

Supervision of Physical Education teacher competence: A contextual approach to planning, objectives, instruments, and scheduling

Shutan Arie Shandi¹, Setya Rahayu^{1*}, Sulaiman¹, Mugiyo Hartono¹, Heny Setyawati¹,
Muhamad Ichsan Sabillah²

¹ Universitas Negeri Semarang, Indonesia.

² Universitas Negeri Yogyakarta, Indonesia.

* Correspondence: Setya Rahayu; setyarahayu@mail.unnes.ac.id

ABSTRACT

This study explored the supervision of Physical Education (PE) teacher competence through a contextual approach using the CIPP model (Context, Input, Process, and Product). It also examined the implementation of supervision carried out by school principals at several junior high schools in Bima City, with a focus on planning, program objectives, the instruments used, and the schedule for conducting supervision. Through interviews with PE teachers at several junior high schools, it was found that the supervision planning was done collaboratively, program objectives were aligned with the school's vision, supervision instruments had undergone significant development, and the supervision schedule was designed with flexibility and teachers' needs in mind. The research results showed that a systematic approach to supervision not only improves teacher competence but also enhances the quality of education at the school. The contextual approach was applied to ensure that the supervision program aligns with the field's needs and situation, thereby achieving optimal results. The findings of this study are expected to contribute to the development of more effective supervision practices, tailored to improve PE teachers' competencies at various levels of education.

KEYWORDS

CIPP; Learning; Evaluation; Physical Education Learning

1. INTRODUCTION

Physical Education (PE) is an integral part of all education, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, a healthy lifestyle, and awareness of a clean environment through physical activities that are systematically planned to achieve the national education goals (Setyadi et al., 2021). Teachers are a key variable in determining the effectiveness of a school in achieving its goals. The learning conducted by teachers involves the transfer of diverse information, as teachers are the main actors in the educational and learning processes at school. Therefore, teachers play a vital role in the advancement of education (Priyasmimana et al., 2022). Teachers are a key component of educational resources in schools, playing the role of implementing learning activities in the classroom. As learning agents, teachers play a strategic role in determining the success of improving the quality of education, and therefore, teachers must possess strong competencies in carrying out their duties (Kasa et al., 2020). Teacher competence, which encompasses a combination of knowledge, skills, values, and attitudes, is an essential foundation that a professional educator must possess in order to achieve learning objectives (Arifai et al., 2023).

Professional qualifications/certification are expected to be correlated with teachers' professional competence (Yanık, 2020). The competence displayed by teachers in carrying out their professional duties reflects their way of thinking and acting as professionals (Amalia & Saraswati, 2018). To support teacher professionalism, the government has implemented the Teacher Competency Test (UKG) as an important step to identify and measure teacher competence. However, the results of the UKG show that the average teacher competence in Bima City, particularly at the junior high school level, still does not meet national or provincial standards. Data from the Regional Education Balance Sheet indicates that the average UKG score in Bima City is 50.99, lower than the average for the province of West Nusa Tenggara (52.38) and the national average (56.69). Teacher competence is the ability to design and lead a classroom (Barber et al., 2022). "One important effort in improving teacher competence is through the implementation of educational supervision. Educational supervision plays a key role in mentoring and supporting teachers to enhance the quality of learning in the classroom (Rusdiyani & Kholidah, 2023). Based on research, competency-based supervision has been proven to improve the quality of teaching and teacher performance (Saparudin, 2021; Syamsuddin, 2019).

Learning management is equally important for the development of teaching activities, the stable operation of teaching systems, the continuous improvement of teachers' teaching skills, and the

ongoing enhancement of teacher quality (Rizal et al., 2023; Yan, 2024). Thus, educational supervision functions as a service designed to provide support, motivation, and guidance to teachers. In this context, professional development through teacher training can be a key factor contributing to the successful implementation of the curriculum (Khalid & Sheikh, 2024). Through supervision, teachers are encouraged to develop and improve their abilities and skills in carrying out their teaching duties. The goal is to ensure that teachers can continue to grow professionally, so that the overall quality of the teaching and learning process in the school can be enhanced (Lisliana et al., 2020). Supervision is carried out by applying the principles of school culture, which include openness, collaboration, empowerment, cooperation, democracy, and religious values. Based on the observation of the supervision practice by the principal and supervisor in Bima City, it can be concluded that the supervision practice is still classified as suboptimal. Preliminary studies show that of the 27 Physical Education (PJ) teachers in junior high schools (SMP) in Bima City, supervision is more focused on teacher administration, with varying intensity and duration. Based on the data obtained, 100% of schools carry out learning supervision. However, in terms of the components most frequently supervised by school principals, 63% focused more on administration, followed by learning implementation at 29%, and learning evaluation at 7.4%. Meanwhile, supervisors focus more on supervision, with a percentage of 77.8%, followed by learning implementation (14.8%) and learning evaluation (7.8%). The frequency of supervision during one semester showed that 51.9% of schools supervised twice, while 47.7% of schools supervised only once, and 3.7% of schools supervised three times. This supervision is more often carried out at the beginning of the semester (51.9%), with at least at the end of the semester (0%).

The supervision practices carried out by school principals and supervisors are more focused on teacher administration. There is an uneven frequency of supervision, with some teachers receiving supervision twice, while others only once during a semester. Additionally, the timing of the supervision is not consistent, as some teachers are supervised at the beginning of the semester, while others are supervised in the middle. The data indicates that the supervision practices carried out by school principals and supervisors have not reached an optimal level, as they are still uneven and not comprehensively focused. The effectiveness of supervision heavily depends on the role of the supervisor, who should not only monitor but also provide guidance, feedback, and continuous support. A supervisor must have a deep understanding of the needs and challenges faced by teachers, as well as the ability to identify areas requiring improvement. The effective role played by the

supervisor can help teachers continue to develop their professional skills, which ultimately contributes to the improvement of teaching quality in the school (Altun & Yengin Sarkaya, 2020).

To ensure the effectiveness of supervision in improving teacher competence, supervision evaluations need to be conducted regularly (Khalid & Sheikh, 2024; Khun-Inkeeree et al., 2020). The effort to assess the supervision of PE teacher competence in this study uses the CIPP model, which has four distinct dimensions: context evaluation, input evaluation, process evaluation, and product evaluation. Context evaluation relates to the assessment of needs, issues, and opportunities within a defined environment. Input evaluation is used to assess competitive strategies, work plans, and budgets for the chosen strategies to implement a program or project. Process evaluation is used to monitor and assess the activities carried out during the implementation of the program (Ratnaya et al., 2021). The purpose of this evaluation model is to assess the extent to which supervision contributes to the development of teachers' skills, knowledge, and teaching practices, so that it can provide concrete solutions for continuous improvement (Adellia & Prajawinanti, 2021). The implementation and evaluation of effective educational supervision is a key factor in improving teacher competence, which will ultimately have a positive impact on the overall quality of education (Yuliana et al., 2023).

Efforts to improve and enhance the quality of the teaching and learning process carried out by teachers, school principals, and supervisors are done through supervision activities. These activities include providing services, assistance, guidance, and motivation to teachers in carrying out their duties, so that any issues that arise during the learning process can be addressed (Lohmann et al., 2021; Simpson, 2021). Evaluation of the implementation of supervision is necessary to measure its impact on the development of teachers' skills, knowledge, and teaching practices. This evaluation aims to assess the extent to which supervision contributes to improving teacher competence, such as in classroom management, the application of effective teaching strategies, and interaction with students. Additionally, the evaluation also considers changes in the teaching approaches adopted by teachers, as well as how they utilize feedback and guidance from the supervision process to enhance their ability to deliver the subject matter. Through these changes, the supervision evaluation provides a clear picture of the effectiveness of supervision in supporting teacher competence development and its impact on teaching quality.

The evaluation of teaching supervision is the process of assessing the implementation of supervision to determine its effectiveness and progress in achieving the established supervision goals. In the evaluation of the teaching supervision program for improving instruction, it involves

identifying the changes that occur over a specific period, as well as the changes expected from all personnel involved in the supervision, including the school principal (supervisor), teachers, and students (Wahib, 2021).

The CIPP evaluation model is highly relevant to supervision and the development of teacher competence in the context of education (Adellia & Prajawananti, 2021). In supervision practice, this model allows for a comprehensive evaluation of the learning environment (Context Evaluation), teaching plans and the necessary resources (Input Evaluation), the implementation of plans during the teaching process (Process Evaluation), and its impact on teaching quality and student learning outcomes (Product Evaluation). This enables more focused and evidence-based supervision, while also providing concrete solutions for continuous improvement. This study aims to ensure that the context of teacher competence development with this model can provide a comprehensive framework for evaluating development plans, implementation, and their impact on teachers' skills and knowledge, thereby ensuring targeted and measurable development in line with the ever-evolving educational needs. Based on the purpose of this study, the hypothesis proposed is that competency-based supervision carried out by school principals and supervisors can improve the competence of Physical Education teachers at Bima City Junior High School. In addition, the evaluation of supervision using the CIPP model is expected to provide a clear picture of the influence of supervision on improving teacher competence in aspects of teaching skills, classroom management, and interaction with students.

2. METHODS

2.1. Participants

This study involved the parties engaged in the competency supervision program for junior high school Physical Education (PJ) teachers in Bima City. The research subjects consisted of PJ teachers involved in the supervision program, school principals or education supervisors who are responsible for carrying out supervision, and students as beneficiaries of improving the competence of PJ teachers and their impact on teaching quality. They provided insight into the context, inputs, processes, and products of the supervision program being evaluated.

2.2. Procedures and Instruments

This study used a qualitative research design with a case study approach. The research procedure begins with the preparation stage, namely the development of research instruments such as

interview guides, observation protocols, and checklists, as well as field preparations such as research permits and scheduling interviews and observations. The data collection stage involves in-depth interview techniques with teachers, principals, and education supervisors to explore information regarding the context, inputs, processes, and outcomes of supervision. In addition, direct observation is carried out to assess the implementation of supervision in the field, including the methods and instruments used. Related documentation, such as supervision schedules, planning documents, and supervision instruments, are also collected to provide a further overview of the planning and implementation stages of supervision. After the data was collected, data analysis was carried out using descriptive analysis to describe the results of interviews, observations, and documentation. The CIPP (Context, Input, Process, and Product) model is used to evaluate supervision programs based on four main aspects: context, input, process, and product. This evaluation helps to explore the relevance of the supervision program to the competency needs of PJ teachers and school conditions (context), resources and instruments used in supervision (input), the implementation of supervision in the field and conformity with the initial plan (process), as well as the results of supervision in the form of improving the competence of PJ teachers and their impact on the quality of teaching (product). For more details, please see the table below:

Table 1. Dimensions of the CIPP Model

Model	Purpose	Method
Context	Assess the relevance of supervision to the PE teacher competence needs and the school environment conditions.	Interviews with teachers and school principals, Needs assessment
Input	Assess resources, planning, and instruments used in supervision.	Program input checklist (supervision instruments, schedule, training).
Process	Assess how supervision is carried out, whether it aligns with the plan, and the contextual approach methods applied.	Observation of the supervision process.
Product	Assess the outcomes of the supervision program, specifically the improvement of PE teacher competence and its impact on teaching quality.	Teacher performance assessment before and after supervision

The data obtained will then be used for descriptive analysis to describe the results of the interviews, observations, and documentation. CIPP analysis was used to evaluate the supervision program in terms of context, input, process, and product. The research procedure begins with: (1) preparation phase: developing instruments and field preparation, (2) data collection: interviews,

observations, and questionnaire completion, (3) data analysis: categorizing data according to the CIPP model, and (4) reporting results: preparing a research report based on the CIPP evaluation.

2.3. Data Analysis

In this study, quantitative statistical methods are not used because the approach taken is qualitative. The analysis was carried out descriptively to categorize and summarize the data obtained from interviews, observations, and documentation. The CIPP model was used to compile data into four main categories, which were then analyzed to provide a comprehensive picture of the effectiveness of the supervision program.

3. RESULTS

The results of the interviews in this study are divided into four sections based on the CIPP model. The interview results with the school principals and teachers are as follows:

3.1. Context

The results of the research interviews in the context stage aim to understand how PE teacher supervision is carried out in Bima City, with the informants being PE teachers, school principals, and junior high school teachers in Bima City:

1. **Question 1: How do you assess the role of supervision in helping you improve your competence as a PE teacher?**

Answer: In my opinion, supervision is very helpful in providing feedback, but sometimes it is not specific to PE subjects. I hope there will be more focus on practical aspects.

2. **Question 2: What type of supervision do you think is most helpful in improving professional competence?**

Answer: I believe supervision that is based on practical experience in the field is more beneficial. In addition, direct observation while teaching and case-based evaluations are very helpful.

3. **Question 3: Has the supervision provided so far been aligned with the teaching needs of PE in this school? Why?**

Answer: Most of the supervision is still general and not specific to PE. Meanwhile, we need more guidance that focuses on student management outside the classroom or on sports teaching.

4. **Question 4: Are there any challenges or barriers you face in receiving supervision in this school environment?**

Answer: Sometimes the supervision schedule does not align with our teaching schedule, and supervision is often done theoretically, without observing the real conditions in the field.

5. **Question 5: How does the school environment (facilities, students, management support) affect the effectiveness of supervision in developing your competence?**

Answer: The facilities in our school do not fully support PE activities. For example, the inadequate sports field makes it difficult for us to apply the theories given in supervision.

6. **Question 6: What are your hopes for future supervision to help you improve your competence in line with the development of the times?**

Answer: I hope that supervision will be more focused on technology in PE teaching, such as the use of apps or software that can help students and teachers interact more effectively.

7. **Question 7: How do you think supervision can be adapted to the school environment and the challenges in the field?**

Answer: Supervision should be more flexible and adaptive to the conditions on the ground. Supervision that collaborates with other teachers to find solutions suited to the school's facilities would be very helpful.

3.2. Input

Table 2 presents an evaluation of the Input component of a supervision program based on the CIPP model, highlighting the availability of essential resources, planning, instruments, training, and evaluation mechanisms.

Table 2. Input component assessment of supervision program (CIPP Model)

Indicator	Sub-Indicator	Item	Available	Not Available
Supervision Resources	Supervision Personnel: Is there enough competent personnel to carry out the supervision?	Sufficient number of supervisors Relevant competencies and qualifications of supervisors Certification or additional training (if required)	√ √ √	
	Facilities and Infrastructure: Do the facilities used support the supervision process?	Adequate supervision rooms Technology equipment (computers, projectors, etc.) Internet connection and supporting communication devices	√ √ √	
Supervision Planning	Budget: Is the budget available sufficient to implement the supervision program?	Use of funds in accordance with the plan Training budget Operational supervision budget	√ √ √	
	Goals and Objectives: Have the goals and objectives of the supervision been clearly formulated?	Specific, measurable, achievable, relevant, time-bound (SMART)	√	

Supervision Methods: Are the methods used appropriate for the needs?	objectives	
	Supervision planning document	√
	Success indicators for supervision	√
	Direct observation	√
	Completion of questionnaires or evaluation instruments	√
	Group discussions or individual interviews	√
	Detailed supervision calendar	√
	Supervision time that does not interfere with main activities	√
	Flexibility in the supervision schedule	√
	Use of standardized measurement tools	√
Assessment Instruments: Are the instruments used in the supervision relevant and valid?	Relevance of instruments to the supervision objectives	√
	Clarity of instructions in using instruments	√
	Direct observation	√
	Questionnaires	√
	Interviews or discussions	√
Data Collection: Are the methods for collecting data from the supervision instruments appropriate?	Supervision result reports are systematically prepared	√
	Accurate data analysis	√
	Follow-up on the supervision results	√
	Technical training in using instruments	√
Training and Development	Soft skills training (communication,	√

	negotiation, conflict management) Understanding the objectives of supervision	✓
	Ongoing development programs	✓
Understanding the Objectives of Supervision	Advanced training Feedback from previous supervision is used for improvement	✓
	Evaluation of supervision performance	✓
Follow-up and Improvements: Is there an evaluation mechanism to assess the success of the supervision program?	Follow-up plan based on evaluation results Development of improvements for future supervision	✓
Supervision Program Evaluation	Consistent monitoring system Documentation of the supervision process Program adjustments based on monitoring results	✓
Ongoing Monitoring: Is there continuous monitoring of the supervision process and results?		✓

3.3. Process

Table 3 presents the Process evaluation of a supervision program based on the CIPP model, focusing on how the supervision was implemented. It highlights that the supervision was conducted according to plan, applied a contextual and adaptive approach, and involved active participant engagement. The observations indicate that the process was systematic, responsive to field conditions, and encouraged collaborative interaction between supervisors and participants.

Table 3. Process evaluation of supervision program (CIPP Model)

Aspect Observed	Results
Supervision Implemented as Planned	Based on observations, supervision was conducted as per the established plan. Each stage of the supervision followed the guidelines and objectives that had been previously set. The supervision began on time and was structured clearly, in accordance with the sequence of activities outlined in the plan. Monitoring was carried out on all aspects identified in the initial plan. The supervisor appeared to have prepared relevant materials and evaluation instruments, ensuring all participants understood the purpose and process of the supervision.
Contextual Approach Applied	In the implementation of supervision, a contextual approach was applied by considering the specific situation in the field. Supervision was not just based on general theory and guidelines but was adjusted to the real conditions faced. The supervisor used a dialogical and participatory method to accommodate feedback and special conditions at the supervision site. This approach allowed for adjustments to make the supervision more relevant to the specific needs of individuals or groups being supervised. Observations also showed that the methods of guidance were adjusted to contextual factors such as limited resources, team dynamics, and socio-cultural aspects affecting the activities.
Participant Involvement in Supervision	The participants in the supervision appeared active in providing feedback and interacting with the supervisor. The participatory method used made the atmosphere of the supervision more open and collaborative. The supervisor made efforts to adjust communication styles to match the characteristics of each participant, including using simpler language and providing more concrete explanations of the situations being faced.

3.4. Product

In the following, Table 4 presents the Product evaluation of a supervision program based on the CIPP model, focusing on the changes in teacher performance and competencies after supervision. It compares the teacher's abilities before and after supervision across four key areas: pedagogical, professional, social, and personality competence.

Table 4. Product evaluation of supervision program (CIPP Model)

Professional Competence	Pedagogical Competence	Mastery of Teaching Materials: The teacher struggles to present the material in a systematic way that is easily understood by students. Use of Teaching Methods: Limited to one or two teaching methods, which are not very varied.
	Professional Competence	Classroom Management Skills: There is still a lot of disruption in the class, and the teacher finds it difficult to control the students.
		Use of Educational Technology: Minimal; the teacher only uses traditional teaching tools.
		Mastery of PE Content: The teacher understands the basic concepts of the material but lacks depth in the subject matter.
		Innovation in Teaching: The teacher rarely uses innovations in teaching, making the lessons less engaging. Learning Evaluation: Evaluation is only done through written tests, without any variation in the assessment methods.
	Social Competence	Interaction with Students: The teacher is not very active in interacting with students and does not accommodate students' individual needs.
	Personality Competence	Collaboration with Colleagues: Minimal collaboration within the PE team or with other teachers. Discipline: The teacher is often late in starting lessons.
		Work Ethic: Motivation for personal development is limited.
	Pedagogical Competence	Mastery of Teaching Materials: The teacher is now able to organize the material in a logical order and explain it more clearly to the students. Use of Teaching Methods: The teacher uses various teaching methods that are varied and tailored to the students' characteristics.
		Classroom Management Skills: The class is more orderly, and the teacher can control the students effectively.
		Use of Educational Technology: The teacher is more creative in using digital learning media..
	Professional Competence	Mastery of PE Content: The material presented is more in-depth and aligned with the curriculum.

Performance Assessment After Supervision	Innovation in Teaching: The teacher applies more interactive and innovative approaches, such as educational games.
Social Competence	Learning Evaluation: The teacher uses a variety of evaluation forms, including practical tests and portfolio assessments.
Personality Competence	Interaction with students: The teacher is more proactive in providing guidance to students, both inside and outside the classroom. Collaboration with colleagues: The teacher is more involved in collaborative activities with fellow Physical Education (PE) teachers and school events.
	Discipline: The teacher is more consistent in starting lessons on time. Work ethic: The teacher appears more enthusiastic in developing themselves and participating in further training.

4. DISCUSSION

4.1. Planning

Planning for supervision is a crucial initial stage in determining the direction and effectiveness of a supervision program at school. Interview results indicate that supervision planning at the junior high school in this study is generally carried out through coordination meetings between the school principal and teachers. This process involves discussions about supervision needs, identifying areas that need improvement, and preparing a supervision plan integrated with the school's academic calendar. Teachers' involvement in the planning process is also a key factor, as it enhances commitment and alignment between supervision goals and teachers' needs (Enright & Wieczorek, 2021; Putra et al., 2024; Saputro et al., 2023). Supervision planning using the CIPP (Context, Input, Process, Product) method can serve as an analytical approach to case studies, scientifically evaluating the educational system for future improvements in education (Indrianto & Nurdin, 2024). The CIPP evaluation framework helps decision-makers and policymakers determine whether to continue or revise training programs by identifying their strengths and weaknesses (Babadi et al., 2024). Every activity, including supervision, requires clear planning to ensure its success and effectiveness.

Planning is a key element in implementing a program because, without good planning, achieving program objectives becomes difficult. In efforts to improve school performance, the school principal must design a comprehensive school program. An important part of this planning program is the supervision program, which aims to ensure the quality of teaching by improving teachers' competencies (Azizah et al., 2023; Laxdal et al., 2020).

Teacher competence is the most important factor in PE (Ani Hastuti et al., 2022). However, its implementation faces many obstacles and challenges, meaning that it must go through a complex process (Hasudungan et al., 2024). In the context of planning a supervision program, the principal has taken proactive steps by involving teachers in the planning process. This shows an effort to create a collaborative environment that can enhance the effectiveness of the supervision program. However, despite this involvement, there is still room to further improve collaboration. A deeper evaluation of the program's effectiveness is also necessary to ensure that the planning carried out truly meets the professional development needs of teachers (Kangalgil & Ozgul, 2018). The study results indicate that thorough planning is a fundamental foundation in supervision. Needs analysis conducted before supervision helps supervisors design a program tailored to the needs of PE teachers. The planning process includes identifying the objectives of supervision, preparing action plans, and allocating resources (Aprilianto et al., 2022; Soini et al., 2021).

5. CONCLUSIONS

Effective supervision in the context of education at junior high schools is highly dependent on thorough planning, clear program objectives, the use of appropriate instruments, and a flexible yet structured scheduling approach. This study shows that teacher involvement in the planning and goal-setting of supervision is a crucial step that can enhance their commitment to the supervision program. However, despite these collaborative efforts, further evaluation is necessary to ensure that the supervision program truly addresses the professional development needs of teachers. Moreover, supervision instruments need to be continuously refined to assess all critical aspects of teaching comprehensively. A flexible supervision schedule should also be considered to allow adjustments based on actual conditions in the field, ensuring that supervision can be carried out more effectively without disrupting the teaching process. Overall, improvements in various aspects of supervision can significantly contribute to the enhancement of educational quality in schools.

6. RECOMMENDATIONS

Based on the findings of this research, it is recommended that education supervisors: first, conduct a comprehensive needs analysis before designing supervision programs. This ensures that the programs are relevant to the specific challenges and conditions faced by teachers. Second, they should involve teachers in setting the objectives of the supervision process. This involvement helps to enhance teachers' commitment to the program and ensures that the goals are both achievable and meaningful. Third, it is essential to develop supervision instruments that are specifically tailored to the context of PE teaching. These instruments should align with the unique needs of this subject area to effectively support teaching improvements. Lastly, education supervisors should create a flexible yet structured supervision schedule. This approach ensures consistency in the supervision process while providing teachers with the necessary space for continuous professional development.

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CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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