

# Improving Teacher Performance: An Overview of Supervisory Behavior in Artistic Supervision

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## Abstract:

The phenomenon of conflict resistance between teachers and educational supervisors has been increasingly prevalent lately, manifesting as feelings of low self-confidence and apprehension among teachers when a supervisor or school monitor is about to conduct supervision. The relationship between teachers and educational supervisors should ideally be harmonious in the pursuit of national educational goals. This research seeks to explore the urgency, steps, and implementation models of artistic supervision in efforts to enhance teacher performance. Research data were gathered through observations of academic supervision activities, interviews with supervisors and teachers, document analyses on educational supervision, and the mechanism of implementing educational supervision using an artistic approach. The research findings indicate that the implementation of artistic supervision is a crucial approach in improving teacher performance, alongside the necessary steps and models of artistic supervision implementation. The study concludes that the urgency of artistic supervision must be recognized to break the hereditary culture of teachers' misconceptions about supervisors and the inaccuracies in the supervisors' approach. Awareness of this needs to be continually cultivated by each party, fostering positive reinforcement and a humanistic educational supervision model between the supervisor and supervisee.

**Keywords:** *Artistic Supervision, Teacher, Supervisor Conflict*

## Abstrak:

Fenomena resistensi konflik antara guru dan pengawas pendidikan semakin marak akhir-akhir ini, yang bermanifestasi sebagai perasaan rendah diri dan ketakutan di kalangan guru ketika pengawas atau pengawas sekolah hendak melakukan supervisi. Hubungan antara guru dan pengawas pendidikan idealnya harus harmonis dalam mencapai tujuan pendidikan nasional. Penelitian ini berupaya menggali urgensi, langkah, dan model implementasi supervisi seni dalam upaya peningkatan kinerja guru. Data penelitian dikumpulkan melalui observasi kegiatan supervisi akademik, wawancara dengan pengawas dan guru, analisis dokumen supervisi pendidikan, dan mekanisme pelaksanaan supervisi pendidikan dengan pendekatan artistik. Temuan penelitian menunjukkan bahwa penerapan supervisi artistik merupakan pendekatan yang krusial dalam meningkatkan kinerja guru, di samping langkah-langkah dan model penerapan supervisi artistik yang diperlukan. Studi ini menyimpulkan bahwa urgensi supervisi artistik harus diakui untuk mematahkan budaya turun temurun dari kesalahpahaman guru tentang pengawas dan ketidakakuratan dalam pendekatan pengawas. Kesadaran akan hal tersebut perlu terus dipupuk oleh masing-masing pihak, menumbuhkan penguatan positif dan model pengawasan pendidikan yang humanis antara pengawas dan yang diawasi.

**Kata Kunci:** *Supervisi Artistik, Konflik Guru, Pengawas*

## INTRODUCTION

The resistance conflict between teachers and educational supervisors has frequently occurred lately, manifesting as a sense of low self-confidence and uneasiness among teachers when a school supervisor is about to supervise. The relationship between teachers and educational supervisors should be harmonious in pursuing national educational goals. However, this determinant phenomenon often gives rise to problems both supervisors and teachers face. This is rooted in the low motivation of teachers and school principals for supervision, uneven distribution of academic supervisors, incompetent supervisors, and constraints in the culture of educational quality (Hasbi, 2022). Furthermore, due to the complexity of the managerial tasks of school principals, the subjective element from supervisors, frequent changes in school leadership, limited facilities, and suboptimal follow-up plans (RTL) are still prevalent (Anis, 2021). These statements contrast with the testimonials published by KSPSTK Kemendikbudristek in the Supervisor's Office at Schools (PNS) activity, including: " I feel that the presence of the supervisor is like a friend helping me solve difficulties in leading such a complex school" (Heriyanto, Headmaster of SDN 1 Boyolangu Banyuwangi), " My supervisor is like a peer to me. He can uncover potentials that I am not aware of" (Anisa, Teacher at SDN 3 Boyolangu Banyuwangi) ([kspstendik.kemdikbud.go.id](http://kspstendik.kemdikbud.go.id)). Supervision serves as professional assistance and guidance for teachers in carrying out instructional tasks to improve teaching and learning by providing continuous stimulation, coordination, and guidance to enhance teachers' individual and group professional growth (Ouren et al., 2023). Meanwhile, according to Hopkins and Moore (1993) , artistic supervision is "...the artistic supervision model is a holistic approach to supervision that relies on sensitivity, perceptivity, and knowledge of the supervisor as a way of appreciating the significant subtleties occurring in the classroom". The artistic supervision model is a holistic approach to supervision that emphasizes the supervisor's sensitivity, perceptivity, and knowledge to express all aspects of what happens in the classroom. (Nafiah & Hartatik, 2020)

This contradictive phenomenon begs why opinions regarding the connection between supervisees (teachers) and supervisors differ. The supervision paradigm that a supervisor adopts is one factor that may contribute to this. Research suggests a strong congruence between supervisor practices and the tenets of supervision (McCallum et al., 2023). Supervision has evolved from rigid oversight to more supportive and tailored approaches, encouraging teachers to reflect on their practices (Rogers, 2023). The concept of instructional supervision has shifted from inspectional to cooperative to inclusive models (Sun, 2022). In postgraduate education, the individualistic supervision model is prevalent, but there is recognition of the benefits of team supervision in terms of knowledge sharing and the development of supervisors (Ngulube, 2021). Different models of supervision, such as scientific, clinical, self-assessment, developmental, collaborative, and artistic models, offer a range of approaches for supervisors to

choose from based on the specific situation (Ab et al., 2022; Matemayi & Tshabalala, 2022).

The artistic supervision model is familiar in educational supervision. It has evolved from rigid oversight to more supportive and tailored approaches encouraging teachers to reflect on their practices (Ab et al., 2022). The study found that primary school principals use the artistic supervision model often, sometimes, very often, or often, indicating that it is already being implemented in schools (Nafiah & Hartatik, 2020). Additionally, another study developed an artistic supervision model to improve the pedagogic competence of elementary school teachers, suggesting that it is an established approach (Ramadina, 2021). Furthermore, the study also described artistic supervision as one of the models employed in improving teacher performance, indicating that it is already being practiced (Ab et al., 2022).

An academic supervisor is illustrated as an "expert" and "superior" in education, while a teacher is depicted as someone who requires academic supervision. According to Acheson and Gall, "supervision is the guidance to help the teacher improve his or her instructional performance" (Supit et al., 2021). Supervision helps assist teachers to enhance their teaching performance, and this performance is highly dependent on the competencies possessed. Albuquerque argues that "a component of supervised teaching practice is a vital feature for teachers" (Setiawati, 2021), meaning that a teacher's vital characteristic includes supervision in every teaching practice component.

The artistic supervision model in educational supervision is an interrelated aspect in improving teacher performance. Although studies and instruments measuring artistic supervision, which is one of the modern supervision approaches, can still be considered less comprehensively discussed (Nurtanto et al., 2021). Based on previous research on the influence of artistic supervision on teachers' pedagogical competence, a solid and significant impact was found (Ruhita et al., 2023). Furthermore, teacher competence has a significant relationship with teacher performance both partially and simultaneously (Rohman, 2020). Therefore, artistic supervision is one of the essential components in enhancing teacher performance.

Adequate supervision includes activities that assist, guide, and provide information to teachers on what needs to be done without always seeking to find faults in teaching (Harahap & Hidayah, 2022; Sunaryo, 2020). This aligns with the understanding of the artistic supervision model itself, as this model emerged as a form of dissatisfaction with the scientific supervision model in 1982 (Syukron et al., 2023). Recently, the phenomena of moral and behavioral degradation have become prominent. Hence, artistic supervision has recently been revisited as one of the contemporary supervision models.

The artistic supervision model is based on the supervisor's knowledge, skills, understanding, sensitivity, perceptiveness, and knowledge (Nafiah & Hartatik, 2020). Furthermore, the artistic supervision approach emphasizes the supervisor's sensitivity, perceptiveness, and knowledge to appreciate all aspects that occur in the classroom (Wahyono & Gojali, 2023). It then employs expressive, poetic, and sometimes metaphorical language to influence teachers to make

changes based on what has been observed in the classroom (Prastania & Sanoto, 2021). In this form of supervision, the main instrument is not a measurement tool or observation guide but a human with feelings toward what is happening (Lorensius et al., 2022).

Artistic supervision is conducted non-directly, where the supervisor uses specific art in its implementation (Schiavo, 2022). Eisner states that the artistic supervision approach consists of four essential elements: 1) the supervisor must have the ability to understand and see the essential aspects of the situation they observe, meaning the supervisor must be an expert in the field of education. 2) The supervisor must be able to define what they see, capture the goals of supervision, and have the ability to express what they see in impressive language. 3) The supervisor must be able to comment on relevant theories, models, and concepts that can explain the dynamics of the educational process. 4) There is an evaluation and review process of observation and interpretation in the final stage of the model (Alswaidan & Menai 2020).

Furthermore, the steps of the artistic model academic supervision include: 1) The absence of any pretension from the supervisor during supervision. 2) The supervisor assumes that they are watching an art/music performance. 3) The implementation of supervision is carried out carefully, thoroughly, comprehensively, and repeatedly. 4) The supervisor must be able to sense and capture the essence of learning. 5) The supervisor constructs interpretative results in the form of both verbal and non-verbal narratives. 6) The interpretative results, whether written or oral narratives, must be handed over to the supervisee (Mujiono, 2020).

The scale of the artistic supervision model, according to Kapusuzoglu and Dilekci (2017), in their research, can be used as an artistic supervision model due to its reliability and validity. Simultaneously, it is recommended that a new scale with different dimensions be developed. Furthermore, this model consists of dimensions such as philosophy (philosophy of artistic supervision), teaching (teaching as an art), activities (assessment activities for artistic supervision approaches), and specialization (educational specialization tasks for supervisors). These dimensions form the scale of the artistic supervision model (Nafiah & Sri Hartatik, 2020). These dimensions can be considered as a model for implementing artistic supervision, given that a scale model is a physical model geometrically like objects within smaller objects, also known as prototypes.

Teachers play a crucial and central role in the world of education that needs attention. Considering that teachers are the determining factor for the success of any educational effort, this highlights the significant position of teachers in education (Busthomi & A'dlom, 2021). Starting from this central role, teacher competence must be developed and improved at every educational level. The development and improvement of teacher competence, both directly and indirectly, will positively impact teacher performance and the quality of education. Glickman (1981) states that there are three psychological principles underlying teaching and the implementation of teaching supervision: Behaviorism Psychology, Cognitive Psychology, and Humanistic Psychology. The choice of these psychological types as the basis for enhancing the learning process depends

on the profile of the teacher being dealt with and the psychological nature of the students. For less competent teachers, dominant reinforcement and a more directive orientation are needed. For professional teachers, caution is necessary, and a humanistic psychology principle and a non-directive approach should be employed. For those in between, cognitive psychology principles and a collaborative approach are utilized (Yuliansyah et al., 2021).

In behaviorist psychology theory, J.B. Watson suggests behaviorism is a stimulus-response reinforcement (S-R) principle. This means that a person's knowledge is formed through the stimuli they receive, which strengthens with reinforcement or assistance. Reinforcement or assistance as a stimulus can be positive reinforcement (strengthening behavior repetition or, in other words, making the response stronger) and negative reinforcement (strengthening that can cause certain behaviors to decrease or disappear) (Bunyamin, 2021). From this behaviorist psychology perspective, one way for supervisors to improve teacher performance is to continuously provide motivation, appreciation, and support for the excellent performance of both teachers and school principals in teaching. This aims to maintain and enhance what has been done and achieved. Furthermore, a supervisor must also be able to provide comprehensive assistance, insights, and explanations to teachers and school principals who have yet to perform well. This is intended to change their mindset and performance naturally, without giving the impression of forcing what has been done by teachers and school principals. Behaviorism psychology's view is that humans can be manipulated in their behavior and controlled by controlling the stimuli in their environment, positioning the person receiving the stimulus as a passive individual.

Next is the humanistic theory, which focuses on the human condition, including the ability to self-realize, freedom to choose to determine one's fate, and freedom and responsibility. Inherent in this approach is the feeling of anxiety from within, making it an essential element. This approach presents conditions to maximize self-awareness for development. This freedom allows individuals to choose what to improve, when, and how to improve. This is the main characteristic of the humanistic approach, aiming to help the subject become self-directed and self-motivated learners (Bunyamin, 2021). From this perspective, improving teacher performance can use humanistic psychology, an approach that humanizes individuals. Teachers already on track with their competencies must be treated well and should not offend their feelings during academic supervision. Similarly, teachers who still need to be on track must be treated well when providing assistance, guidance, and feedback. Therefore, this humanistic approach is carried out non-directive or indirect.

Several previous studies addressing academic supervision, particularly artistic supervision, include an analysis of the use of artistic supervision models and the supervisory approaches used by school principals according to the level of teacher quadrant in elementary schools (Nafiah & Hartatik, 2020), the implementation of artistic supervision in the learning process (Mudzakkir, 2020), clinical supervision and artistic supervision: an analysis of strengths and weaknesses, improving teacher competence in developing teaching materials for the independent curriculum through academic supervision (Turmuzi, 2023),

Supervision: An Issue For Supervisors And Supervisees, and Three Academics' Narratives in Transforming Curriculum for Education for Sustainable Development (Maistry, 2022). These studies have yet to deeply understand the supervisor's behavior in implementing artistic supervision. While some studies have shown the results of academic artistic supervision, the author believes it is crucial to understand the supervisor's behavior in implementing academic supervision, especially artistic supervision, to improve teacher performance.

The purpose of this research is first to explain the urgency of artistic supervision in efforts to improve teacher performance. Second, describe the steps in the implementation of artistic supervision in efforts to improve teacher performance. Third, the artistic supervision model should be explained to improve teacher performance.

This research is based on the steps of academic artistic supervision to improve teacher performance, aiming to facilitate a teacher to become a professional educator. Therefore, this paper is based on three main arguments. First, there is a strong correlation between artistic supervision and efforts to improve teacher performance. Second, the stages of correctly implementing artistic supervision can enhance teacher performance. Third, when done well, various synergies between supervisors and teachers can improve teacher performance. This research offers a solution-oriented, integrated, and systemic effort to provide a comprehensive and in-depth explanation, with the hope of making a practical contribution to the implementation and follow-up of academic artistic supervision. Theoretically, it aims to introduce new concepts to enhance the professionalism of teachers and supervisors.

## RESEARCH METHODS

This qualitative research is a case study that focuses on the behavior of educational supervisors in conducting artistic supervision to enhance teacher performance (Sunaryo, 2020). The selected research object is the Middle School Supervisors at the Ministry of Religious Affairs Office in Lamongan Regency, East Java, during academic supervision in their respective regions. These supervisors have their views and styles of implementing artistic, educational supervision that aligns with their respective regions' characteristics.

The data was collected through observation, interviews, and document analysis (Morgan, 2022). Observation was used to observe the behavior of educational supervisors and teachers in the academic supervision process using an artistic approach. Interviews were conducted to gather information and understand the thought patterns of educational supervisors and teachers related to the academic supervision process, especially artistic supervision. Interviews were also conducted with supervisors, school stakeholders, school committees, and the surrounding community to gather information about the involvement and implementation of academic supervision, especially artistic supervision, in the areas supervised by middle school supervisors. Document analysis was used to explore the strategies of educational supervisors and the response outcomes of teachers in the implementation of academic supervision, especially artistic supervision, as well as specific supervision documents related to artistic supervision. Data was mainly collected through direct interviews due to their

direct relevance to behavior, followed by observation and document analysis. All data collected will be analyzed using the Miles and Huberman flow model.

To ensure the validity and reliability of the data, triangulation of data sources and in-depth data exploration through interviews and observations were conducted (Natow, 2020). A Focus Group Discussion (FGD) involving educational supervisors, school principals, teachers, stakeholders, and experts was also conducted in the final stage to formulate propositions and research conclusions. This stage also involved exploring solutions to issues related to the conflict and resistance between educational supervisors and teachers. Expert perspectives from various angles were crucial to sharpen the analysis and formulate conclusions and follow-up plans based on the findings of this research.

## RESULTS AND DISCUSSIONS

### **The Urgency of Artistic Supervision in Improving Teacher Performance**

The implementation of artistic supervision is necessary to improve teacher performance (Kartini et.al., 2020). This arises due to the wrong perception of teachers and school principals towards educational supervisors, considering them intimidating figures in the education sector. Secondly, the approach used by supervisors needs to be revised. The wrong perception of teachers and school principals toward educational supervisors does not happen spontaneously; it stems from teachers' views and skeptical attitudes toward supervisors or educational supervisors (Boakye, 2021). This perception arises from a hereditary cultural view that supervisors are aggressive and synonymous with "finding faults," causing teachers and school principals to feel uneasy and fearful and maintain a distance when a supervisor visits the school. When a supervisor conducts classroom learning supervision, a teacher with good leadership skills may become nervous because they are grounded in the wrong perception of the supervisor, leading to better-directed teaching. This wrong perception worsens when supervisors only use conventional approaches in educational supervision, resulting in a practice where supervisors criticize performance without providing performance-related solutions. Teachers and school principals can only talk behind the scenes and are afraid to ask and verify their performance. Furthermore, this wrong perception occurs because teachers and school principals believe that if the evaluation from educational supervision could be better, it will significantly affect their promotions and salaries.

The inaccuracy of the approach used by supervisors is a crucial factor in implementing educational supervision. This approach is based on each school's characteristics and unique features, which naturally have different human resources with various personalities and environmental conditions. The inaccuracy of the supervisor's approach occurs due to the low level of mapping or assessment conducted by the supervisor in their supervised areas. Mapping is highly beneficial for supervisors in determining the approach used in educational supervision. Through mapping, a supervisor can position how they should empathize, sympathize, act, and provide follow-up actions. Educational institutions in urban areas find it easier to implement educational supervision than those in peripheral areas. This is significantly influenced by the quality of resources, personalities, and the environment.

## Steps of Artistic Supervision in Enhancing Teacher Performance

The steps taken by a supervisor in implementing artistic supervision to enhance teacher performance include: 1) Mapping the supervised area: The supervisor aims to understand the characteristics of the school, especially the characteristics of its human resources; 2) determining the objectives of artistic supervision: At this stage, the supervisor sets the goals of educational supervision, including artistic supervision, based on the mapping stage to identify the background of the issues faced by the school and the assistance that should be provided by the supervisor to the teachers and the school in question; 3) Selection of artistic supervision model and techniques: In this step, the supervisor determines what artistic approach will be used in the implementation of educational supervision; 4) Creation of artistic supervision instruments: At this stage, the supervisor interprets the results of mapping, goal determination, model selection, and supervision technique into an instrument for the implementation of educational supervision; 5) Implementation of artistic supervision: The supervisor conducts supervision according to the supervision instrument; 6) Analysis of artistic supervision results: At this stage, the supervisor analyzes the results of the artistic supervision, provides solutions, and makes notes related to the results of the analysis of the artistic supervision conducted; 7) Delivery of follow-up actions from the analysis of artistic supervision: At this stage, the supervisor conveys follow-up actions using appropriate language and approaches, in line with the characteristics of human resources and the institution; 8) Monitoring: In this stage, the supervisor monitors the results of the artistic supervision to see if there are any changes related to improvements and assistance provided to teachers and school principals in organizing education.

The stages mentioned above represent a formal report of the supervisor's activities in conducting educational supervision. Furthermore, artistic supervision is carried out according to the supervisor's style of assisting and is tailored to the supervisee's characteristics to improve teacher performance. As artistic supervision emphasizes a humanistic approach, motivation, and positive provocation, the supervisee can naturally make changes and be inspired to continue improving. This process is also facilitated by Regulation of the Minister of Education and Culture and Research and Technology No. 26 of 2022 regarding the existence of teacher education as a driving force and education facilitator, which eases the task of an educational supervisor to improve teacher performance.

The impact of resistance between the supervisor teachers and principals serves as the primary foundation for the importance of implementing the artistic supervision model in educational supervision. This statement is supported by: 1) The emergence of artistic supervision itself: Since 1982, the artistic supervision model has responded to dissatisfaction with teaching supervision using a scientific approach influenced by scientific management principles. One type of modern supervision that has recently become an additional study is artistic supervision (Syukron et al., 2023b); 2) Wrong perception of teachers and principals towards supervisors: This situation occurs due to a hereditary culture regarding the view of educational supervisors, who tend to seek errors in teachers and principals in



the implementation of education; 3) Inaccuracy of the Supervisor's Approach: This situation occurs because of the inaccuracy of the approach used by the supervisor in conducting educational supervision. This approach must be more accurate in making a supervisor use the same approach to several schools under their supervision, even though these schools have different characteristics, resources, and environments. Thus, this situation can exacerbate wrong perceptions and distinctions between teachers, principals, and supervisors. These three statements can be considered as problems arising from the non-application of aspects in artistic supervision because "the artistic supervision model is a holistic approach to supervision that relies on sensitivity, perceptivity, and knowledge of the supervisor as a way of appreciating the significant subtleties occurring in the classroom" (Nafiah & Hartatik, 2020).

In implementing artistic supervision, supervisors base their approach on specific arts that match the characteristics and environment of the supervisees and are not carried out directly. In order to improve teaching and learning outcomes, Rogers emphasizes the significance of incorporating adult learning theories and stage theories of adult and teacher development into supervisory processes. He also emphasizes staying current with the most recent pedagogical developments, best practices, and educational trends (Rogers, 2023). Based on the data and opinions presented by the above figures, the stages and steps of activities performed by a supervisor in implementing artistic supervision can be generalized. This stage is divided into three with various activities:

**Table 1. Implementing Artistic Supervision**

No	Stage	Activity
1	Pre-Observation	No pretense from the supervisor during supervision. Supervisor assumes as if witnessing an art/music performance. Supervisors must be able to comprehend and observe crucial aspects of the situation they are monitoring. The supervisor maps out the essential aspects of the observed situation. The supervisor sets goals for the implementation of artistic supervision. Determination of the model and selection of supervision techniques Creation of artistic supervision instruments.
2	Observation	Conducting supervision meticulously, carefully, comprehensively, and repeatedly. Supervisors must be able to sense and capture the essence of learning. Supervisors must define what they see and capture the purpose of supervision. Supervisors must express what they see in impressive language. Supervisors must explain the dynamics of the educational process (commenting on relevant theories, models, and concepts).
3	Post Observation	Supervisors must be able to analyze the results of artistic supervision. Supervisors are capable of evaluating, reviewing, and interpreting observations. Conveying follow-up actions from the analysis of artistic supervision results. Supervisor constructs interpretation results in the form of verbal and non-verbal narratives. Written or oral narrative interpretation results must be communicated to the supervisee. Supervisors must be able to monitor follow-up actions based on the analysis of artistic supervision results.

Generally, the pre-observation stage involves a conversation between the supervisor and the teacher to build a partnership in developing competencies and improving teacher performance. Subsequently, the observation stage is the supervisor's activity of conducting classroom visits and observing the teaching conducted by the teacher. Meanwhile, the post-observation stage involves the supervisor conversing with the teacher regarding observation data, analyzing the data, providing feedback, and planning the competency development for the teacher. The post-observation conversation process is reflective and aims at future improvements (sdncinanggerang1.gosch.id).

Derived from the understanding of art in Merriam Webster's Collegiate Dictionary, "relating to a characteristic of art or artists" or "showing imaginative skill in arrangement or execution." In other words, artistic is something related to the characteristics of art or artists, or it demonstrates imaginative skill in arrangement or execution. The approach in artistic supervision emphasizes the balance of the supervisor's views, sensitivity, and interpretation of the supervisee, so the approach is not only focused on one aspect but a combination of the relationship between the body, mind, emotions, social environment, and spirituality. Therefore, the artistic supervision model proposed by Kapusuzoglu and Dilekci, including the dimensions of philosophy (philosophy of artistic supervision), teaching (teaching as an art), activities (assessment activities for artistic supervision approaches), and specialization (educational tasks for the supervisor), can be used as a foundation in determining the model of artistic supervision itself.

Furthermore, from these four model scales, two models can be generalized: 1) the Mentoring Model, an effort to assist others through a training system by sharing experiences and knowledge to accelerate the learning process, and 2) the Coaching Model, a partnership process through a series of creative and challenging conversations to maximize someone's personal and professional potential (Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2023). This generalization can be made because the four model scales offered by Kapusuzoglu and Dilekci are encompassed within these two models. In broad terms, both models are implemented to build a good relationship between the supervisor and the supervisee, which is the key to implementing artistic supervision in educational supervision.

## CONCLUSION

The urgency of implementing artistic supervision in efforts to improve teacher performance arises from the emergence of artistic supervision as a form of dissatisfaction among supervisees toward the scientific supervision model, which tends to be unilaterally conducted by supervisors. Additionally, the wrong perception of teachers and school principals towards supervisors and the inaccuracy of the supervisor's approach are crucial factors in the implementation of artistic supervision. The steps of implementing artistic supervision are divided into three stages: 1) pre-observation, 2) observation, and 3) post-observation. Based on its understanding, artistic supervision is divided into two models: 1) the mentoring model and 2) the coaching model.

The results of this research contribute to the development of knowledge about humanistic educational supervision models and artistic supervision that emphasize the supervisor's ability to integrate the relationship between the body, mind, emotions, social environment, and spirituality, as well as balance the supervisor's views, sensitivity, and interpretation of the supervisee. Although there have been many studies on artistic supervision, research focusing on the urgency, steps, and models of artistic supervision has not been extensively conducted, and the conclusions still need to be made more explicit. This research provides more substantive conclusions and explores the importance of implementing artistic supervision along with its steps and models.

This study focuses on the importance of artistic supervision in improving teacher performance. Further developmental research can concentrate on implementing artistic supervision within schools, conducted by school principals as supervisors, to achieve more massive and systemic results in building positive reinforcement and a humanistic educational supervision model between supervisors and supervisees.

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