

# The Effectiveness Of A Collaborative Academic Supervision Model

*By* Suwardi

# The Effectiveness of A Collaborative Academic Supervision Model of Principal and Senior Teachers In Improving Junior Teachers' Academic Supervision Competence

Suwardi,<sup>1</sup> Suyatno,<sup>2\*</sup> & Suharsimi Arikunto<sup>3</sup>

<sup>1,2,3</sup>Department of Educational Management, Universitas Ahmad Dahlan, Indonesia

\*Corresponding Author: suyatno@pgsd.uad.ac.id

2

Copyright©2020 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

**Abstract.** Academic supervision is one of several activities carried out to ensure the quality of a teaching process by a teacher in a classroom. However, the implementation of academic supervision faces some problems, such as lack of competence on the side of the principal and the teachers. The study aims to examine the effectiveness of the collaborative academic supervision model of a principal and senior teacher to improve teachers' academic supervision competence. The collaboration includes several activities, such as training and practice of academic supervision. The research belongs to a quantitative type with a pre-experimental design using one group pretest-posttest type. The data were taken using a questionnaire, observation, and a series of tests. They were analyzed using validity and reliability tests, as well as the statistic descriptive technique. The results show that the collaborative supervision model improves the junior teachers' academic supervision competence. It is evident in the higher score obtained in the post-test, compared to the pre-test. The mean score post-test is 82.50, which increases significantly from the pre-test mean score, which is 59.00. The findings prove that the collaboration between principal and senior teachers in conducting academic supervision helps the junior teachers to improve their competence. The results imply the needs of the relevant parties, particularly the school supervisor and the board of education, to arrange an academic supervision improvement program for teachers in schools.

**Keywords:** *academic supervision, principal, senior teachers.*

---

## 1. Introduction

Academic supervision is an activity conducted to monitor the teachers' performance in the teaching process, starting from planning the lesson, teaching, and evaluating the implementation. Academic supervision is carried out by a principal and a supervisor within the school area on a regular basis. Hay, Jay, and Clements (2011) explain that academic supervision is an activity conducted by teachers to ensure the learning quality. Meanwhile, Supardi (2013) defines supervision as the service to help, encourage, assist, and guide the teachers to increase their ability and skills in performing the tasks. Supervision activities in education are necessary to improve the learning process and the learning outcomes (Leniwati & Arafat, 2017).

Glikman in Bafadal (2007) defines supervision as a series of activities of assisting teachers to develop their abilities in managing the teaching and learning process to achieve the learning objectives. Previous studies (Zulfikar, 2017; Suwartini, 2017; Akhmad et al, 2014) show that the target of academic supervision is the teachers' ability to manage the classroom, such as planning, implementing, and evaluating the students' learning outcome. Bernard & Moyer (2011) defines supervision as a continuous evaluative intervention carried out by the senior members of a profession to the junior members of the same professions, improving the professional capabilities of the juniors, to monitor the success provided, and to select those who will take the profession. Ambarita (2014) and Behlol (2011) mention that the basic function of supervision is to help teachers develop their ability in managing the teaching process.

Research about academic supervision is abundant, both the micro and macro scale. For example, Shahzadi (2014) reveals that there is a relation between supervision conducted by a principal and the teachers' performance. Similar results

were found by Hijriyah (2011) who researched the principals in Bantul. She found that the academic supervision in Bantul runs less optimally because the principals have various duties outside the schools. Besides, Fikriyah (2018) stated that a principal, as an academic supervisor, should know the learning methods and facilities needed for the teaching and learning process. Akhmad (2014) argues that the supervision carried out by a supervisor and a principal has not been effective to maintain the teachers' professionalism. The supervision is well planned in a program but has not been implemented accordingly. In practice, the principal delegated the teachers to supervise other teachers. Meanwhile, Yunus (2010) found that most principals ignore their duties as an educational supervisor, yet it concerns much on school management. Consequently, they spend less than a third of their time to do the supervision.

Based on the previous studies, it can be concluded that they have not focused on the collaborative academic supervision model between a principal and teachers. For example, Rahabav (2016) focused the study on the effectiveness of academic supervision by a supervisor to the teachers' performance. Meanwhile, Saleh (2017) examined the development of an academic supervision program through Teacher Work Group forum empowerment. Through the group, teachers are given the training to improve their ability in packaging the teaching process even if it is without the supervision of the principal and supervisor. Others conducted by Renata (2018) and Karnati (2019) focused on the role of a principal's supervision in improving the teachers' performance. We can see that they emphasize on single supervision, either by a principal or by a supervisor.

Conversely, the present study examines the effectiveness of collaborative academic supervision between a principal and teachers. The study is necessary to conduct because the collaboration model is the real manifestation of preparing an academic supervisor to solve the problems in the field, such as the less effective role of the supervision carried out by the principal and/or the supervisor. If a school has an academic supervisor other than the principal and the supervisor, it will be the teachers having the capability. Therefore, the result of the research can be a recommendation for schools or educational board to overcome the problem faced in relation to the implementation of academic supervision.

Since the academic supervision done by the principal and the supervisor is considered inadequate, it is necessary to find an alternative to maintain and improve the quality of education. Hays (2011) mentioned that supervising the working experience in a learning program is identified as an important factor in the students' learning process. The research examined a collaboration academic supervision model between a principal and the teachers. In the model, the principal works together with the teachers selected to be a supervisor to understand and implement the concept of academic supervision. This way, it is expected that the results will be similar to that conducted by a principal and a supervisor. At the school level, supervision is usually carried out by a principal or senior teacher assigned by the authority. Supervision in teaching becomes an important factor in educational leadership (Yunus, 2010).

## 2. Literature Review

### Definition of Academic Supervision

Academic supervision is a set of activities to assist teachers in developing their ability to manage the teaching process that allows them to achieve the learning objectives (Glickman, 2007). According to Sujana (2011), academic supervision is assessing and guiding the teachers to improve the quality of the teaching process, improving the learners' competence. Adewale (2014) suggested that it can improve the learning quality, maintain good relationships among teachers, and provide corrective feedback. Appropriate supervision can be achieved by an eligible supervisor. A supervisor is an individual involving in monitoring or supervising the instructions given to the subordinates to provide continuous guidance, supports, and evaluation to improve the quality of the teaching and learning process (Tyagi, 2000; Igbo, 2002).

### The Principles of Academic Supervision

According to Dodd in Daryanto (2015), academic supervisions have several principles. They are (1) practical (easy to do according to the school condition); (2) systematic (developed following the supervision programs); (3) objective (inputs suitable with the instruments); (4) realistic (real-time condition); (5) anticipative (ability to anticipate any problem); (6) constructive (creative and innovative teachers in developing the learning process); (7) cooperative (good cooperation between supervisor and teachers); (8) familiarity (teaching, loving, and caring in developing the learning); (9) democratic (less dominating supervision); (10) active (active participation of teachers and supervisor); (11) humanistic (ability to create harmonious, open, honest, steady, patient, enthusiastic, and humorous relationship); (12) sustainable (well-planned and continuous supervision by the principal); (13) integrated (integration with the education programs); and (14) comprehensive (fulfilling the objectives of academic supervision).

### Types of Academic Supervision

Several academic supervision techniques are developed to improve teachers' competence. Daryanto (2015) mentioned two common techniques to use. First is individual supervision, which consists of four ways: class visits, class observation,

individual meetings, and self-assessment. Second is group supervision, of which the program is intended for two people or more. In this context, the teachers identified as having similar needs, problems, and weaknesses, are grouped and supervised accordingly. Several types of group supervision used are teaching demonstration, teachers' meetings, workshops, seminars, and working groups.

#### **Follow-up of the Academic Supervision Results**

The follow-up of supervision results is carried out after the observation. The feedback session is necessary to develop the teachers' competence. A supervisor in conducting the follow-up session follows the Permendikbud No 65 of 2013 on Process Standard, which regulates two matters. First is empowerment and rewards for teachers who achieve the required standards or surpass the standards. Second is assigning teachers to attend continuous professional development. The results of the supervision need to be followed-up to increase the teachers' professionalism. The follow-up begins by analyzing the teachers' weaknesses and strengths, or instruments. The results and the supervisor's notes are used to develop the teachers' competence in performing the teaching process, allowing them to improve their professionalism. Besides, the feedback can create harmonious communication; thereby encouraging teachers to increase their performance through assisting activities. Sudarat (2015) proposes that supervision is translated as monitoring. Indeed, it has a specific meaning, which is to help and participate in the attempts to improve the quality, to maintain a good teaching and learning environment; thereby allowing the teachers to use their creativity and internalize their responsibilities in accomplishing the tasks. Saani (2013) found that supervision over the teachers has a positive influence on the teachers' performance.

#### **Collaborative Academic Supervision of Principal and Senior Teachers**

A principal is the head of the teachers, a supervisor, head of an educational unit implementing the teaching program, as well as a manager for the teachers and the curriculum (Nakpodia: 2011). Wahjosimidjo (2015) explained that a principal is a functional staff that is assigned to lead a school, where there is an interaction among teachers giving the lessons and learners receiving the lesson. Further, Mulyasa (2004) mentioned that the head of a madrasah is the motor and policymaker of a madrasah, who will determine the goals of education.

In a Beginner Teacher Induction Program, Daryanto (2015: 33) defined a senior teacher as a counselor. It is an experienced teacher assigned by the principal/madrasah based on professionalism and communication skills. To be a counselor, a teacher should have several capabilities and characteristics. A counselor should be (a) competent as a professional teacher; (b) able to work with others; (c) good at communication skills; (d) able to analyze and provide feedback for teaching and learning process or counseling and guidance; and (e) experienced in teaching at the same grade and the same subject as beginner level. In addition, the teacher should have at least a five-year of experience in teaching and hold at least the position of a novice teacher.

The research applies collaboration between a principal and teachers in understanding the concept of academic supervision. Teachers who are selected as the subject of the research are senior teachers considered eligible to be an academic supervisor. It is in line with a study conducted by Bernard and Goodyear (2004), who define supervision as a continuous evaluative intervention carried out by a senior member of a profession to the junior members of the same profession. It is to improve their professionalism and to monitor the services provided. The collaboration will create a good learning environment, allowing them to share the same perception of academic supervision. The program begins with the training and ends in the implementation of academic supervision. Anderson (2004) confirmed that collaboration means a process, a continuous interaction among people. Meanwhile, Emily R. Lai (2011) explains that collaboration is a joint involvement in a coordinated effort to solve a problem. Collaborative interaction is signified by establishing a collective goal, building asymmetrical structure with high-level negotiation through interactivity and dependence. In her book Collaborative Learning Technique, Elizabert E. Barkley (2014) suggested that practicing collaborative learning means working in pairs or in a small group to achieve a collective learning objective. Collaborative learning refers to learning in a group, instead of individually.

### **3. Research Methods**

#### **Research Design**

The research belongs to the quantitative type with pre-experimental design one group pretest-posttest. Arikunto (2010: 124) stated that one group pretest-posttest design is an activity where the respondents are given pre-test before the treatment and given posttest after the treatment. Sugiyono (2017) proposes that one group pretest and posttest design is carried out by measuring at the beginning (pre-test) before the treatment and performing another at the end (post-test). A pretest is intended to know the ability of the participants (teachers) in understanding the concept of academic supervision. After the results are gained, they were treated using collaborative supervision. The collaboration is between the principal and the teachers. The measurement of the posttest is to know the ability of the participants (teachers) in academic

supervision.

### Participants

The population of the research consists of the principals and the teachers of two elementary schools (SD Unggulan Aisyiyah Bantul and SD Muhammadiyah Bantul Kota). The subjects were selected using a purposive sampling technique, which is the key informant (two principals) and two senior teachers of each school. The demography of research subject can be seen in table 1.

Table 1. Demography of the Research Respondents

No	Institution	Principal	Working experience	Gender	Teacher	Teaching experience	Gender
1	SD Unggulan Aisyiyah Bantul	Suwardi	5	Male	Sukardi	9	Male
					Purwani	12	Female
2	SD Muhammadiyah Bantul Kota	Rokini	8	Female	Pujiyati	14	Female
					Andika	16	Male

### Data collecting technique and instruments

Darmawan (2013: 159) explained that data collecting technique is a set of ways taken in research, while instrument means the tools used by a researcher in collecting the data. The technique used in this research is questionnaire, observation, documentation, and tests. Meanwhile the instruments are questionnaires, observation sheets, documentation guidelines, and projection test items. The instruments are validated by two experts and considered appropriate to use.

The validity was tested using a product-moment test, resulting in 30 valid items because r-count is higher than r-table (0.306). Meanwhile, the reliability of the items was tested using the Alpha test and it was found that the 30 items were reliable because the r-count is higher than r-table (0.5). After the items for the pretest and posttest passed the reliability and validity test, they can be used to measure the ability of the participants of the study. The validity and reliability test results are presented in Table 2.

Table 2. Results of Validity and Reliability Test of the Research Instrument

Items	Corrected Item-Total Correlation	VALID= r-count>r-table R table n-2= 0,306	Cronbach's Alpha if Item Deleted	Reliable R count > 0,5
Item 1	.436	valid	.893	reliable
Item 2	.411	valid	.893	reliable
Item 3	.502	valid	.892	reliable
Item 4	.329	valid	.895	reliable
Item 5	.502	valid	.891	reliable
Item 6	.330	valid	.895	reliable
Item 7	.531	valid	.891	reliable
Item 8	.408	valid	.893	reliable
Item 9	.396	valid	.894	reliable
Item 10	.513	valid	.891	reliable
Item 11	.534	valid	.891	reliable
Item 12	.403	valid	.893	reliable
Item 13	.329	valid	.895	reliable
Item 14	.382	valid	.894	reliable
Item 15	.468	valid	.892	reliable
Item 16	.531	valid	.891	reliable

Item 17	.355	valid	.894	reliable
Item 18	.597	valid	.890	reliable
Item 19	.371	valid	.894	reliable
Item 20	.436	valid	.893	reliable
Item 21	.542	valid	.891	reliable
Item 22	.372	valid	.894	reliable
Item 23	.500	valid	.892	reliable
Item 24	.531	valid	.891	reliable
Item 25	.350	valid	.894	reliable
Item 26	.464	valid	.892	reliable
Item 27	.521	valid	.891	reliable
Item 28	.382	valid	.894	reliable
Item 29	.535	valid	.891	reliable
Item 30	.429	valid	.893	reliable

#### Data analyzing technique

The data used for the study are the results of the tests. As mentioned previously, the validity test was conducted using product moment with r table of 0.306, while the reliability was tested using the alpha test with r table 0.5. The hypothesis was tested by calculating the mean of the pretest and posttest. To measure the effectiveness of the research, the data were analyzed descriptively. The study aims to know the collaborative model carried out by the principal and the senior teachers in improving the junior teachers' academic supervision competence. In the research, the effectiveness of the model is determined by the competence achieved by the teachers after attending a training (posttest), compared to the competence before the training (pre-test). Since the number of the subjects is small, the mean is calculated manually (Arikunto, 2010) with the category in table 3 as follows.

Table 3. Assessment Scale

No	Range	Category
1	81-100	Very high
2	61-80	High
3	41-60	Medium
4	21-40	Low
5	1-20	Very low

## 4. Findings

7

### The Implementation of Academic Supervision Model by the principal and the teachers

The implementation of the academic supervision model in this research was carried out in three steps: In-1, On, and In-2. The syntax of the steps is explained in table 4.

Table 4. Syntax of Collaboration academic supervision model

Phase	Steps
In-1	Orientation for the training
	Training for academic supervision by a supervisor
	Administrative supervision
	Teaching supervision (observing a video)
	Independent supervision training
	Administrative supervision

	Teaching supervision (observing a video)
On	Collaborative supervision practice
	Administrative supervision (collaborative)
	Teaching supervision (collaborative)
	Administrative supervision (independent)
	Teaching supervision (independent)
In-2	Presentation of the supervision results
	Discussion of the supervision implementation
	Evaluation

### Activity In-1

The activity takes the form of training to improve the competence of the subjects, which is carried out through collaboration between the principal and the teachers. Before joining the training, the subjects were given a pretest to know their knowledge about academic supervision. The next step is training. The subjects were assisted by the principal in following the training guided by an expert. The training is to help the subjects understand the concept of academic supervision. It begins by giving the materials on the concept, such as the definition of academic supervision and supervisor, the preparation of the academic supervision, implementation of academic supervision, and follow-up of the academic supervision. The training employed PowerPoint media and provided a module for the teacher. The activities include question and answer sessions related to the topic, which is academic supervision. In the discussion, the speaker gave opportunities for the principals to share their experience in conducting academic supervision. Meanwhile, the teachers are given the time to express their ideas and raise any questions before the practice. The next step is the presentation of conducting academic supervision by a principal to the teachers through a video. By observing the video, the participants obtain an ideal illustration of conducting academic supervision.

The next step in the training is a collaborative activity between the principal and the teachers in practicing the concept of academic supervision. In the first activity, the principal and the teachers collaborate in supervising the administrative step of preparing a Lesson Plan. They discuss and assess the Lesson Plan following the concept of academic supervision. The activity is continued by the second collaboration activity, which is observing a video containing a teaching and learning process. The participants work together to assess the video for all the aspects related to the learning process, starting from opening the lesson, main activity, to closing the lesson. After that, the participants discuss the results of the observation of the Lesson Plan and the video with the speaker. The discussion is significant because it helps the participants build the same perception about conducting supervision and assessing the supervision. The discussion ends with a question-and-answer session between the participants and the speaker. After the observation and discussion session, the participants practice administrative supervision and independent learning supervision. It means that the principals and the teachers assess one another using their observation sheet.

### Activity On

Activity On is the practice of academic supervision, either collaborative or individual. The practice begins by arranging the schedule for academic supervision. In the context, the principal and the teachers supervise the junior teachers in both target schools, which are SD Unggulan Aisiyia Bantul and SD Muhammadiyah Bantul Kota. In the activity, the participants align the perception about the plans for academic supervision. The discussion includes scheduling, creating assessment and interview instruments, as well as following up. In implementing the academic supervision, the principal and the teachers collaborate in planning the supervision for the lesson plan, the learning strategy, the learning media, the learning resources, and the learning process. The supervision is continued in the classroom. The principal and the teachers observe and assess the teaching process performed by the junior teachers in the class. The observation ends with the discussion about the teaching and learning process with the junior teachers. The collaboration is to ensure that the principal and the teachers have the same perception about the implementation of academic supervision. After the collaboration, the practice was performed individually by the principal and the teachers to the junior teachers. At this step, each of them conducts independent supervision, starting from preparation, implementation, and follow-up. The principals and the teachers assess the junior teachers according to their perception and knowledge they obtained during the training.

### Activity In-2

The next step after the collaborative supervision is individual supervision conducted by the participants to the same junior teachers. This way, the assessment will result in the same or similar score, or at least in the same category. The score will be evidence that the principal and the senior teachers have the same ability in conducting academic supervision. The

final activity in In-2 is divided into five. The principal and the teachers (1) collect the data of the academic supervision to the junior teachers; (2) compare the results of the first and second supervision; (3) write the report of the academic supervision to be presented; (4) present the results of academic supervision; (5) take the posttest.

In the training, the principal and the senior teachers work individually and collaboratively to apply the concept of academic supervision to the junior teachers. During the implementation, the participants collect the relevant data that will be useful for the follow-up. Besides, the data can add the insight of the participant about academic supervision. The training for the participants has two main steps: collaborative and independent supervision. The collaborative supervision is conducted to improve the principal's competence in preparing the teachers to be an academic supervisor. In the stage, the principal and the teachers align their perception of academic supervision before conducting individual supervision.

In the activities, the teachers noted several points. (1) They need to do some preparation for the academic supervision, such as scheduling the program with the junior teachers, preparing the instruments, arranging the lesson plans with the junior teachers, and agreeing on several issues related to the supervision. (2) During the implementation, the teachers prepare the instruments; communicate the implementation to the junior teachers, and make notes during the observation of the teaching process. (3) For the follow-up, the teachers ask for the junior teachers' impression about the supervision, the teaching satisfaction, the obstacles of the teaching process, as well as the strengths and weaknesses of the supervision, and plan the follow-up session. (4) An academic supervisor should develop several capabilities, such as understanding the concept of academic supervision, humanistic communication, comprehensive knowledge about the lesson, administrative tools for the teaching, good personality to assist junior teachers in improving their teaching quality.

### The effectiveness of Academic Supervision Model

To measure the effectiveness of the developed model, the researchers compared the mean score of the pretest and that of the posttest, presented in table 5.

Table 5. Pre-Test and Post-Test Results

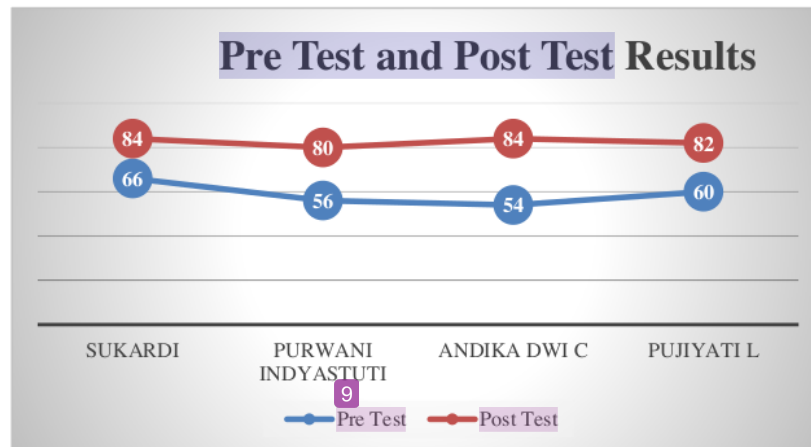
No	Teacher's name	School	Pre Test	Post Test
1	Sukardi	SD Unggulan Aisyiyah	66,00	84,00
2	Purwani	SD Unggulan Aisyiyah	56,00	80,00
3	Andika	SD Muh. Bantul Kota	54,00	84,00
4	Pujiyati	SD Muh. Bantul Kota	60,00	82,00
Total			236,00	355,00
Mean			59,00	88,75

Table 5 shows that at the beginning, the teachers do not have the competence of a supervisor; it is evident in the score of the pretest of each: 66.00; 56.00; 54.00; and 60.00. The mean score is 59.00, categorized at a medium level. The mean score is below the minimum completeness criteria, which is 75.00. In other words, the teachers do not comprehensively understand the concept of academic supervision.

After attending the training, the score of each teacher increased, exceeding the completeness criteria with the mean score 88.75 (very high category). Therefore, it can be concluded that the academic supervision model conducted by the principal and the senior teachers is effective in improving the junior teachers' competence in academic supervision. The improvement is presented in figure 2.

Figure 2. Diagram showing the score of pre-test and post-test





The increase is the indicator of changes in the knowledge of the junior teachers prepared to be a supervisor about the concept of academic supervision. Improving the understanding of the research subjects is carried out through training, assisted by an expert. The teachers collaborate with the principal in performing academic supervision, allowing them to gain more experience and knowledge.

#### 4. Discussion

The research aims to examine the hypothesis regarding the collaborative academic supervision program between the principals and senior teachers in improving the junior teachers' competence prepared to be a supervisor. The pretest and posttest show that the teachers make a significant improvement. Before the training, the mean score is 59.00. It increased after the training, which is 82.50. The teachers are treated through training for conducting academic supervision with a collaborative program. The supporting data obtained in the research show a change in the attitude of the teachers, in that they gain more understanding of the concept of academic supervision.

In the collaboration, they build a professional talk guided by an expert. The interaction resulted in the transfer of knowledge one to another through a discussion, question and answer, feedback session, and testimony sharing about academic supervision. It is similar to the research conducted by Henricson and Nelson (2017), stating that giving suggestions is necessary for the interaction.

Adewale (2014) explains that academic supervision can improve the quality of the relationship among teachers, as well as improving the existing condition. Hence, a supervisor is required to clearly understand the concept of supervision, such as the definition, the essence, the goals, and the advantages, to complete the tasks. A collaborative program between a principal and a teacher becomes an alternative to prepare an individual to be an academic supervisor. The program is proven successful, shown by a holistic increase in understanding of the research subjects.

The present study adds to the references of academic supervision implementation, which was previously less effective, as shown by the results of previous studies (Yunus, 2010; Hijri, 2011; Sulthoni, 2014; Fikriyah, 2018). The results inform that almost all schools face a similar problem related to the implementation of academic supervision due to the limited time of the principal and the supervisor. The principal and the supervisor are assigned to do numerous managerial tasks; the number of supervisors in an area is limited, and the concept of academic supervision is not clearly understood. The treatment performed in the research has generated an academic supervisor ready to do all settings of the supervision: preparation, implementation, follow-up. A good supervisor having a comprehensive understanding can complete the task well, which is assisting another teacher in preparing the lesson, improving the motivation and skills in teaching, and improving the education quality of a school. Supervising is indeed a collective process without seeking each other's flaws, allowing the relevant parties to maintain the teaching quality. Similarly, Glanz (2012) states that supervision is a collaborative, continuous, judgeless, and developing process that encourages and reflects the teaching practice in the classroom.

#### 5. Conclusion

It can be concluded that the program to prepare a supervisor candidate through collaborative training between a principal and the teachers is effective. Through the collaboration, the principal and the teachers shared perceptions about

academic supervision. The supervisor, the principal, and the teachers prepared to be an academic supervisor shared their thoughts, discussed the concept, and transferred the knowledge, allowing them to develop equal competence to do supervision. The teachers prepared to be a supervisor are expected to replace the principal's task as an academic supervisor. This way, the problems that occurred in schools related to the supervision can be overcome.

## Acknowledgement

The research carried out with the financial support of the Directorate General of Research and Community Development of the Ministry of Education and Culture of the Republic of Indonesia in the form of Master's Thesis Research Grant.

---

## REFERENCES

- Adewale, O. S. (2014). *Instructional Improvement of Secondary School Teachers Through Effective Academic Supervision by the Vice-Principals*. *Journal of Education and Human Development*, 3(2), 607-617.
- Akhmad, S., Haryono, H., & Fakhruddin, F. (2014). Pengembangan Model Supervisi Klinis Dengan Pendekatan Lesson Study Untuk Meningkatkan Kompetensi Profesional Guru Bahasa Inggris Sma Negeri Di Kabupaten Cilacap. *Journal of Educational Research and Evaluation*, 3(1).
- Ambarita, B., Siburian, P., & Purba, S. (2014). *Development of Academic Supervision Model which Based on Educational Management*. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 18(1), 304-314.
- Anderson, E.T. & J. McFarlane. (2004). *Community as Partner Theory and Practice in Nursing 4th Ed*. Philadelphia.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bafadal, I. (2007). *Supervisi Pengajaran Teori dan Aplikasi Dalam Membina Profesional Guru*. Jakarta: Rineka Cipta.
- Barkley, E.E Cross, K.P., & Major, C. H. (2014). *Collaborative Learning Techniques*. Bandung: Penerbit Nusa Media.
- Behlol, M. G. et al. (2011). *Concept of Supervision and Supervisory Practices at Primary Level in Pakistan*. *International Education Studies* 4.4: 28-35.
- Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of Clinical Supervision (3rd ed.)* Needham Heights, MA: Allyn & Bacon.
- Darmawan. (2013). *Metode Penelitian Kuantitatif*. Bandung: Remaja Rosdakarya.
- Daryanto (2015). *Supervisi Pembelajaran*. Yogyakarta: Gava Media.
- Glanz, J. (2012). "Improving Instructional Quality in Jewish Day School and Yeshivot:" *Best Practices Culled from Research and the field*. New York, N.Y. 10033: Yeshiva University.
- Glickman, C.D., Gordon, S.P., and Ross-Gordon, J.M. (2007). *Supervision and Instructional Leadership A Development Approach*. Seventh Edition. Boston: Pearson.
- Hays, J., & Clements, M. (2011). Supervision in work experience for learning programs. In *Proceedings of the 17th World Conference on Cooperative and Work-Integrated Education (WACE)*.
- Henricson, S., & Nelson, M. (2017). Giving and receiving advice in higher education. Comparing Sweden-Swedish and Finland-Swedish supervision meetings. *Journal of Pragmatics*, 109, 105–120. <https://doi.org/10.1016/j.pragma.2016.12.013>
- Hijriah, R. (2011). Supervisi Akademik Oleh Kepala Sekolah di Sekolah Dasar Se Kecamatan Bantul.
- Igbo, R.O. (2002). *Fundamentals of school management*. Enugu: Cleston Ltd.
- Karnati, N. 2019. Academic Supervision To Improve The Competence Of Elementary School Teachers. *Australasian Journal of Educational Technology*, 35(1).
- Lai, E. R. (2011). *Collaborations: A Literature Review*. Pearson, hlm. 2.

- Leniwati, A. (2017). Implementasi Supervisi Akademik Kepala Sekolah untuk Meningkatkan Kinerja Guru. Palembang: Universitas PGRI
- Moyer, M. (2011). Effects of Non-Guidance Activities, Supervision, and Student-to-Counselor Ratios on School Counselor Burnout. *Journal of School Counseling*, 9(5), n5.
- Mulyasa, E. (2004). *Menejemen Berbasis Sekolah*. Bandung: Rosdakarya.
- Nakpodia, E.D. (2011). An Empirical Assessment of principal' supervision capacity. *Journal of Education and Technology*, Volume 1, Number 1, April 2011, pages 15-24.
- Rahabay, P. (2016). "The Effectiveness of Academic Supervision for Teachers." *Journal of Education and Practice* 7.9: 47-55
- Renata, R., Wardiah, D., & Kristiawan, M. (2018). The Influence of Headmaster's Supervision And Achievement Motivation On Effective Teachers. *International Journal of Scientific & Technology Research*, 7(4).
- Saani, A.J. (2013). Influence of Compensation and Supervision on Private Basic School Teachers Work Performance in Ashaiman Municipality. *International Journal of Business and Social Science* Vol. 4 No. 17 Special Issue-December 2013.
- Shahzadi, I. & Javed, F.K. (2014). Impact of Employee Motivation on Employee Performance. *European Journal of Business and Management* Vol.6, No.23, 2014.
- Sudjana. (2011). *Supervisi Pendidikan: Konsep dan Aplikasinya Bagi Pengawas Sekolah*. Bekasi: Binamitra Publishing.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, CV.
- Supardi, (2013). *Kinerja Guru*. Jakarta: Raja Grafindo Perkasa.
- Suwartini, E. A. (2017). Supervisi Akademik Kepala Sekolah, Profesionalisme Guru dan Mutu Pendidikan. *Jurnal Administrasi Pendidikan*, 24(2), 62-70.
- Tyagi, R.S. (2010). School-based Instructional Supervision and the effectiveness professional of teachers project report, department of educational administration. NEUPA, New Delhi.
- Wahjosumidjo. (2011). *Kepemimpinan Kepala Sekolah*. PT. Raja Grafindo Persada, Jakarta.
- Yunus, Y. I., Yunus, J. N., & Ishak, S. (2010). School principal's roles in teaching. Supervision in selected schools in Perak, Malaysia. *Asian Journal of business and management sciences*, 1(2), 50-55
- Zulfikar, Y., & Ibrahim, S. (2017). *Supervisi Akademik Oleh Kepala Sekolah Dalam Meningkatkan Kompetensi Profesional Guru SD Negeri 2 Calang Kabupaten Aceh Jaya*. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 5(3).

# The Effectiveness Of A Collaborative Academic Supervision Model

ORIGINALITY REPORT

7%

SIMILARITY INDEX

PRIMARY SOURCES

1	"The Developing of Application Web-Based to Academic Supervision Model", International Journal of Innovative Technology and Exploring Engineering, 2020 Crossref	33 words — 1%
2	<a href="http://www.hrpub.org">www.hrpub.org</a> Internet	32 words — 1%
3	<a href="http://iiste.org">iiste.org</a> Internet	24 words — < 1%
4	A H Setiawan, R Takaoka. "Designing PBL steps in vocational course based on students' readiness and teachers' discussion", Journal of Physics: Conference Series, 2020 Crossref	22 words — < 1%
5	<a href="http://pt.scribd.com">pt.scribd.com</a> Internet	20 words — < 1%
6	<a href="http://www.e-sciencecentral.org">www.e-sciencecentral.org</a> Internet	18 words — < 1%
7	<a href="http://www.scribd.com">www.scribd.com</a> Internet	18 words — < 1%
8	<a href="http://scholarworks.gsu.edu">scholarworks.gsu.edu</a> Internet	15 words — < 1%
9	MUHAMMAD ZUHRI Dj, ASMAYANTI ASMAYANTI. "APPLYING STUDENT TALKING	14 words — < 1%

TIME (STT) IN COMMUNICATIVE ACTIVITY TO IMPROVE THE STUDENTS' SPEAKING SKILL AT PESANTREN PUTRI AL-MANAWWARAH PANYILI", DIDAKTIKA, 2019

Crossref

- 
- 10 [docplayer.info](http://docplayer.info)  
Internet 13 words — < 1%
- 
- 11 [s3.amazonaws.com](http://s3.amazonaws.com)  
Internet 12 words — < 1%
- 
- 12 "The Cultural Value and Character Education of Full Day School Implementation in Indonesia",  
International Journal of Engineering and Advanced Technology, 2019  
Crossref 11 words — < 1%
- 
- 13 [ejournal.upi.edu](http://ejournal.upi.edu)  
Internet 11 words — < 1%
- 
- 14 [journal.poltekkes-mks.ac.id](http://journal.poltekkes-mks.ac.id)  
Internet 11 words — < 1%
- 
- 15 [www.neliti.com](http://www.neliti.com)  
Internet 10 words — < 1%
- 
- 16 [journal.um.ac.id](http://journal.um.ac.id)  
Internet 9 words — < 1%
- 
- 17 [files.eric.ed.gov](http://files.eric.ed.gov)  
Internet 9 words — < 1%
- 
- 18 Sri Mardiyah. "The Effectiveness of Supervision on Islamic Education (PAI) Teacher's Performance of Junior High School (SMP) in Pangkalpinang", Berumpun: International Journal of Social, Politics, and Humanities, 2019  
Crossref 9 words — < 1%
- 
- 19 [eprints.stainkudus.ac.id](http://eprints.stainkudus.ac.id)  
Internet 8 words — < 1%
- 
- 20 Suyatno Suyatno, Khairil Nur Hidayat. "Does Emotional

---

Intelligence Affect the Social Adjustment Ability of Primary School Students?", International Journal of Evaluation and Research in Education (IJERE), 2018

Crossref

8 words — < 1 %

---

21 Yuni Pantiwati, Fendy Hardian Permana, Tuti Kusniarti, Fuad Jaya Miharja. "The Characteristics of Literacy Management in School Literacy Movement (SLM) at Junior High School in Malang - Indonesia", Asian Social Science, 2020

Crossref

8 words — < 1 %

---

22 [ir.library.oregonstate.edu](http://ir.library.oregonstate.edu)

Internet

8 words — < 1 %

---

23 [www.ccsenet.org](http://www.ccsenet.org)

Internet

8 words — < 1 %

---

24 Malik Ghulam Behlol. "Concept of Supervision and Supervisory Practices at Primary Level in Pakistan", International Education Studies, 10/31/2011

Crossref

8 words — < 1 %

---

25 Lars Calmfors, Girts Dimdins, Marie Gustafsson Sendén, Henry Montgomery, Ulrika Stavlöt. "Why do people dislike low-wage trade competition with posted workers in the service sector?", The Journal of Socio-Economics, 2013

Crossref

8 words — < 1 %

---

26 "Effectiveness of Supervisory Coaching in Developing Professional of Islamic Teachers", International Journal of Recent Technology and Engineering, 2019

Crossref

8 words — < 1 %

---

EXCLUDE QUOTES ON

EXCLUDE BIBLIOGRAPHY ON

EXCLUDE MATCHES OFF