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A MODEL OF ACADEMIC SUPERVISION THROUGH A COLLABORATIVE APPROACH BASED ON LEARNING ABILITY, RESPONSE ABILITY, SELF-EFFICIENCY AND ALTRUISTIC ATTITUDE (M2EA) IN MADRASAH ALIYAH SUPERVISORS AT THE MINISTRY OF RELIGION, MEDAN CITY, INDONESIA

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Abstract. This study aims to find a model of planning, implementation, evaluation and follow-up of academic supervision through a collaborative approach based on listening ability, response ability, self-efficacy and altruistic attitude (M2EA) for madrasah aliyah supervisors at the ministry of religion in Medan city. The subjects and objects of research were supervisors, principals and teachers at Madrasah Aliyah, Ministry of Religion, Medan City. Research is a form of development research (research and development), where the approach used is through mixed methods with sequential explanatory techniques. The data analysis technique uses descriptive statistical techniques for quantitative data, while qualitative data analysis uses broad and in-depth meaning of field data. The research findings explain that the model of academic supervision through listening ability, response ability, self-efficacy and altruistic attitude (M2EA) must be carried out through several stages, namely: first, the planning stage, gathering supervisors, principals, and teachers in the form of scientific meetings, to providing information on collaborative based academic supervision using M2EA; second, the pre-supervision meeting stage, the supervisor listens to the problems raised by the teacher so that

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they can be fully understood, when the teacher presents the problem, and responds positively to it; third, the implementation stage of supervision (observation), the supervisor makes observations on the activities of the teacher's teaching and learning process in class, through the ability to listen and respond well, paying close attention to the problems presented by the teacher, then the self-efficacy and altruistic attitude of the supervisor is a form of sincerity to help in solving teacher problems; fourth, evaluation and follow-up, reflecting on the results during the observation, so that the overall feedback and evaluation process can be carried out together with improvement, guidance and coaching. Furthermore, presentations were made on alternative problem solving in line with alternative teacher problems, so that collaboration occurred between the teacher and the supervisor in solving the problem; fifth, evaluation and reporting of supervision results, conducting a thorough evaluation of collaborative-based academic supervision activities, resulting in conclusions in carrying out follow-up actions to overcome weaknesses and deficiencies during academic supervision.

Keywords: academic supervision, supervisor, collaborative, listening ability, response ability, self-efficacy attitude and altruistic attitude

Introduction

Supervision activities can basically have a positive impact on improving teacher performance. Because supervision activities on teacher performance are a form of activity planned to assist teachers in doing work effectively (Usman and Murniati, 2019), improving teacher performance in carrying out their professional duties (Mahmud, 2015), services and assistance (Marmoah, 2018; Usman and Murniati, 2015; Hanief, 2016; Kompri, 2017), repair (Slameto, 2016; Ilham, 2017), guidance (Jelantik, 2015; Kompri, 2017) to teachers in improving teaching and learning activities in accordance with their professional duties.

Comprehensively, supervision activities aim to help, guide and assess the ability of teachers in education and teaching based on their respective fields, in order to make the necessary improvements in a cooperative way and look for problems experienced by teachers in the learning process and then find solutions in overcoming these problems which in the end the learning process can run conductively. (Marmoah, 2018).

Especially in the academic supervision, is an activity where the supervisor is able to carry out academic supervision, namely assessing and fostering teachers in order to improve the quality of the learning process carried out---including the subject matter of learning, preparation of syllabus and rpp, selection of strategies / methods / techniques, use of media and information technology, assessing processes and results and action research, so that it has a positive impact on the quality of student learning outcomes (Ratnawati, 2019; Sujoko, 2018). The basic essence of academic supervision in an effort to improve the quality of teaching and learning carried out by teachers to improve the quality of student knowledge, certainly has a positive goal for the improvement of learning activities in an educational institution (school).

Optimization in academic supervision activities for teachers is certainly inseparable from the professionalism of the supervisor in supervising. The professionalism of the supervisor will certainly have a positive impact on improving teacher performance. However, the problem that arises, where

the supervisor does not master the academic field of the supervised teacher's field of study, tends to attach importance to administrative tasks, not coaching the teacher's teaching and learning process, and even less able to make plans in teacher supervision and coaching.

The problem of the supervisor's professionalism in conducting academic supervision of teachers certainly shows that the supervisor does not understand his duties and functions as an academic supervisor in improving the quality of teachers doing teaching and learning. In the sense that the academic supervision carried out by the supervisor of the school / madrasah under its guidance will not be achieved optimally (Sari et al., 2019). According to Glickman, et al., (2007) that effective supervision is to listen and pay close attention to teachers' complaints about the teaching problems they face, so that improvement, improvement and development are needed, and at the same time pay attention to the ideas of teachers to overcome the problems faced Next.

Efforts to maximize academic supervision activities through increasing the professionalism of supervisors can be carried out through a comprehensive approach. In Sahertian's view (2001) this can be done through a directive approach, a non-directive approach, and a collaborative approach. Because these three approaches in principle try to put forward a commitment to cooperation in establishing structures, processes and criteria in communicating the problems faced by teachers. The essence of supervisor behavior is presenting, explaining, listening, solving problems, and negotiating. However, in the development of academic supervision activities, a new breakthrough is needed by collaborating on various aspects in implementing academic supervision activities that are truly effective in increasing the professionalism of supervisors on the one hand, while on the other hand it will improve teacher quality in the teaching and learning process. Therefore, this article will offer a model of academic supervision through a collaborative approach using M2EA (listening ability, response ability, self-efficacy and altruistic attitude) using 5 stages, namely the planning stage, pre-supervision meeting, supervision implementation, evaluation and follow-up, as well as evaluation and reporting, so that the purpose of this research can find a model of planning, implementation, evaluation and follow-up of academic supervision through a collaborative approach based on listening ability, ability to respond, self-efficacy and altruistic attitude (M2EA) to the supervisors of madrasah aliyah in the Ministry of Religion of the city of Medan.

Literature Review

The Nature of Supervision

Etymologically (language) "supervision" comes from English, namely "supervision" is defined as the act of supervising (act of supervising) (Johnson, 1818), the act or function of supervising, oversight, superintendence (action or function of supervising, supervising, supervision) (Macquarie Dictionary, 2017), oversee or direct (supervise or direct) (Goldman, 2000). As for morphology (word form), "supervision" comes from two words, namely "super" and "vision". The word "super" means over, above (super structure), a surpassing (super abundant), greater or better than other of its kind better than other types) (Webster's New World Dictionary, 2003; Kalita, 2017; Muda and Erlina, 2018, Bradley and Boyd, 1989), more or better than normal (more or better than normal size) (Parkinson, 2005).

Meanwhile, the definition of "superior" means "excellent in place, order, rank, etc.; better in quality or more valuable; to be above average in quality, extraordinary, never give up, feel better than others" (Agnes, 2003), better quality than others, better than others, very good quality, better from something else similar, superior in position, importance, position (Parkinson, 2005). Meanwhile the word "vision" means "to see" (Kalita (2017), "to see" (Good, 1945), "the power to see and see into the future" (Goldman, 2000). Literally "vision" is defined as an idea of how the future will be; the ability to think about or plan the future with good imagination and intelligence (Parkinson, 2005: 596), a distinct and clearer concept of the mind (soul); a form of inner contemplation (soul) , especially an act of extraordinary character, a highly imaginative plan or anticipation (Simpson, 2011: 837).

In the beginning, many supervision activities were interpreted as supervision efforts in a negative perspective, where the form of activities was by carrying out inspections. The development of the Indonesian education system was indirectly influenced by the colonial (colonial) education system, thus indirectly contributing to the perception of school institutions that supervision has the connotation of "inspection" in a negative perspective. Even the beginning of the word "supervision" also appears in the meaning of "inspection" (Kalita, 2017; Badah, et al., 2013), "inspection and control" (Glickman, et al., 2013; Al Nazer and Mohammad , 2013), which leads to the perspective of autocracy and power. Where the activity is carried out to see and find fault with someone without creating a relationship together and providing solutions, which in turn gives rise to a sanction on the part being supervised.

Definition, Purpose and Benefits of Academic Supervision

Specifically in academic supervision, the existence of a negative perspective from supervision activities carried out by certain supervisors can be eliminated, if the meaning, purpose and benefits of academic supervision can be understood comprehensively by supervisors and teachers. Suhaimi (2017) argues, the term academic supervision refers to an understanding of the ongoing scientific process based on objective truth in a learning process carried out by the teacher, in order to achieve predetermined learning objectives. Academic supervision is also closely associated with an act of supervision that carried out by educational supervisors (supervisors), to measure teacher performance in managing the learning process.

Glickman, et al., (2007) argues that academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals. As for Sudjana (2011) suggests academic supervision is a supervisory function with regard to aspects of implementing the duties of coaching, monitoring, evaluating and professional training of teachers in planning, implementing and evaluating learning outcomes and providing guidance to students. Furthermore, Muktar and Iskandar (2013) state that academic supervision is a supervision activity that focuses on observation during the academic period which is directly within the scope of the learning activities carried out by the teacher to help students while in the learning process.

Understanding the basic concepts of academic supervision will provide clear directions for the supervision activities to be carried out. for that Bafadal (2012) believes that academic supervision aims to improve the teaching and learning process, provide services to teachers for teaching improvement, and contribute to the achievement of educational goals. Meanwhile, Arif (2017) sees it as an effort to

help teachers develop their competencies, develop curricula, develop teacher work groups and guide teachers in classroom action research. Meanwhile, Ngalm (2007: 17) sees it as an effort to help teachers develop their competencies, develop curricula,) develop teacher work groups, and guide classroom action research (PTK). Furthermore, Mukhtar and Iskandar (2013) put forward an activity to increase the understanding of teacher competence, especially pedagogical competence and professional competence, improve teacher abilities in implementing content standards, process standards, graduate competency standards, and assessment standards, as well as improve teachers' abilities in preparing classroom action research . While the next activity is monitoring, which consists of implementing content standards, process standards, graduate competency standards, and assessment standards (Gusnardi et al., 2016). Meanwhile, the last activity is an assessment which includes teacher performance assessment.

Functions, Roles, Duties and Responsibilities of Supervisors in Academic Supervision

Implementing academic supervision is certainly inseparable from the supervisor's function as one of the most important parts besides the teacher in carrying out academic supervision activities. Marmoah (2016) argues that supervisors function to assist (assisting), provide support (supporting), and invite together (sharing), seeing that every school under jurisdiction (legislation) can run efficiently in discipline and teaching (Kiddle and Schem, 1882). Sahertian (2000) formulates 8 supervisory functions in education, namely: coordinating all school efforts; equip school leadership; broaden the experience of teachers, stimulate creative endeavors; provide continuous facilitation and assessment, analyze teaching-learning situations; provide knowledge and skills to each member of staff; and provide broader and integrated insights in formulating educational goals and improving teachers' teaching abilities. Meanwhile, Bessong and Ojong (2008) divide supervisory functions into two contexts, namely the context of people and school program improvement. The link between the people and the school program is referred to as the supervisor. Supervisors design various methods in carrying out their functions to achieve the goals of educational institutions under their control. As for Holloway (Hewson, 2001: 69) suggests the oversight functions are: (1) monitoring and evaluating; (2) advising and instructing; (3) modeling; (4) consulting; (5) support and sharing as a way of handling supervisory duties to develop and hone in counseling/psychotherapy skills, conceptualization of cases/events, professional assignments, emotional awareness, and self-evaluation.

Besides having a function, supervisors also have duties, roles and responsibilities. According to Purwanto (2008: 88-89), the real (real) duties of educational supervisors are: (1) Discuss educational goals and philosophy with teachers, (2) Hold group meetings to discuss general issues , (3) Holding meetings with teachers about the problems they propose, (4) Discussing teaching methods with teachers, (6) Selecting and assessing books needed for students and for the teacher's library teachers, (7) Guiding teachers in compiling and developing teaching resources or units, (8) Organizing and working with teacher groups on curriculum revision programs, (9) Interpreting test data to teachers and assisting them in using it as teaching improvement , (10) Interviewing parents of students about matters regarding education, (11) Interviewing teachers and staff to find out their views or expectations, (12) Preparing reports write about class visits for principals, (13) Develop standardized tests with principals and teachers. Meanwhile the supervisor's role is inseparable from his position as

coordinator, consultant, group leader, evaluator, motivator and inspiration, as well as providing a sense of security. So that the responsibility given to supervisors will be able to monitor and evaluate all the activities of their staff and organizational programs (Nwagwu, 2004). So it can be found that through the supervisor's responsibilities, the main task of the supervisor will be realized, which is to assist training participants in improving their ability to obtain themes from content and explore them through time, across relationships and contexts (Mason, 2002). The supervisor's understanding of the functions, roles, duties and responsibilities in carrying out academic supervision is, of course, expected to create professional supervisors. Because professional supervisors are chosen because of the experience and knowledge they have. Due to the strong background of a supervisor in theory and learning techniques, he can implement supervisory activities against teachers in teaching activities (Johnson, 1984). A professional supervisor has responsibilities in this order, namely: to guide or provide guidance to novice teachers by facilitating through induction into their profession; bringing teachers to minimum effective teaching standards (quality assurance and oversight maintenance functions); improve the competence of each teacher, regardless of how proficient they are at work; work with groups of teachers in a collaborative effort to enhance student learning; work with groups of teachers in adapting the local curriculum to the needs and abilities of groups of students, while at the same time bringing the local curriculum to regional and national standards; and connecting teacher efforts to be able to improve teaching carried out in schools with the aim of becoming quality learning services for students (Guthrie, 2003 and Edwita et al., 2019).

Collaborative Approach in Academic Supervision

The process of academic supervision with a collaborative approach is an approach that combines directive and non-directive approaches into a new approach. In this approach, both the supervisor and the teacher together agree to establish the structure, process and criteria in carrying out the conversation process on the problems faced by the teacher (Nazri, 2016). This approach is taken as a form of effort in understanding the person being supervised so that in carrying out the supervision satisfactory results can be obtained as expected. In addition, the collaborative approach also has several meanings, including (1) process, change, way of approaching, (2) efforts within the framework of research activities to establish relationships with the people being studied, or methods to reach an understanding of the research problem so on. Where supervision through a collaborative approach is based on interaction, mediation between supervisors and those being supervised, and sharing knowledge, experience, and fundamental objectives in the context of ongoing training (Pineiro, 2014).

The collaborative approach is based on cognitive psychology, which assumes that learning is a combination of individual activities and the environment, so that it influences the formation of individual activities (Suhertian, 2000; Dwikurnaningsih, 2018). Supervision with a collaborative approach occurs in two directions, namely from top or downward leadership or staff and vice versa. A collaborative approach in supervision is expected to provide solutions to problems faced by teachers quickly, because supervisors in approaching supervised people begin by creating good relations between the two, so that objective data can be obtained (Dwikurnaningsih, 2018; Aminah, 2017). In

the view of supervision experts, the idea of a collaborative approach to supervision is inspired by the human relations movement. According to Wiles and Lovell, (2000) in supervision practice, this approach is also known as collegial, peer-to-peer or correpative supervision, which inspires more of the work of clinical supervision experts. Even a collaborative approach fosters mutual trust among different participants, is involved together, has a shared commitment, and collaborates (Pineiro, et al., 2014: 103). Then Glickman, et al. (2013: 120-121) argues that academic supervision through a collaborative approach can be carried out in 10 steps, namely clarifying, listening, reflecting, presenting, clarifying, problem solving, encouraging, negotiating, standardizing and reflecting.

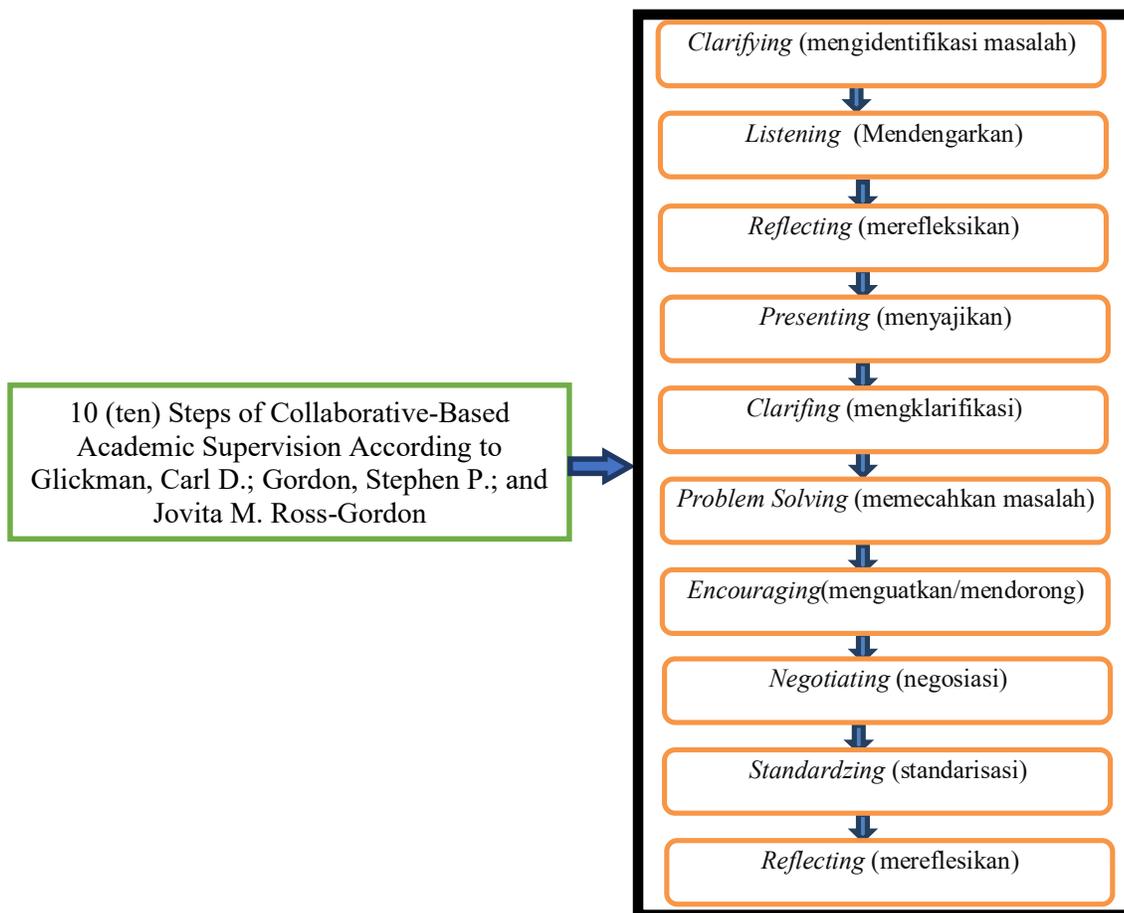


Figure 1. Modification results of the 10 steps of collaborative-based academic supervision according to Glickman, Carl D.; Gordon, Stephen P.; and Jovita M. Ross-Gordon (2013)

Listening Ability, Responding Ability, Self-Efficacious Attitude and Altruistic Attitude (M2EA)

a. Listening Ability

Listening is about relationships and relationships (Purdy, 2010); understand (Nancy, 2007), cognitive processes (Bodie and Fitch-Hauser, 2010), complex (complicated) activities, important aspects of communication (Brown, 2006), valuable work, but difficult (difficult) (Dawes, 2008), repetitive and continuous (Hunsburger, 2015), the process of thinking about something (Burbules, 2015), a

"meaningful" message that listeners believe (Brownell, 2010), abstract concepts that cannot be touched, tasted, smelled, or measured directly (Bodie and Fitch-Hauser, 2010), something that is very difficult to do (Pradhan and Chopra, 2008). O'Rourke (2013) suggests that listening is a key skill in building and maintaining interpersonal relationships --- listening is a skill that forms bonds and keeps relationships moving forward. Listening involves processing information from various internal and external sources, because verbal information can be supplemented and modified through prior knowledge, in the form of context information, situational variables, body language, and non-verbal paralinguistic messages (Imhof, 2010:98), involving understanding of all kinds reduction of sound and mix of words (Brown, 2006:3), so that what the speaker says and interprets the information can be understood (Markel, 2015:62).

The purpose of listening is to get a hope because we want to know the answer to a question, we will ask, and hope to hear relevant answers (Ur, 1984:3). As for inclusively, where the purpose of listening is to improve communication by actively trying to be able to understand as many speakers as possible (Floyd, 2010: 131). So the first requirement that needs to be emphasized in listening ability is being able to hear completely (whole) (Akhtar, 2013: 104), because one of the purposes of listening, where a person will look for a subject, something that identifies himself by resonating from himself, within himself as well as others from himself (Nancy, 2007:9). The purpose of hearing this certainly has a very important impact, especially in learning activities and discussions for learning purposes (Dawes, 2008)

b. Responsiveness

The ability to respond (response) to the information conveyed is certainly inseparable from understanding, knowledge, and feelings that are carried out in the form of actions/actions through body movements or speech. Responding is an answer given in words or actions; reply; feeling; movement; change----caused by stimulus or influence (Abate, 1999:683; Thompson, 1993), what is said by answering questions (Aarts, et al., 2014), a reply and reaction (Goldman, 2000), an answer and a reaction (Parkinson, 2005), any implicit change or change in the effector organ resulting from stimulation (Good, 1945), a chorus (Steinberg, 1998), responds over time before its meaning is assessed through clarifications and responses; helps us to practice mindfulness. Responding is also interpreted as an answer to a question or statement made by another party (Adams, 2005). Response is a process of receiving complete through verbal or/and nonverbal feedback, because the speaker has no other way to determine whether a message has been received (Tyagi, 2013), answers or replies expressed in words or in the form of actions (Eid, 2019) .

Basically the type of responding verbally has a high degree of accuracy--even verbal responses can produce discriminatory stimuli that are more specific than nonverbal responses (Salzinger, et al., 1964) in the view of Lampert, et al., (2006) responding verbally refers to on taxonomic principles based on speech ability measures that can be used to classify literal and pragmatic meanings in utterances, where each utterance is marked twice, first for literal meaning and second for communicative meaning or pragmatic meaning. According to Skinner (1957) verbal responses are usually under the control of changes in the field of response, this occurs due to the relationship between emotional conditions and motivation, so that it is possible for changes to occur in responding at a time. In verbal response

Skinner (1957:94) connects it to verbal behavior which consists of separate units --- which will only work when it produces behavior that is in accordance with listeners in general (Skinner, 1957). Meanwhile, Koch and Kunde (2002) suggest that verbal responses are connected with ideomotor theory, namely a motor response that is activated from an anticipation through a person's sensory effects. On the assumption that the anticipated effect will result in an effect-response adjustment (R-E) when there is overlap between the effect and response dimensions.

c. Self Efficacy

Self-efficacy is a basis for the expectations that each individual has of their ability to complete tasks (Bandura, 1977b) a specific authority and task (Landon, 2016), as a societal assessment of their demonstrated ability to organize and carry out the actions necessary to achieve performance (Bandura, 1986: 391), thus influencing their lives (Bandura, 1994) which will ultimately contribute substantially to a sense of collective efficacy to influence social change through integrated (joint) action (Fernández-Ballesteros, 2002). Self-efficacy can be felt as an assessment of how well a person is expected to be able to take the necessary actions in dealing with situations (Bandura, 1982, Erlina and Muda, 2018) which is always perceived as related to cognitive self-ability—where the focus of efficacy is whether a person has the ability to take actions that lead to success in achieving aim. (Çubukçu, 2008), so that a person's abilities and strengths are believed to always strive to learn and excel (Köseoğlu, 2015), through cognitive assessment of one's own abilities based on criteria of expertise (skills) (Bang & Clark, 2001).

Self-efficacy as a cognitive ability in carrying out tasks in an effort to achieve better performance and contribute, both personally (individuals) and groups (society) in their interactions with the surrounding environment based on experience, persuasion, physiology, and emotion. Specifically, experience is basically a process which will leave its mark on our bodies and souls ---- the experience itself will interact with self-narratives, because experience influences our verbalization, and also interacts with our consciousness (Karwowski and Kaufman, 2017: 332) . Mastery experiences are basically the most effective way of creating and cultivating a strong sense of self-efficacy (Pajares, 1996; Pintrich & Schunk, 1996; Swan, et al., 2011). Specifically in his book *Self-Efficacy; The Exercise of Control*, Albert Bandura (1997) suggests that there are four factors that influence belief in self-efficacy, namely: First, enactive mastery experiences, are sources that greatly influence efficacy information, because someone will provide a source of evidence most authentic about whether it can master whatever it takes to achieve success. Success in building a strong belief is a person's personal efficacy, but failure can undermine success, failure will occur when a sense of efficacy has not appeared to be maintained strongly. If people get experience easily, then they certainly want to expect fast results, of course this will easily lead to feelings of despair when facing failure (Bandura, 1997).

d. Altruism

Altruism is defined as an action taken with the aim of helping others (Filkowski, 2019); as extrinsic motivation based on personal interests (Babula, 2013:68); the nature of one's own behavior (Lengermann and Niebrugge, 2014); as behavior that aims to provide benefits to others (Lee, 2014); encourage solidarity (Weiss, and Peres, 2014:71); cooperate (Lunati, 1997), ----not as an assumption about preference, but an assumption about behavior (Lunati, 1997); associated with sacrifice (Palmer,

1919:35); the desire to benefit others no matter what happens to him and not based on his own interests (Batson, 2011); as an activity --- to meet human needs (Flescher and Worthen, 2007); as a desire to provide benefits for the benefit of others and not just for one's own interests ---- the ultimate motivation is to increase the welfare of others --- almost the same as the concept of empathy (Batson, 2011).

In the view of Zahn-Waxler, et al., (1986) suggests that forms of altruism are formed by the conventions and customs of society and the sub-cultures within it. Rules and standards of interpersonal behavior, lesson learned norms of responsibility, reciprocity or equality, and so on sometimes determine the circumstances in which prosocial behavior arises. Forms of altruism such as the value of kindness may arise historically from an unconditional appreciation of the orders of the brain system that mediates basic human emotions so that they perform actions that are considered to benefit others. According to Babula (2013: 10) there are four forms of altruism, namely genitive/nature, egoistic, egocentric, and altercentric. As for Palmer (1919:69) divides altruism into three types, namely pure behavior, giving, and mutualism. Altruistic behavior is usually thought of as a type of prosocial behavior motivated by a sincere desire for the benefit of others, without any wish for self-interest. (Emilisa, 2019), this is due to the emergence of self-awareness to be willing to care for others and the desire to help others in difficult situations (Pavlov and Markov, 2016)

Research Methods

The form of this research is research and development with limited subjects. According to Borg, et al., (2003: 569), educational research and development is an industry-based development model in which research findings are used to describe new products and procedures, then systematically tested, evaluated, and refined until they meet the specified criteria for effectiveness, quality, or standard is the same. Research and development serves to validate and develop products. Specifically for product development research, in a broad sense it can be in the form of updating existing products (so that they become more practical, effective and efficient) or creating new products (which have never existed before) (Sugiyono, 2019). The research approach used is a mixed method with sequential explanatory techniques. Creswell (2013) suggests, mixed methods is an approach to inquiry that involves collecting quantitative and qualitative data, integrating two forms of data, and using different designs, involving philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is to combine qualitative and quantitative approaches, thereby providing a more complete understanding of the research problem from both approaches. Meanwhile, the subjects and objects of this research were supervisors, principals and teachers at Madrasah Aliyah, Ministry of Religion, Medan City. While the data analysis technique uses descriptive statistical techniques for quantitative data, while qualitative data analysis uses broad and in-depth meaning of field data.

Discussion

Talking about the development of a model, the planning stage is very necessary. Likewise in developing a collaborative M2EA-based academic supervision model. Planning is a pre-supervision activity carried out by the supervisor before carrying out supervision activities. Good planning will make it easier for supervisors to supervise to minimize errors. Structured and systematic planning is

the main prerequisite for successful supervision. Planning is a guide for carrying out activities in order to achieve the goals to be achieved (Kristiawan, 2017). In the development of the M2EA collaborative supervision model, the planning stage is an important part that must be carried out by supervisors. This is in line with the opinion of one supervisor, who said that "Planning is an important aspect of conducting supervision. Because at this stage the supervisor will prepare various things needed before carrying out supervision" (pgws 01/15 July 2018). Other informants also argued that "the success or failure of supervision activities really depends on the maturity of the planning carried out (pgws 01/15 July 2018). These two opinions show that planning activities are an important part of carrying out a supervision, because supervision is different from inspection. So planning is expected to be a guide in conducting teacher training, in improving the teaching and learning process in the classroom so that it is better. Effective teaching requires a variety of strategies, so in achieving these goals an effective monitoring system needs to be implemented. Effective supervision is highly dependent on effective planning as well.

In connection with the development of the M2EA collaborative-based academic supervision model that will be developed, one of the activities in the planning stage is to conduct training given to Principals/Supervisors on M2EA collaborative-based academic supervision. This is in line with what was stated by the expert who stated that "there needs to be planning in the form of training that must be provided to supervisors, principals and teachers in implementing the M2EA model" (pkr.03/20 June 2020). "At this stage it is necessary to have a common perception with regard to understanding the concept, benefits, objectives and its application" (pkr.03/20 June 2020). The handbook contains the steps (syntax) of the M2EA collaborative based supervision model. Because this model is a new model for supervision, the manual is expected to become a reference or standard in carrying out supervision activities. The M2EA-based collaborative academic supervision model was developed as an effort to refine the supervision model that has been used so far at the Ministry of Religion in Medan City. At the stage of the factual model of academic supervision at the Ministry of Religion in Medan City, it can be seen that the pre-supervision meeting is the initial part that must be carried out by the supervisor before carrying out supervision activities. The results of the interviews found that in general pre-supervision activities carried out were still monotonous, rigid, linear and mediocre (gru.05/13 June 2020). This is in line with the opinion of other State Madrasah Aliyah teachers, that during pre-supervision activities, supervisors usually only convey the time and schedule for carrying out supervision in class (gru.04/13 June 2020). This opinion was reinforced by other teachers, stating that before supervising in class the supervisor usually comes to school and coordinates with the principal or deputy principal to inform the time and schedule for supervising teachers (gru.01/10 June 2020). In fact, it is not uncommon for supervisors to come suddenly to supervise teachers both outside the classroom and in the classroom (gru.04/13 June 2020).

Pre-supervision activities are important activities in carrying out supervision. Because in this activity how supervisors can build a positive atmosphere in teachers. Building a positive relationship at the beginning of the meeting is the best stage in carrying out supervision activities. This is in line with what was stated by positive psychology experts who explained that listening and responding is the best step that must be taken by a supervisor. When the supervisor meets the teacher, any mood that is expressed by the teacher and that which is expressed by the supervisor towards the teacher will be

directly connected in euro science, namely the connection of positive energy (pkr 04/20 June 2020). So pre-supervision activities are the most important aspect of implementing effective supervision. In addition to building positive relationships described by experts, collaboration is an important aspect that must be carried out between supervisors and teachers. Effective collaboration will bring about a harmonization of cooperation between supervisors and teachers in preparing what points are made during supervision activities. Building a harmonious relationship between supervisors and teachers is an effort to eliminate the stereotype that supervisors are scary figures. This condition causes a distance between supervisors and teachers both in school and outside school.

Another important aspect in carrying out supervision is implementation. Is an activity that takes place when the teacher carries out the teaching and learning process in class and the supervisor makes observations, as well as several other actions. Usually the presence of supervisors in the classroom causes some teachers to feel uncomfortable in teaching. According to a teacher, the presence of a supervisor in supervising a class made him feel awkward, uncomfortable, afraid and even embarrassed (gru07/13 June 2020). There is even the opinion of most teachers, the presence of supervisors in class is only an attempt to find fault (gru01,02,04,07/10-13 June 2020). This perception is certainly not in line with the actual principles of academic supervision, because supervision is carried out as a coaching effort not to find fault (Muslim, 2009 p 70). These findings show that it is necessary to carry out humanist supervision by paying attention to effective communication and developing positive values in building interactive and responsive relationships between supervisors and teachers. The last stage of supervision activities is evaluation and follow-up, carried out in the form of sharing. The goal is to listen to various findings obtained by supervisors when supervising in class. Evaluation and follow-up activities are very important activities in academic supervision. This is where the supervisor's ability to provide information on an assessment made on a teacher based on the findings of the supervision activities that have been carried out. So the basic points of evaluation activities generally require a positive dialogue between supervisors and teachers. So that when finding various deficiencies, the teacher can realize these deficiencies and try to fix them.

The ability to listen, respond, self-efficacy and altruistic attitudes are needed at every stage of supervision. A supervisor may not show a selfish attitude, and feel that he knows the problems faced by the teacher best, feels right about every action and deed that is carried out during supervision activities. On the other hand, teachers also have a desire to know their weaknesses or weaknesses in the learning process, so that the goal of improving the teacher's learning process through supervision activities will have a positive impact on supervisors and teachers. Expectations in supervision activities to have a positive impact on improving the learning process carried out by the teacher, it turns out that it is not necessarily realized factually. This is due to the character of supervisors who supervise tend to feel dominant and assume they have the capacity, ability and power to take any action in determining an action that they consider right in the context of justification not the truth (Marini et al., 2018). So it tends to make supervision activities create a negative impression for teachers.

In fact, field findings show that most supervisors at the Ministry of Religion tend to use a directive approach in supervising, which according to Sahertian (2011), where the supervisor's role will be more dominant than the teacher even supervisors can use reinforcement. or punishment. The prominent

behavior of the directive approach is demonstrating, directing, standing and reinforcing (Muslim, 2009). Supervisors feel that they are most responsible for the quality of education in schools. Not infrequently this approach does not give the role of teachers to develop their abilities and creativity. There are probably most teachers feel comfortable and enjoyable with this approach. However, this approach does not give the impression and understanding to teachers that improving the quality of learning is a joint responsibility of both teachers and supervisors. So it takes a form of collaboration between supervisors and teachers in solving problems together.

Collaborative activities will be effective if accompanied by a positive attitude to build harmonious relationships between supervisors and teachers. Based on the findings from the interviews and data analysis, an academic supervision model was developed that could achieve more effective, efficient and collaboration-based supervisory goals with due regard to humanist values based on the strengths of positive psychology. This model is called the academic supervision model through a collaborative approach based on listening ability, response ability, self-efficacy and altruistic attitude (M2EA). The development of an academic supervision model through a collaborative approach based on listening skills, responsiveness, self-efficacy, and altruistic attitudes is carried out using the stages of planning, pre-supervision meetings, implementation of supervision, evaluation and follow-up, as well as evaluation and reporting of supervision results which can make madrasah supervisors within the Ministry of Religion, it is more professional when carrying out academic supervision activities using the approaches of religious science, communication science, positive psychology, and management science. So this academic supervision model will produce more professional madrasa teachers. The design results from the academic supervision model through a collaborative approach based on M2EA will be tested on Madsarasah Aliyah (MA) in Medan City. Stages of a collaborative-based academic supervision hypothetical model with the ability to listen, respond, self-efficacy and altruistic attitude (M2EA). This model was developed based on findings from preliminary studies both field studies and the results of previous research. For teachers, academic supervision is very important to improve self-quality so that in the end it strengthens the quality of education. This goal will be successful if supervisors are able to collaborate with teachers and position themselves as people who want to continue learning and think positively. The positive psychology approach is a strength in the implementation of supervision using this model, namely through listening, responding, self-efficacy and altruistic behavior or abbreviated as M2EA. The general description of the collaboration-based academic supervision model with the ability to listen, respond, self-efficacy and altruistic attitude (M2EA) is presented as follows:

1. An Overview of the Model of Academic Supervision Through an M2EA-Based Collaborative Approach

Academic supervision through a collaborative approach based on the ability to listen, respond, self-efficacy and altruistic attitudes is an academic supervision activity that emphasizes the values of cooperation and partnership, between teachers and supervisors, so that there is no gap (distance) between supervisors and teachers in carrying out supervision activities. The relationship is collegial in nature, so that the implementation of academic supervision takes place in a more humane way. In the context of madrasah education, the importance of a collaborative approach in academic supervision activities is based on the provisions: First, the supervision process requires collaboration, between

supervisors and teachers, namely collegial collaboration that is equal and interactive. Second, supervision is a process of self-learning and not finding fault, because learning between supervisors and teachers is democratic, both in planning, implementation and evaluation and follow-up. Third, supervision must be carried out as needed. Fourth, the supervisory process must prioritize teacher initiatives and responsibilities (empowerment) both at the planning, implementation, evaluation, and even follow-up stages.

Implementation of academic supervision through a collaborative approach, where a supervisor must have several abilities, namely the ability to listen, respond, self-efficacy and altruistic attitude. While the stages of academic supervision are carried out through 5 stages, namely: the planning stage, the pre-supervision meeting stage, the supervision implementation stage, the evaluation and follow-up stage, and the evaluation and reporting stage. In carrying out the four supervision activities so that they run optimally, the concept of collaborative-based academic supervision through the ability to listen, the ability to respond, self-efficacy and altruistic attitudes can be explained as follows:

First, the ability to listen is important for a supervisor/teacher to have, because through good listening skills, the supervisor/teacher will be able to digest and analyze the problems that are happening, so that later it will make it easier for supervisors and teachers to find solutions and ways out of these problems. According to Glickman, et al., (2007, p. 13) the task of effective supervision is to listen and pay close attention to the teacher's complaints about the problem of improvement, improvement and development of his teaching, and at the same time pay attention to the teacher's ideas to overcome the problem further. Second, the ability to respond. According to Rakhmat (1999:51), the response is an activity (activity) of the organism that is not merely a positive movement, any type of activity (activity) caused by a stimulus can also be called a response. In general, responses or responses are interpreted as results or impressions obtained (left behind) from observations about subjects, events or relationships obtained by concluding information and interpreting messages.

Third, self-efficacy, is one's own perception of how well oneself can function in certain situations. (Bandura, 1997:5). Bandura further states that self-efficacy is human belief in their ability to exercise a number of measures of control over their own functioning and events in their environment, and he also believes that self-efficacy is the foundation of human agency. Bandura (1994:71-81), classifies that self-efficacy is divided into two forms, namely high self-efficacy and low self-efficacy. At high self-efficacy, a person tends to do certain tasks even though the task is a difficult task. They do not see the task as a threat that they must avoid. In addition, they develop intrinsic interest and a deep interest in an activity, develop goals and are committed to it. achieve that goal. They also increase their efforts to prevent potential failures, and if they do fail, they will find their self-efficacy returns quickly. People who have high self-efficacy are people who perform very well, and like to face challenges, and don't give up easily.

Fourth, altruistic attitude, is an individual action to help others without any direct benefit for himself, or an attitude that is owned by a person when providing assistance to others is done voluntarily without strings attached, and solely wants to do good deeds, without expect rewards and be able to set aside personal interests. According to Fuaad (2008: 36), that the characteristics of this altruistic behavior are: (1) Empathy, namely the ability to share the feelings experienced by others, (2) The desire to give,

namely to meet the needs of others, (3) Voluntarily, namely that what is given solely for other people and there is no possibility of getting anything in return.2. Stages in Developing an Academic Supervision Model Through an M2EA-Based Collaborative Approach.

In its implementation in the field, academic supervision is through a collaborative approach based on the ability to listen, respond, self-efficacy and altruistic attitude, the implementation is carried out through 5 stages, namely: the planning stage, the pre-supervision meeting stage, the supervision implementation stage, the evaluation and follow-up stage, and evaluation and reporting stage. In brief, the five stages are explained as follows:

a. Planning.

At this stage the activities carried out are gathering supervisors, principals, and teachers in the form of scientific meetings, with the aim of providing information about collaborative-based academic supervision based on listening skills, responsiveness, self-efficacy and altruistic attitudes (M2EA), benefits and how to implement them carried out in academic supervision activities. In this stage, information is provided through various approaches such as the approach of religious science, communication science, psychological science, and management science. This activity requires a team of experts who master the four approaches above.

b. Pre-Supervision Meeting

Before the implementation of academic supervision, it is important to carry out pre-supervision meeting activities, because at this stage a supervisor must be able to listen to the problems raised by the teacher, so that the problem can be understood as a whole, here the supervisor is required to have good listening skills when the teacher conveys the problems he is facing , the ability to provide a positive response to problems is carried out through various techniques, including making agreements with teachers to trust each other and respect one another. Believe in matters, supervisors and teachers trust each other, are open to each other and understand each other without any suspicion of each other, so that teachers see the existence of supervisors as someone who really wants to help and overcome problems, even teachers will be more open to the problems they face in order to find point of solving these problems together, then agreeing on plans, actions, and reflections that result in a joint contract between supervisors and teachers.

At this stage the benefits of a high self-efficacy attitude in supervisors are the desire and strong belief of the supervisor in his ability to solve problems faced by teachers, with sincerity and sincerity helping teachers can be shown at this stage, so that teachers really feel comfortable in raising problems what he faces without having to cover it up from the supervisor, because the teacher believes the supervisor will help him overcome the problem together, this is where collaboration lies between the supervisor and the teacher.

At this stage the supervisor and teacher design a plan for supervision activities that are mutually agreed upon, including teaching tools, tools and materials, costs and implementation time. This stage is the stage of instrument design for student and teacher behavior. In designing this instrument, supervisors and teachers need to consider the procedure, type, and scale of assessment, so that the action assessment process can run well and more importantly all activities, abilities, skills of the teacher will be assessed, the final result of learning is the ability of students.c. Implementation of Supervision (Observation).

Observations of teacher behavior or actions are carried out by supervisors during the teaching process, as well as developing objective descriptions of student and teacher behavior in teaching and learning interactions in the classroom. At this stage, the teacher teaches according to the agreed contract and the supervisor observes. The function of this observation is to collect various data and information during the learning process in class. In observation, the supervisor's task is to assess all activities and behaviors that arise both in terms of skills, attitudes and abilities of teachers and students to use instruments that have been prepared and agreed upon by the teacher and supervisor. The importance of collecting data through observation as an effort to give feedback to teachers. In addition, observations are also made through data collection by recording all activities that occur during the learning process using camcorders. Collecting data through recording teaching activities is very important, when a more accurate assessment is needed related to events that are not observed as a whole, besides that recording learning activities is very useful as reference and comparison material to evaluate the actions taken by the teacher .

In the observation stage, the supervisor is again required to have good listening and responding skills, high self-efficacy and altruistic attitude, so that the observation process can be recorded correctly and consistently from the beginning of the observation until the end of the observation. Through good listening skills and the ability to respond, supervisors pay attention as carefully as possible to what the teacher says in class. Likewise the response given by students to the material provided by the teacher, so that it will make it easier for the supervisor to see and provide notes that are considered important during the activity, and this certainly will not cause a feeling of boredom for a supervisor, because the supervisor already has the effectiveness high self-esteem and sincere to help the teacher in solving the problems being faced by the teacher.

d. Evaluation and Follow Up

Activities carried out at this stage are reflections on actions taken during teaching observations, feedback and evaluation processes. and coaching), as well as evaluating the results achieved in order to make improvements that are mutually agreed upon. Another activity carried out by the supervisor during the evaluation and follow-up on this supervision is to present alternative solutions to be combined with alternative problems raised by the teacher, so that collaboration occurs between the teacher and supervisor in solving problems and establishing alternative solutions to these problems.

e. Evaluation and Reporting of Supervision Results.

At this stage what a supervisor does is evaluate all collaborative-based academic supervision activities, up to the stage of having a conclusion on the follow-up efforts made by the supervisor and teacher from the weaknesses and shortcomings during the academic supervision. The evaluation results obtained as a whole will later be made into a report which will be submitted to related parties relating to the teaching and learning process, as well as institutions responsible for the quality of education, such as school/madrasah principals, Pokjawas heads, Heads of School/Madrasah Education Sections, and others.

3. Academic Supervision Through Various Approaches

Various academic supervision activities through a collaborative approach can be stated as follows:

a. Academic Supervision Through a Collaborative Approach When Viewed From Religious Studies

Spiritual awareness is a picture of the maturity or capacity of one's spiritual awareness of the religious values one believes in, the higher one's spiritual level, the more the principles of God Almighty are manifested in one's daily life. Likewise, to raise the awareness of supervisors in carrying out their duties and responsibilities, through this planning process understandings from a religious perspective are given to these duties and responsibilities. A supervisor has very large duties and responsibilities. Indirectly the existence of supervisors greatly influences the quality of graduate students as the next generation of the nation, the higher the quality and professionalism of a supervisor, the better the quality and quality of graduate students, why is that? This is because professional supervisors will produce professional teachers, while professional teachers will produce quality students. Seeing how big the duties and responsibilities of both supervisors, principals and teachers are, makes a supervisor, school/madrasah principal and teacher have a very noble position in the sight of Allah. This is in accordance with the word of Allah in the Koran sura Al-Mujaadah, verse 11 which means: "So that Allah will exalt those who believe among you and those who are given religious knowledge (from among you) a few degrees". (QS. Al-Muja is: 11).

b. Academic Supervision Through a Collaborative Approach Viewed from the Science of Communication

In this case a supervisor or school/madrasah principal is given an understanding of the importance of communication in carrying out their duties and responsibilities, because good communication can be used as a means for establishing harmonious relationships between supervisors, school/madrasah principals, teachers and others. In the science of communication, there are various things that must be understood and mastered by supervisors and school/madrasah principals, one of which is the ability or skill to listen, what is meant in this case is the ability to listen actively, namely a type of listening in which the listener (listener) does not only not only catch sounds or voices, but also try to understand them.

This active listening ability is needed, especially to find information about a problem experienced by the teacher. In mastering active listening skills, supervisors and principals must also have a good understanding of empathy, namely the ability to feel other people's emotional states, feel sympathetic and try to solve problems, and take other people's perspectives. When a supervisor or school/madrasah principal discovers that a teacher under their supervision is having problems (not being disciplined), for that the supervisor is required to be an active listener by trying to position himself as the teacher concerned so that he does not necessarily give sanctions or punishments to the teacher, but rather listens the real problem he is facing.

In the case of supervising, the purpose of the active listening ability of a supervisor is (1) Obtaining information and a clear (informative) picture, the goal is to obtain information and information on matters relating to the implementation of supervision activities. In addition, the supervisor must try to remember , analyzing and connecting various information obtained from the teacher, (2) exploring a problem and talking about it (affirmative), affirmative active listening skills aim to explore, know and find solutions to the problem being faced.

c. Academic Supervision Through a Collaborative Approach Viewed From Positive Psychology.

Through a psychology approach, an understanding of the concepts of how to actually become an ideal, professional supervisor is given, raising awareness that the spearhead of student success is in the hands

of a professional teacher, while making a professional teacher is part of the supervisor's duties and responsibilities. In addition, supervisors must be given information on how big their role is in participating in the success of the development of a nation. Carrying out duties as a school/madrasah supervisor must have good intentions that are approved in the heart. One of the competency standards that must be possessed by a school supervisor is personality standards, including responsibility, being creative, having curiosity, especially about new things about education and science and technology, and trying to foster motivation to work on himself and being able to encourage or motivate all education stakeholders.

In addition, the personality of a supervisor can be seen from his actions, speech, way of getting along, dressing and in dealing with every problem or problem, both light and heavy. For this reason, a supervisor must have a complete personality both academically, physically and psychologically. So that it can be seen that every action and behavior of a supervisor is a reflection of the supervisor's personality, therefore every positive word, action and behavior will enhance the supervisor's self-image and personality. Thus the better the supervisor's personality, the better his authority will be. In order to become such a figure, supervisors are required to continuously improve themselves, learn continuously, both directly and indirectly, besides that supervisors are also required to be able to evaluate the capabilities possessed and their deficiencies so that there is feedback that will be used as a basis for improving and following up .

d. Academic Supervision Through a Collaborative Approach Viewed From Management Science

In management science, management functions at least consist of planning, implementing, monitoring and evaluating, aiming to get what has been set. The planning or planning stage means that management plays a role in determining strategies, policies and programs. At this stage it also determines the method used, the amount of the budget, and the standards needed to achieve certain goals. The implementation stage is the implementation of the design that was made in the previous stage. In management, this function plays a role in moving people to work consciously and responsibly towards their respective tasks to achieve mutually agreed upon goals. Then the next function in management science is the function of control or supervision. In its implementation, this supervision functions to supervise and control activities that lead to the goals that have been set. While the last management function is the evaluation stage which is carried out to assess all activities that have been carried out aiming to see how far the level of success has been achieved and used as feedback to correct these mistakes and weaknesses so that these activities are on target to be achieved in accordance with what was planned in the start of the activity. A supervisor in carrying out his duties must have qualified management knowledge skills, both in carrying out academic supervision activities and managerial supervision, this is important to have because it can help complete work to be more effective and efficient. In the management science approach, supervisors are again given confirmation that the importance of management science is in carrying out their duties and responsibilities both personally and in general in the world of education. Even though supervisors are part of education management, it is a matter that must be prioritized for the continuity of education, so as to produce the desired impact. In fact, many educational institutions do not yet have good management in managing their

education, for this reason the presence of supervisors can improve school management in a better direction, not just carrying out the task of "controlling/supervising", but more than that, namely "improving" visionary education, having a clear mission will produce quality output. So from this process the importance of education management is applied.

During that time, the management used was still conventional, so it was unable to respond to the challenges of the times, and seemed to be left behind from modernity. As a result, the ideal goals of education that should be fulfilled cannot be realized. In fact, sometimes education administrators are not aware of this condition. Education management is a process of coordinating various educational resources such as teachers, educational facilities and infrastructure such as libraries, laboratories, and so on to achieve educational goals and objectives, namely educating the life of the nation and developing the whole person, in the sense of a human being who believes and fears God. Almighty and virtuous character, possessing knowledge and skills, physical and spiritual health, a solid and independent personality as well as a sense of social and national responsibility.

In its development, education management requires good human resources for its management. But in practice, this is still an elusive matter. Many education providers think that this is not an important matter. How can this be said to be unimportant? Without good educational management, an educational institution will not be able to move optimally, even the educational process is not as expected. When looking at education management is still underestimated, this is what underlies the incompatibility of the way of thinking with what is happening in the field. As is known, without good management, even an institution or organization will be very difficult to develop. It is hoped that in the future, apart from universities, the role of supervisors is needed to produce a generation that understands the importance of education management for the advancement of education and improving the quality of Indonesian education.

Conclusion

In improving the quality of education, the teacher has an important role in maximizing the teaching and learning process in schools. However, efforts to improve teacher performance can be done through academic supervision activities. This activity certainly requires supervisors who are truly professional in their field, who are capable of assisting, providing encouragement, and sharing in making improvements and improving the quality of the teaching and learning process. Thus supervisors as one of the central roles in academic supervision activities can carry out supervisory activities by applying the academic supervision model through listening skills, responsiveness, self-efficacy and altruistic attitudes (M2EA) starting from several stages: first, the planning stage, namely gathering supervisors, principals, and teachers in the form of scientific meetings, with the aim of providing information about collaborative-based academic supervision based on listening skills, responsiveness, self-efficacy and altruistic attitudes (M2EA), secondly, the pre-supervision meeting stage, namely supervisors must be able to listen to the problems raised by the teacher, so that the problem can be understood as a whole, then the ability to listen to the supervisor is carried out when the teacher conveys the problems he is facing, the ability to respond positively to the problem of the teacher is carried out by the supervisor, third, the implementation stage of supervision (observation), namely the supervisor makes observations on the teaching and learning process activities carried out by the teacher in class, through

the ability to listen and the ability to respond well by paying close attention to what the teacher conveys in class. Besides that, supervisors certainly have altruistic efficacy and attitudes so that they are sincere in helping teachers solve the problems they face, fourth, evaluation and follow-up, namely reflection on actions that have been taken while observing teaching takes place, a process of overall feedback and evaluation so that improvements can be made, mentoring and coaching together. Besides that, it is necessary to present alternative solutions in line with alternative teacher problems, so that there is collaboration between teachers and supervisors in solving problems and establishing alternative solutions to problems, fifth, evaluating and reporting the results of supervision, namely: conducting a thorough evaluation of collaborative-based academic supervision activities, so that produce conclusions to follow up in overcoming weaknesses and deficiencies during academic supervision.

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