DEVELOPING TEACHER PROFESSIONALISM: A STUDY ON SENIOR TO JUNIOR SUPERVISION

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ABSTRAK

Di era dimana kualitas dan profesionalitas begitu penting, tentunya para praktisi dunia pendidikan tidak mau tertinggal untuk mengupayakan berbagai macam cara mengembangkan profesionalitas dan kemampuan mereka. Berbagai peraturan dan undang-undang Republik Indonesia pun telah menegaskan mengenai profesionalitas tenaga pendidikan namun dalam kenyataannya masih banyak pengajar pada jenjang sekolah dasar, menengah hingga tinggi yang belum memiliki kualifikasi umum untuk disebut sebagai pengajar profesional. Oleh karena itu, sangat dibutuhkan suatu upaya mengembangkan profesionalitas tenaga pendidik sesuai dengan kebutuhan dan perkembangan jaman. Journal ini mengkaji pengembangan profesionalitas guru melalui supervisi senior ke junior yang ditujukan untuk mengetahui dan menganalisa apa, mengapa dan bagaimana supervisi digunakan pada objek penelitian yang kemudian dibahas dan disajikan sehingga dapat menjadi inspirasi bagi lembaga pendidikan dalam mengembangkan program serupa. Penelitian kualitatif ini menggunakan pendekatan studi kasus yang didukung dengan wawancara tidak terstruktur (*unstructured interview*) dan studi dokumentasi sebagai teknik pengumpulan datanya. Data yang terkumpul dijadikan sebagai pelengkap uraian mengenai metode supervisi dan keuntungan-keuntungan diterapkannya metode supervisi tersebut bagi para pengajar baru terkhusus pada jenjang pendidikan tinggi. Terdapat tiga responden yang memberikan informasi. Mereka adalah pengajar baru di Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Kristen Satya Wacana (UKSW), Salatiga. Hasil yang didapat dari bahasan dalam journal ini yakni bahwa supervisi yang dilakukan FKIP, UKSW, Salatiga lebih ke arah supervisi satu-satu (*one-to-one supervision*) dengan menekankan pada pembagian pengalaman dosen senior, memberikan saran-saran perbaikan dan memonitor secara berkala. Kiranya hasil penelitian ini, terlepas dari kelemahan yang dapat muncul, bisa dipergunakan sebagai gambaran dan inspirasi bagi lembaga pendidikan yang hendak menerapkan supervisi sebagai pengembangan profesionalitas tenaga pendidik.

Kata Kunci: Supervisi, Profesionalitas Tenaga Pendidik, Senior-Junior, Pengembangan Kualifikasi, Profesi Guru.

INTRODUCTION

In this global era, professions are demanded to have better qualifications. Those qualifications do not just show the quality of the profession itself but also identify the future capability to achieve goals both for personal/institutional and social purposes. The qualification of professions are needed in almost all areas/occupations like in medical profession, financial job, social development and also education. Likewise in Indonesia, one of those professions stated earlier, i.e. education, is one of Indonesian Government's focuses to develop. Based on The 1945 Constitution of The Republic of Indonesia, education is one of the concerns for Indonesia to achieve. Indonesia longs for developing educational area in order to educate people to support national growth. Surely, for achieving that dream, Indonesia need to have qualified educators (teacher and lecturer). In other word, Indonesian educators should be professional.

Liakopoulou (2011) stated that a good qualification of education is represented by the qualification of the teachers. Teachers should possess the qualifications and also professional knowledge in their field. Reflecting from what Liakopoulou (2011) said, Indonesian teachers still need to have more efforts to be able to compete with other countries in educational qualification area. Coughlan (2015) in BBC News on Global School Scale stated that Indonesia placed in position number 69 from 76 countries tested. The result brings us to the understanding that education in Indonesia still need to be improved. Since education is quite close to teacher, it can be restated that Indonesian teachers also need to be develop (in term of professionalism).

The role of teacher in education cannot be underestimated (Ekyaw, 2014). Teacher

as a part of education should be seen as an important 'dynamo' which can generate the educational process. They are not just a complementary part in education but they are the key point that determine whether or not the education goal succeeds. Furthermore, the first chapter of The Law of Republic of Indonesia No. 14 Year 2005 on Teacher and Lecturer stated that teacher is a professional educator who educate, teach, guide, train, assess and evaluate learners in early, primary and secondary education and lecturer is a professional educator and scientist who transform, develop and publish science and technology through education, research and community service. By knowing that, teacher can be said as the important key to develop national education. Pujiyana (2012) agreed by giving a simple strong statement '*No Teacher No Education*'. Accordingly, it is known that the term teacher can be divided into two bigger categories. Teachers who teach elementary up to secondary school is well known by teacher and those who teach tertiary school or college is well known by lecturer. Yet, this journal will use teacher as a general term referring to those who educate, teach, train, lecture and research in educational field.

Indonesia still face some problems related to teacher professionalism. Some of them do not meet the minimum requirement in case of personal education. Some others do not work according to their field of study. The lack knowledge and information become another challenge that Indonesia should overcome to have a qualified teachers. Based on the reality that Indonesian education still need to do efforts on developing its quality, there appears one paradigm on using a method to make teachers improved their selves so indirectly education will also be improved. The method used here is super-

vision. Actually, there are some questions appear. What is supervision? What to do with that method? How can supervision develop teacher professionalism? Those questions become the basis and guidance for this research journal.

Facing similar challenges, Satya Wacana Christian University (SWCU) Salatiga, Central Java, Indonesia is also in effort to overcome the under qualification college teacher. Some who have not possessed master degree, improper placement for teaching subjects, lack of knowledge to produce written/oral publication, lack of self confidence and many more need to be helped so they will be a qualified professional college teacher. SWCU is also experimenting some methods in order to achieve what Indonesia want to gain, i.e. professional teacher. This university through Faculty of Teacher Training and Education continuously develops college teachers' quality through many ways and one of those ways is supervision. Later on, SWCU, that becomes the object of this research, will explain about kind of supervision used in developing teacher professionalism, what to do with that kind of supervision and the general result of the use of the supervision method.

TEACHER PROFESSIONALISM

The term 'professional' in first chapter of The Law of Republic of Indonesia No. 14 Year 2005 on Teacher and Lecturer is defined as a occupation or activity done by someone and it make living that requires skill, mastery and capability based on certain standard. In other word, the term professional is special work that someone have related to their skill and ability, and by doing that, one may get financial support as the result of the work.

Then, chapter three of The Law of Republic of Indonesia No. 14 Year 2005 on Teacher and Lecturer amplifies that those professions are special activities done by following these professional principles:

- a. Having talent, capability, passion and idealism.
- b. Having commitment to increase the quality of education, faith, characteristic and positive values.
- c. Having academic qualification related to the field of study.
- d. Having competence needed related to the field of study.
- e. Having responsibility on professional work.
- f. Earning income according to working achievement.
- g. Having opportunities to develop continuous professionalism by long-life learning.
- h. Having law assurance (protection) in doing professional work.
- i. Having professional organization with right to regulate things related to the teacher profession.

Those points bring the meaning of professional as something detail and special related to someone's field of study. Here, professionalism is a must because without professionalization, the reality of teacher professionalism is difficult to achieve. Professional teacher is a teacher who do his/her work autonomously (independent according to the field of study). In supporting institutional/national development, teachers need to have professionalism. Professionalization is a qualification or capability improvement process for those who have such a profession to achieve the ideal standard of the profession. Here, teacher have to pass the professionalization to get a good quality in his/her profession as an educator (Pujiyana, 2012).

Danim (2002, in Pujiyana, 2012) presented three professional approaches, as follows:

-) The Treat Approach is approach that focuses on achieving some elements like: intellectual ability from (higher) education, special knowledge, technical ability that can be communicated, independence, ethic, salary system and professional culture.
-) The Institutional Approach is approach that perceives profession from the point of view of institutional process and association development.
-) The Legalistic Approach is approach that stresses on the confession to such a profession from government and/or nation. The confession is obtained from registration, certification and licence.

Those three approaches represent teacher professionalism areas in general that focus on different goal. The Treat Approach pays more attention on the knowledge and ability that teachers have to do their duties. The Institutional Approach pays more attention on developing institutional needs and expanding association. The Legalistic Approach pays more attention on legal recognition proven by written evidence like certificate and licence. Besides, Bafadal (2004, in Pujiyana, 2012) share his perspective that teacher professionalism can be achieved through some ways. First, teachers can be much professional through supervision. Second, the other way to enhance teacher professionalism is by doing certification. Next, teachers can develop their professionalism through further study and the last way to obtain teacher professionalism is by continuous meaningful activity (brainstorming, discussion, monitoring).

Based on many sources, Liakopoulou (2011) mentioned a wide range of qualification that teachers should possess. The qualifications are divided into two parts. First, professional teachers should have personality traits, attitude and beliefs. Personality traits are related to the role of teacher that can be nurtured and improved through prior education and continuous training. Becoming professional, teachers should know what to do as a teacher, not just a common teacher but as a good teacher based on the duty in elementary, secondary and/or higher education. Those includes teacher attitudes and beliefs in educational area. These points suggest teachers to have a well prepared action from teaching, administration management to institutional development. Their professional growth is also determined by their attitudes like flexibility, commitment to the responsibility given and also the curiosity and inquiry level to what they do not know (critical and pro-active).

Beside personality aspect, teachers should possess pedagogical skill and knowledge. Here, teachers are demanded to develop their selves in mastering knowledge as a provision to teaching learning process and administrative fulfillment. Liakopoulou (2011) stressed on the mastering of knowledge, curriculum, teaching methodology, context and self knowledge. The qualification needed to be a professional teacher is not just a simple thing to gain. Teachers need support to be able to develop their qualification in their profession. This journal will discuss more on the development of teacher profession through supervision.

COMMON PROBLEMS FACE BY TEACHERS

In the process of achieving professionalism, there are some problems faced

by teachers in almost all levels of education. The problems vary from simple to complicated. What Coughlan (2015) stated earlier is one of problems face in Indonesian education. Indonesia, among 76 countries, get the 69th rank on Global School Scale. This condition indicates that teachers in Indonesia still need to develop their professionalism. They may face difficulties in achieving what is said as professionalism.

Nurjanah (2008) presented some problems faced by teacher in their profession, as follows:

- a. Lots of teachers, approximately 2.783.321 teachers, including those who work under Religion Department of Republic Indonesia.
- b. Teachers data collection that has not totally finished.
- c. Teachers that are not being spread well.
- d. Teachers who have not met academic qualification (Bachelor/ Diploma IV), approximately 63,1%.
- e. Teachers with lower competence are still many.
- f. Teachers teach unmatching subject (different from their field of study).
- g. Not all teachers get the opportunity to increase their competence.
- h. Rapid development of science and technology.
- i. The amount of teachers retiring until 2010 approximately 81.901 teachers and until 2015 approximately 300.214 teachers.
- j. Decentralization of teacher management.

Those problems happened for those who work as primary teacher to the secondary one. Teacher resources are quite a lot (point 1) but the competence are still low (point 5). That situation leads teachers to do practical things to improve their competence but there are 63,1% of teacher who are still unqualified (in term of academic qualification) (point 4)

excluding those who are still unregistered (point 2). For those who have academic qualification of Bachelor/ Diploma IV, they do not teach according to their study background (point 6). They may also find difficulties in mastering technology (point 8) because they do not have any opportunities to improve their competence (point 7). Those problems are also faced by college teacher.

In 'Harian Terbit' Online News, the Minister of Research, Technology and Higher Education of Republic of Indonesia, Muhammad Nasir stated that 39,000 college teachers/ lecturers in this country are still undergraduate degree. The lack of lecturers' education bring an impact on the progress and quality of higher education in this country especially in preparing qualification for ASEAN Economic Community (AEC). The problems have not finished up to that point. Some lecturers also find difficulties in some areas. Based on The Regulation of Research, Technology and Higher Education Ministry of Republic of Indonesia on lecturer career and profession development, they should fulfill some regulations as stated randomly below:

- a. Lecturer should have a minimum qualification: Master degree for Diploma and Bachelor program and Doctorate degree for post-graduate program.
- b. Lecturer certification should meet these requirements: two years experience, possessing '*Asisten Ahli*' functional position and passing certification test held by chosen university by the government.
- c. Lecturers have some responsibilities in their profession: they do teaching, research and community service; they plan, prepare and evaluate instructional process (including material); improve academic qualification and competence in accordance with the

development of science and technology; and many more.

Those requirements should be accomplished by lecturers in doing their profession. Some of them find it difficult to fulfill the requirements because of lack of information, confusion, personal willingness and the minimum guidance for them to learn. Those difficulties and problems should be a reflection to have a better strategy in developing teacher professionalism in complex and challenging work they undertake (SSSC, No Year).

SUPERVISION TO SUPPORT TEACHERS

As what stated earlier, that one of ways to develop teacher professionalism and qualification is through supervision. Supervision is the basis of teacher career (Chen & Cheng, 2013) which is done by intervention of senior member of a profession to junior member(s) of the same profession. In other word, supervision is done by senior to guide the juniors in developing the juniors competence in their profession.

Furthermore, Scottish Social Service Council in one of published journals stated that supervision is the process which has purpose to support, assure and develop knowledge, skill, and values of the supervisee (person being supervised). Here, supervisor plays a role to improve the supervisee's performance from the level of knowledge mastered, skill and ability that the supervisee has and the quality of values. Glickman (1992, in Sharma et al, 2011) stated that supervision is like a glue of successful school. School can be successful if there is a portion of supervision for every part of the school so that the quality and professionalism can also be developed.

After knowing the meaning of supervision, this journal proceeds to the next inquiry about who will do the supervision? Supervision is not done by people who want to do but more on those who has such a qualification in a certain field. Supporting that idea, Wallace (1991, in Chen & Cheng, 2013) said that supervisor is anyone who has responsibility to monitor and improve the quality of such a profession, in this case teacher profession, by other colleagues in educational setting. The relationship of the supervisor and those being supervised is evaluative, extends over time, and have simultaneous purpose of enhancing the professional functioning junior member including monitoring and serving.

Supervision is not a single method that can be used in any situation and to anyone. There are some kinds of supervision done by the supervisor. Scottish Social Service Council proposed four models covered by supervision: First, One-to-One Supervision, is widely used supervision method. The session is normally pre-arrange and the supervisor becomes the one line manager to the supervisee. The supervision process takes place in confidential and protected place. One-to-one supervision presents an opportunities to reflect on complex practice and provide support. It also encourages the junior to do practice and make decisions. Moreover, effective one-to-one supervision can provide accountability for practice, governance and quality of service; provide an opportunity to manage resources, delegate and manage workload; and provide an opportunity for performance review, support and development (SSSC, No Year). The second is Shared Supervision. It allows teams to share responsibility for supervising individuals. This method is still conducted

one to one but the difference is on the function of the supervisor. Here, supervisor does not become the line manager that observe, monitor and evaluate supervisee but rather becomes a practitioner who has skills and experience relevant to the supervisee's current projects. The third is Group Supervision. It is facilitating session held via formal pre-arranged process requires the agreement of supervisor and supervisee. This method is a complement to one-to-one supervision rather than a substitute one (SSSC, No Year).

The forth method is Professional Supervision. It is for professionally qualified workers in social services. Professional supervision supports supervisees in maintaining their professional identity, knowledge and requirements. This is an integrated process from collecting input to maintain and develop practical outcomes for the supervisee. This method can be conducted one-to-one or in a group setting. It can also be 'shared' to improve resourcing and minimise risk by widening the capacity, knowledge and insight of the supervisee (SSSC, No Year). In a simple word, the last method deals with the integration of previous three methods.

Regarding one-to-one supervision, some may think that it is similar to a method named mentoring. Some others may think that those are two different methods. To make it clear, this journal took one concept perceiving the difference between one-to-one supervision and mentoring. Supervision is a supporting action where the focus is more on developing professionals through sharing clinical, organizational, developmental and emotional experiences (Mills, 2005) between two persons or among a group of people engaged in an activity or task (Lee, No Year). In another words, supervision is dealing with a client's action to a certain project that

determines the qualification and/or development. Otherwise, Mentoring is a teaching-learning process gained from the interaction between an experienced professional and a less experienced colleague (Donnelley, 2008) through one-to-one, reciprocal and career development relationship where the individuals are different in term of age, personality, life cycle and professional status (Mills, 2005). The definition can be similarly stated as the development of skill, knowledge and understanding from the alliance between two professionals where the primary intention is to develop professionalism in their field (Warren, 2012).

There can be overlap between supervision and mentoring, in which supervision can also incorporate mentoring, however, mentoring does not have the scope or depth to address the psychological issues of the supervisee, allowing for debriefing.

Warren (2012) proposed the idea that the definition of supervision and mentoring is quite similar and sometimes can be interchangeably used to refer to the development of professionals by one-to-one. However, the key is that supervision focuses more on activity, tasks and/or project allowing the members to touch the emotional or psychological issues while mentoring focuses more on interaction aiming the development of skill, knowledge and understanding as a general teaching-learning process.

METHOD

This was a qualitative research done by a case study approach. A case study approach was used in this journal because the issues and the participants focus on a narrow scope of context, i.e. Satya Wacana Christian University (SWCU) educational context. The issues discussed are general but those are perceived regarding the culture,

context and case happened in SWCU, particularly in Faculty of Teacher Training and Education.

The participants of this study were three college teachers / lecturers (L1: Lecturer 1, L2: Lecturer 2, L3: Lecturer 3) from Faculty of Teacher Training and Education, SWCU, Salatiga. They were new in doing their profession. Almost all of them experienced teaching less than a year. They did not have any functional positions (like *Asisten Ahli*, *Lektor*, *Lektor Kepala* and *Professor*). Recently, they are teaching, doing research and community service for more or less 12 SKS (credit semester). They are chosen by considering some reasons such as: the easiness to meet and collect information, a quite close relation so they are likely to open their selves to share experience related to their supervision, honestly, and they belong to the faculty where the researcher are doing this research.

The information (data) were collected, firstly, by doing unstructure interview. The interview was done by asking the participants about their experience in getting opportunity to be supervised by senior lecturer in Faculty of Teacher Training and Education, SWCU, Salatiga. The other points to ask were developed as the interview process went like the effectiveness, difficulties, challenges, and suggestions of the supervision process. To explore more information, the researcher did not interview the participants in a arranged setting and place but rather on a sudden and unarranged time and place. The researcher took time and place where the participants were free like in break time and when the researcher met the participants in the office.

After the data gathered, the researcher did transcription on the information after the interview process was done. The transcription

became the supporting data for the analysis. To increase the validity of data collection, this research used documentation study to crosscheck whether or not the data gathered from interview was in line with the reality. This documentation study included participants' achievement and publication such as: journal, proceeding, magazine, book, involvement in conference and etc. The data was, then, analyzed by narrating the supervision program and process in Faculty of Teacher Training and Education, SWCU, Salatiga. Then, the data gathered were adjusted by the flow of the narration and also the description of the real supervision process in this faculty. The data were inserted to support ideas. Later on, the result of the study will be presented based on the real data describe and narrated previously in this journal.

RESULT AND DISCUSSION

Based on the background and the data gathered, this journal presented some result that, later on, is discussed on certain framework. Those three participants stated their ideas in a narration form within interview process. The information enrich the discussion about supervision in Faculty of Teacher Training and Education (FTTE), SWCU, Salatiga.

Supervision Models from Senior to Junior

FTTE, SWCU, Salatiga arranged one method to develop lecturers' career through supervision. As stated at the beginning of this journal that there are at least three ways to develop teacher/lecturer to be a professional one. The first was supervision. The second was certification and the last was continuous meaningful activity (Bafadal, 2004 in Pujiyana, 2012). The focus of discussion in this part is more on supervision practice in FTTE.

Supervision model in FTTE is conducted by assigning one senior lecturer as a mentor to the junior one. Based on the information gathered from L3, FTTE used more on one-to-one supervision as a basis of the lecturer development program.

"I think, the supervision process or we called it as mentoring in FTTE is done personally. They were paired, one new lecturer with one mentor ..." (L3)

That style supports what Scottish Social Service Council ideas about one-to-one model of supervision in developing teacher performance and professionalism. Here, senior lecturer concerns on, ideally, one junior lecturer to monitor, observes the development and evaluates if needed. The senior lecturers, or in FTTE called by mentors- though the function is more than just skill and knowledge development-, share their experience in teaching, research and community service so that the junior one are inspired to have the passion and insight of the issues discussed.

"So, senior lecturer, I called it as senior lecturer because they have had experiences and higher functional or structural position". (L3)

"We can learn from our seniors. They have worked before us. Haha... was born first. We are able to learn from their experiences that prior become lecturer. From that one, we can develop ourselves.". (L2)

The statements of those two lecturers lead us to the understanding that senior teacher has experience. They shared experiences to the junior one with one intention that the junior lecturer will absorb the experiences shared so they have more knowledge and insight about what to do with their profession as a lecturer.

They (senior lecturer) do not just share experiences but also provide an opportunity for performance review, support and

development of the junior one as what SSSC (No Year) said earlier. They make an opportunity for the one supervised to monitor their performance in teaching, research and community service duties and also support them physically and mentally in preparing for '*Jabatan Fungsional*' (Functional Position as a lecturer). The data from documentation study proved that those three new lecturers are going to pursue their '*Asisten Ahli*' functional position after a year of their academic duties since they are starting to collect points and arrange the application proposal.

Benefits of Supervision for FTTE Lecturers

FTTE, SWCU, Salatiga held supervision in developing lecturer qualification and professionalism. There are some areas that supervision in FTTE deals with. Those areas are derived from the information gathered by interview toward three junior lecturers in that faculty.

The first thing that the faculty intended to get is lecturer core knowledge development. Core knowledge means the basic knowledge that lecturer should know related to their profession. There are three duties as a lecturer, i.e. Teach, conduct research and do community service (in Indonesia called as *Tri Dharma Perguruan Tinggi*). By having supervision from senior lecturer to the junior one, the juniors are able to get a vivid picture of what to do as a lecturer. How they teach college students with various kind of teaching learning strategies and approaches.

Junior lecturer are also have much more provision on research methods so they can conduct research well. Here, what some junior lecturers said about supervision helps their performance in teaching, conducting research and doing community service. Those

perspectives were also supported by the documents that they have up until present. L1 had one publication in international seminar whose topic was early childhood education and another piece of writing in a magazine related to children. L2 was published an article in national journal of Education and one experience in national seminar. L3 published one research article in national journal of education and also shared ideas in some national seminar related to philosophy, management and innovation for education.

"... from the preparation, are there any resources, how about the community service done by us.... It is so helpful, all the more, for a new lecturer and do not have any ideas of teaching culture and research requirements...." (L3)

"... can ask about writing academic journal and also should be deepen on issues of teaching skills as a new lecturer as well as for publication" (L1)

Furthermore, junior lecturer can develop themselves on managerial aspect like having functional or structural position within the faculty. As what was stated in The Regulation of Research, Technology and Higher Education Ministry of Republic of Indonesia on lecturer career and profession development that lecturer should possess, at least, 'Asisten Ahli' functional position. Here, the supervision program really support the achievement of that functional position for new lecturers.

"Yes, that is right. It is good for us to be informed about preparation of applying functional position. We are questioned and reminded about that issue ..." (L1)

"As what I know, recently, the focus of senior lecturer is guiding, giving suggestion for new lecturer in preparing for their functional position ... I often asked by my mentor about my preparation for functional position Giving me support and advices for me to start thinking

about linearity and all documentations needed..." (L3)

Moreover, supervision can be an alternative to solve problems faced by teachers in general as stated earlier as well as college teacher (lecturer) based on the research. They may face some problems such as: those who do not meet the academic requirement for Master and/or Doctorate degree, their competence that was considered as low, their unmatching teaching subject with background study, the confusion to get the opportunity to improve their competence and many more. In FTTE SWCU Salatiga, actually, supervision brings a fresh air for those who encounter similar problems.

"Oo yes, really useful. That development program is good for new lecturers like us ..." (L1)

"Yes, for me that program is so helpful. And, That is needed by us that considered as an new comers ..." (L2)

"It is so helpful, all the more, for a new lecturer and do not have any ideas of teaching culture and research requirements.... For me, that is very good and helpful. By joining that program, problems like working confusion, government rule about functional position and things related to further study can be known and even be helped ..." (L3)

Those statements represent the benefits of supervision that really useful for new lecturer, especially in FTTE, SWCU, Salatiga in developing their personal professionalism as a lecturer. However, there were some weaknesses appeared from the supervision practice. The schedule that was not well arranged made junior lecturers confused. They also found that seeing the mentor was a difficult thing to do since some of the seniors were busy.

"... but they need to know the mentoring process ... they, the mentors should have a guidance for conducting supervision. If they do not have

anything, it lead us to the confusion ... Not only that, mentoring can be more effective if the content filled by potency/capability development issue” (L1)

“... but because I got a busy mentor so I cannot meet her too often. I often met her out of schedule, in a non-formal context like in rest room” (L2)

“ ... but it still needs a clear job description and intensive meeting schedules ...” (L3)

Those weaknesses can be a potential issues for further research. By knowing and understanding the benefits and also some of the weaknesses, the next researchers are able to gain more finding that will support each other to have a better or even the best supervision model, method and also approach.

CONCLUSION

Based on the background, the literature review and the discussion before, this journal sums up about the development of teacher professionalism through senior to junior supervision. There are three major summaries that this journal present. Firstly, teacher professionalism, particularly college teacher (lecturer) based on the research, is not a light issue. It is an important issue to notice, concern and develop since Indonesian government has stated through the regulation and law that teacher and lecturer should meet certain criteria. Hence, those who called as teacher from primary education to college should develop their professionalism through a suitable method.

Secondly, one of methods to develop teachers professionalism that is applied by Faculty of Teacher Training and Education (FTTE), Satya Wacana Christian University (SWCU), Salatiga is supervision. Supervision applied by FTTE, SWCU is in accordance with what was said in one of Scottish Social

Service Council’s journal. Supervision in FTTE, SWCU concerns more on one-to-one model in which the supervisors share their experiences, suggest some possibilities to improve new lectures’ capability and monitor the development of the juniors periodically. This one-to-one supervision was effective since they (new lecturer) were able to absorb the senior’s experience as a motivator and clue to finish their tasks. In a brief, this method increase the awareness, knowledge and skill of new lecturers in certain activities, tasks and/or projects. By having so, they were able to fulfil their responsibility as college teacher.

Finally, there are some benefits of applying senior to junior supervision in FTTE, SWCU such as: new lecturers are able to develop their knowledge related to the duty of their profession, i.e. *Tri Dharma Perguruan Tinggi* (teaching, conducting research and doing community service). They might produce well guided teaching programs, proper syllabus and teaching resources. Some publication were also done by writing in journals, sharing ideas in conferences and some other ways. They also had opportunities to do community service developing people/citizens’ needs. The juniors also witnessed the mentors’ experiences and improve themselves in achieving functional position as what was required by The Minister of Research, Technology and Higher Education. However, apart from the benefits and goodness of supervision in FTTE, SWCU, there were some weaknesses found. Those were about schedule that was not well arranged and the difficulties of seeing the busy seniors. By the result of this research, those who concern in educational sector may take this insight to join the government’s goal, developing teachers professionalism and

qualification to support the national growth and development.

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