

# Collegial Supervision Model at Primary School 4 Menteng Palangka Raya, Central Kalimantan, Indonesia

Sanasintani

Sekolah Tinggi Agama Kristen Negeri (STAKN) Palangka Raya Jl. Tampung Penyang, RTA,  
Milono Km. 6 Palangka Raya 73112, Kalimantan Tengah  
sana.sintani@yahoo.co.id

## Abstract

The purpose of this study at Primary School 4 Menteng Palangka Raya Central Kalimantan was to describe: (1) implementation models of collegial supervision practiced by teacher, (2) teacher involvement in collegial supervision, and (3) the role principals play in the implementation of collegial supervision. The research applied qualitative. Paradigm referring to phenomenological approach. Research setting Primary School 4 Menteng. School principals were the key informants in which then were broadened to other informants-teachers and school administrative staffs. Data were collected through documentation study, observation, and interviews. Data analysis technique done through three stages of data reduction, data display and data conclusion drawing or verifying. Finding validity was tested through degree of credibility and confirmability. The finding of the research as follows: (1) teacher employed four models of collegial supervision formal-group, formal- individual, informal-group, and informal-individual models, (2) the implementation of collegial supervision teacher were involved as actors, participants as well as organizers, and (3) supervision from the principals played the roles in the implementation of collegial as manager who provide space, facilities, referency, and funding as well as schedule the activities. As leader, the principals appointed other teachers to share their experiences and to help another teachers keep team worked together, motivate other teachers to improve their competences to create conducive school climate, and maintain the collegiality atmosphere, inspire teacher to be courageous for improvement. As supervisor the principals provide opportunities for the teachers in helping each other in order to improve quality of learning, be models of supervisors, build the culture of mutual training.

**Keywords:** supervision, collegial models, primary school

## 1. Introduction

Teachers play a strategic role to realize a quality education. Growth and improvement of teachers' ability in teaching need to be developed because of that reason, and therefore teachers need to be given a supervision. Supervision is an aid given to teachers to improve their ability in teaching and learning process in the classroom (Mantja, 2007). Minister of Education Regulation Number 13 of Year 2007 indicated the guidance activities are listed dimension of teacher's competention and supervision. This dimension includes the activity of planning the academic supervision program for teachers by using appropriate approaches and supervision techniques and following up on the result of teachers' academic supervision in order to improve their professionalism. Tyagi (2010) emphasized the importance of principals to implement effective learning supervision in accordance with school conditions and to encourage teachers' professional development. The principal has many tasks, especially in the field of managerial. While school supervisors have a relatively wide area coverage within a supervisory area. A supervisor is responsible for about 16 schools, for that collegial supervision as an alternative to the implementation of supervision in schools in order to improve teacher quality. Collegial supervision is the process of providing help to teacher and other fellow teachers by working together, giving each other encouragement or guidance in improving their competence. Collegial supervision is identified to reduce the obstacles of coaching due to the limitation of the coaches (Mantja, 2007). Teachers do not wait for supervision activities done by school principals and school supervisors. Teachers can learn with other teachers, therefore their responsibility to improve their professional competence by learning to improve their abilities (Glickman, 2003). Teacher participation in self-development selected resources for feedback and makes decisions increasing year by year. Educators as a profession in the development of ability tends to shift from the model of "inspector" democratic, collaborative model. The advantage of collegial supervision is that teachers are not afraid to convey the problem to other teachers; active teachers as supervisors and supervision; time between teachers is often done both in formal and non formal condition. The principal gives teachers the opportunity to help other teachers, so that teacher empowerment is more optimal for

school progress. School as a system describes the relationship between principals, teachers and human resources. Teachers can be successful because of the help of their other fellows (Masyaroh, 2011). Collegial relationships can strengthen the existence of cultured schools. Effective schools are able to empower maximally the function, role and ability of teachers and principals to be an effective school empowerment process (Sunarto, 2010). The relationship between principals and teachers, the relationship between teachers and their fellows in this global world should be open, dialogical and democratic, helping each other. The nature of democratic relations is based on an awareness of equality and value. Teachers are given the opportunity to express their opinions, but on the contrary the rigid structural relationship between the principal and the teacher often becomes an obstacle to leadership and subordinate communication. The teacher is often afraid to the principal. The purpose of study was conducted to describe (1) model of collegial supervision implementation conducted by teacher to teacher, (2) teacher involvement in implementation of collegial supervision, (3) role of principal in implementation of collegial supervision.

## 2. Materials and Method

The approach used in this study was qualitative refers to the phenomenological nature. The phenomenological qualitative approach is an approach that not only examines the apparent social facts but aimed to express the meaning behind apparent social facts. For every social fact always has a certain meaning. Meaning is one of the characteristics of the main concern in qualitative research (Bogdan and Biklen, 2003). Those who engage in social interaction, constantly awaken their actions to a meaning. The meaning behind the apparent and intentional social facts is based on the perspective of the researcher's own subjects. This research was conducted at Primary School 4 Menteng, Husni Thamrin Street Number 19, Palangka Raya, Central Kalimantan. Sources of research data include human and non human sources. The source of human data serves as the subject and key informant that is the subject that has a good relationship with the researcher, giving full assistance, giving understanding and good at issuing his/her thoughts in presenting the data (Bogdan and Biklen, 2003), and non human source data in the form of relevant documents with focus research. Key informants in this study 1 headmaster, from the key informant was developed to another informant ie teachers at SDN 4 Menteng. Data collection in this study was conducted through in-depth interviews, observation and documentation studies (Cresswell, 2003). Prior to carrying out data collection activities, the researcher identified sites and participants purposeful, including the setting (where the research), the actor (who will be observed and interviewed) events (what the actor does) and the process (development of the event's nature of the actors in the research setting). Techniques of data analysis briefly include data collection, data reduction, data display and data conclusion drawing or verifying. The techniques of data analysis called interactive models as suggested by Miles and Huberman (2004; Figure 1).

The validity for the findings in this study used two criteria as suggested by Moleong (2009), i.e.: (1) the degree of confidence (credibility) and (2) certainty (confirmability). The degree of confidence of a concept that emphasizes that the data presented can be entrusted. To test at the degree of confidence, some strategies for obtaining data accuracy i.e.: triangulation, member-checking, enriching descriptions, clarifying researcher biases in conducting research, presenting negative or inappropriate information, extending field time, peers or auditors (Cresswell, 2003). Qualitative research can be done by stages of exploring places or people that can be used as a source of research data, searching for sites deemed appropriate for research purposes, developing a wider network to find possible data sources, followed by observation, interviews, field notes, and data analysis as suggested by Mantja (2008). This research is systematically carried out with preparation stage, research implementation, and report writing.

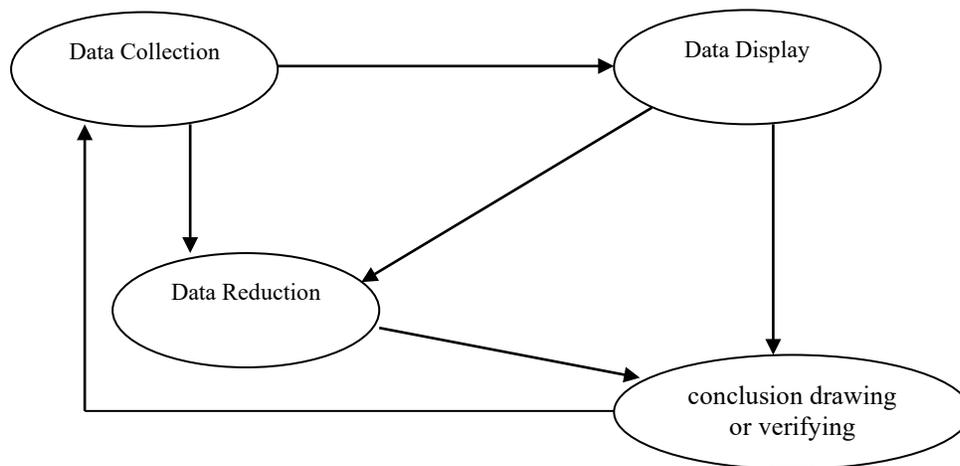


Figure 1. Interaktif Models of data analysis (Miles dan Huberman, 2004)

### 3. Results and Discussion

#### 3.1. Implementation collegial supervision models practiced by teachers

Collegial supervision has a variety of models. There are models that are group, some are individual. Some are planned in detail spontaneously. Individual model and planned as developed by Glickman (1980), who reported that there are three supervisory approaches are: directive supervision, collaborative supervision, nondirective supervision. The supervision is renowned for its clinical supervision. Clinical Supervision is carried out in five steps: pre observation, observation of teaching, analysis and strategy, post observation conference, post conference analysis. From the five steps is simplified into three steps: pre conference, class observation, and post conference. Teachers in the team informally observe and become consultants to each other. The range of techniques ranges from clinical supervision to informal discussions and feedback.

The findings found of this study were four models of collegial supervision performed by teachers, namely: *group-formal model; individual model; informal group-model; and individual-informal models*. Everything starts from the planning, observation and discussion of the results of observation and follow-up. In the formal-group model of lesson study, the term plan, doo and see are used (IDCJ, 2009). In the individual-formal model in the form of clinical supervision used the term pre conference, class observation, post conference. The difference lies in the object of observation when the teacher teaches the students in the classroom. Lesson observation emphasizes teacher-led learning activities, while clinical supervision emphasizes teachers' teaching skills. Judging from the nature of its activities, the existing model leads to the development of teacher competence. Although not yet see the level of development of teacher competence in detail, teacher character variety, and level of teaching experience or seniority level of teachers. Competencies that receive teacher attention are mainly pedagogic competence, professional competence, personality competence, and social competence.

The discussion of the individual-informal model in accordance with the opinion Mantja (2007), who stated that the teacher teach to each other and to observe the other teachers in learning and discuss after the learning ended. Collegial supervision appeared in inservice training, i.e. teachers should be able to develop systematic observation skills and help provide feedback to other teachers. The findings of this research are similar to the findings of Mulyana (2007), who found that lesson study is one of the coaching efforts to improve the learning process conducted by a group of teachers in a collaborative and continuous way in planning, implementing, observing and reporting the learning outcomes. The findings of this study also supported the findings of Sergiovani (1997) and Sutopo *et al.* (1998). They reported that the use of clinical supervision implies the activity is teacher-centered. The term clinical here is almost the same as the prevailing terms in the medical world. In the medical world doctors provide services according to the needs of patients, held diagnosis, prognosis, disease determination, treatment and follow-up. In the clinical supervision there is also a systematic process based on diagnosis, observation and feedback in accordance with the existing problems.

The difference between clinical use in education and the medical world is his client. In the world of teacher education is a professional person who knows of his duty, so problem solving is emphasized more alternatives as determined by the teacher with the help of supervisor. While in the medical world an alternative treatment is determined by her doctor. So the clinical supervision is teacher-centered supervision. The clinical term also contains the emphasis on the effort to correct mistakes made by teachers in teaching. However, it should be emphasized that the implementation involves teachers from the planning stage to the analysis of their success. The individual-formal model is concerned with aspects of the teacher's ability to develop learning components, teaching skills, character development of students with steps: preliminary meetings, classroom observations, and reverse meetings. Judging from Permendiknas Number 16 of 2017, the activities undertaken by the teachers develop pedagogic competence in point (3.5) to organize the learning materials correctly in accordance with the approach chosen according to the characteristics of learners of elementary school age; (3.6) develop assessment indicators and instruments; (4.4) implementing educational learning in the classroom, laboratory and in the field; (10.1) reflects on the lessons learned.

Through an informal group-model teachers are concerned with aspects of curriculum development, instructional tools and instructional media in accordance with teacher competence demands, the activities undertaken by teachers develop pedagogical competencies in (3) develop curriculum related to subjects/fields (4.5) using instructional media in accordance with the characteristics of learners and in the lessons of SD/MI to achieve the learning objectives as a whole. Social competence in point (19.2) communicates the outcomes of learning innovations to the profession community itself orally and in writing or other forms. Through this model teachers pay attention to aspects of classroom action research and learning strategies. Judging from the demands of teacher competence on the activities undertaken by the teacher develop pedagogical competence in point (2.2) define various approaches of strategies, methods, and instructional techniques that educate creatively in five subjects SD/MI. The professional competence in point (23.3) undertakes class action for professional enhancement and social competence in clause (19.2) communicates the results of instructional innovation to the profession community orally or in writing or other forms. Looking at individual-informal models teachers are concerned with aspects of classroom problem solving and the problems facing students in the classroom. Judging from the competence of teachers, the activities undertaken by the teacher develop personality competence in point (14.1) shows a high work ethic and responsibility. The above models in accordance with the findings of Hawkins and Sholet (2006), who used the term peer supervision. Peer-co-supervision takes place in a group whose members supervise each other. Teachers at school can discuss to solve learning problems or related to peer-to-peer learning. The findings of this study on initial activities and feedback meetings in informal-group models and individual-informal models were implemented outside the effective hours of teaching, meaning that when teachers were resting or after teaching hours. While class observation activities were performed when the teacher observed was teaching, but the observer did not have teaching hours or teaching hours filled by other teachers. The informal group-model is held at break time, after the learning hours are completed on Saturdays and on holidays.

This findings differed from other findings that teachers use an average of 40 minutes each day to have conversations with colleagues discussing classroom teaching. Topics that many discussed are subject matter, discipline, activity, and individualization. While the less discussed topics are evaluation, method, objectives, giving the ability to explain abilities, the ability to ask and the organization of the class (Maisyarih, 2011). While the topics discussed at collegial meetings are more varied than about learning as well as research and problem solving students. Topics covered include teacher's ability to develop learning components, learning situations, student activities, curriculum development, learning tools, instructional media, learning strategies, teaching skills, developing student character, classroom action research, learning problems, problems faced by students in the classroom and the solution. Peer counselling can be implemented in schools if there is a spirit of togetherness among teachers in solving common problems. Hawkins and Sholet (2006) recommended the following eight establishing a peer-supervision group: (1) establishing groups of equal value; (2) group members may not exceed 7 persons; (4) establishing a clear contract, (5) knowing there are different expectations, (6) clarifying the roles of members, (7) determining the time, and (8) planning a review session once every three months to provide feedback on the role of group members.

This study found how to form groups following the needs of teachers. The supervision team members used the parallel class teacher system for Grade 1 to Grade 3 and subject teachers for Grade 4 through Grade 6. Group formation in an informal group-model using a classical system followed by a group of subject teachers. While the formation of a pair in an individual-informal model is adapted to the needs of the teacher. This findings are differed

from the statement of Manja (2007), who gives 10 examples for the implementation of cooperative professional development as follows: (1) teachers choose friends to cooperate, (2) principals have final responsibility to maintain team togetherness, (3) formal supervision structure, the team recorded how the implementation and when it was implemented and the activity description to be reported to the principal,(4) the principal provided necessary resources and administrative support at the school,(5) if there were evaluations discussed in the team, (6) no principal activity to know the evaluation data of a person about the other teachers, (7) each teacher maintains his professional growth, (8) the principal meets once a year with the aim of conducting general assessments and exchanging ideas about the process of activities, (9) the principal meets individually at least once a year to discuss professional growth, respect and help if needed, and (10) new teams will be formed every two or three years.

### **3.1. Teacher involvement in collegial supervision**

The findings of this research there are two kinds of teacher involvement in the implementation of collegial supervision, i.e.: executor and manager of the team. This teacher involvement supported by Meirink *et al.* (2010) that collaborative supervision execution is atin innovative, temporary, and voluntary teams can improve teacher professional development. As the teacher's collegial supervisory activity acts as supervised person, the teacher is an observer and other teacher as observed in formal-group models and individual-formal models. The findings of this study supported the lesson reported by IDCJ (2009) that schools should be established on the basis of collegiality, teachers and colleagues discuss practice, observe each other's classes, create common ideas about the class, and encourage one another. Prinsive togetherness coloring the implementation of clinical supervision (Mantja, 2009). Teachers of a team of clinical supervision, planning, observing the class and discussing the results of the observations together. Teachers as facilitators or presenters in an informal group-model as well as participants. This research findings are in line with the provisions contained in Permendiknas RI Number 16 Year 2007 that teachers should have the competence to communicate the results of instructional innovation to the profession community orally and writing or other forms and teachers are also required to follow the progress of the times by learning from various sources.

The findings of this study are also consistent with Lipham *et al.* (1985) that teachers can learn from other teachers and vice versa. All teachers should have a responsibility to improve their abilities (Glickman, 2003). The involvement of teachers in the implementation of collegial supervision is also the same according to the mandate of the Law of the Republic of Indonesia Number 14 Year 2005 Chapter III Article 7 Paragraph 2 which emphasizes the application of professional professional empowerment empowerment principles. The findings of this study also indicated teacher involvement in solving problems with other teachers. This findings agreed with Ruck (2006), who suggested an interactive and interactive relationship of supervisors and supervisory supervisors, interactive professional dialogue in an intimate and open environment to solve learning problems together. Subsequent teacher involvement as manager of collegial supervision activities. In addition to implementing the activities of teachers get the opportunity to be involved in managing activities. The research findings indicate the teacher is involved in planning the activity, analyzing the teacher's needs, determining and recording the execution time, following the implementation process, evaluating and follow-up. The result of this study is consistent with the findings of the Yanasan (2008), who reported five steps of the teacher's role in collegial supervision: (1) studying existing conditions, formulating problems and analyzing needs; (2) planning; 3) define tools and develop methods; (4) implements; and (5) conduct evaluation and prepare reports.

### **3.2. The role principal in the implementation of collegial supervision**

The role of the principal within the school system can be distinguished as the manager, leader, and educational supervisor. These three roles can be used to facilitate the implementation of collegial supervision. The principal has a strategic role in realizing effective collegial supervision. Gordon (1976) argued that education management substance includes activities in personnel, student affairs, school-community relations, curriculum development and teaching, finance, business, infrastructure and general activities. On the other hand, Camphabel (1977) reported there are seven administrative tasks namely; school relationships with the community, curriculum and teaching, finance, business and organizations. Not all substance of management above education coloring the implementation of supervisioncollegial. The role of school principals in infrastructure, financial and curriculum management activities color the implementation of collegial supervision.

The findings of this study dealing with principal as a manager role provides space, library resources, facilities, and schedule of activities. Furthermore, the role of the principal as a school supervisor can facilitate the implementation of collegial supervision. The principal provides an example for teachers to carry out supervisory activities. Basically the supervision of learning is an effort to provide assistance that focuses on aspects that are directly related to the scope of learning activities, at the time students follow the learning process. Glickman (2003) suggested that supervision of learning is a series of activities to help teachers develop their ability to achieve teaching objectives. Learning supervision does not assess teacher performance in managing learning, but rather helps teachers develop their professional capabilities. Although in the process for data collection the principal provides a learning resource for teachers. Substitute teacher in class if needed can be adjusted schedule with time owned by team to cooperate. The principal has the final responsibility of maintaining team responsibilities. In addition, the principal also encourages teachers to maintain a climate of collegiality, establishes supervisory structures, and integrates programs that enable teachers to develop their professional expertise (Ruck, 2006). Thus the findings of this study can enrich the review of school supervision supervision. Besides, the intensity and quantity of the supervision implementation can be realized and the teachers get guidance and assistance in developing their capability from school principals and school supervisors. Help can also get from fellow teachers who can take place at any time according to the time owned by the teacher.

## **4. Conclusions and Suggestions**

### **4.1. Conclusions**

1. There are four models of collegial supervision in implementation of collegial supervision models practiced by teachers at SDN 4 Menteng Palangka Raya Central Kalimantan. They were formal-group models; individual-formal model, informal-group model and individual-informal model.
2. The role principals in the implementation of collegial supervision as a school manager, plays a role in providing space, facilities, library resources, funds, scheduling collegial supervision activities. Except in brainstorming activities, the role of headmaster is less visible because it takes place spontaneously and in various places. The principal also acts as a leader. appoint teachers to become observers or supervisors and teachers to be supervised. The principal gives the teacher the opportunity to help each other improve the quality of learning, set an example to supervise teachers, develop mutual care, care and compassion. Emphasize the importance of learning all the time through interaction with other teachers.

### **4.2. Suggestions**

1. Head of Education Office of Palangkaraya City, Central Kalimantan can use the results of this research as input to improve the policy of teacher elementary school competence development, through the implementation of collegial supervision. Enhancement of supervisors' capacity in developing principals and teachers should be a major concern. Especially the implementation of formal-group models and individual-formal models that are directly related to improving the quality of learning.
2. Head of SDN 4 Menteng City of Palangka Raya, Central Kalimantan can use the results of this research as an alternative of supervision of learning in school. Besides as an input to refine the various models of the implementation of collegial supervision, optimize teacher involvement and improve the role of principals in the implementation of collegial supervision in schools.
3. Teachers should follow up on the results of collegial supervision conducted in the four models to be applied in the learning so that the quality of learning can be better. Teachers can also use the results of this research as a revision of the development of capability in detail so that it can be used as a refinement of supervision for further self-development.
4. Other researchers may use the results of this study as a basis for further research that can still be developed with deeper reinforcement and different approaches. Other researchers should: (a). Research further the model of collegial supervision by emphasizing: (1) Characteristics of teachers coloring the model,(2) The effectiveness of the model in improving the quality of collegial supervision,(3) The existence of an expert in a formal-group model,(4) The role of school principals and supervisors in shaping the model of implementation of collegial supervision; and (b). Incorporate teacher career path invoices as conditions that color the effectiveness of the

collegial supervision model. In professional roles, adult and principal teachers should demonstrate high professional capacity and maturity to color collegial supervision pratek.

## References

- Bogdan, R.C. and Biklen, S.K. 2003. *Qualitative, Research for Education: an Introduction to Theory and Methods*. Boston: Pearson Education, Inc.
- Creswell, J.W. 2003. *Research Design: Quantitative, and Mixed Method Approaches*. London: SAGE Publication, Inc.
- Glatthorn, A.A. 1984. *Differentiated Supervision, Alexandria, VA: ASCD*. (Online). <http://coursel.winona.edu/1gray/1620/unit5Inst/collegial.htm>. Accessed on 18 March 2018.
- Glickman, C.D., Gordon, S.P., and Ross-Gordon, J.M. 2007. *Supervision and Instructional Leadership: A Development Approach*. Boston: Pearson.
- Hawkins, P. And Shohet, R. 2006. *Supervision in the helping Professions*. New York. Open University Press.
- International Development Center of Japan. 2009. *Panduan Untuk Peningkatan Proses Belajar Mengajar*. Program Peningkatan Kualitas (Pelita SMP/MTs). Kerjasama Dinas Pendidikan Nasional, Departemen Agama Republik Indonesia dan *Japan International Cooperation Agency (JICA)*.
- Lipham, J.M. Rankin, R.E., and Hoeh, J.A., Jr., 1985. *The Principalship: Concepts, Competencies, and Cases*. New York: Longman.
- Maisyroh, dkk. 2011. *Pelaksanaan Pembinaan Kemampuan Profesional Guru di Lembaga Pendidikan Laporan Penelitian* tidak diterbitkan. Malang: AP FIP Universitas Negeri Malang.
- Mantja, W. 2007. *Profesionalisme Tenaga Kependidikan: Manajemen Pendidikan dan Supervisi Pengajaran*. Kumpulan Karya Tulis Terpublikasi. Malang: Elang Mas.
- Mantja, W. 2008. *Etnografi: Desain Penelitian Kualitatif Pendidikan dan Manajemen Pendidikan*. Malang: Elang Mas.
- Meirink, J.A., Imants, J., Meijer, P.C, and Verloop, N. 2010. . Teacher learning and collaboration in innovative teams, *Cambridge Journal of Education*, June, 40 (2): 161.
- Miles, M.B. and Huberman, M.D. 2004. *Qualitative Data Analysis; a Sources of New Method*. Beverly Hills: Sage Ribbication.
- Moleong, L.J. 2009. *Metodologi Penelitian Kualitatif*. Bandung: P.T. Remaja Rosda Karya.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 12 Tahun 2007 tentang Standar Kepala sekolah/Madrasah.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 13 Tahun 2007 tentang Standar Kepala sekolah/Madrasah.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 tentang *Standar isi untuk satuan Pendidikan Sekolah Dasar dan Menengah*.
- Ruck, C. 2006. *Creating a School Context for Collegial Supervision: The Principal's Role as Contractor*, OSSC Bulletin, V 30 N 3 Nov 1986, Publication Sales, Oregon School Study Council 1787 Agate Street, Eugene, or 97403 (online)
- Tyagi, R.S. 2010. *Compare School Based Inructional Supervision and The Effective Professional Development of Teacher*. Oxpord: January, 40 (1):111.

## Biographies

**Sanasintani** is a lecturer from Palangka Raya State College of Christianity (STAKN) Jl. Tampung Penyang, RTA, Milono Km. 6 Palangka Raya 73112, Central Kalimantan. She attended the International Conference On Industrial Engineering and Operations Management 2020 in Harare, Zimbabwe.