

# Developing Peer Participation Academic Supervision Model on Sociology Teachers of Senior High Schools in Pekalongan Regency

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### Article Info

History Articles:  
 Recived 15<sup>th</sup> January  
 2018  
 Accepted 12<sup>th</sup> April  
 2019  
 Published 15<sup>th</sup> June  
 2019

Keywords:  
 Academic Supervision,  
 Peer Participation,  
 Sociology Teacher

### Abstract

The development peer participation academic supervision model is a supervision model which involves teacher supervisor by empowering the peers who have a task to give facilitation, guidance, and academic assistance in carrying out the supervision. This research aims to analyze and describe the implementation of academic supervision (initial model), develop academic supervision model based on teachers' need, and examine the practicality of supervision model which is being developed. This Research and Development divided into three steps namely preliminary, development, and evaluation. Techniques for collecting the data are using interview, document analysis, and observation. The validity testing is using source triangulation. Preliminary stage is including literaiteraturery studies, field studies related to the problem that will be solved, and description and analysis of field's finding. Development stage involves experts and practitioners, so resulting in a model that is ready to be tried out. Evaluation stage (limited trial) is using a design sheet to find out the practicality of the model. Results of the research (1) the implementation of academic supervision is less effective recently, (2) academic supervision that is appropriate to the teachers' need is peer participation academic supervision which involves supervisors, the peers, and the teachers who are supervised from the planning stage to the follow-up stage, (3) the result shows that the academic supervision model is practical and statistically effective.

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## INTRODUCTION

Teachers are an important element in the learning process in the classroom, because the teachers are professional educators who have duties, functions, and important roles in educating the nation's life. In addition, teachers are also required to have certain abilities and competencies as part of their professionalism so that they can carry out their duties and responsibilities for the success of their students.

One of the efforts to improve teacher pedagogical competence is through educational supervision. Educational supervision is a strategy to improve the competence and performance of a teacher in the process of teaching and learning activities from planning to evaluating the learning.

For optimal academic supervision results, it is better to carry out academic supervision in a cluster or group that can accommodate the characteristics of certain subjects so that the process of assistance which is provided, can run optimally. Groups or clusters of subjects (Science Cluster, Social, Language, Sport, and Art) are ideal places for helping the teachers in developing their competencies, especially in learning. So far, the implementation of the empowerment of teachers or peers has not been implemented optimally.

The importance of the supervisor's role has not been in line with the reality that is occurred in the field. Many factors become obstacles so that the performance of supervisors in developing teachers cannot run optimally. Herwanti (2013) revealed that supervisors were not specifically prepared to supervise subject teachers. In line with that, Slamet Suroso (2014) also suggested that the development of a supervision model based on similarity of the subjects was highly effective carried out by supervisors/principals, because recently the use of the academic supervision model has not been based on the similarity of subject matter, so it has not produced the teachers' professional performance in the learning process well. In the research that was done by FT Qudsi (2014), it was concluded that academic supervision would be carried out effectively if it was supported by a high commitment from the supervisors and

good partnership relationships between the supervisors and the teachers who were supervised.

Academic supervision that was carried out recently by the school supervisors was not optimal because in the implementation, there were some obstacles: (1) the implementation of academic supervision has not achieved the maximum result because the ratio of the number of supervisors and the teachers are not balanced, (2) the results of academic supervision implementation, supervisors were only looking for mistakes of supervised teachers, (3) in the implementation of supervision, teacher has not been involved actively so that there was no continuous communication between the supervisors and the supervised teachers, (4) teachers need a participation supervision which is involving peers in the implementation of the supervision.

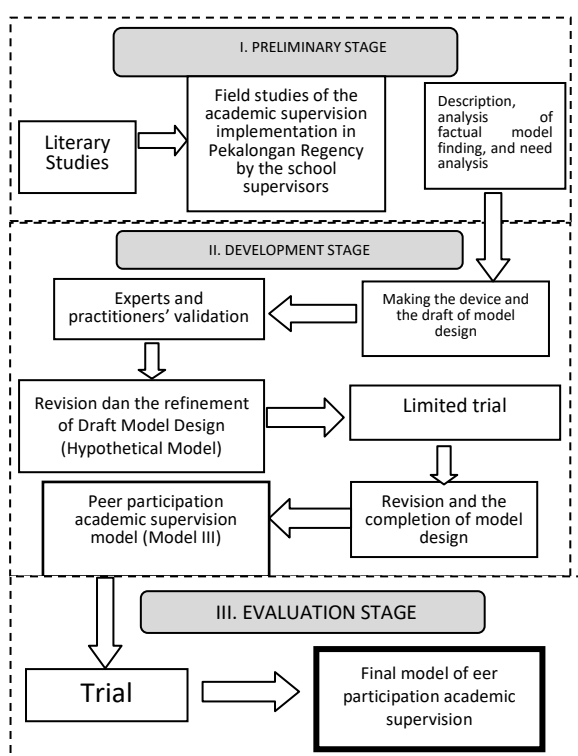
In order to help school supervisors in carrying out academic supervision, the academic supervision model of peer participation can be applied. Peer participation academic supervision model is a supervision model which involves teacher supervisor by empowering the peers who have a task to give facilitation, guidance, and academic assistance in carrying out the supervision, and the core of implementing academic supervision is empowering the teachers themselves and peers through supervision of peer participation.

Based on the description above, to reduce the limitations and weaknesses that occur in the process of implementing academic supervision, so that the research is carried out entitled "Developing Peer Participation Academic Supervision Model on Sociology Teachers of Senior High Schools in Pekalongan Regency".

## METHOD

Developing the peer participation academic supervision model is using Research & Development method by Borg and Gall that is classified into three main steps. First, preliminary studies, including literary studies, field studies related to the problem that will be solved, and description and analysis of field's finding. Second,

the development stage, includes formulating a development plan, determining the objectives that will be achieved at each stage of development and planning a feasibility study in a limited way, developing the initial formula (design) of the product that will be developed, product development, experts and practitioners' validation, evaluation and refinement the final product. Third, the evaluation stage, in the evaluation stage, a limited trial was conducted to determine the practicality of the model and test the effectiveness of the model. It is clearly stated in the picture as follows.



Picture 1. Supervision Model Design

The preliminary study stage was done to find out and reveal the model of the implementation of academic supervision that has been carried out. At this stage, there was a review of the school supervisors' documents, conducted interviews to the teachers and supervisors of Senior High Schools in Pekalongan District and distributed questionnaires to Sociology teachers in senior high schools in Pekalongan Regency. Interviews were conducted to high school

supervisors in Pekalongan Regency totaling 2 people, while the questionnaires were intended for teachers to find out the implementation of academic supervision, supporting facilities, and to find out the teachers' needs related to the academic supervision of senior high school Sociology teachers in Pekalongan Regency.

Instruments of preliminary study and the development were consulted and validated by the advisers to find out the suitability and representation of the items of the instruments.

At the preliminary study, the goal is the discovery of a factual model of academic supervision and needs analysis. The data analysis techniques are quantitative descriptive analysis and qualitative analysis. At the stage of model development and validation, the goal is the development of a valid and practical model. The data analysis technique is quantitative descriptive analysis. At the product testing stage, the goal is the practicality of the supervision model that is developed.

## RESULTS AND DISCUSSION

The factual condition of academic supervision in Pekalongan Regency can be summarized as follows. Academic supervision carried out on senior high school Sociology teachers in Pekalongan Regency was carried out at the initiative of the supervisors, not the initiative of the teachers. Academic supervision planning includes objectives, supervised aspects, schedules, and instruments. Academic supervision instruments consist of instruments for assessing learning administration. Academic supervision schedules were arranged separately by supervisors and principals. The academic supervision schedule compiled by school supervisors was not synchronous with other activities program at school.

The parties involved in academic supervision activities were school supervisors as supervisors and teachers as supervised parties. The supervisors were planning the academic supervision, implementing and reporting the results of academic supervision. The teachers were

planning, carrying out learning activities, accepting suggestions for improvement and following up. The relationship of supervisors' task can only be seen from the socialization of the academic supervision schedule carried out with the help of the principals.

The implementation of academic supervision includes socialization of the academic supervision plan, investigation of administrative documents of learning, classroom observation, evaluation, follow-up and monitoring the results of follow-up. The socialization material consisted of academic supervision schedules and aspects to be observed in classroom observations. Socialization was carried out through teacher meetings and information boards.

Academic supervision technique was a class observation technique. The implementation of academic supervision is divided into two stages, namely the pre-observation stage and observation stages. At the pre-observation stage, the supervisor checked the learning administration. At the observation stage, observed teaching and learning activities while was assessing teacher performance in the learning implementation. The evaluation stage that was carried out is that the supervisor presented the deficiency or weaknesses that were found in the administration and/or learning process. At the stage of classroom observation result evaluation, the supervisors gave suggestions for improvements to the administration and learning process. Dialogue to identify learning problems and find solutions has not been done. The teacher sought the solutions to the problem of learning process independently. Teacher assistance from supervisors has not been implemented. Monitoring the results of follow-up has not been optimally implemented. Monitoring the results of follow-up by the principals has been carried out, but the improvement in teachers' performance as a result of academic supervision has not been measured. Meanwhile, monitoring of follow-up results has not been carried out by the supervisors.

Documents on academic supervision reports in schools are only in the form of schedules and supervision instruments that have been filled. The supervision report has not been used optimally to

prepare the next period supervision program or to plan the development of teacher supervision.

Peer Participation Supervision Model is a hypothetical model that has been revised after paying attention to the results of limited trials, experts' advice and suggestions from the advisers. The peer participation academic supervision model is then tried out to supervisors and teachers. The subjects of the trial in this study were sixteen senior high school sociology teachers in Pekalongan Regency. Descriptions of samples according to gender and the institutions (public and private) can be seen in the following table.

**Table 1.** Respondents of Model Effectiveness Trial

GENDER	INSTITUTION	
	Amount	%
Male	5	31.25
Female	11	68.75
Total	16	100

The results from the respondents indicated that all respondents stated that the model belonged to the very feasible classification with the average score obtained was 4.28. Based on the results of the practicality test using the academic supervision model of peer participation to the teachers, it was concluded that the teachers' perception of the academic supervision model of peer participation was very good criteria (feasible to use). The teachers strongly agree and support if the school supervisors use the model in carrying out academic supervision to the senior high school sociology teacher.

The results of this effectiveness trial indicate that the school supervisors as a model user party strongly agree to use the model in carrying out their duties to held academic supervision to their trained teachers. This is in accordance with the purpose of the study to produce a model that fits the needs of the current school supervisors.

The successful implementation of this peer participation academic supervision model is in line with the conventional education supervision model in Kuala Lumpur which were constrained by time distance problems and geographical location. The distance was a problem in the implementation of

the supervision that has a distant geographical location (Aziz, 2014).

The representation of the implementation of academic supervision that has been held in Pekalongan Regency was considered to be less effective in accordance with the principles of supervision caused by supervision came from the initiative of the supervisors, not from the needs of the teachers. It requires better training for supervisors as has been done in Denmark, that most supervisors need better training (Nordentoft, Thomsen, & Wichmann-Hansen, 2013).

As found in the preliminary study, academic supervision that has been held in Pekalongan Regency can also be elaborated on the functions of planning management, organizing, implementing and reporting. It can be said that supervision as a management function cannot be separated from other management functions (Masaong, 2013). The monitoring function is associated with the functions of planning, organizing, coordinating and directing. The elaboration of academic supervision related to the management functions is also in accordance with the duties of academic supervision which includes program making, supervision, evaluation of the implementation and results of supervision, guidance, training, and reports making.

Academic supervision planning that was made either by the supervisors or the principals has contained the objectives, aspects, supervision techniques, and supervision schedule. The objectives, aspects, and contents of the academic supervision instrument have been directed at improving teachers' performance in managing the learning. The aspects observed in classroom observation are also related to the ability of the teacher to plan, implement and evaluate learning outcomes. Teachers either directly or indirectly will certainly get good experience for the improvement of their knowledge. The teachers acquire knowledge by sharing teacher supervision experiences. Teachers learn new knowledge from others, enrich their supervisory practices, and also acquire the necessary practical skills related to the supervision process. (Bouchamma & Michaud, 2011). Supervision based on delivery helps supervisor accountability not only for student

learning but also for future results (Hauer et al., 2014)

In their services, the supervisors as a catalyst must facilitate the implementation of various forms of roles that will improve the teaching-learning situation in its inputs and processes (Kotirde & Yunos, 2014). Thus, supervision can activate professional, communal, and personal development of the teachers in an inclusive learning environment (Alila, Määttä, & Uusiautti, 2016).

This academic supervision model will be able to improve the quality of supervisors' sayings in order to embrace the differences between the application of comments, points of view, instructions, and questions. It implicates for the importance of the supervisors' awareness in their combination of sayings if they want to increase teacher autonomy when overseeing online (Augustsson & Jaldemark, 2014).

However, it should be understood that on the other hand, clinical supervisors can improve their feedback skills during OSTE, include observing behavior changes after training, especially in stimulating self-assessment, making the learners active in finding solutions, using role play to test the strategies and checking understanding with the big effects (Junod Perron et al., 2013).

The existence of this supervisory model, teachers obtains knowledge by sharing their teacher supervision experience. Participants learn new knowledge from others, enrich their supervisory practices, and acquire the necessary practical skills in relation to the supervision process. In addition, their discussion resulted in the forming of friendship and a sense of collegiality when they became agents of change (Bouchamma & Michaud, 2011).

Another important element relating to the planning is the emphasis on the preparation of the learning administration plan, the performance, and the schedule of academic supervision. Academic supervision schedule has not synchronized with the schedule of other activities at school. As a result, supervision often cannot be carried out in accordance with the plans that have been made. It shows that the integrative principle of supervision

has not been fulfilled. The integrative principle means that academic supervision is an inseparable part of the whole program to realize the school's vision and mission (Gray & Jordan, 2012).

Associated with the academic supervision organization, the parties as supervisors are supervisors and principals, while supervised parties are teachers. It is in accordance with the main tasks and functions of supervisors and principals as regulated in the regulations, including the Minister of National Education Regulation No.12 of 2007 concerning School Supervisor Standards and Minister of National Education Regulation No.13 of 2007 concerning Principal Standards. Academic supervision programs from supervisors were socialized with the help of the school principals, it shows that there has been a collaboration between supervisors and principals. However, the collaboration has not been optimal, because supervision is generally seen as an institution and resources allocated for such supervision (Memduholu, Aydin, Yilmaz, Güngör, & Oğuz, 2007). There was no coordination and cooperation of the supervision planning that caused the supervision schedule by school supervisors was often not synchronous with the school educational calendar.

Based on the explanation above, it can be stated that most of the activities of academic supervision for high school sociology teachers have been carried out in Pekalongan Regency. However, as stated in the background of this study, academic supervision that has been carried out still needs help to facilitate its implementation and has not produced the teacher's performance as expected. Similarly, academic supervision in India, Malaysia, and Thailand still has not produced a high level of teacher performance (Sharma, Yusoff, Kannan, & Baba, 2011) and still needs to be addressed further, the process of academic supervision in high school sociology teachers in Pekalongan Regency also need to be addressed further. It is one of the weaknesses of this study, therefore further research is needed which meets the broader generalization requirements before this supervision model is disseminated.

Specific characteristics that differentiate this supervision model from other supervision models

are (1) starting from the teachers' awareness of their weaknesses, (2) supervision is held at the request of the teachers to find solutions to improve their weaknesses, (3) involving senior teachers or peers who have the same scientific background as supervised teachers, so it is easier for teachers to convey their problems without waiting for supervisors, (4) there is a feedback meeting or reflection after the supervision process is completed in order to discuss the results of supervision, and (5) there is teachers' satisfaction in the service of supervisors or peers in supervision activities.

## CONCLUSION

Based on the results of research and discussion, conclusions can be made as follows. Factual model of academic supervision on senior high school sociology teachers in Pekalongan Regency can be described as follows; (1) The implementation of academic supervision for senior high school sociology teachers in Pekalongan Regency recently carried out from the initiative of supervisors or principals, (2) The academic supervision model for senior high school sociology teachers in Pekalongan Regency includes the functions of planning management, organizing, implementing and reporting, (3) Planning includes objectives, supervision aspects, schedule, and instrument, (4) In the organization, there is no clear document found on the duties of supervisors, principals and teachers in achieving the academic supervision goals, (5) The implementation of academic supervision, dialogue to identify problems looking for solutions has not done yet. Socialization, evaluation of results and monitoring of the results of the follow-up are unclear, (6) Documents on academic supervision reporting in schools are only in the form of schedules and supervision instruments that have been filled. Academic supervision reports have not been used optimally for planning the next period of supervision program or planning the development of teacher supervision.

Academic supervision of peer participation model has been developed for covering functions of planning management, organizing, implementing

and reporting as follows; (1) Supervision is carried out from the initiative of the teachers, not from the initiative of the supervisors or principals, (2) Planning includes the preparation of supervision programs, vision and mission, objectives, aspects of supervision, academic supervision instruments, (3) Management includes the determination of human resources (HR) and description of the duties of supervisors, principals and teachers must be clear. The prime service indicators that are implemented at the organizing stage are speed and exactness, accuracy and responsibility, (4) Implementation includes program socialization and schedules, supervision based on schedule, dialogue to identify problems and solutions, finding solutions with guidance from supervisors or principals, utilization of follow-up results, peer cooperation, measurable teacher performance and implementation of optimal supervision individually and classically, (5) Reporting contains analysis of supervision results, maximum reporting, utilization of optimal reporting, description of target achievement, recommendations for guidance and documentation of the activities.

The results of practicality test of the model show that the academic supervision model of peer participation is practical and can be used to improve the performance of senior high school sociology teachers in Pekalongan Regency in the aspects of learning planning, implementation of learning and assessing the learning.

Academic supervision of senior high school sociology teachers in Pekalongan Regency needs to be better handled in order to have a greater effect on teacher performance in managing the learning. Academic supervision model of peer participation is an academic supervision model that can be used as an alternative model of academic supervision in Pekalongan Regency. It is required supervisors or principals who are able to empower teachers and peers to help each other to overcome the learning problems.

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