

Coordination of school supervisor and principal fostering public elementary school teacher at Kuta Alam district

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Abstract: *Coordination school supervisor and principals are part of the integration, synchronization, simplification undertaken since the process of policy formulation, planning, implementation, supervision and control in fostering professional teachers. The purpose of this study to know coordination the school supervisor with principals in: preparing supervision programs, implement supervision programs, and carrying out follow-up results of supervision. The research is using descriptive and qualitative approach. The data collection technique is interview and documentation study. The subject of the research is school supervisors and principals. The results showed that (1) Supervisor in drafting a teacher fostering program coordinated with the principal through meetings, then the principal arranging supervision schedule for their respective schools; (2) Coordination of supervisors and principals in coaching teachers running not going well, especially coaching teachers in developing learning programs such as syllabus, lesson plan and preparing scientific papers, and (3) Coordination supervisors with principals in implementing the follow-up for the education program carried out by examining, giving suggestions and improvements to the program prepared by the teachers; for the implementation of the program, the principals and supervisors coordinate after directly observing teachers to teach, then provide guidance, advice and repairs to be carried out by the teacher. Not all of the teacher was observed because of time constraints. In one semester only three to four teachers were observed. However, in general coordination of follow-up in the teachers coaching was made in a report submitted to the teacher through regular meetings in the school, the weakness is to be fixed in the next semester.*

Keywords: *coordination, supervision, education, principal*

I. Introduction

The introduction of the paper should explain the nature of the problem, previous work, purpose, and the contribution of the paper. The contents of each section may be provided to understand easily about the paper. Government efforts undertaken in order to improve the quality of education. Education quality is one of the pillars in generating good human resources. Teacher is one of the components who is responsible for the success of improving the quality of education in schools. In government regulations Article 3 No. 38 of 1992 concerning the teacher mentioned that: "*Teachers comprised of educators, educational unit managers, inspector/supervisor of schools, researchers and developers in the field of education, librarians, laboratory assistant, technicians learning resources, and testers*". Furthermore, in the Article 39 paragraph 1 of Law No. 20 of 2003 states that: "*The teacher in charge of implementing administrative, management, development, monitoring, and technical services to support educational process in the educational unit*".

Based on the quote above, it is clear that teachers are including the superintendent, principals, and teachers itself. Each of them have the mission to be performed to achieve national education goals have been set. In order to achieve the education goals and to improve the quality of education is absolutely supervisors and principals as partners should always be ready to assist teachers who experience difficulties both in teaching and learning, mastery of the subject matter or the application of the appropriate method. This is in accordance with the opinion of Sutisna (1993:273) which says: "*The supervisor/inspector responsible for the overall supervision of the schools in its territory*". And this is also in accordance with the Ministerial Regulation No. 12 of 2007 which states the duties and responsibilities of the supervisor/superintendent of schools, among others:

1. Develop an annual inspectors activity in accordance with type of school who are responsible.
2. Assist the implementation of a curriculum that includes content, teaching methods, use of teaching aids and evaluation to take place in accordance with less applicable regulations.
3. Guiding the technical personnel of the school in order to meet the formal requirements and in performing their duties in accordance with applicable regulations.
4. Assist the procurement, use and maintenance of school facilities and arrangements in accordance with the provisions of the applicable legislation and to keep the quality of school facilities meet applicable requirements.
5. Assessing school relationships with government agencies, businesses and BP3.
6. Assessing school relationship with the principal employment agencies.
7. Delivering a report on the performance of its duties to the head of the regional office for the attention of the head of the relevant field.

Based on the duties of the supervisor mentioned above, the supervisory duties are as field supervisors who provide services in a professional manner for principals and teachers. A supervisor must have the specific knowledge and skills in a professional manner. If the supervisor has a good professional, then principals and teachers will change the direction of professional development, and thus the learning achievement of student will increase as expected.

The principal as partners of supervisors also have a duty and responsibility in fostering teachers in schools, in order to improve the quality of which is expected to be achieved. The principal is responsible for the continuity of all activities in the school, both in the field of educational and administration. The principal is a supervisor and administrator at the school. Supervisor and teacher, who supervised are two elements affect each other and both will determine the success or failure of education goals. In undertaking the coaching of teachers, principals need to have knowledge about the meaning, purpose, function and coaching techniques. Without knowing and understanding these aspects can bring hardship for the principal in carrying out supervision, since this is a basic knowledge that must be owned by a supervisor.

Supervisors, principals and teachers are the three components that can not be separated in order to improve the quality of education in schools. They have a duty and responsibility of each in their duties. Based on the observation of the early research in primary schools, obtained a description of the three components of the teacher in the city of Banda Aceh. There are schools that are rarely visited by inspectors, so if there is a problem face by the teacher with the administration and education must consult with his fellow because the supervisor busy, just come at certain times and busy schedule facing. So that teachers are reluctant to ask. The other things found that there was a school supervisor came three weeks and the principal available at work hour, unless there interests outside of school. Supervisors ask teachers administrative requirements that must be implemented as a learning tool to teacher evaluation tools and how to evaluate, but the supervisors themselves do not really understand what the teacher makes it right or wrong. So that what is created by the teacher it's been good.

Nor has the principal in carrying out his duties as supervisor, often encounter obstacles, such as lack of professionals in performing his duties as a supervisor. There is also the principal that less concerned about the coaching of teachers in schools and various other factors. Lecturer at Universitas Pendidikan Indonesia (UPI) (2009:312) stipulates:

Problems concerning the quality of teaching are very essential problem. The quality of teaching undertaken by teachers should get the supervision and guidance of continuous and sustainable. This issue is closely related to educational supervision conducted by the principal as leader of the teachers.

Based on the above opinion, can be explained that improving the quality of education at the elementary school (SD) is highly dependent on the principals and supervisors, because in performing its function of principal and supervisor as an educational unit managers in fostering the teachers. elementary school at Kuta Alam district is under the auspices of the Education Office (Dinas Pendidikan) of Banda Aceh. All primary schools throughout Kuta Alam district there is a supervisor on duty at the school. Thus, how is the coordination of supervisors and principals in fostering the teachers in these schools?

II. Methodology

This research uses descriptive method with qualitative approach. The use of this approach be adapted to the ultimate goal of the research, which describes and analyzes regarding supervisory coordination with the principal in coaching teachers.

This study carried out in primary schools throughout Kuta Alam sub-district. Selection of research areas is based on the ease of obtaining data, fee waivers and the time available to do the research and the importance of knowing coordination between supervisor with the principal in coaching teachers. This study will be conducted from March to April 2016.

Subjects in this study is the supervisor, principals, and primary teachers of primary school at Kuta Alam sub-district throughout Banda Aceh as many as nine people. The research instrument is a tool for collecting data. To collect data in this study use interview and documentation study.

So that the qualitative research can be trusted and unbiased, then the data networking can be done through various ways. These ways according to Guba and Linkolin (1985:284) consisted of internal validity stated with *credibility*. Credibility (trust) is to be achieved compatibility between researchers concept with the concept of the respondent. In analyzing the study data, then used the descriptive statistics.

III. Result And Data Review

The first paragraph under each heading or subheading should be flush left, and subsequent paragraphs should have a five-space indentation. A colon is inserted before an equation is presented, but there is no punctuation following the equation. All equations are numbered and referred to in the text solely by a number

enclosed in a round bracket (i.e., (3) reads as "equation 3"). Ensure that any miscellaneous numbering system you use in your paper cannot be confused with a reference [4] or an equation (3) designation.

IV. Results

a. Coordination supervisors and principals in developing teacher training program

The purpose of making the work program of supervisor is as a guideline in conducting supervision, coaching and assessment providers of education in schools. For guidance in collecting data, process and conduct an analysis to determine the policy and as a guideline in preparing the report on the results of the supervisor. Based on the results of interviews with the principal and supervisor is obtained that, all supervisors and principals develop a work program for the training of teachers. Programs that are compiled by the supervisor is the result of discussions of the working group of primary school supervisor at Banda Aceh city. While principals develop a work program in coordination with the school supervisor. Programs that are compiled each program be adapted to the supervisor program, so that there is a correlation between the compiled program supervisor with the principal. In other words the lack of coordination between supervisors and principals to develop a work program as supervision in fostering teachers is to conduct meetings between the supervisors of the school with the principal target.

The preparation of the work program of the supervisor requires concrete steps in describing the components of a technical nature. A good planning work program supervision of primary school is an appropriate first step in education. Good planning will produce a quality performance of supervision. Performance good quality supervision is expected to produce a school performance grade (quality) as well. In other words, a good working program planning is necessary for the supervisor performance to be more effective and productive in realizing the vision, mission and strategy of education, especially in primary schools at Banda Aceh.

Preparation of school inspectors work program includes the annual program and the semester program (odd and even). The program is structured in the form of activity of coaching/supervision managerial, academic supervision and management of education by eight national education standards i.e. content standards, standardized processes, passing standard, the standard of teachers and education personnel, standards of facilities and infrastructure, management standards, standards of financing, and standards education Evaluation. The supervisor of primary school of Kuta Alam district before preparing a program coordinated with the principal first. Coordination is needed to load programs by targeting priority development achievements in the short term, medium term and long term for their schools.

Based on the results of the identification/inventory of the problems and needs of target schools structured surveillance program. One example of the work program drawn up by one of the school supervisors for the second semester of the academic year 2016/2017.

Supervision methods used by the supervisor is the monitoring, evaluation, interviews, observation, and documentation. While the supervision techniques used a planned visit classes, personal meetings, regular meetings, visits between schools, school visits, periodic meeteng at KKKS and KKG.

The compiled program supervisor every semester is almost the same for all supervisors. This is because when preparing the program carried out together with the supervisor group of a public primary school in Banda Aceh. Preparation of supervision programs conducted every academic year i.e. in the first semester of odd and even starting in March, which the program compiled for one school year. In the preparation of the supervision program conducted in consultation with supervisor, principals and vice-principals.

The results of interviews with supervisor that the annual supervisor program conducted include the following:

1. Preparation of the annual work program and half of oversight based on the identification / inventory of the problems and needs of primary school in the field
2. Preparation of instruments, methods, and technical monitoring, supervision, evaluation, reporting and follow-up.
3. Meeting the regulatory agencies (supervisor working meeting (Raker) throughout the city of Banda Aceh).
4. Official Meetings supervisors and principals throughout UPTD parts 1 and 2.
5. Monitoring and evaluation of managerial toward the target area.
6. Guidance preparation of learning programs (academic supervision).
7. Guidance use strategies/methods/techniques of learning or guidance in the development of student potential (academic supervision).
8. Guidance on the preparation of the lesson plans (RPP) in primary school (academic supervision).
9. Guidance practice or guidance of learning activities (academic supervision).
10. Process, analyze, and report on principal performance, teacher performance, and school staff (educational evaluation). (Data from Kuta Alam sub-district supervisor, 2016).

While the principal program drafted after coordination with the supervisor for one semester, among others:

1. Develop KTSP with the teachers, committee and the supervisor.

2. Socialization KTSP to the teachers by the principal.
3. Make a meeting with the teacher about KKM drafting coordinated by the supervisor.
4. Examine the syllabus along with the teacher.
5. Checking the making RPP by the teacher.
6. Supervision class by the principal.
7. Supervision class by supervisors
8. Viewing attitude/attendance of teachers by the principal of public primary school (SDN) 36 in Banda Aceh.

Based on the explanation above, there is a good coordination between the supervisors and principals at the time of program preparation. This can be seen from the program arranged to have a close relationship in the form of activities undertaken. As the supervisor program, the meeting between the supervisors and principals on the preparation of the program. So also with the program drafted by the principal has coordinate with the supervisor. In other words, the principal in formulating supervision program is in line with the program drawn up by the supervisor. Results of research conducted also showed that there is a supervisor when requested program formulation saying that is all the same to another supervisor. But when supervisor asked to document of the program, they cannot show it with the reason is very busy with the activities of the national final exam.

b. Coordination supervisors and principals in the implementation of teacher training

Coaching or development undertaken by supervisors and principals to the teachers of primary schools throughout the subdistrict of Kuta Alam aims to stimulate, direct, encourage the teachers want to implement new ways of teaching of being introduced as a result of research findings, including helps teachers to solve problems and difficulties in using new ways.

Based on the results of interviews with supervisors on the implementation of the fostering teachers among others the following: administration management schools based on national standards set (supervision managerial), strengthening the administration of the education unit (supervision managerial), guidance preparation of learning programs for primary school (academic supervision), guidance implementation teaching and learning (academic), guidance on assessment in schools (educational evaluation), and develop KTI (research and development). In terms of fostering teachers of primary schools throughout Kuta Alam sub-district, supervisor coordination with the principal has been done through three ways: class visit, private meetings, and meetings. Before the classroom supervision conducted, supervisors and principals to coordinate in advance. There is informed in advance on teachers who will be supervised or not be informed in advance.

V. Data Review

Based on interviews with principals SDN 65 in Banda Aceh, explained that the supervisor will do direct supervision in the class from start learning to finish. In one semester, the supervision is done two to three times for different classes. During time, not all teachers are supervised directly in the classroom. Supervisors coordinate with the principal, so that principals can continue supervision to the other teachers. So that the supervisor has no knowledge the ability of all teachers must be coached, developed or followed-up.

Class visit

Classes are conducted supervisory visits both invited by the principal and without the invitation. At the time of supervisory visits in the classroom, in addition to observing the learning activities from the beginning to the closing, supervisor do also check the administration of teachers (syllabus, lesson plans, and assessments) and student observation using instruments that have been collated which instrument supervision managerial (management standards), and academic supervision instrument (standard process). The supervision program schedule drawn up by the principal from Monday until Saturday, principals will supervise both directly and indirectly for all teachers. If actually carried out in accordance with a program that had been developed, the supervisors and principals must always coordinate to coaching for all teachers. But the reality of the schedule that had been developed by the principals of any activities which are not performing well, due to the busy schedule to do his duties as principal.

At the time of class visits the supervisor not together with the principal to see how teachers teach. The supervisor visits schools themselves, while the principals have the activity itself. So the lack of coordination in the development of teachers in the classroom together between the principal with the supervisor. This illustrates that the class visit have the lack of coordination between supervisors and principals. Yet class visit is expected to improve the way teachers teach in the classroom. That can be known deficiencies or weaknesses, difficulties, obstacles that teachers face when teaching.

Individual conference

The second way the coordination of supervisors and principals in fostering elementary school teachers throughout Kuta Alam sub-district is by meeting directly with teachers who nurtured (meeting in private/individual conference). The meeting personally carried out after coordination between the supervisor with the principal. Meeting in person is usually done to check the learning tools which have been prepared by the teacher, discuss how to teach in a good manner, the efforts that other teachers do to solve the problems faced

by teachers, or personal problems that has to do with the position of teaching (personal and professional problems), etc. However, not all teachers do private meeting by supervisors and principals.

After their supervision of the supervisor individually, principals and supervisors will discuss again about what had done to the teacher and what should be in the next coaching, so that the teacher becomes more professional. Coordination between the supervisor with the principal is important because if there are synchronize treatment given and teachers who nurtured can understand and execute the advise well.

Meeting privately with the supervisor and teachers is rarely done by all teacher, just once in a while if there are a big problems. The meeting privately is done usually involve if the teacher has personal problems related to teaching positions after the class visit.

There is coordination with the principal and the supervisor at the time of the private meeting with the teacher fostered. However, the supervisors in fostering teachers are not all teachers do with personal meetings. Yet this is very necessary to supervise teachers to improve the teaching professional. At that moment, teacher can directly discuss the various issues that faces while teaching and troubleshooting.

Meetings

The third way the coordination of supervisors and principals in fostering elementary school teachers throughout Kuta Alam sub-district is to hold meetings with teachers who nurtured. Regular meetings usually do vary from one school to another school. Based on interviews with the principal of SDN 65 in Banda Aceh state that: *"The way to coordinate between principals with supervisor in fostering teachers are reporting the results of the supervision of administrative and academic when monitor and evaluation by the supervisors and school meeting"*. While the results of interviews conducted by the supervisor state that: *"Coordination in fostering teachers in schools is by way of meetings with the board of teachers"*.

Based on the interviews can be explained that the meeting is one form of coordination in coaching teachers. There are schools have a meeting once a month or twice a month. At the meeting held supervisors and principals describing matters concerning the supervision has been carried out in general, successive, improvement needs to be done, and the implementation of further supervision. Teachers are given the opportunity to ask questions, provide feedback or ideas pertaining to education and learning. The meeting results can develop the general principles of education and ensuring the implementation of the earnest and solving problems related to education and to foster the implications of the selected alternative.

There is coordination between the supervisor with principals in fostering teachers by way of regular meetings conducted in each of the schools nurtured. The regular meetings is to focus on: (a) integrate all the staff are both teachers and administration and work coordination, (b) explore the problems faced by teachers in teaching, (c) develop a pattern or new strategies in teaching, (d) received ideas or new ideas and plans to implement in order to improve further the learning process, and (e) regarding the administration and school activities in general.

Based on interviews of supervisory coordination with the principal in fostering a teacher can be inferred that in SDN at Kuta Alam sub-district in three ways, i.e.:class visit, meeting in private (individual conference), and meetings.

Coordination supervisors and principals to carry out follow-up training of teachers

Supervision is an effort to improve the quality of human resources through the learning process in schools. In an effort to improve the quality of human resources that must be nurtured and developed constantly. Because not all teachers graduated from educational institutions are well trained and qualify. One attempt to improve professional teacher is by supervision of education by supervisors and principals.

Supervisors and principals coordinate supervise the design of programs, fostering teacher and follow up. Previously described in the preparation of program coordination supervision and foster teacher. The next step is to provide follow-up to the findings of school supervisors and principals to teachers cultivated.

Based on the interview with the supervisor about coordination between supervisor and the principal in a follow-up is *"The findings of supervision, in order to further the development coaching by the principal"*. The statement illustrates that there is coordination between supervisor with the principal in the follow-up that is good cooperation in fostering teacher, the supervision result given by the supervisor every semester to the principal that the principal should continue to foster the teacher because the principals always together with that teacher.

The results of interviews with the supervisor about the coordination of supervisors and principals in the follow-up coaching teacher state that: *"Coordination was made during a regular meeting of the school"*. The statement illustrates that another way is to do a follow-up to the coaching teacher is to convey the findings from the supervision of the regular meeting of the school.

The results of interviews with the principal of SDN 36 in Banda Aceh, also informed that coordination with the principal and supervisor in fostering teachers, through regular meetings of the school. So also with the results of the interview the principal of SDN is selected as the other samples, this is explaining that there is a coordination between the supervisors and principals in fostering teachers performed at regular meetings each school.

Based on the interview with the principal describes the coordination between supervisors and principals in fostering teachers. The guidance aims to enhance teacher professional in their duties. Coordination within coaching done of supervisors held a meeting with the principal to discuss general issues concerning the implementation of learning undertaken supervised teachers, hold individual meetings with the teacher in question, inform the preparation of the learning device in accordance with the curriculum, and so on. Follow up the principal with the supervisor in fostering primary teacher at Kuta Alam sub-district is established in a report. This report is the result set supervision conducted among school supervisors and principals to be followed up later.

Guidance and restoration supervision is unlikely to succeed without the development and improvement of the quality of knowledge and how teachers' work in practice. Good coordination between the supervisor with the principal reasonably necessary role in the follow-up. But the pattern of development is still limited, so teachers who have not cultivated a maximum result. Not all supervisors have a good ability in nurturing teachers, especially in the field of writing a scientific paper. It can be clearly seen during this time, where teachers are only able to reach a maximum of academic level IVA (Pembina). To propose higher level, generally teachers have a problem in writing a scientific paper. This is due to the ability of supervisors, each less, so teachers who cultivated not able to formulate scientific work. In other words, the ability of supervision also needs further development to give a good impact to the teachers who nurtured. Although coordination supervisor went well, but in order to solve or alleviate the problem required a good knowledge.

VI. Discussions

In this part is done and described the discussion of the results of research on the coordination undertaken supervisors and principals in developing a coaching program teachers, coordinating supervisors and principals to deploy coaching teachers, and coordination of supervisors and principals to carry out follow-up training primary school teachers throughout kuta Alam sub-district.

a. Coordination in the preparation program

The findings show that coordination is carried out with the supervisor with the principal in preparing teachers training program in accordance with the guidelines of education supervision Kepmendiknas No.097/U/2002 of the surveillance program of education serves to streamline the development and assessment of the technical and administrative education in schools and madrasah proxies, in order to improve the quality of education. In this supervision, the supervisors and principals set itself the way it works and the degree of the quality of school performance responsibility. Coordination used in SDN at districts of Kuta Alam is supervision conventional/traditional and clinical supervision.

Coordination conventionally used is where the supervisors and principals coordinate the design of programs, but the compiled program be adapted to the program already drafted by the supervisor. The principal put together a program like KTSP with the teachers, the committee and the supervisor, socialization of KTSP to the teachers board by principals, arranging a meeting with the teacher about the formulation of KKM is coordinated by the supervisor, examine the syllabus with the teachers, monitor/inspect the teaching program taught by a teacher, checking RPP making by teachers, classroom supervision by the principal, classroom supervision by supervisors, and the attitudes/attendance of teachers by principals. In general supervision tend to corrective, correct the mistakes program compiled a teacher, but did not lead in terms of preparing a good program, so the teachers are not satisfied with the assessment given by the supervisors and principals. This is in accordance with the opinion of Sahertian (2008: 35) states: *"It is very easy to correct the other mistakes, but even more difficult to see the positive aspects in relation to things that are good"*.

While the coordination of clinical supervision conducted by a supervisor with the principal at the time observing teachers teaching in the classroom, the purpose is to teach teachers to follow a systematic cycle, planning, observation and intensive analysis and careful. In accordance with the opinion of Sahertian (2008:39) state that: "clinical supervision process helps minimize the gap between the teachers teach real behavior with the behavior of an ideal teaching". Clinical supervision is done by supervisors and principals, there were notified in advance to the teacher or sudden act. After completed in supervision, the supervisors and principals discuss and provide inputs or improvements that must be made by the teacher both in the formulation and implementation of a program of learning.

b. Coordinate the implementation of the supervision program

The results showed that there is a coordination between supervisors and principals to implement the program of supervision coaching teachers at SDN at Kuta Alam sub-district of Banda Aceh. The coordination is done through regular meetings of the school, class visit, and the Meeting in person (individual conference). Interviews showed that coaching teachers in preparing scientific papers rarely done and some have never done. This is due to the supervisor and principals themselves have difficulty in compiling scientific work, especially for teachers.

Especially for the coordination of supervisors and principals in guiding teachers make scientific papers there is no coordination and guidance should be. So that the supervisors themselves, principals and teachers always experienced a problem in preparing this scientific paper.

Each school drafted its own schedule for regular meetings of the school. Meeting held after the coordination between supervisors and principals as well as teachers. This meeting will discuss everything about the lessons learned about the implementation of administrative and implementation. The meeting participants are supervisors, principals, teachers, and administrative staff. Good coordination will make the meeting as a place to obtain information and explanations from both supervisors, principals, teachers, and administrative employees. The results of the meeting can be received and acknowledged the satisfaction of all parties.

One other form of coordination between supervisors and principals conducted in SDN at Kuta Alam sub-district is meeting in private (individual conference). Before conducting private meetings, the supervisors and principals to coordinate in advance to talk about things that need to be delivered or to be reviewed at the meeting in person between supervisors, principals, teachers cultivated. Coordination is expected that the common view or opinion in resolving the problems faced by the teacher.

c. Coordination of the follow-up

Supervisors and principals always perform together in implementing the follow-up coaching teachers of primary schools throughout Kuta Alam sub-district. Follow up supervisor with the principal in fostering primary teacher in Kuta Alam sub-district is established in a report. This report is the result set supervision conducted among school supervisors and principals to be followed up later.

A report compiled describing the results of academic supervision and managerial supervision. Reports academic supervision include (a) the management of content standards (administrative management curriculum and an average yield of qualifications seen from component management activities). (b) management process standard comprises (making RPP and aspects of the implementation of learning). Managerial supervision reports includes standard management educators and education personnel, management of management standards and standards of facilities and infrastructure management. Reports of personnel administration, standardized management financing, management evaluation standards of education and workforce administration.

The report has been prepared is the result of supervision activities supervisors and principals as process activities to improve learning activities in schools which aims to improve teachers 'professional ability, in the long term, aims to increase and sustain students' progress and have a good ethical behavior.

VII. Conclusion

Based on the analysis of research data, can generally be summarized as follows:

1. Supervisor in drafting a teacher fostering program coordinate with the principal through meetings, then the principal structuring the activities and supervision schedule for their respective schools.
2. Coordination between supervisors and principals in coaching teachers do not maximized, especially coaching teachers in developing learning programs such as syllabus and lesson plan and preparing scientific papers.
3. Coordination of supervisors and principals to carry out a follow-up to the program done by examining and giving suggestions and improvements to the program that prepared teachers; for the implementation of the program, the principals and the supervisors coordinate after directly observing teachers teach, and provide guidance, advice and repairs to be carried out the teacher. In this implementation phase, the supervisors and the principals do not do at all teachers for each semester because of time constraints. In one semester supervisor observing teachers teach directly only three to four teachers. So that not all teachers supervised implementation of learning in the classroom. But in general the coordination of follow-up in the guidance of teachers is made in the form of a report submitted to the teacher through regular meetings at schools, as a reference in the next semester.

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