

Effectiveness of Implementing the Artistic Supervision Model in Improving the Pedagogic Competence of Elementary School Teachers

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Abstract

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This study evaluates the effectiveness of the artistic supervision model in improving elementary school teachers' pedagogical competence. Using a quantitative approach with a one-group pretest-posttest experimental design, data were collected through observation sheets assessing teachers' teaching competence. The study involved 27 fourth-grade teachers from nine elementary schools in Surabaya, selected through saturated sampling. The study employed the N-gain test using SPSS version 26 to analyze improvements in pedagogical competence. Results showed an average N-gain score of 75.56, indicating a high level of improvement after implementing the artistic supervision model. These findings suggest that the model effectively enhances elementary teachers' pedagogical abilities. However, the study was limited to fourth-grade teachers in a small number of schools in Surabaya. Future research should expand its scope to various educational settings for a more comprehensive evaluation. Additionally, developing a web-based or Android application for supervision results could enhance efficiency in conducting artistic supervision.

Kata kunci:

Supervisi Artistik,
Kompetensi Pedagogik,
Guru SD

Abstrak. (Garamond 10 pt)

Penelitian ini mengevaluasi efektivitas model supervisi artistik dalam meningkatkan kompetensi pedagogik guru sekolah dasar. Menggunakan pendekatan kuantitatif dengan desain eksperimen one-group pretest-posttest, data dikumpulkan melalui lembar observasi yang menilai kompetensi mengajar guru. Penelitian ini melibatkan 27 guru kelas empat dari sembilan sekolah dasar di Surabaya, yang dipilih melalui sampling jenuh. Penelitian ini menggunakan uji N-gain menggunakan SPSS versi 26 untuk menganalisis peningkatan kompetensi pedagogik. Hasil penelitian menunjukkan skor N-gain rata-rata 75,56, yang menunjukkan tingkat peningkatan yang tinggi setelah menerapkan model supervisi artistik. Temuan ini menunjukkan bahwa model tersebut secara efektif meningkatkan kemampuan pedagogik guru sekolah dasar. Namun, penelitian ini terbatas pada guru kelas empat di sejumlah kecil sekolah di Surabaya. Penelitian di masa mendatang harus memperluas cakupannya ke berbagai lingkungan pendidikan untuk evaluasi yang lebih komprehensif. Selain itu, pengembangan aplikasi berbasis web atau Android untuk hasil supervisi dapat meningkatkan efisiensi dalam melakukan supervisi artistik.

INTRODUCTION

Basic education plays a strategic role in forming the foundation of students' character and competence. In this educational process, teachers are the key element that determines the quality of learning. Pedagogical competence refers to effectively organizing and guiding students' learning.

(Ananda, 2023; Murkatik et al., 2020; Retnowati, Murdiyani, Marsigit, et al., 2018). A teacher should be capable of establishing a supportive learning environment to ensure that the learning process is effective and of high quality. Teaching goes beyond merely delivering knowledge; it also involves sharing experiences and demonstrating meaningful interactions throughout the learning journey. (Murkatik et al., 2020). A teacher must have sufficient competence to create effective and quality learning. Learning is about conveying material and involves meaningful experiences and interactions. Thus, teachers need to continue to improve their abilities in designing learning that is interesting, relevant, and able to encourage active student participation. Teachers must always improve and develop their pedagogical competence.

The quality of a teacher can be measured by the extent to which the teacher has mastered pedagogical competence, an essential skill that every teacher must have. It is also a distinguishing factor that sets teachers apart from other professions. Further research states that professional and pedagogical competence impact teacher performance individually and collectively. (Murkatik et al., 2020). Pedagogical competence is a key determinant of teacher quality. Research supports the idea that pedagogical and professional competencies collectively impact teacher performance. This suggests that teacher training programs should prioritize both aspects to improve education quality. One approach that can be taken to support the continuous development of teacher abilities is through supervision activities. (Alam et al., 2016). The practice component of teaching supervision is crucial in examining the abilities needed to support each teacher's teaching quality. (Albuquerque et al., 2015) Thus, the quality of teaching and learning becomes an essential element in supporting the success of the educational process in various schools and institutions globally. In schools, supervision is understood as one of the main functions of leadership that focuses on improving teacher performance in the teaching and learning process.

However, various studies show that implementing school supervision is still not optimal. In many schools, it is moderate or sufficient. (Budi & Maisyaroh, 2016). In research on increasing pedagogical competence through supervision, such as research by (Rusdian et al., 2022), The supervision models utilized included conventional, artistic, scientific, and clinical models. The supervision process consists of three main stages: the planning stage, which involves socialization, explaining supervision indicators, and scheduling; the implementation stage, which covers pre-observation, observation, and post-observation activities; and the follow-up stage. Several challenges were identified in the supervision process, including the extensive managerial responsibilities of principals, teachers' lack of preparedness for teaching, a high degree of subjectivity among supervisory teachers, frequent changes in school leadership, limited facilities and infrastructure, and low teacher discipline.

Further research of (Sarfo & Cudjoe 2016) Stated that teachers believe they possess similar qualifications and expertise as their supervisors, leading to discomfort with the supervision process. Further research of (Nafiah, Bafadal, et al., 2019) It was found that the artistic supervision model developed in this study has a significant and strong impact on enhancing teachers' pedagogical competence. More research by (Rusdiana et al., 2020) Found several key aspects of the Bandung, West Java, Indonesia supervision process. First, the preparation of the supervisory program involves all supervisors and follows structured stages, including annual programs, semester programs, and academic supervision plans (RPA). Second, the implementation of supervision utilizes both individual and group techniques. Third, an evaluation is conducted after supervision to assess target achievement and inform further coaching programs. Lastly, feedback is provided verbally and in writing, including comments on learning observations and follow-up

plans. Teachers meeting the standards receive reinforcement and rewards, while those who have not met the standards are given guidance and opportunities for further training or professional development. More research by (Zante, 2023) I found that the supervision level and teaching style applied by faculty should change according to the number of repetitions and the difficulty of critical care procedural skills.

The novelty of this research compared to previous studies lies in testing the effectiveness of the artistic supervision model on pedagogical competence, which has not been examined before. Previous research on developing the artistic supervision model scale (ASMS) (Kapusuzoglu & Dilekci, 2017). Further research focused on the relationship between the artistic supervision approach and the pedagogic competence of elementary school teachers. (Nafiah & Chatib, 2018). More research on artistic supervision model development for improved pedagogic competence of Primary school teachers (Nafiah, Bafadal, et al., (2019) and the influence of the artistic supervision model on teachers' pedagogical competence (Nafiah, Supriyanto, et al., 2019), and the correlation between the artistic supervision model and teachers' pedagogical competence (Nafiah; Hartatik, 2020). More research improving teacher performance: an overview of supervisory behavior in artistic supervision (Marno et al., 2024). More research on transforming teacher professional competence through artistic model academic supervision in the Pidie district (Salminawati et al., 2024). However, no study has specifically tested the effectiveness of the artistic supervision model until now.

Implementing an artistic supervision model is necessary to overcome the gaps and improve the pedagogical competence of elementary school teachers. The model uses the supervisor's sensitivity, perceptiveness, and knowledge to supervise teachers so that the supervisor's supervision activities feel comfortable. (Glickman, 1981) Increasing teacher pedagogical competence supports the quality of learning and contributes to achieving national education goals. For this reason, ongoing coaching, training, and supervision efforts are needed to overcome the challenges in the field. The artistic supervision model is one model of supervision that can be used to improve the pedagogic competence of elementary school teachers.

Effective supervision involves activities that support, direct, and provide input to teachers regarding what should be done without only being oriented towards finding teacher errors in teaching. If carried out well and continuously, supervision activities have great potential to improve teacher pedagogical competence effectively. Based on the problems above, this research aims to test the effectiveness of using the artistic supervision model in improving the pedagogical competence of elementary school teachers.

METHOD

This research employs a quantitative approach, utilizing an experimental research type with a one-group pretest-posttest design. A pretest-posttest experimental design with a single group is used in the quantitative study. (Nuryanti, 2019). It also specifies that the study is experimental, meaning it involves some form of intervention of variables. This study was conducted in nine elementary schools, namely Khadijah Elementary School Surabaya, Muhammadiyah 7 Elementary School Surabaya, Margorejo 1 Public Elementary School Surabaya, Sidosermo 1 Public Elementary School Surabaya, Margorejo III Public Elementary School Surabaya, Taquma Elementary School Surabaya, Proklamasi Elementary School Surabaya, Ngagelrejo III Public Elementary School Surabaya, and Jagir 1 Public Elementary School Surabaya.

This study was conducted on 4th-grade elementary school teachers from Khadijah Elementary School Surabaya, Muhammadiyah 7 Elementary School Surabaya, Margorejo 1 Public Elementary School Surabaya, Sidosermo 1 Public Elementary School Surabaya, Margorejo III Public Elementary School Surabaya, Taquma Elementary School Surabaya, Proklamasi Elementary School Surabaya, Ngagelrejo III Public Elementary School Surabaya, and Jagir 1 Public Elementary School Surabaya. The total population is 27 elementary school teachers. (Okta Nadia & Desyandri, 2022) The study's samples consist of all 4th-grade elementary school teachers from nine schools in Surabaya.

Data was collected through observations using structured observation sheets to assess teachers' pedagogical competence. A checklist was used as the research instrument to record observations and ensure systematic consistency. This method measured teachers' pedagogical competence improvements after receiving artistic supervision. Eight indicators of pedagogical competence were observed.

The N-Gain test was conducted using SPSS version 26 to evaluate the artistic supervision model's effectiveness. This statistical method measures the improvement between pre-test and post-test results, showing the extent of change in teachers' pedagogical competence. The N-Gain test compares the observed improvement with the maximum possible change, providing a clear picture of the treatment's effectiveness. The formula for calculating N-Gain is as follows :

$$N - gain = \frac{Post - test\ score - Pre\ Test\ score}{Maximum\ score - pretest\ score}$$

The results of the N-gain calculation are then interpreted using the following classification. (Gardenia et al., 2019):

N-gain (g)	Classification
$g > 0,70$	high
$0,30 \leq g < 0,70$	medium
$g < 0,30$	low

After calculating the N-gain, the results must be interpreted to assess how much improvement occurred in the research subjects. Usually, the results of N-gain calculations are categorized into several classifications to provide an overview of the effectiveness of the treatment. The general classification for N-gain interpretation is as follows: 1) High N-gain ($0.7 \leq N\text{-gain} \leq 1$), the increase that occurs is very significant. This shows that the treatment provided (artistic supervision model) effectively improves teacher pedagogical competence. 2. Medium N-gain ($0.3 \leq N\text{-gain} < 0.7$) is quite good, although there is still room for improvement. The treatment has a positive influence but can still be improved to be more optimal and 3. Low N-gain ($0 \leq N\text{-gain} < 0.3$), the increase that occurs is relatively small or less significant. This shows that the treatment is ineffective in improving teachers' pedagogical competence or other factors needing further attention

RESULT AND DISCUSSION

Result

Implementation of the Artistic Supervision Model at Surabaya Elementary School

The artistic supervision model utilizes the supervisor's sensitivity, perception, and understanding to appreciate all aspects of the classroom during the supervision process. (Kapusuzoglu & Dilekci, 2017; Marno et al., 2024; Nafiah, Bafadal, et al., 2019; Pasaribu et al.,

2017; Wahab, 2012; Wahyono & Gojali, 2023). The artistic supervision model is applied to elementary school teachers, which researchers carried out by first supervising the artistic model on teachers. Artistic supervision is a comprehensive supervisory process conducted from start to finish, where supervisors emphasize sensitivity, perceptiveness, and expertise in assessing all aspects of classroom instruction. (Nafiah, Bafadal, et al., 2019).

This approach involves keenly observing teaching practices, identifying teachers' challenges, and valuing even the smallest contributions made by educators. The supervision results are then conveyed using expressive and constructive communication to support teachers in enhancing their professional competence. The researcher observed the teacher who taught, and then the researcher recorded all the learning activities carried out by the teacher. When observing teachers teaching, the researcher did not write down all the activities qualitatively in the application that the researcher had developed. The steps of the artistic supervision model implemented by the researcher in nine schools are presented in the image below

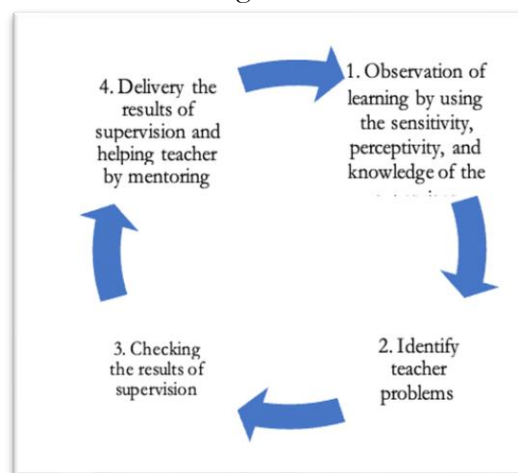


Figure 1. Steps of Artistic Supervision Model (Nafiah, Bafadal, et al., 2019)

Observation Stage Using the Supervisor's Sensitivity, Perceptiveness, and Knowledge
Classroom observation entails thoroughly assessing the teaching and learning process. Its primary objective is to collect objective data regarding different aspects of the learning environment, teachers' difficulties in refining their instructional methods, and their pedagogical proficiency. Throughout the observation, the school principal (acting as the supervisor) utilizes sensitivity, perceptiveness, and expertise to evaluate all activities carried out by the teacher in the classroom. The researcher developed a Microsoft Excel tool to record the observation results systematically to streamline the documentation process.

Exploring Teacher Problems and identifying teacher challenges is a crucial step carried out by supervisors to collect insights into teachers' competencies and the obstacles they face in mastering their skills. This process is conducted through one-on-one discussions known as Observational Visitation. According to Swearingen (Snae et al., 2016) Observational Visitation refers to individual conversations after a supervisor has completed a classroom visit or observation. During these discussions, the school principal (as the supervisor) leverages their sensitivity, perceptiveness, and knowledge to evaluate teachers' responses to the supervisor's inquiries. Throughout this process, the supervisor assesses teachers' emotions, comprehension, and reactions, documenting the findings within the supervision recording application.

Asking Teachers to Review Observation Notes (Member check): The member check process represents the third stage in implementing the artistic supervision model. This stage

involves asking teachers to review the observation findings documented by the supervisor in a narrative format, ensuring accuracy and mutual understanding. This activity is conducted after the supervisor has completed the full documentation process, including observations and the identification of teacher challenges through one-on-one discussions. Once the supervisor finalizes their notes, the school principal or supervisor can immediately print them.

Delivering Supervision Results and Providing Assistance to Teachers (Helping Teachers). Helping Teacher refers to the guidance and support provided by supervisors to help teachers enhance their competencies. At this stage, the school principal reinforces teachers' performance through expressive and constructive communication, often motivating them to improve their teaching methods. This phase also functions as a feedback session, where the school principal offers input by emphasizing the pedagogical skills teachers have successfully developed, acknowledging teachers' strengths, identifying challenges they face, suggesting solutions to address these challenges, and Outlining plans for ongoing professional development. Additionally, the school principal provides support in areas where teachers require further improvement, offering targeted solutions to strengthen their pedagogical competencies.

After the observations were made, the researcher met with the teacher to convey the supervision results carried out in good language, provided notes on everything the researcher saw while observing the teacher's teaching, and provided input for teacher improvement. All activities were carried out well using the researcher's sensitivity, researcher knowledge, and researcher perspective while serving as a teacher supervisor. During the observation before supervision, the researcher provides an assessment in the form of an observation sheet on the teacher's pedagogical competence. After supervising the artistic model, the researcher re-assessed the teacher's pedagogical competence using an observation sheet as a checklist.

The following results of art supervision on the pedagogical competence of elementary school teachers can be seen in Table 1.

Table 1. Results of Artistic Supervision to See the Pedagogical Competence of Elementary School Teachers

No	Name Initials	Artistic Supervision Results on Teachers' Pedagogical Competence
1	MF	The teacher masters effective communication with students, effectively manages learning, and conducts classroom action research (CAR) to improve instructional effectiveness.
2	SC	The teacher demonstrates strong classroom management skills and maintains clear, effective communication with students.
3	SS	The teacher demonstrates strong classroom management skills and maintains clear, effective communication with students.
4	MS	The teacher communicates effectively, encourages students to achieve competencies through habituation activities, and prepares lesson plans (RPP).
5	TU	The teacher demonstrates effective communication, encourages students to achieve competencies through group discussions, and provides rewards such as applause.
6	AS	The teacher demonstrates effective communication, encourages students to achieve competencies through group discussions, and provides rewards such as applause.
7	AW	The teacher understands student characteristics, masters instructional techniques, communicates effectively with students, conducts assessments and evaluations, and engages in classroom action research (CAR).

No	Name Initials	Artistic Supervision Results on Teachers' Pedagogical Competence
8	NH	The teacher understands student characteristics, masters instructional techniques, communicates effectively with students, conducts assessments and evaluations, and engages in classroom action research (CAR).
9	HS	The teacher understands student characteristics, masters instructional techniques, communicates effectively with students, conducts assessments and evaluations, and engages in classroom action research (CAR).
10	IH	The teacher understands student characteristics, masters instructional techniques, communicates effectively with students, conducts assessments and evaluations, and engages in classroom action research (CAR).
11	HP	The teacher understands student characteristics, masters instructional techniques, communicates effectively with students, conducts assessments and evaluations, and engages in classroom action research (CAR).
12	KH	The teacher understands student characteristics, masters instructional techniques, communicates effectively with students, conducts assessments and evaluations, and engages in classroom action research (CAR).
13	ES	The teacher understands student characteristics, masters instructional techniques, communicates effectively with students, conducts assessments and evaluations, and engages in classroom action research (CAR).
14	PE	1. The teacher effectively manages the classroom. 2. The teacher communicates effectively with students. 3. The teaching process aligns with the lesson plan (RPP) created by the teacher.
15	SN	The teacher communicates effectively with students and effectively manages learning.
16	MA	The teacher communicates effectively with students, manages learning, and conducts classroom action research (CAR) to improve instruction.
17	SM	The teacher demonstrates strong classroom management skills and maintains clear, effective communication with students.
18	SC	The teacher demonstrates strong classroom management skills and maintains clear, effective communication with students.
19	MY	The teacher communicates effectively, encourages students to achieve competencies through habituation activities, and prepares lesson plans (RPP).
20	TH	The teacher demonstrates effective communication, encourages students to achieve competencies through group discussions, and provides rewards such as applause.
21	AA	The teacher demonstrates effective communication, encourages students to achieve competencies through group discussions, and provides rewards such as applause.
22	AD	The teacher understands student characteristics, masters instructional techniques, communicates effectively with students, conducts assessments and evaluations, and engages in classroom action research (CAR).
23	SM	The teacher understands student characteristics, develops student potential, develops curriculum, and communicates effectively with students.
24	NO	The teacher understands student characteristics, develops student potential, develops curriculum, and communicates effectively with students.
25	AH	The teacher understands student characteristics, develops student potential, develops curriculum, and communicates effectively with students.
26	BA	The teacher understands student characteristics, develops student potential, develops curriculum, and communicates effectively with students.

No	Name Initials	Artistic Supervision Results on Teachers' Pedagogical Competence
27	FH	The teacher effectively communicates with students, develops curriculum, conducts assessments and evaluations, and masters learning theories and instructional principles.

The supervision results provide an insightful evaluation of teachers' pedagogical competencies, particularly in communication, classroom management, instructional design, and research-based teaching improvements. Communication is fundamental in engaging students, fostering a supportive learning environment, and enhancing comprehension. Similarly, classroom management is a crucial competency, ensuring an organized and conducive learning space. Teachers SC, SS, and SM are noted for excelling in this area, highlighting its importance in student engagement and discipline.

Integration of Action Research (CAR) for Instructional Development Several teachers, such as MF, MA, and AW, are recognized for conducting classroom action research (CAR). CAR is a reflective process that allows teachers to evaluate and improve their teaching methods. This indicates a commitment to continuous professional development and evidence-based teaching practices, ultimately benefiting student learning outcomes.

Understanding of Student Characteristics and Individualized Instruction A subset of teachers, including AW, NH, HS, IH, HP, KH, and ES, are noted for their strong understanding of student characteristics. This suggests focusing on differentiated instruction, where teachers adapt their methods based on students' needs, learning styles, and abilities. Such an approach is essential in diverse classrooms, promoting inclusive education and personalized learning experiences.

4. Use of Rewards and Student Motivation Strategies Teachers TU, AS, and TH incorporate student motivation techniques, such as group discussions and rewards (applause), into their teaching strategies. Motivational strategies help build students' confidence, increase participation, and foster a positive classroom atmosphere.

5. Mastery of Curriculum Development and Instructional Planning Teachers like SM, NN, AH, and BA are distinguished for effectively developing student potential and curriculum.

This suggests a proactive role in curriculum adaptation and instructional design, ensuring alignment with educational standards and learning objectives. Additionally, teachers MS and MY actively prepare lesson plans (RPP), which are essential for structured and goal-oriented teaching.

6. Assessment and Evaluation Practices The findings highlight the importance of student assessment and evaluation, with teachers AW, NH, HS, IH, HP, KH, and ES actively engaging in these processes. Effective assessment strategies help track student progress, identify learning gaps, and adjust teaching methodologies to improve learning outcomes. The artistic supervision results emphasize that effective communication, classroom management, student engagement, instructional research, and curriculum planning are critical components of pedagogical competence. Teachers who integrate reflective practices, action research, and student-centered learning approaches demonstrate higher effectiveness in teaching. However, greater emphasis is placed on innovative teaching methods, technology integration, and continuous professionalism to enhance teaching effectiveness further.

The Effectiveness of the Artistic Supervision Model in Improving the Pedagogical Competence of Elementary School Teachers

The analysis was carried out on the teachers' pedagogical competence results before and after artistic model supervision; raw data from each subject from the teacher was analyzed using SPSS version 26. Based on the data or diagrams provided, the pre-test results describe the initial condition of teachers' pedagogical competence before they are given treatment (artistic supervision model), which can be seen in Figure 1 below:

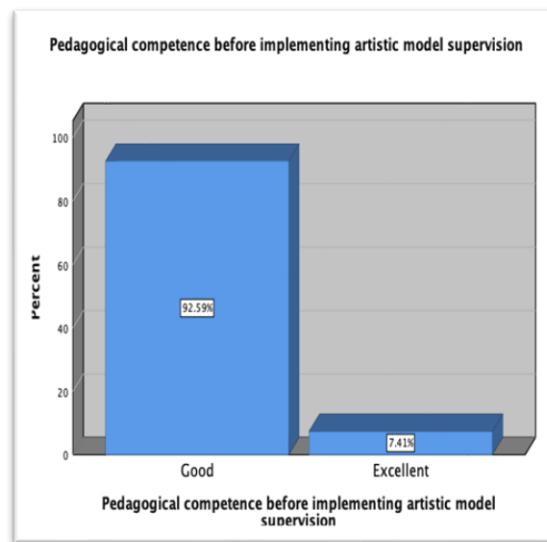


Figure 2. Pedagogical Competence Before Implementing the Artistic Supervision Model

Based on Figure 2, it can be concluded that teachers' pedagogical competence before implementing the artistic supervision model was 92.59% in the "Good" category while 7.4% was in the Very Good category. 92.59% in the "Good" Category: The majority of teachers (92.59%) have pedagogical competencies that fall into the "Good" category. This shows that most teachers already have basic skills in designing, implementing, and evaluating learning well. They may be quite competent in implementing effective teaching approaches. However, there is still room for improvement, especially in deeper aspects such as creativity in designing learning, managing classroom interactions, or more holistic learning evaluation.

A small proportion of teachers (7.4%) were in the "Very Good" category, indicating they had achieved a very good level of pedagogical competence. This means that they not only master the basics of pedagogy but can also carry out learning effectively and creatively and provide significant learning experiences for students. Meanwhile, the teacher's pedagogical competence after implementing the artistic supervision model can be seen in Figure 2 below.

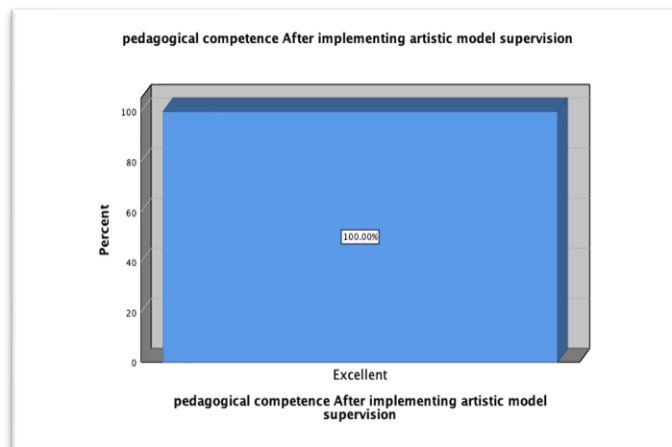


Figure 3. Pedagogical Competence After Implementing the Artistic Supervision Model

Based on Figure 3 above, it can be concluded that 100% of teachers have very good competence after implementing the artistic supervision model for teachers. The resulting artistic supervision model has proven to be very effective in increasing the pedagogical competence of elementary school teachers. Effectiveness test results Overall, the post-test showed very good achievement, where 100% of teachers reached the "Very Good" category. In this research, the ideal condition desired is to increase teacher pedagogical competence to reach a very good level. The results obtained, in which 100% of teachers achieved the "Excellent" category, indicate that this ideal condition has been achieved. Teachers are now better able to create effective, enjoyable, and relevant learning environments and are more active in reflecting on their learning practices. This indicates that the artistic supervision model can significantly improve teachers' pedagogical competence. A supervision approach based on creativity and collaboration has proven effective in improving elementary school teaching and learning quality.

The results of the N-Gain test to see the effectiveness of implementing the artistic supervision model in improving the pedagogic competence of elementary school teachers in Surabaya can be seen in the diagram below:

Table 2. Average N-Gain Score

Descriptions			
		Statistic	Std. Error
N- Gain Percent	Mean	75.5580	182.183
	95% Confidence Interval for Mean		
	Lower Bound	71.8132	
	Upper Bound	79.3028	
	5% Trimmed Mean	75.1573	
	Median	74.0741	
	Variance	8.9615	
	Std. Deviation	9.46651	
	Minimum	62.07.00	
	Maximum	96.30.00	
	Range	34.23.00	
	Interquartile Range	14.29	
	Skewness	.781	.448
	Kurtosis	.047	.872

Based on Table 1, the average N-Gain value of 75.56 (high level) indicates a significant increase in teacher pedagogical competence after implementing the artistic supervision model. The median value of 74.07, close to the average, suggests a symmetrical data distribution. A variance of 8.96 and a standard deviation of 9.47 show consistent teacher competency improvements with minimal score fluctuations. The minimum N-Gain value of 62.07 reflects a good improvement, while the maximum score of 96.30 highlights exceptional progress for some teachers. The range of 34.23 indicates a moderate difference between the lowest and highest improvements, but most teachers fall into the good to very good improvement category.

The interquartile range (IQR) of 14.29 suggests low variability in the middle 50% of scores, confirming consistent progress among most participants; a skewness of 0.781 shows that most teachers achieved high N-Gain scores, with a few scorings lower. The kurtosis value of 0.47 indicates a near-normal data distribution. Overall, the results demonstrate that the artistic supervision model effectively enhances teacher competence, with most teachers achieving consistent and high levels of improvement.

DISCUSSION

Implementation of the Artistic Supervision Model

Effective supervision should enable open dialogue, mutual understanding, and a shared commitment to improving teaching practices. The final step in the artistic supervision model is based on the sixth characteristic: "An artistic approach to supervision requires an ability to use language in a way that exploits its potential to make public the expressive character of what has been seen." This suggests that artistic supervision requires skillful communication to convey the insights gained from observation effectively. Supervisors must articulate their findings to highlight the expressive elements of teaching practices. Additionally, this final step involves providing constructive feedback and support to help teachers enhance their competencies.

The perception of artistic supervision in this approach aims to understand the learning process as a whole, including evaluating the unique qualities and characteristics of each part that makes up the process. To achieve this goal, a supervisor must be able to answer questions such as, "What makes this teacher special ?", "What are the aspects that add value to this teaching ?" and "How can I, as a supervisor, strengthen these aspects?" -that aspect?" (Kapusuzoglu & Dilekci, 2017) This approach is relevant in modern educational supervision because it recognizes each teacher has unique styles, strengths, and challenges. Artistic supervision encourages a collaborative relationship between supervisors and teachers, where teachers are evaluated and supported to develop professionally

Thus, the perception of artistic supervision provides a holistic and development-oriented framework for improving the quality of teaching in schools. Artistic supervision requires more attention to listening than speaking and focuses more on life processes in the classroom. (Rusdiman et al., 2022) This approach emphasizes in-depth observation of class dynamics, interactions between teachers and students, and the way learning takes place. By listening and observing, supervisors can understand the classroom's needs, challenges, and potential to provide relevant input and support teacher development. This shows that artistic supervision is oriented to the final result and the holistic learning process.

The success of supervision depends on a more constructive approach to be implemented by the principal. This aligns with the findings presented by (Hoque et al., 2020), Who stated that while supervision is intended to support teachers, its current implementation may not effectively foster positive outcomes, emphasizing the need for a more constructive and supportive approach to teacher supervision. The success of the artistic supervision model must be supported by the teacher's active attitude in responding to the implementation of the artistic model of supervision and when carrying out tasks that highlight the characteristics of artistic nuances. (Nafiah, Bafadal, et al., 2019). The success of the artistic supervision model is highly dependent on the teacher's active involvement in the implementation process. This active attitude reflects the teacher's readiness to receive direction, reflect, and implement input from the supervisor. Teachers who are responsive to artistic supervision tend to more easily understand the purpose of this approach, namely, creating learning that is not only effective but also creative and innovative.

Apart from that, the success of artistic supervision also lies in how teachers can highlight artistic characteristics in their tasks, such as designing learning that is interesting, interactive, and relevant to students' needs. This shows that artistic supervision does not only focus on technical aspects but also aesthetic and creative elements in the learning process. If teachers are passive or less open to the supervision process, then the potential benefits of this model cannot be maximized. Therefore, synergy between supervisors who guide with a collaborative approach and teachers who are enthusiastic about adopting artistic nuances is the key to successfully implementing this supervision model. The result is increased teacher pedagogical competence and a more meaningful and enjoyable student learning experience

The Effectiveness of the Artistic Supervision Model in Improving the Pedagogical Competence of Elementary School Teachers

Previous studies corroborate the artistic supervision model's effectiveness in enhancing teacher competence. For instance, research by Nafiah et al. demonstrated that this model has a very strong and significant influence on improving teachers' pedagogic competence. Similarly, a study by Nafiah and Chatib found that the artistic supervision approach positively impacts teachers' performance in lesson planning, implementation, and evaluation. The next study was also conducted by (Salminawati et al., 2024), Who stated that the artistic model of academic supervision effectively improved teachers' professional competence. Salmiwati's findings indicate that artistic supervision enhances teaching skills and creativity in instructional methods and promotes the integration of artistic elements into the learning process. This approach strengthens teachers' ability to adapt to diverse student learning styles, fostering a more dynamic and engaging classroom environment. Moreover, the artistic supervision model encourages innovation in teaching, prompting educators to develop more interactive and engaging instructional strategies. As a result, student participation and learning outcomes improve significantly. Integrating artistic elements in education allows students to express themselves creatively and develop a deeper understanding of academic concepts. This holistic learning experience enriches their educational journey, making lessons more meaningful and impactful.

Another study (Marno et al., 2024) Also found that artistic supervision is vital in enhancing teacher performance. The research emphasizes that effective implementation of artistic supervision requires well-defined steps and structured models to maximize its impact. Marno's study highlights that artistic supervision is a strategy for evaluating teachers and a developmental tool that helps educators refine their teaching practices. Following systematic supervision models,

teachers receive constructive feedback, guidance, and support, leading to improved instructional quality and professional growth. Another study on the artistic supervision model was conducted by Irvan Fuadi et al.. The collaborative and empathetic nature of PAI (Islamic Education) teachers in the Wadaslintang sub-district influenced supervisors to adopt the artistic supervision model. This approach aligns with the teachers' cooperative and supportive behaviors, fostering a more effective and meaningful supervision process. According to the artistic supervision approach, supervisors possess pedagogical knowledge and firsthand teaching experience, enabling them to interpret and enhance the ongoing learning process without disrupting its core principles. This model ensures that supervision is not merely evaluative but also supportive, helping teachers reflect on and improve their instructional strategies in a way that respects their professional autonomy.

Further research also supports the effectiveness of artistic supervision, as evidenced by the study conducted by (Ramadina, 2021). I found that supervision can be conducted individually or in groups, depending on the context and needs of the teachers. Ramhadina emphasizes that effective supervision should prioritize a human-centered approach, fostering mutual respect and collaboration between supervisors and teachers. By implementing constructive follow-up measures, artistic supervision helps reinforce the goals of Islamic education supervision, ensuring that teachers receive the necessary support and guidance to enhance their instructional practices.

Improving the effectiveness of teaching practice requires a more distributed approach, adaptability in supervision, and innovative and flexible supervision strategies (Banda et al., 2024). This statement emphasizes the need for a shift in the traditional supervision model to enhance the effectiveness of teaching practice. A distributed approach suggests that supervision should involve multiple stakeholders, including mentors, peers, and specialists, rather than relying solely on a single supervisor. Adaptability in supervision highlights supervisors' need to adjust their methods according to various circumstances, such as technological advancements, diverse classroom environments, and unforeseen challenges like pandemics or natural disasters. Furthermore, innovative and flexible strategies indicate that traditional, rigid supervision methods may be ineffective. Instead, incorporating digital tools, real-time feedback mechanisms, and hybrid supervision models can improve the overall quality of teaching practice.

Most researchers and educators agree that instructional supervision plays a crucial role in enhancing student learning by fostering improvements in teaching. Therefore, school principals' implementation of instructional supervision is essential for teaching development and student progress. (Deniz & Erdener, 2020). The statement underscores the widely accepted belief that instructional supervision directly contributes to student learning by improving teaching quality. While school principals play a vital role in this process, the effectiveness of supervision depends on how it is implemented, perceived, and integrated into the school culture. A strategic, supportive, and collaborative approach is essential to ensure that supervision serves as a means for teacher development and student success rather than merely an evaluative process.

Enhancing teachers' roles as learning facilitators can be achieved through applying academic supervision using an artistic model, which leads to an increase in their performance scores surpassing the predetermined minimum standard (Pasaribu et al., 2017). This condition reflects that although the pedagogical competence of most teachers is adequate, further improvement is still needed to achieve optimal learning outcomes and support overall educational goals. One way that can be used to improve this competency is through the application of an artistic supervision model. This model can help teachers develop their role as more innovative and reflective learning agents. Implementing artistic model-based academic supervision can increase the score of the

teacher's role as a learning agent and even exceed the minimum score set. Thus, implementing the artistic supervision model has great potential to change the pedagogical competence of teachers in the "Good" category to "Very Good" so that they can support learning that is more effective, creative, and centered on student needs.

A significant increase in pedagogical competence and teacher performance after participating in a program designed to improve their abilities (Yusnita et al., 2018). This shows that planned and targeted interventions, such as training or supervision, positively impact teachers' ability to manage learning. In particular, this program contributes to increasing teachers' abilities to design, implement, and evaluate learning more effectively. By increasing pedagogical competence, teachers can create more meaningful and relevant learning experiences for students. This effect is not only limited to pedagogical competence but also affects the overall performance of teachers in schools. With better pedagogical competence, teachers are better prepared to face learning challenges, manage the classroom efficiently, and contribute to achieving educational goals. These results reinforce the importance of continuous competency improvement programs to support teacher professional development and improve school education.

Artistic supervision improves school performance, especially in planning, implementing, and evaluating learning. In this context, artistic supervision not only focuses on the technical aspects of teaching but also pays attention to creativity and interpersonal dynamics in the learning process. This model encourages collaboration between supervisors and teachers, creating a more open and in-depth environment for improving pedagogical competence.

CONCLUSION

The research findings from nine elementary schools in Surabaya indicate that the artistic supervision model is highly effective in improving the pedagogical competence of elementary school teachers, as reflected by a high N-Gain value. The consistent improvements among teachers, shown by low variance and standard deviation, confirm the model's reliability. A right-skewed distribution indicates that most teachers achieved significant competency increases, demonstrating the program's success in benefiting the majority.

Implications of the Research are: 1) The artistic supervision model should be widely implemented in schools to improve teachers' pedagogical competence. Its proven effectiveness provides a strong basis for integration into regular supervision practices; 2) Efforts should be made to ensure that all teachers benefit equally from the supervision model. Tailored support and adaptations may be needed to address variations in individual teacher progress ; 3) educational policymakers should consider incorporating the artistic supervision model into teacher development programs and training initiatives to standardize its use across schools; 4) The artistic supervision approach can serve as a reference point for designing or improving other supervision models in various educational settings, promoting creative and collaborative methods to enhance teaching quality; 5) the model should undergo periodic evaluations and refinements based on teacher feedback and performance data to maintain its effectiveness and address evolving educational challenges; 6) schools and educational authorities should provide resources, training, and ongoing guidance to help principals and supervisors implement this model effectively and sustainably.

This study's limitation is that it was conducted only on 4th-grade teachers across nine elementary schools in Surabaya. This restriction means the findings may not fully represent teachers from other grade levels or different school contexts. Future research could expand the

scope by including teachers from various grade levels and a broader range of schools to gain a more comprehensive understanding of the effectiveness of the artistic supervision model. The findings suggest expanding the implementation of the artistic supervision model to a larger scale, allowing for a more comprehensive evaluation of its effectiveness and applicability across diverse educational environments. Developing a digital application for supervision results using a web-based platform or an Android application would facilitate supervisors' more efficient artistic supervision.

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