

Developing Collaborative-Based Supervision Model Which Accentuates Listening and Responding Skills

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ABSTRACT

This research aims to develop a collaborative-based supervision model that emphasizes three aspects (1) listening and responding ability and (2) willingness to listen and respond. The research method used is research and development (R & D). The subjects of this study were school supervisors and teachers at junior high schools within the Medan City Education Office. This research was carried out from January to November 2021. The results of this study indicate that the model is feasible based on the results of trials with a limited area, central area, and operational area. In addition, this study formulated four teachers' characteristics, namely lazy teachers, unfocused teachers, narrator teachers, and professional teachers. Effective supervision practices for the four teachers' characteristics are carried out with the approach and behavior of school supervisors through instructions (for lazy teachers), consultation (for unfocused teachers), participatory (narrator teachers), and delegation (professional teachers). By applying the four strategies and behaviors for teachers' character development in the practice of supervision, the implementation of supervision will achieve the expected results.

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1. INTRODUCTION

In the educational process, supervision is an integral part of improving learning achievement and school quality. Sahertian (2001) asserts that educational supervision is nothing but an effort to provide services to stakeholders, especially teachers, both individually and in groups, to improve learning processes and outcomes. In addition, Burhanuddin (2019) clarifies the nature of educational supervision in its substance, referring to all supervisors' assistance efforts to stakeholders, especially teachers. Purwanto (2011) defines the supervisory function as an effort to encourage teachers both individually and in groups so that they are willing to make various improvements in carrying out their duties. Meanwhile,

Guifrida (2015) mentions that supervision is carried out by raising the will, encouraging, directing, and stimulating to conduct experiments, and helping implement a new teaching procedure. Similarly, Glickman et al. (2017) also point out that supervision is inseparable from teacher performance assessment in managing learning by applying the best strategies and approaches. Based on these limitations, supervision means an activity that looks for faults in the object of supervision and looking for things that are already good to be developed further.

The role of school supervisors is significant in fostering and developing teachers to remain professional in carrying out educational and teaching tasks (Amini & Kemal, 2021). However, efforts to foster and develop through supervision carried out by school supervisors to teachers are still considered not optimal. Fritz & Miller (2003) coaching carried out professionally will, in turn, improve the quality of schools. However, they are still unable to carry out their roles and functions, both when acting as consultants or advisors, motivators, facilitators, and coaches and mentors. Suhardan (2007) states that not many supervisors have high creativity in solving problems, especially teacher problems, due to the low competence of supervisors (school supervisors). Winaryati et al. (2020) the success of school supervision in carrying out their duties is not only determined by a good work program factor but also the performance of supervisors also need to get attention, namely, the intensity of attendance and the process of assistance to schools, so that the presence and presence of supervisors are greatly missed as supervisors, advising, monitoring, reporting, coordinating, performing and as school leaders.

The implementation of supervision by supervisors certainly still needs to be improved and further developed related to techniques, approaches, or levels of effectiveness. Singerin (2021), in his research, concludes that the supervisory approach in schools or madrasas is still monitoring and fault-finding and tends to be inspection, lacking in providing information and sharing between supervisors and teachers. Sarbini et al. (2020) stated that today's supervision practice is still top-down, where the decision rests with the supervisor and has not been shared with teachers. Hoque et al. (2020) mention that supervision will be adequate if collegial, collaborative, and professional, impacting teaching and improving student achievement. This implies that implementing educational supervision that is carried out well or poorly will impact the professional development of teachers, education personnel, and school principals (Kemal & Setyanto, 2017). It can be said that the implementation of supervision will be effective depending on the methods and approaches taken, one of which can be done through collaborative supervision.

Implementation of collaborative-based supervision is significant. In Prasetia et al., Sulasmi's (2020), it was found that one of the main factors for the success of schools in developing teacher professional competencies in schools is through fostering collaboration and empowering teachers. Similarly, Henson (2010) argues that collaborative supervision essentially increases teachers' problem-solving and decision-making abilities regarding best practices in the classroom with supervisors. Coaching through supervision will be meaningful if there is a collaboration between the supervisor and the teacher. In this regard, Jahanian and Ebrahimi (2013) mention that the best efforts of school supervisors in leading teachers and other officers are through participation and partnerships in improving teaching. Winaryati et al. (2020) developed collaborative supervision, which is very effective as an exceptional aid in improving teaching and subsequently improving student achievement, the magnitude of the effect of cooperation and partnership between supervisors (school supervisors) and teachers in the event of power-sharing and cooperation.

The collaborative method is a combination of direct and indirect methods. This method allows supervisors and those being supervised to jointly agree on establishing the structure, process, and criteria in carrying out the supervision process. The collaborative method can be done through presenting, explaining, listening, presenting, problem-solving, and negotiating activities. Ray & Altekruse (2002) mention that in an effective collaborative method, both supervisors and teachers agree to establish structures, processes, and criteria in carrying out the conversion process on problems teachers face. This supervision model is adopted as a form of effort to understand the person being supervised so that in carrying out supervision, satisfactory results can be obtained as expected (Sahudra et al., 2021). Thus, the study of Silva and Dana (2001) concludes that the collaborative model is very effective for implementing

supervision in increasing the active involvement of teachers and supervisors. Guifrida (2014) reports more positive attitudes toward teachers supervised with a collaborative method.

Implementing the collaborative-based model becomes ineffective if implemented without paying attention to the teacher's ability and willingness, especially for teachers with low responding and listening abilities, or vice versa. Because aspects of the ability to listen and respond are essential in the teacher development process, so is the case in implementing supervision. Therefore, this study tries to complement the existing collaborative supervision model by developing aspects of listening ability and willingness to respond into a collaborative supervision model so that the existing model will be more effective. Glickman et al. (2010) suggested that the supervisors choose a case-by-case approach basis, using the knowledge base of grouping teachers, observing and interacting with current teachers or groups, and analyzing the current situation.

Research focusing on the collaborative-based supervision model in the Indonesian context has not been explored yet (see Latiana et al., 2018; Sugesti, 2022). The former study attempted to develop such a supervision model in the early childhood education setting, while the latter scrutinized the implementation of this supervision model in a Madrasah Aliyah (senior high school) setting. As a breakthrough, the current study tries to see the gap in both research, and the researchers took a different level of education as the research setting, namely junior high school. The study aims to develop a supervision model that accentuates listening and responding skills. After constructing the developed supervision model, it is expected that the supervisors in the middle schools would consider this model when conducting school visits since the model was based on the basic human principle, which prioritizes the convenience of the teachers and all parties involved in the school. Moreover, this study can also become a literature for future researchers who will conduct similar studies.

2. METHODS

This study utilizes research and development (R&D) as the design. This design aims to develop or validate a product or model (Creswell, 2008; Sugiyono, 2015). The model developed is the collaborative-based supervision model. The research was carried out from January to November 2021. The subjects of this study were supervisors and teachers in junior high schools within the Medan City Education Office. The objects of this research were taken based on the purposive sampling technique, namely 12 school supervisors with 27 secondary schools under their guidance. Data collection techniques were carried out by observation and documentation. The stages of research procedures are described below.

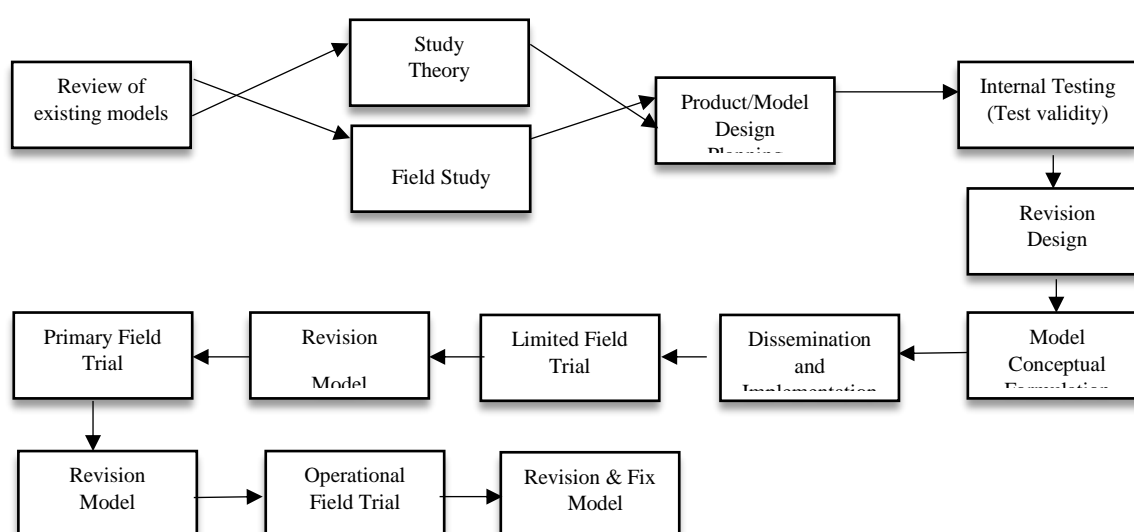


Figure 1. Research Procedure (Sugiyono, 2015)

The following is a general flow of research procedures:

1. Preliminary study. This study was conducted through field studies and documentation. The field study was conducted using observation with school supervisors and teachers with civil servant status within the Medan City Education Office. Meanwhile, documentation studies were conducted by utilizing the available documentation data in the field.
2. Model development planning. Planning for model development is carried out based on data collection through discussion forums, providing suggestions and input from various sources or informants specified in the study. Planning is based on the conditions of needs and informants so that the model development process involves experts, supervisors, school principals, and teachers who are designated as research informants who are carried out both in groups and individually.
3. We are conducting internal testing, namely validating the developed model design, then validating the developed model by involving experts (expert judgment), including the head of the supervisory unit in charge, three senior supervisors, and two academics from universities. Validation becomes very important at this stage.
4. They were conducting limited trials, namely in simulations, on supervisors and schools selected for the simulation process. This limited trial process was to obtain input from supervisors, and teachers on a limited basis about the model developed, and then the results were evaluated to obtain a definite formulation regarding the results of this limited test. Then make revisions and improvements.
5. They conduct main field trials on groups of schools assigned to the supervisors or their respective assisted schools, then collect data through observation and documentation. Testing at this stage is more experimental (quasi-experimental design). In the whole process of this trial, every data collected is analyzed, and then the results are evaluated to obtain a definite formulation regarding the results of this preliminary field test. Then make revisions and improvements to the designed model.

Conduct operational field trials, namely to publish and implement widely. The actions taken at this stage are online and offline training and seminars. In the entire process of this trial, the data will be collected for further dissemination of the results.

3. FINDINGS AND DISCUSSION

The implementation and results of research findings in the field are described in the description of the data, both qualitatively and quantitatively, within the framework of research and development (R&D) design. The procedure and design of this research are carried out through stages in the research and development cycle, namely: (1) Research and information gathering; (2) Planning; (3) Developing the initial product form; (4) Initial field testing; (5) Key results improvements; (6) Main stage field testing; (7) Improvement of operational results; (8) Operational stage field testing; (9) Improved final results; and (10) Dissemination and implementation. In the following, the research data and the development will be described and presented.

Results of Planning, Implementation, Evaluation, and Follow-up

Efforts to help improve and develop teachers' potential can be carried out with various supervision tools and techniques. In this research, there are two types of supervision tools and techniques: individual techniques (techniques carried out for a teacher individually) and group techniques (techniques carried out to serve more than one person). In the current collaborative model supervision practice, the approach implemented and developed concerns on aspects of listening and responding abilities. In developing these aspects, supervisors feel that they are the most responsible for implementing school supervision (Brott et al., 2016). Not infrequently, this approach does not provide

a role for teachers to develop their abilities and creativity. Most teachers may please with this approach. However, this approach does not give the impression and understanding to teachers that improving the quality of learning is the shared responsibility of both teachers and supervisors (Thalib & Manda, 2016). Therefore, a collaboration between supervisors and teachers is needed.

Collaborative activities will be practical if accompanied by a positive attitude to build a harmonious relationship between supervisors and teachers. From the findings at this stage, a planning model of academic supervision is arranged to achieve the goals of supervision that are more effective, efficient, and based on collaboration by paying attention to humanist values based on the power of listening and responding (Tyagi, 2010). In this stage, model development is also carried out with various activities, including through discussion forum activities (FGD) with various parties; through the discussion forum, the formulation of steps or stages of supervision consists of (1) planning; (2) pre-supervision; (3) supervision; (4) Evaluation and follow-up; and (4) Evaluation and reporting.

From various kinds of FGD activities, a design model of academic supervision was produced that could make it easier for supervisors to implement it in schools. In the FGD stage, training and workshops resulting from the development of the supervision model have been produced. Because this academic supervision model is considered to have not been tested widely, the next stage is the stage of socialization and implementation in schools. Introduction, socialization, and implementation are carried out so that the developed model can be tested empirically. The stages of this model are described as follows.

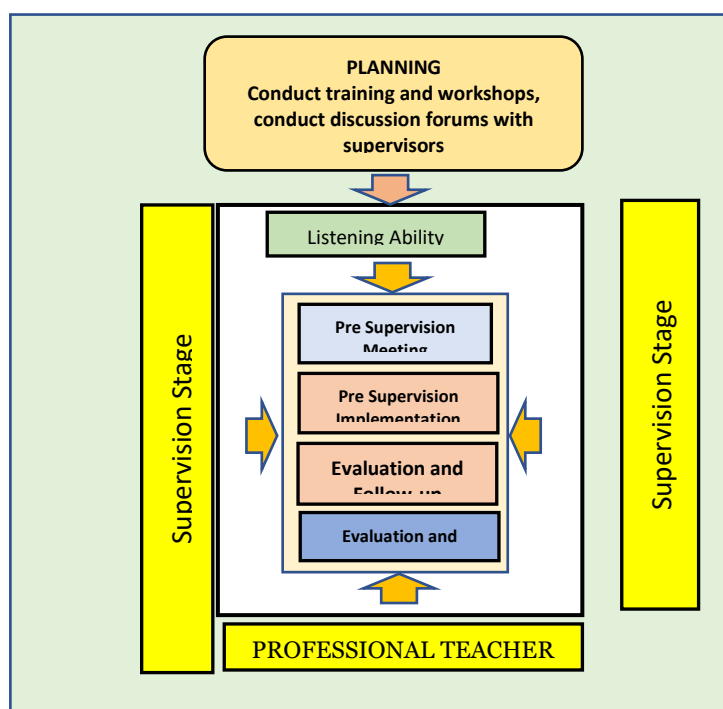


Figure 2 Collaborative-based Supervision Model with Listening and Responding Skills

Figure 2 shows the stages of a hypothetical model of collaboration-based academic supervision with listening and responding skills. This model was developed based on findings from preliminary studies, both field studies and previous research results. For teachers, academic supervision is essential to improve their quality to strengthen the quality of education (Rahabay, 2016). This goal will be successful if supervisors collaborate with teachers and position themselves as people who want to continue learning and thinking positively. Thus, the positive psychological approach becomes a strength in implementing supervision using this model, namely through collaborative listening and responding behavior. In general, the development of the model was welcomed by supervisors,

principals, and teachers. This is an effort to improve the way of collaborative supervision so that it becomes better and more effective supervision.

Model Trial Results

The trial was conducted to determine the response of supervisors and teachers to the supervision model that had been developed, related to planning, pre-supervision, implementation of supervision, evaluation of follow-up, and evaluation of reporting. The research finding on the model trial is that a collaborative supervision model needs to be developed on two aspects that must be considered and emphasized, namely the degree of listening and responding (Prasetyono et al., 2018). The results of trials on implementing the model in 27 schools resulted in the feasibility and acceptance of the model from the participants. As many as 45% of respondents stated that the model is very feasible to be applied; 38% said it was feasible; 10% stated dissatisfied, and 7% stated very dissatisfied. The model's feasibility level based on the respondents' assessment is described follows.

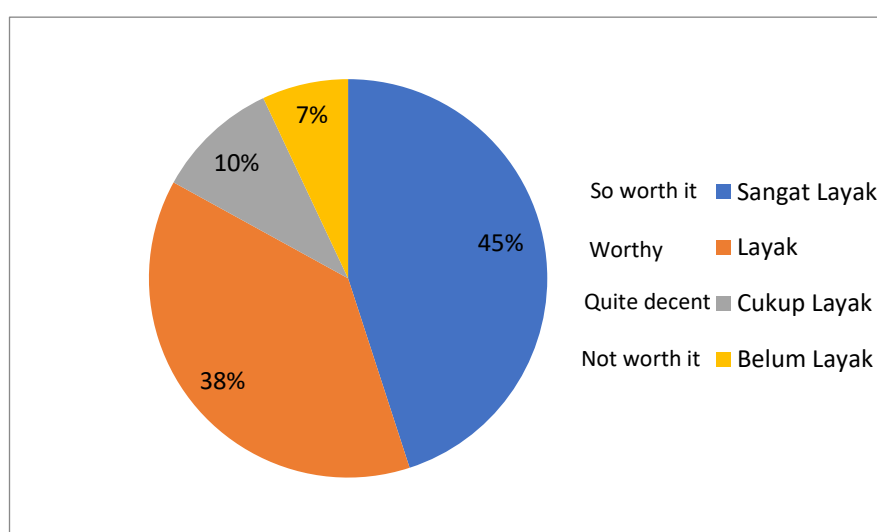


Figure 3 Percentage Level of Model Feasibility Based on Trial

Based on the data from the respondents' perceptions of the feasibility of the developed model, it shows that as many as 83% of respondents or 127 teachers have stated that the developed model is acceptable and feasible to be applied. Meanwhile, 10% of respondents or 21 stated that the model was entirely feasible, and 7% or 13 respondents stated it was not feasible. Based on the feasibility test results, it can be seen that many teachers feel that in implementing the model, much freedom is given to discuss, listen to each other, and respond to each other. Whether supervisors or teachers carry it out, this listening and responding aspect positively affect the implementation of collaboration in joint decision-making and problem-solving. Implementing supervision becomes more enjoyable between supervisors and teachers (Karnati, 2019). The trial also tested the feasibility level based on the respondents' perceptions, namely school supervisors, of the developed model.

Table 1 Model Feasibility Assessment by Supervisor

No	Rated Aspect	Judgment	Mark
1	Clarity of steps and procedures	5	Very worth it
2	Relevance of the developed model to implement supervision	4	Worthy
3	The developed model builds supervisor and teacher partnership	5	Very worth it
4	The developed model builds a harmonious atmosphere between supervisors and teachers	4	Worthy
5	Building a positive relationship between supervisors and teachers	5	Very worth it
6	Contextual model developed	4	Worthy
7	Ease of supervision model steps	3	Decent enough
8	The novelty of the developed model	4	Worthy
Average value		4,25	Worthy

Based on Table 1 above, it can be explained that the supervisors assessed that the developed model was feasible. The feasibility of this model is conceptually assessed based on 8 indicators, as stated in the table above. The feasibility of this model has a value of 4.25 which means that the developed model is feasible to be used as one of several collaborative-based supervision models.

The Impact of Collaborative-Based Supervisor Models on Teachers' Ability Development

Collaborative-based model development also combines the style or behavior of supervisors and teachers in carrying out supervision. Behavior development in the developed model emphasizes the attention of the teachers' ability and willingness (Range et al., 2014). The task of a supervisor is to carry out supervision, namely to motivate teachers by listening to every suggestion and input from the teacher and responding (Oyewole & Alonge, 2013). In order to achieve the expected level of success, the supervision practice developed includes two aspects of ability and will, the first is the ability (asking and responding skills) and the second aspect is the willingness (asking and responding). The following are the results of assessing the teacher's ability and willingness during the implementation of the model trial.

**Table 2 Assessment Results Against Level
Teacher's Ability and Willingness in the Implementation of Supervision**

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Questioning skills	161	158.2111	27.20934	2.86812	68.00	205.00
Responding skills	161	157.1111	23.81362	2.51018	101.00	195.00
Willingness to ask	161	125.7444	21.07587	2.22159	71.00	165.00
Willingness to respond	161	154.4444	28.60506	3.01524	87.00	195.00
Total	644	148.8778	28.59829	1.50726	68.00	205.00

Table 2 informs the test results that show the value of the aspect of willingness to ask questions having a lower average than the others and the highest on the questioning activity. The results of the average calculation of the development level of this teacher illustrate that the two combinations of task behavior and relationships developed are expected to be easier to implement and have clear, systematic, and unified goals. The supervisory model developed is also expected to accommodate supervisory management capabilities when conducting supervision. This is necessary to understand each stage as an effort to improve and foster teachers by paying attention to 4 main concepts: the ability to hear and respond and the willingness to ask and respond (Tomlison, 2014). However, the development of this supervision model is very dependent on the strategy that will be chosen and can be maintained if it shows good results, but if the results are not or are not good, then it is necessary to choose another strategy on an ongoing basis.

Being an effective supervisor is how he or she can know the state of the abilities or characteristics of the teachers so that the supervisor tries to provide guidance; therefore, the supervisor can determine the pattern of coaching and communication to teachers according to the circumstances (situation) and the abilities of the teachers (Duncan & Stock, 2010; Passmore, 2011). Because every teacher is different (maturity, competence, and motivation), the approach and style of supervision must also be different. Based on the results of the testing stages, a combination of behaviors can be developed that can be developed in the implementation of supervision (Haydon et al., 2012). The four combinations of behavior developed theoretically can be described as follows.

**Table 3 Behavior and Approach of Supervisors and Teachers
The Supervision Model Developed**

Characteristics of Development Level	Effective Supervision Approach	Supervisor's Behavior
Lazy teachers (Unable and unwilling)	Directive (Govern)	Instructions: Director high supportive low (High task behavior and low human relations by supervisor)
Unfocused teacher (Unable but willing)	Collaborative (Giving directions)	Consultative: High directive and high supportive (High task behavior and high human relations by supervisor)
Narrator teacher (Able but unwilling)	Collaborative (Engage)	Participative: low directive High support (Low task behavior and high human relations by supervisor)
Professional (Able and willing)	Non-directive (Delegating)	Delegative: Low directive, low supportive (Low task behavior and low relationship behavior by supervisor)

The problem of teachers seems so complex, and it is. Therefore, coaching or supervision activities by supervisors must pay attention to the teacher's integrity (Joel, 2016). Based on Table 3 above, in conditions of essentially high teacher complexity, supervisors are required to be able to accommodate individual differences and the teacher's environment to determine the strategies used in implementing supervision in the classroom. Deciding to choose a supervisory approach is a form of concept that is not trial and error. A supervision model, of course, requires treatment that is supportive of the teacher's needs and is not in an experimental context, so it is not practical.

This collaborative supervision model, designed, developed, and tested for its implementation, is an approach to quickly decide which aims to get feedback that is right for work. Things that need to be considered by supervisors in this collaborative supervision model are the concept of how and the teacher's learning style, variations in teaching strategies, styles in problem-solving, and variations in teacher self-development, namely in listening and responding (Mirfani & Mirfani, 2019; Walkley, 1998). Supervisors are required to have efforts to increase the cognitive complexity of teachers with the aim that teachers can stimulate the learning environment. This effort is carried out by providing opportunities for teachers to explain and express their learning, evaluate learning, reflect on learning, and conduct experiments in the learning environment. Therefore, in this case, the teacher talks more, the supervisor listens more, gives direction, and gives advice (listening and responding). In other words, the essence of academic supervision is not to assess teacher performance in managing the learning process but to help teachers develop their professional abilities.

The collaborative supervision model that was developed also has differences from the previous collaborative model. In this model, the level of ability and willingness is demanded and carried out by the teacher alone and demanded by the supervisor. As a result, both parties can share information, suggestions, and input to improve further performance (Portelance et al., 2016). Therefore, the collaborative supervision developed is a series of supervisor activities specific to building a responsive and adaptive atmosphere. In addition, empowerment and sharing is the main procedure in implementing this supervision model where the distribution of power and authority and information sharing is a series of supervisor and teacher activities that cannot be separated in the process (Lassila et al., 2017). This means that in every supervision process, a state of mutual trust between supervisors and teachers must be established, and adaptive and responsive behavior in responding to questions, solving problems, and giving each other various information.

Based on all stages of model testing, it can be concluded that the collaborative-based supervision model developed can be used and implemented after testing at the primary and operational field trials stages. In this model, the primary key to successful supervision is that a supervisor must have a strategy and ability to identify the abilities and willingness of each teacher because each teacher certainly has a different level of maturity (Kotirde & Yunos, 2014). As for the efforts that need to be made by providing opportunities for teachers to express their hopes and desires first, the problems faced by the teacher, what impressions the teacher wants, and what final results the teacher wants. This means that the teacher is placed in a position to talk more (express opinions, ideas, or ideas), and the supervisor listens more, give direction, and advises. In other words, the essence of the developed supervision model is that the supervisor's position is not at all to assess the teacher's performance in managing the learning process but to help teachers develop their professional abilities (Gaikhorst et al., 2019). In addition, supervisors must be able to provide expectations for teachers to develop their professional abilities in a conducive environment, not pressured, and not feel supervised or evaluated during supervision.

Paying attention to the aspects of listening and responding as developed in this supervision model can positively contribute to and help school supervisors in teacher training and professional development. This finding is in line with research by Glickman et al. (2010), stating that on the implementation of adequate supervision where supervisors listen and pay close attention to teacher complaints about problems of improvement, improvement, and development of their teaching, and at the same time pay attention to teachers' ideas to overcome these problems in the future. Thus, Fritz and Miller (2011) argue that supervisors can ask for an explanation of things expressed by teachers that are not understood, listen to complaints and respond. In addition, Pidarta (2009) contends that supervisors encourage teachers to actualize the initiatives they think to solve the problems they face or to improve and develop their teaching. In conclusion, considering the fundamental humanistic values during school supervision by listening and responding to teachers becomes a significant factor that influences supervision success.

4. CONCLUSION

Being an effective supervisor is how he can carry out his strategy and know the state of the ability or nature of the teachers so that the supervisor then tries to provide coaching. Based on the research and development results of a collaborative-based supervision model carried out and implemented by supervisors for teachers at the junior high school (SMP) level, it can be concluded that the developed model is declared feasible to be applied. As many as 83% of respondents or 127 teachers have stated that the developed model is acceptable and feasible. Meanwhile, 10% of respondents or 21 stated that the model was entirely feasible, and 7% or 13 respondents stated it was not feasible. The results of the assessment by the supervisor provide recommendations that the model developed is feasible. Based on 8 indicators of the feasibility level of this model, the average is 4.25, which indicates that the developed model is feasible to be used as one of several supervision models. This supervision model also impacts the level of teacher maturity, namely on the ability and willingness in terms of the ability to ask and respond as well as the willingness to ask and respond. This current study is weak in providing evidence from the field about the direct statements of participants. Therefore, future studies are encouraged to conduct interviews and serve the conversation excerpts from the participants in the data display.

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