Results of artistic supervision model expert validation*

Meanwhile, according to the third supervision expert, giving the average value of the accuracy aspect gives an average score of 4.77, meaning that the artistic supervision model developed has the right criteria, while from the usability aspect it has an average value of 4.67 meaning useful if this artistic supervision model book was developed, while the feasibility aspect had an average value of 4.6 meaning it was feasible to use.

The following are the results of the recapitulation of the average value of the expert validation of the artistic supervision model book in improving the pedagogical competence of elementary school teachers.

**Table 3** *Average value recapitulation expert validation of artistic supervision model*

| Aspects Assessment | of Expert Average Value | Criteria |
|---|---|---|
| Accuracy | 4.69 | Appropriate |
| Usefulness | 4.38 | Useful |
| Feasibility | 4.68 | Eligible |

Based on the recapitulation of Table 3 it is concluded that the average value recapitulation of expert validation of artistic supervision model from accuracy aspects assessment of 4.69 with appropriate criteria, usefulness aspects assessment of 4.38 with useful criteria, feasibility aspects assessment of 4.68 with eligible criteria. From the results of expert validation, it has a good average value of all aspects of the assessment criteria.

**How does the implementation of the artistic supervision model affect the improvement of pedagogical competence of elementary school teachers?**

The artistic supervision model of the results of research and development was then tested on a small scale to determine the effect of using the artistic supervision model on improving pedagogical competence of elementary school teachers. The next analysis was carried out on the results of the teacher's pedagogical competence before and after the supervision of the artistic model, the raw data from each subject from the teacher the results of the experiments were analyzed with the help of SPSS version 23 using a paired t-test. The difference in testing seen by pedagogic competencies mastered by the teacher can be seen from how the teacher recognizes the characteristics of students, masters learning theory and principles of learning, carries out curriculum development, implements learning activities that educate, understand and develop student potential, master communication with students, understand assessment and evaluation, reflection and classroom action research.

In small scale trials conducted in two schools. Each school was tested in three teachers, so this initial product was tested on six teachers.

The analysis was carried out on the results of the teacher's pedagogic competence before and after the supervision of the artistic model, the raw data from each subject from the test results were processed with the help of SPSS version 23. The analysis of the data used was t-test paired because it met the test requirements for normality and homogeneity. The following table 4 values the teacher's pedagogical competence before and after the supervision of the artistic model in the table below:

**Table 4.** *Results of small-scale tests on teachers before and after supervision of artistic models*

| No | Subject | Before | After |
|----|---------|--------|-------|
| 1 | AFD | 76.25 | 95 |
| 2 | KML | 71.25 | 89.375 |
| 3 | NHH | 73.125 | 93.125 |
| 4 | VTN | 74.375 | 91.875 |
| 5 | NIN | 73.75 | 94.375 |
| 6 | MYR | 76.875 | 96.25 |

From the results of the trials in Table 4 Before conducting the analysis, the requirements test was carried out in the form of a normality test and a homogeneity test. The following is an explanation of the requirements test and the results of the analysis carried out in this study:
1) Test Requirements Hypotheses

The requirements test is a test of the requirements of the analysis of the feasibility of the data to be analyzed using parametric statistical tests. In the analysis of parametric statistical data used in this study was to use one sample t-test and paired t-test. Analysis test used is a normality test and homogeneity test. In carrying out the normality test and homogeneity test, researchers used SPSS version 23. The following is an explanation of the results of the normality test and homogeneity test:
a) Normality Test

Normality test is a test conducted in order to assess the distribution of data in a data group or variable, whether the distribution of the data is normally distributed or not. The following Table 5 results of the normality test before and after using the artistic supervision model:

**Table 5.** *One-sample Kolmogorov-Smirnov test*

|  |  | Using the artistic supervision model | After using the artistic supervision model |
|---|---|---|---|
| N |  | 27 | 27 |
| normal parameters, b | Mean | 116.44 | 148.78 |
|  | Std. Deviation | 2,577 | 3,886 |
| Most Extreme Differences | Absolute | .125 | .144 |
|  | Positive | .125 | .144 |
|  | Negative -, | 098 -, | 091 |
| Test Statistic |  | .125 | .144 |

Based on Table 5 sig value> 0.005 before and after using the artistic supervision model with a value of 0.200> 0.005 and 0.160> 0.005 means that the data variant in this study is normally distributed.

b) Homogeneity Test Homogeneity

The test is a test conducted with the aim to assess the distribution of data in a group of data or variables, whether the distribution of data is homogeneous or not. The following are the results of the homogeneity test:

**Table 6** *Test of Homogeneity of Variances*

| Levene Statistics | df1 | df2 | Sig. |
|---|---|---|---|
| 9211 | 7 | 14 | .000 |

Based on Table 6 the value of Sig <0.005 with a value of 0,000 <0,005 means that the data variant in this study is homogeneous. With the fulfillment of the requirements of data analysis, the researcher continues by using the research hypothesis test using one sample t-test and a t-test based on the test. The following are the results of hypothesis testing on a small scale and on a large scale.

2) Analysis of Small-Scale Trials Small

Scale trials were carried out in two schools with a total of six teachers, researchers and principals working together to supervise artistic models. In this hypothesis test using two tests, namely one sample t-test to test descriptively before and after using the artistic supervision model and paired t-test to test whether there are any relief and influence of the artistic supervision model on improving pedagogical competence of teachers in two schools and on six Khadijah Elementary School teachers and 7. Muhammadiyah Elementary School. Surabaya. The following are the results of a hypothesis test on a small scale:

a) T-test-test one sample

T-test is used to test the descriptive hypothesis before using the artistic supervision model. The hypothesis tested in small-scale trials are:

$H_0$: The average value pedagogic competence of teachers before using artistic supervision models less than 75

$H_1$: The average value pedagogic competence of teachers before using artistic supervision models over 75.

To know the average value of the pedagogical competence of the teacher before using the artistic supervision model can be seen in Table 4.23:

**Table 7.** *One-sample statistics before using the artistic supervision model*

|     | N | Mean  | Std. Deviation | Std.Mean Error |
|-----|---|-------|----------------|----------------|
| Pre | 6 | 74.27 | 2,070          | .845           |

In Table 7 the average value of the pedagogic competence of the teacher before the artistic supervision model is carried out is 74.27 with the criteria of "Good Enough". The standard deviation is 2.070 which means that the appeasement between one teacher and another teacher is 2.070. The standard value of the mean error is 0.845 meaning the distribution of the sample average of the overall probability of the entire sample. The following are the results of one sample t-test before using the artistic supervision model:

**Table 8.** *One-sample test before using the artistic supervision model*

<table>
<tr><td colspan="7" align="center">Test Value = 75</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">t</td><td rowspan="2">df</td><td rowspan="2">Sig. (2-tailed)</td><td rowspan="2">Mean Difference</td><td colspan="2" align="center">95% Confidence Interval of the Difference</td></tr>
<tr><td>Lower</td><td>Upper</td></tr>
<tr><td>pre</td><td>-.863</td><td>5</td><td>.428</td><td>-.729</td><td>-2.90</td><td>1.44</td></tr>
</table>

Based on Table 8 the value of t count <t table with a value of 0.863 <2.015 and the Sig value> 0.005 with a value of 0.428> 0.005 thus $H_0$ is accepted and $H_1$ is rejected, meaning the average pedagogical competency of the teacher before using supervision of artistic models of less than 75.

To know the pedagogical competence of teachers after the model of artistic supervision is testing one sample t-test. This test is used to test the descriptive hypothesis after using the artistic supervision model. The hypothesis tested in this small-scale test is:

$H_0$: The value of the teacher's pedagogical competence after using artistic model supervision less than 75

$H_1$: The average value of the pedagogic competence of the teacher after using artistic supervision of more than 75.

To know the average value of the pedagogical competence of the teacher after using the artistic supervision model can be seen in Table 9:

**Table 9.** *One-sample statistics after using the artistic supervision model*

|      | N | Mean  | Std. Deviation | Std. Error Mean |
|------|---|-------|----------------|-----------------|
| post | 6 | 93.33 | 2,458          | 1,003           |

In Table 9 the average value of teacher pedagogical competencies is 93.33 with the criteria of "Good". The standard deviation is 2.458, which means that the difference between one teacher and another teacher is 2.458. The standard value of the mean error is 1.003, which means the distribution of the sample average from the overall probability of the entire sample. The following are the results of one sample t-test test:

**Table 10.** *One-sample test after using the artistic supervision model*

| | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|
| | | | | Mean Difference | Lower | Upper |
| | t | df | Sig. (2-tail) | | | |
| post | 18.270 | 5 | .000 | 18.333 | 15.75 | 20.91 |

Based on Table 10 the value of t count> t table with a value of 18.270> 2.015 and the Sig value <0.005 with a value of 0,000 <0.005 thus H$_o$ in rejected and H$_1$ accepted means the value of the pedagogical competence of the teacher before using supervision of artistic models more than 75.

After conducting large scale trials to the principals, researchers carried out tests on the teacher to supervise the artistic model in the improvement of pedagogical competence of teachers in Primary schools. This trial was done to 21 teachers, 3 teachers from each of the SDN (the state elementary school) Margorejo 1 Surabaya, SDN Sidosermo 1 Surabaya, SDN Margorejo III, Taquma Elementary School, Proclamation Elementary School, SDN Ngagelrejo III Surabaya, SDN Jagir 1 Surabaya. The following are the results of trials before and after the supervision of the artistic model in the table below:

**Table 11.** *Results of large-scale tests trial on teachers before and after supervision of artistic models*

| No | Subject | Before | After |
|---|---|---|---|
| 1 | PTR | 73.125 | 91.25 |
| 2 | SNI | 72.5 | 94.275 |
| 3 | MFH | 70.625 | 88.75 |
| 4 | SCI | 72.5 | 91.25 |
| 5 | MSK | 71.25 | 90.625 |
| 6 | TMH | 72.5 | 98.75 |
| 7 | ASI | 73.125 | 92.5 |
| 8 | ANS | 71.875 | 93.125 |
| 9 | ASC | 70.625 | 90.625 |
| 10 | ANY | 74.375 | 98.75 |
| 11 | LIH | 73, 75 | 92.5 |
| 12 | HPS | 73.125 | 91.25 |
| 13 | KRH | 72.5 | 93.125 |
| 14 | EST | 70 | 92.5 |
| 15 | SMD | 70.625 | 95.625 |
| 16 | BTI | 73.125 | 91.25 |
| 17 | NHY | 71.875 | 90.625 |
| 18 | NND | 73.75 | 92.5 |
| 19 | FTR | 71.875 | 95 |
| 20 | SDW | 73.75 | 97.5 |
| 21 | HLS | 73.75 | 95,625 |

The next analysis was carried out on the results of the teacher's pedagogical competence before and after the supervision of the artistic model, the data were analyzed with the help of SPSS version 23 by using one sample t-test and paired t-test because of the data normal and homogeneous distribution. The following is a hypothesis test to test the pedagogic competence of the teacher before and after supervision of the artistic supervision model on 21 elementary school teachers in Surabaya.

This test was used to analyze the descriptive statistics of teacher pedagogical competencies before and after the artistic supervision model was carried out. The following is the explanation of the results of the descriptive statistical test. One sample t-test was used to test the descriptive hypothesis before using the artistic supervision model. The hypothesis tested in a large-scale test with a total of 21 teachers is:

**Table 12.** *One-sample statistics of large-scale tests trial*

|  | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Using the artistic supervision models | 21 | 72.35 | 1,201 | .262 |

In Table 12 the average value of teachers' pedagogic competence is 72.35 with the criteria of "Good". The standard deviation is 1.201, which means the difference between one teacher and another teacher is 2.070. The standard value of the mean error is 0.262 meaning the distribution of the sample average of the overall probability of the entire sample.

**Table 13.** *One-sample test of large-scale tests trial*

|  | Test Value = 73 | | | | | |
|---|---|---|---|---|---|---|
|  |  |  | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
|  | t | df |  |  | Lower | Upper |
| Using the artistic supervision model | -1.988 | 20 | .061 | -0000 | -1.02 | .02 |

In Table 13 the Sig value is> 0.005 with a value of 0.061> 0.005 thus $H_o$ is accepted and $H_1$ rejected means the average value of pedagogical competence of teachers before using the supervision of artistic models of less than 73. The researchers use the value of completeness criteria lower than a small scale with a value of 73 on this large-scale hypothesis because at the school level it varies low, medium and very good. The following table 4.26 was resulted from one sample statistic:

**Table 14.** *One-sample statistics of large-scale tests*

|  | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| After using artistic supervision models | 21 | 92.98 | 2,444 | .533 |

In Table 14 the average value of teachers' pedagogic competence is 92.98 with the criteria of "Very Good". The standard deviation is 2.444, which means that the difference between one teacher and another teacher is 2.458. The standard value of the mean error is 0.533, which means the distribution of the sample average from the overall probability of the entire sample. The following are the results of one sample t-test test:

**Table 15.** *One-sample test of large-scale tests trial*

|  | Test Value = 73 | | | | | |
|---|---|---|---|---|---|---|
|  |  |  | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
|  | t | df |  |  | Lower | Upper |
| After using the artistic supervision model | 37.457 | 20 | .000 | 19.976 | 18.86 | 21.09 |

Based on Table 15 the value of t count> t table with a value of 37.457> 2.015 and Sig <0.005 with a value of 0.000 <0,005 thus $H_o$ is rejected and $H_1$ accepted means that the value of

the pedagogical competency average of the teacher before using the artistic model supervision is more than 73.

The results of the implementation of the artistic model supervision on 21 teachers in Surabaya Elementary School are obtained by the teacher's pedagogical competence before and after the treatment is as follows:

**Table 16.** *Paired samples statistics of large-scale tests trial*

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Using the model of artistic supervision | 72.35 | 21 | 1,201 | .262 |
| | After using a model of artistic supervision | 92.89 | 21 | 2,472 | .540 |

Based on Table 16 shows that the average value of pedagogical competence prior to supervising artistic model is 72.35 with the criteria of "Good", while after being treated by the teacher by supervising the artistic model the average value of the teacher's pedagogical competence is 92.89 meaning that it has the criteria of "Very Good". To see the relationship between before and after treatment can be seen in table 17:

**Table 17**. *Paired samples correlations of large-scale tests trial*

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | Using the model of supervision artistic and artistic supervision After using the model | 21 | .606 | .004 |

Based paired T-test results in Table 17, it was concluded that the correlation values pedagogic competence of teachers before and after the model of the artistic supervision is 0.606 with a significance of 0.004 means that the correlation between the two average pedagogic competencies before and after supervision of the artistic model are high/strong and significant. To see the differences before and after the supervision of the artistic model can be seen in the table below:

**Table 18.** *Paired samples test of large-scale tests trial*

| | | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Mean Error | 95%ConfidenceInterval of the Lower | Upper | t | df | Sig. (2-tails) |
| Pair 1 | Before Using the artistic supervision model - After using the artistic supervision model | -20,536 | 1,989 | .434 | -21,441 | -19,630 | -47,311 | 20 | .000 |

The t-count value in Table 18, t-count value> t table and Sig <0,005 with a value of 47,311 > 2,015 with Sig 0,000 <0.05 so it can be concluded that there are differences in the pedagogical competence of the teacher before and after the supervision of the artistic model. Thus, it can be stated that supervising the artistic model affects the increase in pedagogic competence of each of the 3 teachers from seven elementary schools in Surabaya namely SDN Margorejo 1 Surabaya, SDN Sidosermo 1 Surabaya, SDN Margorejo III Surabaya, Taquma Elementary School, Proclamation Elementary School, SDN Ngagelrejo III Surabaya, SDN Jagir 1 Surabaya Indonesia.

**DISCUSSION and CONCLUSION**

**How is the development of an artistic supervision model in improving the pedagogical competence of elementary school teachers?**

The definition of the artistic supervision model resulting from this development is a supervisory activity carried out by the supervisor starting from the beginning to the end by emphasizing sensitivity, perceptivity, and supervisor's knowledge in seeing all the events during observation in class and when exploring teacher problems, as well as appreciating the slightest thing the teacher does and then conveying the results of supervision with expressive and good language with the aim of helping teachers improve their competence.

The implementation of the artistic supervision model can work well and successfully if we carry out it properly.

Successful artistic supervision: 1) Promotes qualitative inquiry in the assessment and supervision of teachers, 2) Encourages and supports collegiality and equality between teachers and supervisors in practice of supervision, 3) Requires supervisors to be educational connoisseurs and employer a rich and vibrant vocabulary to describe what they observe, 4) require supervisors to be educated by practically interpreting their observations and encompassing definitions of teaching and learning, 5) require frequent observations in order to develop a temporal place in the classroom understanding of what is taking, 6) Encourages flexibility, creativity, ingenuity, and novelty in the learning process for students, teachers and supervisors (Eisner & Hanson, n.d.).

The success or success of artistic supervision is to encourage teacher assessment qualitatively as opposed to quantitative assessments that use standards to assess teachers, encourage and support collegial and equality between teachers and supervisors in conducting supervision, requiring supervisors who have expertise in education and are rich in language and words so that it can explain what is observed, requires a critical supervisor of education so that by practically interpreting observations through the application of appropriate theories, models, and concepts in teaching and learning, requires observation as often as possible in order to understand the learning that occurs in class, encourages flexibility, creativity, ingenuity and renewal in the learning process of students, teachers, and supervisors.

Enhanced pedagogic competence with this artistic supervision model includes the ability of the teacher to organize learning, understand students, to plan and implement learning, to evaluate learning outcomes, and to develop students to actualize their potential.

The difference in the definition of the artistic supervision model with Eisner and Hopkin & Moore's opinion is on the results of this research and development. 1) observations made are not only observations during classroom learning but also observations when principals/supervisors identify teacher problems, 2) delivery of supervision results conducted by the principal/supervisor to the teacher in an expressive and good manner, 3) the assistance provided by the principal/supervisor at that time after supervision (*on the spot).*

The characteristics of the artistic supervision model of the development results differ from the artistic supervision approach proposed by Eisner. The artistic supervision approach has eight characteristics, while the artistic supervision model of the development has nine characteristics. In the supervision of the artistic model, the supervisor makes a thorough observation. Observation of the teacher is also done carefully, thoroughly, and intact and repetitively and is not only fixated on the situation in the classroom but the results of observations when the supervisor explores the teacher's problems related to the pedagogical competence of the teacher who has not been mastered.

When observing supervisors also make interpretations of observations with easily understood sentences so that the meaning contained can be captured. The observations that have been written in the application, are given again to the teacher to check the truth of the results of the observation, this step is called member *check.*

Submission of supervision results to the teacher is made in writing that contains the pedagogical competence of the teacher by not verifying the teacher but as a reflection of the observations delivered expressively and well. After completing the supervision report, the

principal as the supervisor explains the pedagogic competencies that have not been mastered by the teacher with the aim of increasing their competence.

The success of the artistic supervision model must be accompanied by the active attitude of the teacher in responding to the implementation of the artistic model supervision, as well as when carrying out tasks, highlighting the characteristics of artistic nuances. The artistic supervision model will have great meaning if the opportunity to speak of the teacher and the principal is able to be balanced so that the teacher also has the same opportunity and flexibility in conveying the problems at hand. Supervisors must also have the ability to solve learning problems, both administratively and the ability of the teacher to manage the teaching and learning process / pedagogical competence of the teacher.

The step of the outline artistic supervision model is illustrated in the form of cycles and interplay between supervisors and teachers and vice versa. This step was developed based on Eisner's opinion "Artistically oriented supervision would recognize the style and try to help the teacher exploit by strengthening the positive directions already taken" (Sergiovanni, 1982). By making observations and exploring teacher problems, the principal as a supervisor will know the teacher's teaching style, and try to help the potential available to the teacher.

The steps of the artistic supervision model above refer to some of the characteristics of the artistic supervision approach put forward by Eisner. The first step refers to the definition of supervision and the following characteristics of the artistic supervision approach one and the fourth are quotations of the characteristics of artistic supervision:

> Artistic approach to supervision requires attention to the expressive character of events, not simply incidence or literal meaning" and the fourth characteristic    "artistic approach to supervision demand that attention is paid to the process of classroom life and that this process is observed over extended period of time can be placed in a temporal context (Sergiovanni, 1982).

The artistic supervision approach requires a supervisor's attention or expressive behavior to see all the events not only that which are visible but also hidden from each activity carried out by the teacher. The approach to artistic supervision requires attention to the learning process in the classroom, and this process is observed (observation) requires a long time to look carefully, and thoroughly to all the learning done by the teacher. From this characteristic, the step taken in the artistic model is to make observations.

The second step referring to the characteristics of the seventh artistic supervision approach, namely "artistic approach to supervision requires the ability to interpret the meaning of occurring events to those who experience them and to be able to appreciate their educational import"(Sergiovanni, 1982). The artistic approach to supervision requires the ability to interpret the meaning of an event that occurs / the experience of the teacher and is able to appreciate the input of education/learning that they have given.

In the third step refers to the fifth characteristic of the artistic namely "supervising approach, artistic approach to supervision, requiring that rapport be established between supervisors and those supervised so that dialogue and a sense of trust can be established between the two" (Sergiovanni, 1982). The artistic supervision approach requires a report that is determined between the supervisor and the supervised so that dialogue and the contents of the truth can be determined between the two.

While the final step of the artistic supervision model refers to the sixth characteristic, namely "artistic approach to supervision requires an ability to use language that exploits its potential to make the expressive character of what has been seen"(Sergiovanni, 1982). The approach to supervision requires the ability to use good language in order to be able to explore potential, which then expresses expressively the character of the people from the observations that have been made. The last step the researchers added was to provide assistance to teachers to improve teacher competency.

In this research and development carried out through a long process, to produce product models, product guides and supporting products produced have gone through stages. Starting from preliminary research to obtain information related to the supervision model that is always

carried out by schools, needs analysis, drafting models, model manuals, model supporting instruments, material books supporting the artistic supervision model in improving pedagogical competence of elementary school teachers, validating experts and experienced several revisions, conducting small-scale trials and finally conducting large-scale trials.

This long stage was carried out to produce good products and provide benefits for schools, especially principals and teachers. This artistic supervision model was developed based on the artistic supervision approach put forward by Eisner and the artistic supervision model proposed by Hopkin and Moore which in the previous reference has not found a clear picture of the model, and found only the characteristics of an artistic supervision approach, even Hoopkin, and Moore mentioned that the artistic supervision model cannot stand alone must be juxtaposed with other models. Based on various opinions and reviewing various literature, the researcher finally developed the step of the artistic supervision model in the steps of implementing the artistic supervision model. This found step refers to the characteristics of the artistic supervision approach proposed by Eisner.

At the step of the artistic supervision model consists of the steps, namely the first step, in the artistic supervision model, is observation of learning conducted by the teacher by using the sensitivity, perceptivity, and knowledge of the supervisor, the second step in the stage of the artistic supervision model is identify teacher problems through individual conversations, the third step is Checking the teacher for the results of supervision written by the supervisor (member checks), step four Delivery the results of supervision and providing assistance to Teachers (Helping Teacher).

The final product guidebook for the artistic supervision model in improving teacher pedagogical competencies is an innovative product to add insight to the school principal about the supervision model that emphasizes aspects of helping teachers rather than assessing teachers. This artistic supervision model can be used to improve teacher pedagogic competence.

In this supervision model, it has a weakness, because in supervising, a school principal/supervisor must make observations using sensitivity, perceptions, and knowledge, explore teacher problems, and record all observations and conversations when extracting information, the principal must have patience, patience, perseverance in carrying out, and always learning to increase his knowledge.

**How does the implementation of the artistic supervision model affect the improvement of pedagogical competence of elementary school teachers?**

The artistic supervision model of the results of research and development was then tested on a small scale to determine the effect of using the artistic supervision model on improving pedagogical competence of elementary school teachers. In small scale trials conducted in two schools, each school was tested involving three teachers, so this initial product was tested on six teachers. The first step was done by the researcher giving the teacher's pedagogical competence questionnaire before being given the supervision of the artistic model, the second step was to supervise the artistic model and the final step was to provide a questionnaire to see changes in the pedagogical competence of the teacher after being given the supervision of the artistic model.

The artistic supervision model is effective in improving the pedagogical competence of elementary school teachers in Surabaya in small scale trial, as evidenced by the average pedagogical competency before the artistic model is supervised under 75 with fairly good criteria, while after being treated by the teacher by supervising the artistic model the average pedagogical competence of teachers above 75 means having good criteria. The teacher's response to the implementation of the artistic supervision model that was tested on the teacher received a positive response because they felt comfortable when conducting supervision.

The percentage of pedagogic competence of all teachers before the artistic model supervision is 74.27% with good criteria, while after being treated by the teacher by supervising the artistic model, the percentage of pedagogical competence, all teachers is 93.33 % with very good criteria. The results of paired t-test showed that the implementation of the supervision of the artistic model in the teacher's had a significant effect.

In large-scale trials, the results of the paired T-test obtained, that is the value of the pedagogic competence of teachers before and after the artistic supervision model was 0.606 with a significance of 0.004 meaning that the correlation between the two pedagogic competencies before and after supervision of the artistic model was high/strong and significant.

Paired t-test test can be concluded that there are differences in teacher pedagogical competence before and after the supervision of artistic models. Thus, it can be stated that supervising the artistic model affects the increase in pedagogic competence of each of the 3 teachers from seven elementary schools in Surabaya namely SDN Margorejo 1 Surabaya, SDN Sidosermo 1 Surabaya, Margorejo III Surabaya, Taquma Elementary School, Proclamation Elementary School, SDN Ngagelrejo III Surabaya, SDN Jagir 1 Surabaya.

The results above are supported by another study entitled "the influence of supervision with an artistic approach to pedagogical competence of elementary school teachers" that the correlation between the artistic approach supervision variable and pedagogical competence of primary school teachers has a "strong correlation R square value of 0.399 meaning that the total influence of the artistic approach to the teacher's pedagogical competence is 39.9% (Nafiah, Bafadal, Supriyanto, & Arifin, 2019). Based on the results of the correlation above, the implementation of supervision with an artistic approach has a considerable influence on improving the pedagogical competence of elementary school teachers.

This is in line with Wahab's opinion which explains that artistic supervision has the advantage of improving teacher performance in planning and implementing learning, as well as improving the teacher's work ethic in the task discipline. But the success of the artistic supervision model must be accompanied by the active attitude of the teacher in responding to the implementation of artistic teaching supervision, as well as when carrying out tasks, highlighting the characteristics of artistic nuances, (Wahab, 2012). The results of the study show that the artistic supervision model has the advantage of improving teacher performance in planning, implementing and evaluating the pedagogic competence of the teacher.

This model can improve pedagogic competence because the implementation of artistic model supervision is done thoroughly to see what happens in the classroom. Artistic supervision, which is one of the contemporary supervision models that takes its place in literature recently, is based on the inspector's knowledge, skills, comprehension and sensitivity in assessment and inspector's competence in expressing the teacher, who is one of the basic elements of the teaching process concerning the emerging important details in the classroom environment (Kapusuzoglu & Dilekci, 2017:1193). Artistic supervision is a model of contemporary supervision that uses knowledge, perceptions, and knowledge in observing the learning process in the classroom.

The artistic supervision model with pedagogical competence has a strong relationship with that according to the research of nafiah & Chatib (2018) "the relationship between the implementation of artistic supervision with the improvement of teacher's pedagogical competence in Raden Patah Islamic Primary School and SDN Tropodo II, SDN Margorejo VI is high with a correlation value of 0.631 include in the high or correlated category.

Based on the large-scale test trial the results are an influence of the implementation of the artistic supervision model on improving pedagogic competence of elementary school teachers in Surabaya. This is in accordance with previous research, which states that "The form of improving the role of the teacher as a learning agent supervision of artistic models increases and exceeds the minimum score"(Pasaribu, Purba, & Matondang, 2017:41). The form of the role of the teacher as an agent of learning through the implementation of an artistic model in supervision as a learning agent increases and exceeds the minimum score that has been determined. The application of the artistic supervision model that results from the development of small- and large-scale trials shows a very strong influence. Thus, the artistic supervision model can improve the pedagogic competence of elementary school teachers in Surabaya, Indonesia. Teachers go through three stages of development, in the first stage, the focus is on themselves; in the second stage, the attention is on classroom management and the maintenance of discipline; it is only in the third stage that the teacher has enough confidence

in teaching that they can think about improvements in the students' achievement (Kozina, 2016).

The artistic supervision model resulting from this development has a very strong and significant influence on improving teacher pedagogic competence. The small-scale test and large-scale tests show that the implementation of the artistic supervision model has a very strong and significant correlation. This is because of the implementation of the artistic supervision model is done by trying to help teachers improve teacher competency. In the final step, the artistic supervision model of a supervisor delivers the results of supervision and provides assistance to the teacher to improve his competence.

The results of the study found that pedagogic competencies that have not been mastered by teachers are the ability to conduct classroom action research. The teacher should master classroom action research to improve his competence, according to Pesti, Gyori, & Kopp, (2018 ) The education community has recognized the powerful role of teachers as researchers, since the possibility of understanding the complexity of a school community is decidedly increased if practitioners have the skills and opportunities to initiate research activities within their environment

By doing the supervision model correctly it will be able to improve the pedagogic competence of the teacher. The disadvantage of this trial is that it is only carried out on a small scale with a total of six teachers in two schools and in large-scale trials conducted on 21 teachers in seven primary schools. The research has not been carried out on a very broad scale, and those who conducted the trial were still researchers who dominated while the principal only saw. The researcher conducted his own trial to find out the weaknesses of the products found so that they could improve.

The weakness of this artistic supervision model is a school principal / supervisor must make observations using sensitivity, perceptions and knowledge, explore teacher problems, and record all observations and conversations when extracting information, the principal must have patience, patience, perseverance in carrying out, and always learning to increase his knowledge.

Based on the conclusions outlined, the suggestions that can be given by the researcher are related to the results of the study entitled, among others: So that researchers conduct trials on the main field scale and operational field and disseminate the findings. Principals can use the artistic supervision model to improve the pedagogical competence of teachers because with the artistic supervision model the teacher is more comfortable than the scientific model. So that all teachers at both private and public schools can further improve pedagogical competencies, especially in understanding learning theory, developing assessment instruments and conducting classroom action research using the artistic supervision model of development.

There are three important recommendations that are recommended, namely: 1) advice for the needs of population use, this product can be used by principals and elementary school teachers; 2) suggestions for disseminating broader target products; 3) suggestions for further development needs. This suggestion is intended so that the products produced from the development of an artistic supervision model in improving teacher pedagogical competencies are more valuable for or the basis for further development.

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