

Local Wisdom Instructional Supervision: Enhancing Professionalism of Secondary School Principal in West Nusa Tenggara, Indonesia

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Abstract

This research was aimed at exploring and describing instructional supervision of high school headmasters based on the local wisdom to enhance teachers' professionalism. This research employed qualitative approach with multisites study design by using modified inductive analysis. Three sites were taken including The first State High School in Bima, The first state high school in Bolo, and the first state high school in Dompnu. Data were collected by observation, interview, and documentation. Samples were taken by purposive sampling using snowballing technique. Data were analysed using interactive analysis and modified inductive analysis. Results of this research revealed: 1) the supervision process was carried out using supervision techniques such as: class visits, inservice education and training, teacher / employee meetings, team-teaching, as well as clinical and artistic approaches. 2) Teacher's response to the implementation of supervision; (a) proper guidance by principals fosters commitment and motivation of teachers to do their best, and (b) their awareness of the importance of supervision based on the values of local wisdom. 3) Constraints, difficulties encountered in implementing supervision, namely (a) teaching load; (b) time constraints of school principals and teachers; (c) funding, its role is very supportive in the implementation of teaching supervision; (d) commitment, and (e) feelings of seniority, and 4) Improvement of teacher professionalism is characterized by: (a) teacher competency increases in the improvement of the learning situation, (b) teacher performance increases in the task discipline, learning planning and fosters high initiative and spirit of service and is seen from the behavior and language of principals and teachers who based on local wisdom values from the regional motto of Bima / Dompnu (ededu ndai sura dou labo dana, maja labo dahu and nggahi rawi pahu) through example, discipline, diligence, diligence.

Keywords: teaching supervision, local wisdom, school principal, professionalism

1. Introduction

Our education today faces various challenges and problems, including the problem of education as a subsystem which is at the same time a complex system such as, political, economic, socio-cultural aspects, defense and security, even ideology is very closely influencing the continuity of education (Rivai & Sylviana, 2009) as shown in Figure 1.

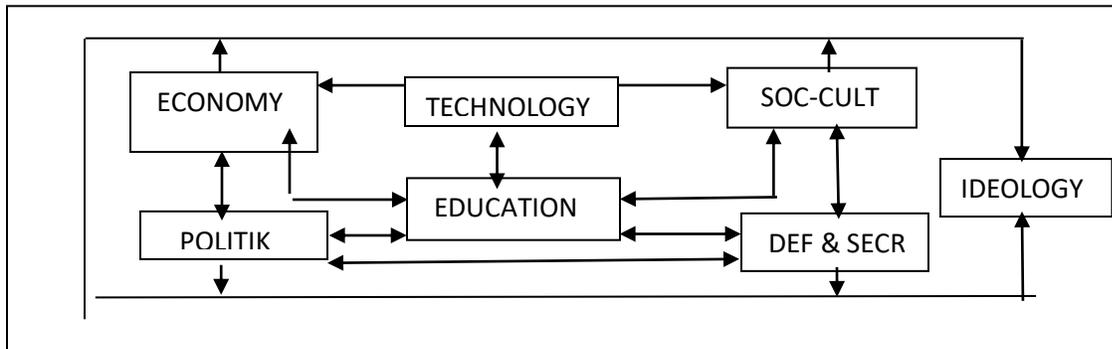


Figure 1: Education in the State / Government System (adopted from Rivai & Silviana, 2009)

Realizing that education as a cultural process to improve human dignity and dignity, has many aspects, one of the essential aspects of learning basic skills (learning of basic skills) as a minimum ability that must be possessed by every student, in order to develop themselves (Sonhadji, 2012:97). Therefore, the curriculum structure stipulated based on the National Education System Law No. 20/2003 in Article 36 concerning curriculum states that (1) curriculum development is carried out with reference to national education standards to realize national education goals; (2) curriculum at all levels and types of education is developed with the principle of diversification in accordance with education units, regional potentials, and students; (3) the curriculum is prepared in accordance with the level of education within the framework of the Unitary State of the Republic of Indonesia by taking into account: a) increasing faith and piety; b) increase noble character; c) increasing the potential, intelligence, and interests of students; d) diversity of regional and environmental potentials; e) demands for regional and national development; f) demands of the world of work; g) the development of science, technology and art; h) religion; i) the dynamics of global development; and j) national unity and national values.

The cultural process to improve human dignity and dignity in the implementation of teaching supervision is to include the values of local wisdom in all the actions and utterances made by the school principal to carry out teaching supervision both during observation in the classroom and through clinical and artistic approaches. This is done with the aim to improve teacher performance in teaching and to instill the values of local wisdom in teachers and students through discipline and example.

The main function of supervision is the improvement and improvement of the quality of learning and coaching learning so that learning improvements continue to be done in developing better learning activities situations (Sah understanding, 2000). Especially for novice teachers, because teaching is a very challenging career and very heavy responsibilities that must be faced, with minimal experience. Beginner teachers in many schools are faced with environmental problems difficult, insufficient resources, difficult job assignments, unclear expectations, seemingly shocked (Gordon, 1991; Gordon & Maxey, 2000; Coley, 2002; Johnson & Kardos, 2002).

Teaching supervision is a process, which is a series of supervisory activities to help teachers improve their professional abilities. Teaching supervision by the local wisdom-based principal originating from the regional motto of the regency / city of Bima-Dompu as supervision in general is a continuous process that emphasizes the inculcation of local wisdom values with stages of activities using a clinical supervision approach to achieve the goals set, as follows: 1) preparation and notifying the teacher to be supervised; and group supervision techniques, such as teacher council meetings and Subject Teachers' Deliberations (MGMP). 2) observations of teachers who teach accompanied by similar teachers, in the success of the teaching and learning process and leads to the quality of students, and in instilling the values of local wisdom contained in the regional motto "*Ededu Ndai Sura Dou Labo Dana, maja labo dahu and nggahi rawi pahu*"; and 3) feedback meetings discussing improvements in teaching which are findings and adjusted to the administration made by the teacher (*nggahi rawi pahu*).

In the initial meeting with the teacher to be supervised, the principal always instilled the value of respecting the strengths of others, giving rise to a strong desire to learn much from people who were imitated in this case the principal and vice versa, the principal appreciated the teacher by considering the teacher as a colleague rather than as a subordinate. So that the teacher does not feel introspected, and stimulates the teacher to try as much as possible to do the best as planned in the teacher's work program (curriculum administration). This is in accordance with the values contained in the regional motto "Nggahi Rawi Pahu" and shame cannot do the best for students "*Maja Labo Dahu and Edesi Ndai Sura Dana Labo Dou*", because Allah SWT God Almighty teaches humans to have low self-esteem and noble deeds.

In the teacher council and MGMP meetings, the principal: a) ensures that all teachers are aware of and understanding the problems and challenges of the school, b) develops the teacher's work morale in achieving the quality of students, c) gets help from group meetings as a place to explain all problems, d) advance ability and enthusiasm, and (e) inspire teachers. All activities of school principals in the teacher council and MGMP meetings are based on the values contained in the three regional motto of the Bima-Dompu city / district.

Implementation of the contents of local wisdom in the implementation of Suhardan (2010), in the era of regional autonomy, supervision of teaching in schools serves to: a) quality assurance, where the local government / municipal government fulfills the educational obligations to its people, showing seriousness in managing their regions; b) school quality drivers, where many supervision techniques can be implemented to improve school quality; c) transparency of learning for children and parents, transparency in learning means the ease of students in receiving lessons from their teacher, and for parents in monitoring or following the development of their learning; d) school indicators in the regions have been effective; and e) the supervision of education in the era of regional autonomy must be able to be used as a tool to guarantee the quality of education (quality assurance in education), because in the era of regional autonomy public service quality is a policy concept that must be implemented with a full sense of responsibility.

In order to implement the concept of education that refers to the education of values in the era of regional autonomy, the Regional Government/City Government instructed the Department of Youth and Sports Education (Dikpora) to return to education based on local wisdom, because it was realized that education was rooted itself in the school context , will be able to animate and direct the school towards the appreciation of character education that is realistic, consistent, integral. There are at least five elements that can be considered, namely: a) teaching, b) exemplary, c) determining priorities, d) praxis priorities, e) reflection, Suhardan (2010:212). In accordance with the opinion of Dantley (2003:16-17) states that in developing schools (including teachers) need to include a spiritual element, especially for schools or teachers in the region. As for the assessment process (assessment) achieved in the process supervision is an integral part of the learning process and is integrated in the overall supervision process so that it has an impact on improving and improving teacher teaching and improving the quality of students at the three research sites (Rebert & Kaeli, 2002).

The results of the field orientation illustrate that one of the efforts undertaken by the three principals of the SMAN research site to improve teacher teaching and instill the values of local wisdom is to carry out effective supervision of local wisdom-based teaching. The interview results illustrate that the head of the SMAN research site puts forward the supervision of teaching based on local wisdom in enhancing teacher professionalism. The steps also taken in carrying out supervision of teaching based on local wisdom are: a) listening (*kade'e*) teacher presentation in order to appreciate the strengths and weaknesses of teachers in the framework of mutual, fostering, fostering (*ededu ndai sura dou labo dana*) b) clarifying the problems encountered during class observation (*ngoara tei* problem solving), c)

encouraging problem solving (*mbei enthusiasm*) in order to be able to do the best (*maja labo dahu*) d) give examples of examples, e) determine priorities (*nggahi rawi pahu*) , e) reflection

Integrated supervision of the behavior and language of the principal as a supervisor, who knows better about the overall condition of the school, including teaching personnel and education personnel in the school. Of course the local wisdom referred to here originates from three regional/city mottos 1) "*Ededu Ndai Sura Dou Labo Dana*" (prioritizing the interests of the general public over oneself and groups), implemented in the attitudes and behaviors of school principals/teachers who prioritize the interests of the community (stakeholders) through students who are taught and educated rather than self and family interests. 2) "*Maja Labo Dahu*" (ashamed and afraid of Allah SWT and fellow humans), implemented in the behavior of school principals/teachers in making improvements to the learning process that is ashamed if you cannot teach and educate students because it has become the responsibility of the afterlife. 3) "*Rawi Pahu Nggahi*" (what is said must be realized), implemented in the attitude and behavior of the principal/teacher who with great responsibility in providing the best what has been understood or planned in the learning process to students. And to illustrate this, it can be explained in the form of a theoretical framework for the supervision of the teaching of principals based on local wisdom in enhancing teacher professionalism, as in Figure 2, as follows:

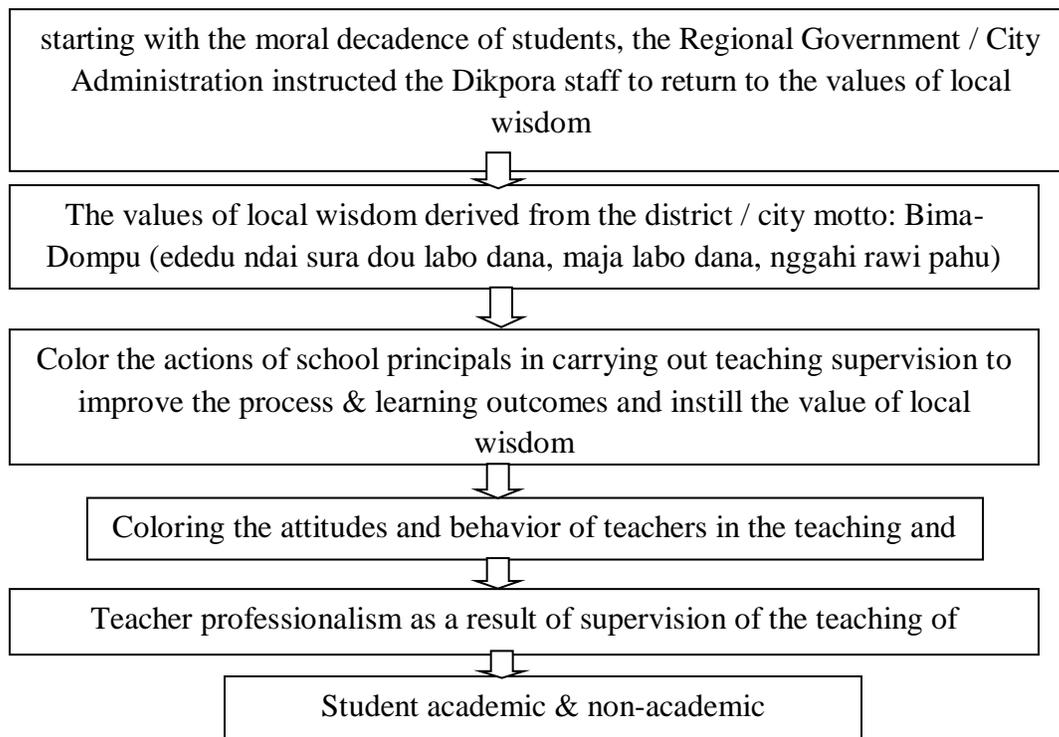


Figure 2: The theoretical framework for supervising the teaching of principals based on local wisdom.

2. Methods

This study focuses on the supervision of local wisdom-based teaching conducted by principals as supervisors at three senior high schools in Kabupaten/Kota Bima, namely SMAN 1 Kota Bima; SMAN 1 Bolo and SMAN 1 Dompu. Based on the characteristics of the subjects and the focus of the study, this study was designed using a qualitative approach with a multi-site study design. This research will initially use the first method, namely the modified analytic induction method for several reasons, namely (1) the data to be collected only revolves around the problem of implementing supervision, supporting factors

and obstacles to the implementation of supervision based on local wisdom in increase teacher professionalism; and (2) the three high schools have good achievements in Bima City, Bima Regency, and Dompu Regency, which are suspected to have influenced the implementation of local wisdom-based supervision by the school principal.

3. Results

a) The supervision of the principal's teaching is based on local wisdom

- 1) Class visits: (a) preparing the supervision program is carried out at the beginning of the new school year through teacher council meetings (*Kasabua Nggahi* / perceptions about the purpose of supervision); (b) informing the teacher to be supervised and the time of observation (*ngoara ra tei guru*); (c) supervising in class with senior teachers (*lu'u tio guru ma tei*); (d) discuss the results of classroom observations and feedback with the teacher observed with similar teachers who participated in the implementation of supervision.
- 2) In service education and training: (a) further studies to higher levels both S1 and S2 through selection by regional staffing agency (BKD) according to needs because of budgetary problems; (b) competency enhancement through, computers; (c) MGMP, school and district level semiloka or participation in seminars & training activities outside the region.
- 3) Regular teacher / employee meetings: (a) planning regular, annual, monthly or weekly meetings to evaluate successful and incomplete programs followed by the school committee & supervisory office; (b) formulating meeting objectives (*kasabua nggahi* above basic *nggahi rawi pahu*) teacher / employee as part of the obligation for all school components (*ededu ndai sura dou labo dana*).
- 4) Team-teaching: (a) increasing expertise in groups of similar teachers or allied groups, especially in subjects who have more than 2 credits to bridge the differences in the perception of similar teachers in realizing programmed KBM (*nggahi rawi pahu*) and unifying perceptions about methods teach; (b) an increase in the sense of responsibility and care for peers and an increase in mutual need for fellow teachers so that they do not feel they know better than others.
- 5) Clinical supervision: (a) Provision of this supervision is usually focused on improving learning for teachers who experience obstacles in the teaching and learning process including planning, observation, analysis on performance.
- 6) Artistic supervision: (a) coaching through this supervision is aimed at inculcating religious values & local wisdom; (b) coaching every Monday flag ceremony; (c) reading Yasin with Friday, (*maja labo dahu*) to Allah SWT / God Almighty; (d) the establishment of the student council's spiritual section; (e) friendship (*silaturrahim*) before the first hour begins; (f) The success of the implementation of the supervision of teaching the principal of the local wisdom based highly depends on the example, discipline, accuracy, and diligence in appreciating the values contained in the regional motto.
- 7) All activities in the supervision process are based on the regional motto of Bima / Dompu (*ededu ndai sura dou labo dana, maja labo dahu, and nggahi rawi pahu*)

b) The teacher's response to the supervision of the teaching of the principal based on local wisdom: (1) Teachers find it helpful to improve the learning situation; (2) Appropriate guidance has aroused the spirit of learning, heightened enthusiasm and sincerity in teaching, heightened creativity and achievement motivation, and heightened a sense of responsibility towards the task; (3) Good and pleasant teaching supervision can foster and arouse the enthusiasm and enthusiasm of the teacher's work, foster commitment to the task; (4) and can enhance work ethic and honesty, strengthen loyalty and discipline; (5) The commitment and motivation of teachers is the key in doing the best to improve the learning situation and instilling the values of local wisdom based on the motto of the regency / city of Bima-Dompu; and (6) High awareness of the importance of supervision because it is based on an

understanding of noble values in the regional motto of Regency / City of Bima-Dompu "*ededu ndai sura dou labo dana, maja labo dahu and nggahi rawi pahu*".

c) Constraints faced in the Implementation of Local Wisdom-Based Teaching Supervision.

- 1) Teaching load: (a) 24 JP / week (teacher certification) and fulfill with other activities such as team-teaching for teachers who are not fulfilled (*maja labo dahu & nggahi rawi pahu*); (b) find the best solution so that the teacher is able to improve teaching even with 24 JP hours; (c) the teaching load is not felt by the teacher because of their awareness of the dual role both as a teacher and educator.
- 2) Time limitations: (a) delegate supervision tasks to the vice principal or senior teachers based on the principal's confidence in the ability of teachers; (b) teacher awareness of whoever supervises (consistently); (c) delegating curriculum administration examination tasks delegated to the curriculum principal.
- 3) Funding: (a) The school principal together with the school committee will find a solution through APBS or other possible funds such as the BOS (School Operational Assistance) budget; and (b) Togetherness of school principals and school committees is based on noble values in the regional motto of the Regency / City of Bima-Dompu.
- 4) Commitment and responsibility: commitment and responsibility of principals / teachers on assignments because they are based on their understanding of duties and obligations as well as understanding of noble values in the regional motto of the District / City of Bima-Dompu.
- 5) Diverse levels of teacher competence: commitment and responsibility for assignments can be overcome because they are based on the principal / teacher's understanding of tasks and obligations and noble values in the regional motto of the Regency / City of Bima-Dompu.
- 6) Seniority: (a) helps fellow teachers not feel patronizing and being patronized especially to new teachers and teachers in need; (b) school culture by giving recognition of work performance while paying attention to teacher seniority & in communicating high expectations on student achievement & moral values (*maja labo dahu, nggahi rawi pahu*); (c) Togetherness and awareness of the advantages and disadvantages of the teacher will be able to solve obstacles in the implementation of teaching supervision based on the values of local wisdom in the three mottos "*ededu ndai sura dou labo dana, maja labo dahu and nggahi rawi pahu*".

d) Improvement of Teacher Professionalism as an Effect of Local Wisdom-Based Teaching Supervision.

- 1) Teacher competency increases in the improvement of the learning situation through all the supervision activities of the headmaster based on local wisdom.
- 2) Teacher performance increases in the discipline of the task, including compliance with rules that have been made together, completing tasks given by the principal, increased loyalty and work ethic, and wise and polite in acting.
- 3) Able to grow and generate initiative, initiative, willingness to work with a high spirit of devotion (*ededu ndai sura dou labo dana*)
- 4) Teacher professionalism as a result of exemplary, discipline, diligence, accuracy, accuracy of teachers who are still based on the noble values contained in the regional motto of the District/City of Bima-Dompu (*ededu ndai sura dou labo dana, maja labo dahu, nggahi rawi pahu*).

4. Discussion

1. Local Wisdom-Based Teaching Supervision Process

The implementation of teaching supervision is based on the ability to communicate politely, smoothly which is a reflection of the meaning contained in the motto of the city/ regency. Bima-Dompu (*ededu ndai sura dou labo dana, maja labo dahu, nggahi rawi pahu*), and the ability to listen complaints, input and questions from teachers in order to improve their teaching performance.

Supervision of classroom visits is carried out by the principal not only at the level of improvement in the learning situation, but also on the problem of instilling local wisdom values based on the motto of the region through example, discipline, accuracy, diligence, and accuracy exemplified by the school principal and teacher. The class visit activity begins with: 1) notifying the teacher to be supervised (*teacher ngoara tei*), where the principal behaves and uses polite language so that the teacher to be supervised feels cared for teaching improvement and does not feel spied on; 2) classroom observation (*lu'u tio guru ma tei*), pay attention to the teacher's appearance in teaching what is in accordance with the learning program plan (RPP) that has been programmed and starts from the teaching and learning process to close the lesson in accordance with the meaning of the regional motto (prioritizing success in the teaching and learning process (*nggahi rawi pahu*); 3) summarizing the results of observations and feedback (*ngoara tei sawa'u lu'u dei kelas*), is done in correcting the strengths that have been made in the teaching and learning process to be maintained or improved and the shortcomings to be corrected immediately. The activity was based on the willingness of the school principal and teachers to improve both the teaching performance of the teacher and the behavior of the principal in the supervision process that deserves emulation (digugu and imitated).

Supervision techniques in service education and training are intended to improve the ability of teachers through MGMP, semiar, and semiloka activities, and to continue their studies at a higher level. All of the above activities are based on the high responsibility of the school towards improving the quality of students through improving the quality of learning by qualified teachers too, so as to prioritize the interests of students and teachers above all, able to realize all of the quality improvement programs in schools based on fear and shame if not able to do their best to improve the quality of students. The regular teacher / employee meetings are held once a month, and weekly meetings after the Monday flag ceremony. It is intended to obtain the inclusion and improvement of the program that has been implemented, by 1) formulating meeting objectives relating to improving the quality of learning, conducted every week and at the beginning of each month; 2) find a solution to the problems found. All of these activities are based on a sense of responsibility towards the task, so that togetherness between all components in the school is expected to make it easier to find the best solution for togetherness (care for the individual problem of the teacher as a shared problem while related to the progress of education in schools).

Togetherness is a situation that is always embedded in all school components at three research sites in order to improve the quality of education in schools. The team-teaching activities aim to: 1) increase the teacher's expertise in teaching by fostering fellow teachers of the same type and cognate loving among teachers (*kasih ade sesama guru*) in accordance with the value of "*ededu ndai sura dou labo dana*" so that teachers complement each other ; 2) increasing awareness of fellow teachers in improving the professionalism of teachers in teaching, so as not to create a situation to patronize and patronize (*ngoara tei fellow teachers*); and 3) increase the sense of shared responsibility in doing something with the teacher, realizing we have weakness (*karawi sama labo guru, iyu weki wati loa*), based on a feeling of being unable to do the best for students (*maja labo dahu*).

Clinical supervision is intended to improve learning, especially for teachers who experience obstacles in teaching and learning activities. High commitment and responsibility, aware of the lack of self with maximum effort to learn from colleagues who know better, including in asking the willingness of school principals or teachers who are considered senior to help improve the quality of teaching in the

classroom in the form of supervision. The success of the implementation of teaching supervision based on local wisdom is highly dependent on the discipline, perseverance, accuracy, and diligence in appreciating the values contained in the motto of the three regencies. to be able to improve abilities in learning and improve learning situations.

The artistic supervision approach which is an approach that relies on the sensitivity, perception, and knowledge of the supervisor as a means to appreciate teaching incidents that are subtle, gentle and promote noble character in behaving like friendly, polite, honest, tolerant, wise, sincere heart very meaningful in the classroom. This approach puts a very good and pleasant relationship between supervisors and supervised teachers so as to create a dialogic and intimate atmosphere between them. The activities carried out by the school principal in the artistic approach are as follows: a) fostering every Monday flag ceremony (ngoara tei in the teacher / student), b) reading the Yasinan together every Friday, c) forming the OSIS spiritualism section, and d) Activities to greet fellow teachers and students (*jabatanga sesamaguru labo siswa*).

In the era of regional autonomy, schools as institutions for implementing activities at the forefront of education services (operational) have many advantages, such as decision making that is more based on their own problems. So that the realization is more effective and efficient, more responsible in all matters of managing school activities, growing confidence in one's own abilities, collaborating with other institutions needed in an effort to advance the school. One way to manage school activities is to carry out teaching supervision based on local wisdom. Teaching supervision is interpreted as assistance to teachers or serves as teacher professional development (Ruscinski & Hazi, 2007).

The concept of human capital in the era of regional autonomy, is related to the fact that humans invest in themselves through education, where local governments are committed to improving the quality of human resources who will always care about efforts to improve the quality of education in an effort to gain public trust (Dadang, 2010). In addition to this, the benefits that can be achieved from decentralization policies are (1) getting closer to decision making with the target communities so that the operationalization of decisions can be more realistic, effective, and efficient; (2) ease the burden on the organization at a higher level so that it can use its time, energy and attention to more strategic targets; (3) fostering the ability to take responsibility at a lower level; and (4) growing the pride of the implementers at a lower level because they feel trusted by the higher government in making decisions.

Through three (3) policy analysis processes in the form of: 1) problem formulation; 2) evaluation; and 3) recommendations, it is hoped that the policies that have been made can be accounted for because they are a product with all components in the school, including the implementation of teaching supervision based on local wisdom in enhancing teacher professionalism and instilling the noble values of regional culture based on the motto of the regency / city of Bima - Compass at all three research sites. It was also revealed by Banun (2008) explaining the effectiveness of the implementation of supervision required a program that makes a variety of activities or activities to be carried out by supervisors in carrying out supervision, the activities intended in this study are increasing professionalism of teachers and instilling the values of local wisdom through teaching supervision.

As revealed by Sukmadinata (2006), that climate, culture and change have a relationship in the activities of supervising education in schools, where the assumption is that school climate and culture are two psychological and symbolic factors of a school which first need to be properly conditioned so that the desired changes in supervision activities can be achieved. In line with Bolman & Deal (2002) that the concept of culture helps us to reexamine schools as a place of human community that has a history and a special story. Of course this is in accordance with the implementation of local wisdom-based teaching supervision conducted by the principal, requires exemplary, disciplined by the principal in all components in the school with the background of the motto of different districts / cities and can be used together in three regions regency / city, in addition to having the same culture and language, were able to increase

teacher professionalism which has an impact on improving the quality of students based on the values of local wisdom. Professional development through supervision of teaching based on local wisdom that is sustainable and intensive will have a better impact than the short or short term (Garet, Porter, Desimori and Birman, 2001).

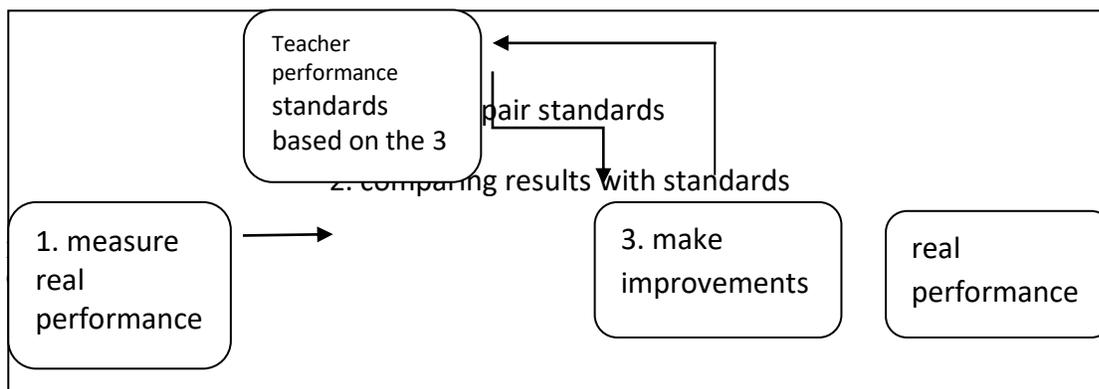
In the implementation of local wisdom-based teaching supervision in three state high schools namely the supervision model is adjusted to the conditions of each school, the teachers. The problems faced and the competencies of teachers are identified at the beginning of learning so as to facilitate the coaching model offered to teachers (Zepeda, 2012:41). The school principal realizes that coaching through teaching supervision will work best if there is support from the teachers in the school. To be able to carry out such coaching, the principal must have interpersonal skills in human relations (Caminiti, 2005).

The ability in relation to the school community makes the principal able to communicate effectively, especially related to his vision of the implementation of local wisdom-based supervision at the school. As revealed by Baum & Kirkpatrick (2008) Through this vision, the principal has: 1) the ability to explain his vision to all components in the school (teachers, administrative staff, students, committees); 2) the ability to express his vision not only verbally but through his habits as a leader; and 3) the ability to make customers (the public) have a pleasant experience.

The decision of the school principals in the three high schools in the research background to focus on the implementation of class visit supervision, clinical supervision, and artistic supervision is a policy based on the potential and conditions existing in the three schools. The condition referred to here is that there are still many new teachers who are inexperienced and have the potential to develop and the availability of time possessed by supervisors in improving teacher teaching performance as well as emphasizing aspects of mastery of the material and the way it is delivered but also on instilling wisdom values local contained in the three mottoes of the regency / city of Bima, namely "*maja labo dahu, ededu ndai sura labo dou, and nggahi rawi pahu*". Supervision of class visits is usually carried out in three parts, namely: (a) administrative preparation and mastery of the material; (b) the supervision process; and (c) feedback meetings. Clinical supervision carried out in three high schools in principle the research was carried out together with three main activities, namely: (1) a preliminary meeting (*ngoara tei sawati lu'u observasi*), (2) teaching observation, and (3) post-conference meeting (*ngoara tei swa'u lu'u observation*).

As Muhtar & Iskandar (2009), that the clinical term here refers to the following specific elements: (1) there is a face-to-face relationship between supervisors and teachers in the supervision process, (2) focus on the actual behavior of the teacher in in class, (3) careful observation, (4) detailed description of observational data, (5) supervisors and teachers jointly assess teacher performance, and (6) focus of observation according to the needs and appearance of the teacher.

In addition, although the supervision process no longer means controlling but empowering teachers in efforts to improve teaching performance, the control process is still used as a guideline in implementation, which is in the form of: a) measuring the real performance of the teacher, b) comparing results with standards predetermined, c) and make improvements (Robbins & DeCenzo, 2004), in accordance with the format of supervision that has been made, as shown in Figure 4.1 below:



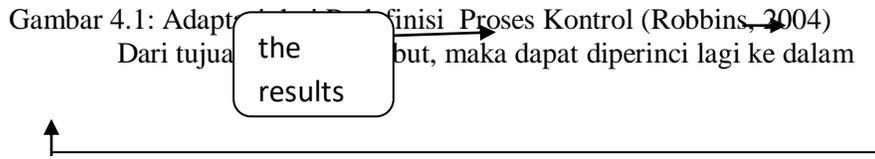


Figure 3: Process control Adaptation from Redefinition of Process Control (Robbins & DeCenzo, 2004)

According to Pondy, Liwin (2001) cultural learning through the implementation of local wisdom-based teaching supervision means learning how events and interactions between school components produce meaning, culture here is based on local wisdom based on the motto of the three districts. / Kota "*maja labo dahu, ededu ndai sura, labo dou funds and nggahi rawi pahu*" as a series of insights provided by the community group, in this case the education community at three research sites. The orientation of values embodied in the three regional / city mottos, is believed and embraced by the Bima / Dompu community groups in their daily lives (Kartodihardjo, 2002).

The school principal further appreciated the quality teachers by netting students to assess good teachers who served the teaching and learning process in class each semester. Appreciation can be in the form of school level exemplary teacher certificates to be proposed to the district / city level. This is in line with what is becoming a school culture which is also part of the values of the local wisdom of the three regencies / cities. According to John Saphier and Mattiuw King (2002), about appreciation and recognition, where a good supervisor is able to give recognition and appreciation for the achievement of the teacher he achieved. Teachers who excel in teaching are teachers who will receive recognition and respect from their students.

2. The teacher's response to the supervision of the teaching of the principal based on local wisdom

Teacher commitment and motivation is the key to doing the best to improve the learning situation based on the inculcation of local wisdom values contained in the district motto. *Nggahi rawi pahu, ededu nahu sura dana labo dana, and maja labo dahu* ". Appropriate coaching has aroused the spirit of learning, heightened enthusiasm and sincerity in teaching, heightened creativity and motivation for achievement, and heightened a sense of responsibility towards the task. Supervision of teaching can enhance work ethic and honesty, strengthen loyalty and discipline. High awareness of the importance of supervision because it is based on an understanding of noble values in the regional motto of the Regency / City of Bima-Dompu. Here the need for the principal's ability to understand teachers who respond wrongly to the supervision program is done by observing teacher members, understanding them, communicating with them, making rules of behavior that must be followed in the future, and eliminating bad behavior.

The improvement and improvement of the quality of teaching in schools is closely related to the effectiveness of the supervision services provided. What has been done by the principals in the three high schools in the research background has been able to encourage teachers towards improving their personal and professional abilities. Although at first there were teachers who considered the supervision of teaching especially those carried out through class visits as a monitoring or inspection or spying action to find the teacher's mistakes. This is caused by several things as follows: (a) supervision is equated with evaluation, (b) supervision is carried out to carry out tasks not because of necessity, (c) supervision is carried out traditionally, and (d) supervisors lack mastery of tasks and supervision techniques, so they tend to be monotonous, and not systematic, sometimes very subjective and not measurable.

Teachers who are in the three high schools in the research background are mostly aware of the principal's obligation as a supervisor to supervise teaching at the institution he leads. The teachers' response was very positive, of course the principal must also follow up with a class visit. The teaching

supervision model applied by the principal (1) provides a sense of comfort and respects the teacher's potential, (2) presents an atmosphere of openness and kinship among the teachers, (3) more effective and efficient in increasing teacher professionalism, and (4) making teachers feel free in developing their own potential. As revealed by Sergiovanni in Bafadal (1994) that the supervision of learning as a series of activities helps teachers to develop their ability to manage the learning process for the achievement of learning objectives.

In line with this, according to Alton, Frish, and Neville, that there are three main concepts in terms of learning supervision, namely: (1) supervision of learning must directly influence and develop teacher behavior in the learning process, (2) supervisory behavior in helping teachers develop the ability must be designed officially, clear when to start and when to end the development program, and (3) the ultimate goal of supervision of learning is so that teachers are more able to facilitate the learning process for their students. Furthermore.

In addition, for the sake of the smooth implementation of the supervision of local wisdom-based principals are also influenced by five dimensions of trust (Schindler & CC Thomas, 2003), namely: a) integrity (honesty and true nature), b) competence (knowledge of technical expertise and interpersonal skills), c) consistency (trustworthy, predictable and good decisions in managing the situation), d) loyalty (the desire to protect and maintain), and e) openness (the desire to share ideas and information freely). Thus the sense of trust that teachers have and are shown by the principal also greatly influences the attitude of acceptance from teachers who are subject to supervision carried out by the principal, especially in increasing the participation of the education community in respecting and implementing the values of local wisdom in special schools and in the community at large. Mantja (2008) argues that a person's behavior is determined by his perception. Instead a person's perception of an object or environment is determined by his needs. The attitude is the reason for his perception. He further said that the relationship between attitude and behavior is a relationship of causality. Therefore, one's attitude determines what he will do.

Besides that, motivation is an important part in every activity, without motivation there is no real activity. Callahan and Clark (in Mulyasa, 2004) suggested that "motivation is the driving force or puller that causes behavior towards a particular goal." Teacher's perception and motivation towards the implementation of local wisdom-based teaching supervisions by kasek at three research sites, generally positive. Because with the supervision of teaching, can: 1) help teachers to improve and enhance the learning process in improving the quality of education based on the values of local wisdom; 2) assisting teachers in developing their competencies, namely pedagogical competence, professional competence, social competence, and personality competence; 3) help the teacher to know the weaknesses or weaknesses they have and how to improve them. So, by having the motivation to also instill the values of local wisdom in addition to the teacher's motivation to become professional makes supervising local wisdom-based teaching more meaningful.

3. Constraints faced in the implementation of teaching supervision based on local wisdom

The time constraints of the principal and teachers can be found a solution, let alone the time constraints because there are official tasks that are part of the duties of the principal and teachers. That's where the awareness of all parties both teachers and schools, the most important thing is the way must be taken so that students do not become a victim. The attitude of the school principal and teacher in putting the interests of students above all else, and being ashamed to not give the best for children just because of personal or family matters. This is very much in accordance with the noble values contained in the motto "*maja labo dahu and ededu ndai sura dou labo dana*".

Togetherness of school principals and committees in doing anything so that funding problems which are also constraints do not cause a decline in the quality of education in schools. Through the

school expenditure income budget (APBS) from the community and other possible budgets will be used to improve the quality of education and the welfare of all school components. This is in accordance with the meaning of the values contained in the motto "*maja labo dahu, nggahi rawi pahu, and ededu ndai sura dou labo dana*".

The high level of commitment, togetherness and responsibility of teachers in programs that are made and agreed together is also the key to the success of teachers in increasing professionalism and in understanding and carrying out the noble values contained in the motto of the regency / city of Bima-Dompu. The high level of commitment and responsibility that teachers have that marks their seniority in behavior, not just because of age. It is most important how to be able to do the best for the progress of students that is always a guide for them to be *gugu* and imitated. This is very much in accordance with the meaning of the noble values of the motto "*nggahi rawi pahu, maja labo dahu, ededu ndai sura dou labo dana*" (behaves as a senior who is emulated by their juniors and ashamed of the term seniority but is unable to do their best for the advancement of education in schools). By recognizing the weaknesses and strengths it has, it creates tolerance for teachers to co-exist between them, not feeling patronizing and patronizing. All attitudes displayed by the teachers at the three high school research sites are very much in accordance with the meaning of the values contained in the regional motto of the Regency / City of Bima-Dompu.

The implementation of teaching supervision at three high schools as a research setting is not without obstacles. Among the constraints found in this study are as follows: (a) the system of guidance is inadequate, because the principal focuses more on fostering administration rather than the professionalism of the teacher. In this case the teacher's awareness of the responsibility for students and their curiosity about the development of science can be the best solution; (b) lack of face-to-face between the principal and all teachers in the supervision of teaching in class. The solution taken by the principal is to involve or represent the implementation of teaching supervision to the vice principal, or senior teachers in each field of study to help supervise teaching of their peers; (c) unsupportive mental attitude, where the professional relationship is sometimes rigid and less intimate between superiors and subordinates, so that teachers do not want to be open to the principal as their supervisor; and (d) lack of co-ordination of the coaching activities carried out by the school principal as supervisor (Mantja, 2002).

The determination of the teaching supervision model given to each teacher does not have to be the same, because of the diversity of teachers in the three high schools in the research setting. Factors taken into consideration in determining the appropriate teaching supervision model are (1) the diversity of competencies and character of teachers, (2) the potential of some teachers that are different from each other, (3) the density of principals' activities, and (4) teacher professional needs. Gordon (2001) emphasizes two basic ways to assess the level of development, expertise and commitment of teachers, all of which will be considered when choosing the supervision approach used. Another way is to discuss with the teacher about students, teaching and improving teaching.

Constraints related to the teaching burden of teachers arise in the implementation of in-service training and education programs, namely when teachers (1) get the opportunity to continue their studies to a higher level, (2) must set aside time to attend *semiloka* activities organized by MGMP district, province, (3) must attend training or be a resource person for certain training in the sub-district or district / city. Constraints relating to the teaching load of teachers who are quite dense can be a classic problem that is not easily overcome, especially by requiring certified teachers to teach 24 hours of teaching with a large number of PNS teachers. The problem of teaching hours for certified teachers can be found a solution after the school principal discusses the problem during the school principal's deliberation meeting (MKKS) in the district / city Dikpora with the Head of Service and the supervisors.

The problem of teaching hours for teachers who continue their studies at universities in the district or outside the region, find a solution by inviting discussion of similar field teachers and picket teachers in

overcoming hours of learning that are not filled by the teacher concerned, because lectures for these teachers are not implemented every day. While teaching hours for teachers who continue their studies at universities outside the region due to a study permit from the Regional Government / Regional Government II, the teaching hours are automatically given to similar teachers who lack teaching hours or by recruiting potential honorary staff to teach.

It becomes a fundamental problem in making schools effective when handling teacher learning hours and teaching hours that are less controlled. School effectiveness consists of school management and leadership dimensions, teachers, education personnel, other personnel, students, curriculum, infrastructure, classroom management, school and community relations, management of other special fields, results in fact refer to the expected results and even show closeness or similarity between real results and expected results (Kartika, 2009).

Furthermore Saiful (2004), supervision and evaluation of the implementation of teaching assignments was carried out to answer two fundamental questions, namely at what limits teachers should implement and implement teaching models and how students achieve learning outcomes. The core problem in realizing effective schools is that teachers must be able to develop their teaching abilities, and students must receive the best service in achieving learning outcomes, so there is no known vacancy in class hours.

Another obstacle in the implementation of in-service education and training programs is the problem of implementation time which is expected to be able to effectively and efficiently provide maximum results for improving teacher professionalism and to instill the values of local wisdom in training participants. Stages in in-service education is always shown an example of the example and discipline of teachers that contain the meanings of local wisdom values in the field of study or issues raised in these activities. Since the training has taken place, it has brought changes in the improvement of teacher professionalism, and must also pay attention after leaving the program itself in implementing program results.

4. Teacher professionalism as a result of the implementation of teaching supervision based on local wisdom

Teacher professionalism is marked by increasing teacher competence in improving the learning situation through all the activities of supervision of teaching the principal based on local wisdom. Teacher performance increases in planning learning, which includes the preparation of learning objectives, preparation of learning materials / materials, the determination of learning methods, the use of instructional media and in the preparation of evaluation instruments. Teacher performance improves in the discipline of tasks, including compliance with rules that have been made together, completing assignments given by the principal, increased loyalty and work ethic, as well as wise and polite in acting. Able to grow and arouse initiatives, initiatives, willingness to work with a high spirit of devotion.

Improving the quality of teachers must always be implemented to adjust themselves to the development and changing times. Therefore, so that the professionalization must continue to be considered by the teacher in order to actual profession. According to what was revealed (Ballantine, 2003), that professionals are personal characters and have intellectual component competencies such as a strong commitment to a career based on the ability to be responsible in accordance with their duties and the ability to be oriented towards customer service. Furthermore (Hendry L. Tosi, 2000) said that professional orientation is a life skill that is central to the task and not the organization, so they have a tendency to see organizational demands as an emphasis or distraction, and they will find ways to avoid them.

Teaching supervision is an inseparable part of quality improvement activities in teaching and learning in schools. Supervision is a form of staff development in schools that is expected to bring benefits to the teachers themselves, namely to: (a) renew skills and knowledge, (b) monitor in order to meet the demands of the times, (c) know the results of research and method development teaching and learning, and (d) knowing and following the development of learning materials and media. The teaching supervision program that is carried out is expected to be effective and efficient in producing teachers who (a) are experts in their fields, (b) are responsible for their profession, and (c) have high concern for their peers.

The characteristics of the professional teacher stated by Sah understanding (2002), namely that a teacher is said to be professional if he (1) is an expert in the field of science he is engaged in and is an expert in the task of educating, (2) has autonomy or independence in expressing what must be said based on his expertise, and a sense of responsibility for what he has pointed out and done in the context of his expertise, and (3) has a sense of collegiality that is characterized by fostering a sense of caring for his colleagues, because he is aware that such habits are a way to form a certain image of his profession, that is by collaborating with colleagues. Such characteristics appear, of course, inseparable from how a job can be said as a profession.

The teaching supervision model determined at SMAN 1 Kota Bima, SMAN 1 Bolo and SMA Negeri 1 Dompu consists of several teaching supervision activities, namely (1) class visits, (2) inservice education and training, (3) regular teacher / employee meetings, (4) teacher placement in team teaching, (5) clinical supervision, and (6) artistic supervision.

These activities have contributed greatly to improving teacher professionalism, which is marked by an increase in the expertise of teachers at the three high schools. Increased expertise can be seen from: (1) the more varied teaching techniques of teachers in the classroom, (2) the existence of innovative and more creative learning activities, (3) the assignment of tasks that can add students' insights about the application of knowledge taught in real life, (4) trust given to some teachers to become resource persons in training activities carried out by the district, for example in MGMP forums and Bintek district level education unit (KTSP) workshop. The increase in expertise as a result of the in-service education and training program can be understood as the impact of the suitability between the activities that must be followed by the teacher in these programs with the real needs of the teacher. In addition, the teacher feels he has the support of the school to try new things that he got from the training he participated in and apply them in classroom learning activities.

In this case, Robin & DeCenzo, (2004) states that the main reason for the ineffectiveness of a training activity is because (1) the teacher lacks or does not get support to implement the knowledge gained from the training, (2) the lack of organization of the organized training activities, (3) lack of monitoring while the teacher implements the results of the training, and (4) lack of commitment from the teacher to try what they have learned. The principals of the three high schools provide full support to the teachers to take part in training activities that enhance their professionalism and monitor when they apply them in teaching and learning activities in class, thereby increasing their expertise in accordance with their field of practice.

In addition to increasing professionalism in the form of increased expertise, in-service education and training activities also produce a form of teacher concern for their peers. This will gradually lead to strength in the togetherness and development of teachers individually and in groups. Glickman, at all (2009, p.12), that the implementation of supervision has an effective influence on teacher development both personally and in groups, as well as professional development, curriculum development and action research.

Meanwhile, the implementation of teaching supervision through regular teacher / employee meetings every Saturday twice a month at the three high schools, was also able to increase teacher

professionalism in terms of caring for peers and a sense of responsibility towards the profession. In addition, teachers feel responsible for knowing the development of information in their school, because more or less the information will make a positive contribution in the implementation of learning activities in the classroom. Cultivating these matters will directly affect the commitment of teachers in their schools to always support the developments that occur.

Teacher meetings at the three high schools are sometimes done incidentally and periodically. Incidental meetings are usually done when there are important things that need to be discussed together as soon as possible to find solutions, for example there are cases of child fights in schools that cause outside communities to get involved. In this case, the method of prevention is discussed by prioritizing the values of local wisdom long held by the Bima / Dompu community, namely *edu sura dou labo dana, maja labo dahu, and nggahi rawi pahu*.

Pidarta (2009:172) that the characteristics of supervision through teacher meetings are: (1) supervision is given to a number of teachers; (2) the general supervision in the teacher's office or in the multipurpose room in the school; (3) the time to conduct supervision can be periodic and can also be incidental, or both alternately depending on the needs; (4) supervision is led by the principal in the school with a position as supervisor; (5) most of the supervision process is through discussion, after the principal has explained and provided information related to the material to be discussed; and (6) the supervision process ends with a conclusion agreed upon together.

Teacher professionalism improvement is also pursued through the implementation of team teaching and the formation of study field groups. The implementation of these two teaching supervision activities produced three things that showed an increase in teacher professionalism. These three things are: (1) increasing expertise; (2) increasing awareness of colleagues; and (3) increasing sense of responsibility towards the profession. In teaching supervision techniques through team teaching like this, a group of teachers in the field of study are dealing with a supervisor, in this case the supervisor is the principal or the principal asking for the help of a senior teacher (semi supervisor).

Pidarta (2009) expressed the characteristics of supervision through team teaching, as follows: (1) supervision is group; (2) those who act as supervisors are school principals or senior teachers; (3) supervised teachers are generally the same, because the things discussed in the supervision process are those related to their specialization; (4) the place of supervision can be outside the classroom; (5) the time can be incidental, if there is a group of teachers who need a sudden, then the supervision can be done; (6) the supervision process is mostly in the form of multi-directional discussions, mutually between participants both supervised and supervised; (7) supervision ends with a conclusion; and (8) follow-up is held if participants need it.

This increase in expertise is experienced by teachers because they are often involved in various discussions within the group. The process that occurs in group discussions helps and trains the teacher to find a way out of various problems that might be experienced by him and adds insight into the expertise for the teacher. The mutual learning that takes place continuously makes the teacher more expert in his field. The process of collaboration between teachers to improve their professionalism, in line with what is defined by Glatthorn in Sergiovanni (1993) about Cooperative Professional Development, a process that involves the teacher and his colleagues in a collaboration for professional growth and development. Therefore, the placement of teachers in this teaching team greatly helped the principal in overcoming obstacles in improving teacher teaching performance, namely by involving senior teachers in each field of study in supervising junior peers.

Placement of teachers in team teaching to teach similar fields of study in the same class. With the help of senior teachers the principal is able to solve these problems, so that teachers and their peers understand each other's limitations and strengths and try to minimize the differences between them. In

accordance with the meaning of the value of local wisdom *ededu ndai sura dou labo dana* (prioritizing the interests of others / society above self interests).

The benefits of carrying out such group supervision, as revealed by DeCenzo & Robin (2004), a) economize the principal's time to supervise all teachers; b) provide a supportive atmosphere, where teachers can complement each other and be aware of their own shortcomings and peers; c) the teacher can receive reflections, input from colleagues; d) provide an opportunity for supervisors (principals) to test the teacher's emotional or intuitive responses (without being studied) on the material presented by checking on their peers' responses; e) can provide broad experience so that they can get to know peers better; f) provide many opportunities to use supervision techniques; and g) the context of supervision can have an effect as a therapy for supervised teachers.

5. Conclusions and Suggestions

A. Conclusion

Based on the analysis and discussion of the above research results, it can be concluded as follows:

1. The process of supervision of the teaching of principals based on local wisdom

The teaching supervision process carried out by the principal is to do: (1) class visits (*lu'u tio guru ma tei*), in which the principal behaves and uses polite language so that the teacher to be supervised feels heeded for the improvement of teaching and does not feel in the eyes - eyes, pay attention to the teacher's appearance in teaching what is in accordance with the planned learning program (RPP) and discuss the advantages that have been made in the teaching and learning process to be maintained or improved and the shortcomings to be corrected immediately. 2) inservice education and training: intended to improve the ability of teachers both through MGMP activities, seminars, and seminars, to add competencies that are not yet known in accordance with developments and always ask important things related to learning material, it is in accordance with value of *maja labo dahu and nggahi rawi pahu* (aware of self-deprivation and not ashamed to keep learning), (3) regular teacher / employee meetings, uniting perceptions (*kasabua nggahi*), which talks about improving the quality of learning for students and finding solutions to problems that was found. (4) team teaching (teaching team / *tei kasama*), aims to: (a) increase teacher skills in teaching with the same group of fellow teachers and love fellow teachers (*kasih ade sesama guru*); (b) increasing awareness of fellow teachers in increasing teacher professionalism in teaching, so as not to create a patronizing and patronizing situation (*ngoara tei fellow teachers*), and (c) increasing a sense of shared responsibility (*karawi with labo iyu weki wati loa*), (5) clinical supervision, intended to improve learning, especially for teachers who experience obstacles in teaching and learning activities, and (6) artistic supervision, which is an approach that relies on supervisor's sensitivity, perception, and knowledge as a means to appreciate teaching events that are subtle, gentle and very meaningful in the classroom.

The successful implementation of school supervision based on local wisdom is highly dependent on discipline, perseverance, accuracy, and diligence in appreciating the values contained in the motto of the three regencies. can improve the ability to learn and improve the learning situation.

2. The teacher's response to the supervision of the teaching of the principal based on local wisdom.

Teacher responses varied, namely: (a) many teachers were helped in improving the learning situation, (b) the right coaching had aroused the spirit of learning, heightened enthusiasm and sincerity in teaching, heightened creativity and achievement motivation, and heightened a sense of responsibility towards the task and could enhance the work ethic and honesty, strengthen loyalty and discipline, (c)

commitment and motivation of teachers is the key to doing the best to improve the learning situation & instill the values of local wisdom, so that by recognizing the shortcomings that are owned, teachers strive to learn continuously and feel ashamed not being able to do the best for themselves and students (*maja labo dahu*) and (d) high awareness of the importance of supervision because it is based on an understanding of the noble values in the motto (*ededu ndai sura dou labo fund, maja labo dahu, nggahi rawi pahu*).

The activities carried out by the school principal in carrying out supervision of teaching based on local wisdom are solely to improve the teaching situation of the teachers and to instill the values of local wisdom based on the regional motto. With the example, discipline, accuracy, diligence, and accuracy exemplified by the principal and teachers, it turns out to have a significant effect on the quality and behavior of students. So, growing commitment in improving the situation of learning based on local wisdom is the key word in achieving teacher professionalism both in improving the quality of learning and in instilling the values of local wisdom.

3. Obstacles that occur in the implementation of supervision of teaching principals based on local wisdom and solutions

The many teaching burdens are vanished by feelings of shame and fear and make every effort to carry out the obligation to teach 24 JP (*maja labo dahu*) both before God (Allah SWT) and in front of fellow teachers, and participate in training activities that can increase their competence. The salary provided is not without a more primary goal, namely how students succeed with the efforts made by school principals and teachers (*ededu ndai sura dou labo dana*), this is where the interests of the community take precedence through students above all else.

The time constraints of the principal and teachers can be found a solution, let alone the time constraints because there are official tasks that are part of the duties of the principal and teachers. The most important thing is the way must be taken so that students do not become the victim. The attitude of the school principal and teachers at the three SMAN research sites shows that attitudes prioritize the interests of students above all else, and are ashamed to not give the best for children just because of personal or family matters. This is very much in accordance with the noble values contained in the motto "*maja labo dahu and ededu ndai sura dou labo dana*".

Togetherness of school principals and committees in doing anything so that funding problems do not cause a decline in the quality of education in schools. Through the school expenditure income budget (APBS) from the community and other possible budgets will be used to improve the quality of education and the welfare of all school components. This is in accordance with the meaning of the values contained in the motto "*nggahi rawi pahu, and ededu ndai sura dou labo dana*".

A high level of commitment and responsibility and a sense of togetherness that teachers have that marks their seniority in behaving well towards junior teachers, regardless of age. It is most important how to be able to do the best for the progress of students that is always a guide for them to be *gugu* and imitated. This is in accordance with the meaning of the noble values of the motto "*nggahi rawi pahu and maja labo dahu*" (behaves as a senior who is emulated by their juniors and ashamed of the term seniority but unable to do their best for the advancement of education in schools).

4. Increasing teacher professionalism as an influence of teaching supervision the principal is based on local wisdom

Teacher professionalism improvement is characterized by: (a) teacher competency increases in the improvement of the learning situation through all the supervision activities of principals based on local wisdom, (b) teacher performance improves in the task discipline and learning planning and is able to

foster high initiative and service spirit, and (c) teacher professionalism as a result of discipline, perseverance, teacher accuracy which is still based on the noble values contained in the regional motto of the Regency / City of Bima-Dompu (*maja labo dahu, ededu ndai sura dou labo dana, nggahi rawi pahu*)

Increased teacher professionalism also appears in: (1) an increase in awareness of school principals and teachers in an effort to improve the quality of learning by activating professional supervision based on local wisdom; (2) professional supervision has succeeded in influencing teachers to improve the quality of learning so as to produce teaching-learning satisfaction, strong commitment and more effective workforce; and (3) supervision activities based on the supervision of local wisdom based on well-organized, packaged in a democratic leadership atmosphere, so that the values of local wisdom are well embedded in all school components (principals, teachers, students and school committees).

B. Suggestions

In accordance with the results of research on the supervision of local wisdom-based teaching conducted by principals of high school research background in an effort to improve teacher professionalism, suggestions and recommendations for:

1. Head of regency / city office, as a policy maker to develop a model of teacher development so that professional and local wisdom values remain eternally embedded in the younger generation
2. To the supervisor or supervisor of education, so that the findings in this study can be used as material for coaching in schools in general in improving teacher professionalism and to instill the values of local wisdom in students.
3. To the principal in order to further improve the quality of supervision services to teachers to be more professional by reforming the teaching supervision program in developing supervision activities based on local wisdom in increasing teacher professionalism and instilling the noble values contained in the motto of the three regencies / cities of Bima -Dompu which is "*ededu ndai sura of labo dou funds, maja labo dahu and nggahi rawi pahu*".
4. Teachers, motivate them to improve professionalism and to instill the values of local wisdom based on the regional motto through example, discipline, and accuracy.

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