

## DESIGNING COLLABORATIVE CLINICAL SUPERVISION TOWARD ENGLISH LEARNING BASED ON SCIENTIFIC APPROACH of JUNIOR HIGH SCHOOLS

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**Abstract.** *This research is aimed to establish a model of collaborative clinical supervision toward English learning based on scientific approach in Islamic Junior High Schools. The prototype model was used to give a professional help to the teachers of English in improving the English learning based on scientific approach and teacher's professionalism. The research was categorized as Design and Development Research (D & D). The design and development model was based on ADDIE model. The design phases consisted of Analysis, Design, Development, Implementation, and Evaluation. The model of collaborative clinical supervision was analyzed by the expert of learning supervision. To collect the data, the researcher did interview, questionnaire, and documentation. The analysis used in collecting the data was descriptive qualitative. Prototype model Validation measurements consisted of three criteria including procedures of clinical supervision, collaborative supervisory procedures, and scientific approach to English teaching procedures covering their instruments with five aspects of measurements. Three experts involved in this process were validated the prototype model of collaborative clinical supervision. From the first validator the prototype model obtained 92.5%, from the second validator it obtained 90%, and from the third validator it obtained 86%. It means the percentage of prototype model obtained average 89.5%. The prototype model of collaborative clinical supervision is valid and can be used without any revision.*

**Keywords:** *Collaborative, Clinical, Supervision, English Learning, Junior High School.*

### 1. INTRODUCTION

Having involved in quality development of several formal schools in Islamic Boarding Schools for two years including *Bustanul Muta'alimin Salafi Entrepreneurial Islamic Boarding Schools, Ibadurrahman Tahfidz Entrepreneurial Boarding Schools, Anharul Ulum Santripreneurial Islamic Boarding Schools, and Nurul Ulum Islamic Boarding Schools*, the researchers found the high motivation of those school leaders to develop English Skills of their students. Efforts turned out to be established not only for formal learning but also for informal learning of boarding system. Experienced showed that lack of teachers skills in English Language Teaching strategies and limited supervisory intervention entails low achievements of English instruction program. Based on this situation, preliminary study on the needs for helping teachers succeed in their English instruction was conducted.

Results on the preliminary study in January to March in these schools showed that supervision took place in limited times for only twice a year. There were not enough interaction among all English teachers, principals, and official supervisors from the department of education and culture. Furthermore, characteristic of *Pesantren* interrelation as well as communication habitual behavior was highly needed to be combined in the supervision. Meanwhile, principals still need development in conducting instructional supervision. It turned out that clinical supervision was mostly employed.

Looking at the characteristics of the behavior needed, it turned out that Collaborative Approach to Instructional Supervision Behavior was the answer (Glickman, Gordon, & Ross-Gordon, 2001). Therefore, this research was aimed at designing collaborative clinical supervision towards English Learning Based on Scientific Approach of Junior High Schools in

Blitar. Therefore the purpose of this research is to establish model design of the collaborative clinical supervision for English learning and instruction in the Islamic boarding junior high schools.

## 2. LITERATURE REVIEW

### 2.1 Professional teacher development and Instructional supervision

Teaching profession has become very important since this will support the national education objectives to elevate knowledge and science for enriching the life of our nation. (Yampolsky, 1995). The provision of teachers must comply with government regulation Standard of Teachers and Educational Staffs. Supriyono, (2019) described that the provision of teachers can be managed by having pre service training, in service training, and professional assistance through instructional supervision. Based on his research, it was found out that instructional supervision improved teachers professional practice and students achievement. Instructional supervision is a part of strategies for teachers continuous professional development (Zepeda, 2006), which is also considered as professional assistance to empower and develop teachers continuously (Suhardan, 2010).

Instructional supervision has been perceived as the contributor of teachers' professional development. Tesfaw & Hofman, (2012) found out that "*teachers' positive attitudes and satisfaction with supervisory practices have high association with high professional development*". Instructional supervision has been mainly defined as professional assistance to teachers (Alimi & Akinfolarin, 2012). Most scientists in educational supervision shared the same notions of instructional supervision as professional assistance to teachers which provides opportunities for teachers to improve their professional capacities (Supriyono, Imron, Arifin, & Kusmintardjo, 2017).

Supervision concepts have improved from time to time. Previously supervision was meant as *snooper vision* and now days this evolved into *developmental supervision*. The latter concerns teachers' professional ability and enables supervisor to help teachers develop their professionalism in teaching. In terms of approaches, instructional supervision has evolved from scientific supervision to artistic supervision and clinical supervision. Based on the concept of supervision as developmental (Glickman, 1981), behavioral orientation of the supervision revealed. These are directive informational, directive control, non-directive, and collaborative. The other concept of supervision has been evolved. This has been consisting of supervisory techniques such as individual, group, and classroom visit (Glickman, 1985).

The above discussion shows that teacher continuous professional development closely relates with instructional development. Hackmann, (2009) provided model of SuperVision for Successful schools by prescribing knowledge, interpersonal skills, and technical skills for both the supervisors and supervisee. The supervision functions as teachers' skills and competence development. Tasks for the supervisors are giving direct assistant, group development, professional development, curriculum development, and action research which unite knowledge and results improvement of students' learning outcomes. Research in junior high schools in Blitar by Supriyono, Imron, A, Kusmintarjo, and Arifin, I (2017) confirmed that instructional supervision involving educational superintendents, principals, vice principals, and senior teachers using various approaches, orientation of behavior, and techniques improved teachers' skills and competence as well as students' learning achievement improvement.

### 2.2 Clinical Instructional Supervision

Clinical supervision originally appeared as the convergence of debating the scientific and artistic supervision (Imron, 2011). The rigid method of scientific supervision using systematic procedures, techniques, and measurements provided scientific evidence to work for teachers' development. However, this supervision appeared as having weaknesses in relation to teachers in a way of using holistic assumption (Imron, 2011).

Clinical supervision was not a new approach of instructional supervision. However, the practice of clinical supervision has been popular nowadays in Indonesia. Bulunz, Gursoy, Kesner, Baltaci Goktalay, & Salihoglu, (2014) confirmed that "*Although clinical supervision is not a new way of conducting teaching practice, there is a dearth of studies that examine its effectiveness compared with other method*". With instructional supervision, the teaching

practice results improvement.

Clinical supervision has been defined as face to face meeting process among supervisors and supervisees or teachers to improve learning and professionalism (Sergiovanni & Starratt, 2006). Sullivan & Glanz, (2005) described clinical supervision as teachers' performance coaching to manage learning (Sullivan & Glanz, 2005) which is done systematically in cyclical way by using the concepts of collegiality, collaboration, and ethical conduct (Garman, 1982). Clinical supervision deals with supervisory process which closely link the supervisors and the supervisee in a way that the communication, observation, feedback, and implemented recommendation involve (Treatment, 2009). The systematic cyclical process of clinical supervision has evolved from having 8 (eight) which is later summarized into 4 (four steps), steps to 5 (five) steps, and to now mostly 3 (three) steps.

The 8 (eight) steps as explained by Cogan, (1976) were (1) developing relationship among supervisors and teachers, (2) involving teachers to plan the supervision, (3) planning for observation strategies, (4) implementing observation, (5) analyzing teaching and learning process, (6) planning strategies for meeting with teachers, and (7) conducting face to face conference with teachers, and (8) renewing supervisory plan based on feedbacks. Goldhammer, (1969) summarized them into 4 (four) steps, which were (1) Pre observation conference, (2) Analysis and Strategy, (3) The conference, and (4) Post-Conference Analysis. However, Sergiovanni & Starratt, (2006) remained using the 8 (eight) steps. Meanwhile, Glickman et al., (2001) employed 5 (five) steps which were (1) pre observation, (2) Analysis and Strategy, (3) conference decision, observation analysis and interpretation process, (4) post conference, and (5) critics and discussion on the process. Today, clinical supervision is mostly implemented in 3 (three) steps as suggested by (Glickman, 1985). These steps are (1) pre-observation, (2) observation, and (3) post observation which have also been known as pre-conference, observation, and post conference.

The pre-observation or pre-conference in clinical supervision is aimed at identifying problems in teachers teaching and learning processes and making agreement on the focus of observation as well as giving mutual solution towards the problem faced by the teachers. This is also a way to plan for giving professional assistance to teachers in their teaching. The unique and strength of this process is the existence of consultation among supervisor and teachers which enables mutual understanding (Pawlas & Oliva, 2007). The observation is the process of classroom visit by the supervisor to observe teachers in classroom teaching and learning processes as agreed in the pre observation stage. This process enables supervisor to explore the strengths and problems of what teachers work in classroom so that the supervisor will be able to help teachers improve on their teaching. The supervisor was not only observe th teacher but also did good communication to motivate the teacher in overcome the problem. However a sufficient motivation can achieve a bright working knowledge (Sari, 2008). The post observation is the process of giving feedback and plan for follow up. This supervision opens dialogues, communication, and consultation among supervisor and teachers. This is considered as impacting the effectiveness of this supervision (Blase & Blase, 2000).

Veloo, Komuji, & Khalid, (2013) discovered that clinical supervision affects teachers' performance. This also affects the effective classroom management. Teachers had positive views towards the practice of this supervision and agreed that this supervision increased their performance. Teachers improved themselves in their teaching. Apolot, Otaala, Kamanyire, & Komakech, (2018) found out that the dominant supervision used is clinical supervision. It turned out that using this supervision effectively improve students and teachers performance. The factors supporting this results were the existence of collegial relationship among supervisors, teachers, and supervisors which enable teachers and students "...develop self-confidence and are encouraged to do better in a non-threatening manner." (Apolot et al., 2018). This discussion entails the understanding that clinical supervision has been widely used and provides impact to teachers and students performance. The preliminary study of this research found out that the four Islamic boarding schools implemented the clinical supervision, yet need more effective and close implementation which is expected to be combined with Islamic boarding habitual behaviors.

### 2.3 Collaborative Orientation to Instructional Supervision Behavior

Glickman et al., (2001) introduce Model of Supervision as developmental which provides new concepts of Instructional supervision behavior orientation. Such orientation consists of directive control, directive informational, collaborative, and non directive behaviors.

This research focuses on the discussion of collaborative behavior orientation to supervision. This focus has been considered on the basis of the preliminary study findings. It was found out that the leaders of four Islamic boarding schools needed to have clinical supervision which allows interactive communication collegially among supervisors, teachers, and students as what they called to be suitable with Islamic boarding habitual behaviors. This expectation is academically understandable, since supervision shall be done continuously as stated below “Instructional supervision requires the principal to conduct a closer, periodic and continual internal supervisory practice in order to ensure that the school meets its goals. Intermittent, lethargic and indifferent supervision only serves as a hindrance to improvement of instruction that supervision is geared. Establishing mutual trust with the teachers and positive learning environment is paramount if success is to be realized in the whole process” (Allida, Olela, Ogwari, & Minja, n.d.)

Glickman et al., (2001) provides a continuum of instructional behavior orientation ranging from Directive, Collaborative, and Non Directive Orientations. Collaborative instructional behavior orientation is defined as the instructional behavior orientation that allows the equal level between supervisor and teachers or supervisees. Both supervisor and teachers have equal power, responsibility, and shared decision. Glickman, Gordon, & Ross-Gordon, (2012) stated that the role of supervisor is to clarify ideas or problems and maintaining the discussion with teachers to go in which finally he provides reflections. The process for the collaborative supervision are (1) clarifying teachers ideas and problems, (2) listening to understand teachers perception, (3) reflecting by verifying teachers points of view, (4) presenting supervisors points of view, ideas, and solution, (5) clarifying how teachers perceive on the supervisor’s points of view, ideas, and solution, (6) problem solving by exchanging ideas between supervisor and teachers, (7) encouraging by giving motivation and encouraging the teachers to keep expressing their ideas and solution, (8) negotiating by asking advise and feedback as well as acceptance of the ideas and solutions raised by the supervisors and teachers, (9) standardizing by approving for details, and (10) reflecting by summarizing what has been discussed. One important problem which shall be paid attention on the model is the perception of teachers for having the supervisor manipulate decision (Glickman et al., 2001).

In his research on the situational orientation to instructional supervision in middle schools in Blitar, East Java, Supriyono et al., (2017) found out supervisory behavior practice similar to the collaborative orientation, which is called participating interactively and trusting delegately. Such behavior is mostly used and believed to improve teachers’ competency and performance enhancement. Chen (2018) supported the notions of collaborative supervision are important for supervisors and teachers. Principals are the direct supervisors of teachers. Chen (2018:59-62) found out that (1) the principals’ instructional supervision positively impacts the teachers’ knowledge management, (2) the principals’ instructional supervision can affect teachers’ professional development, (3) The teachers’ knowledge management behavior can affect their professional development, and (4) The “*teachers use their new knowledge, skills, attitudes, and beliefs to improve the content of their instruction and students’ learning.*” (Chen, 2018:61). These four findings imply the ideas that there shall be interactive communication between supervisor and teachers in a collegial ways that promote teachers to acquire knowledge and skills through communication and problem solving. Instructional supervision refers to interactive communication by making shared decision between supervisor and teachers. This has been the characteristic of collaborative behavior orientation.

### 2.4 English Learning in Islamic Boarding Junior High Schools

Primarily, English instruction in Islamic Boarding junior high schools follow the Indonesia Republic regulation on 2013 English curriculum. This curriculum employed Scientific Approach. However, The schools also integrate the designed *Pesantren* curriculum inclusion (Suardi, Emzir, & Rafli, 2017). The problem mostly concern with effective teaching and the professionalism of teachers. Habibi, Mukminin, Najwan, Haswindy, and Marzulina (2018) found

out that in Islamic Boarding Schools, English teachers demanded students to learn hardly. However, they noticed that the teaching and learning process was ineffective. This was partly because (1) having the challenges of students' participation and motivation, (2) having difficulties in managing students' behavior by considering the punishment and encouragement, (3) having large classes, (4) having regression on the spirit of teaching due to salary problem, (4) having difficulty in dealing with multilingualism of the students, (5) struggling with time management, and (6) having a non English major teachers of being force to teach. Such problems are common in Islamic boarding schools. Our previous preliminary research found out similar situation in which the four Islamic boarding schools employed fresh graduate teachers who are in experience in managing classroom and behavior in the Islamic Boarding areas. Therefore, continuous professional development for English teachers is highly needed.

In terms of standards and curriculum the schools simply used the national 2013 English Curriculum in the mainstream of the English learning. However, the unique *pesantren* style English learning is employed for the informal learning. Professional teachers and proper program reveal good students performance. In support of this idea, Faturrahman, Randika, Rahmawati (2018) found out that basic English program employing t acceleration theories and programs with designed speaking, vocabulary, and grammar materials as well as exercises to complete in a semester can results students achievement completion of 77% from the number of students who previously unable to pass the English assessment. Good efforts of educational service quality of EFL in Islamic Boarding schools results students' satisfaction (Dalimunthe, Nurwanti, Muhtar, & Hilaliyah, 2019). Qutob, (2018) says that "...satisfaction levels reflect improvement in communication and speaking skills."

Compared to the results of the preliminary study as the need analysis results, these evidences support the ideas of providing teachers' professional development assistance.

### 2.5 Conceptual Theoretical Framework

Synthesizing the above discussion, the following is presented the conceptual theoretical framework as Follows:

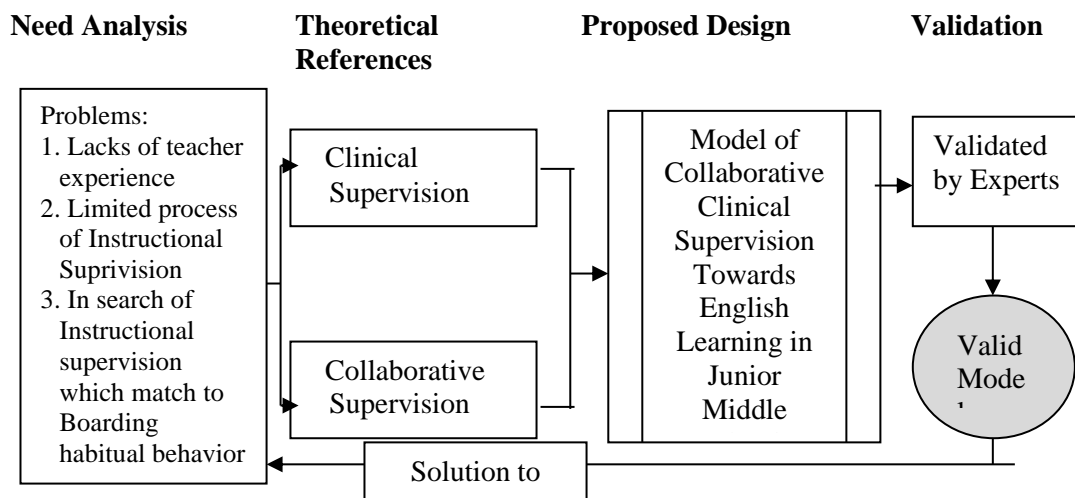


Figure 1: Conceptual Theoretical Framework of this research.

### 3. METHODS

This research was qualitative approach employing Design and Development (D&D) research design. Design and Development research embraces forward designs and reverse designs (Mahdjoubi, 2009). Design and Development Research aims at product design for the compliance of market needs. Further, he says that:

“Design Design is about systematic thinking about, before or as part of, an action to make a new phenomenon. ...follows synthetic (non-analytic) and integrative approaches, as the goal is to integrate a new thing” (Mahdjoubi, 2009).

In case of this research, what was meant by market needs were those for having instructional supervision model expected by Islamic boarding junior high schools. Therefore, this research attempted to innovate the current clinical supervision combining with the phenomenon of the needs for accommodating the Islamic boarding schools habitual behavior to provide new model of supervision applicable to the Islamic Boarding Junior High Schools for English learning process. In order to design the expected model, the researchers adopt the systematic model of instructional design which has recently been widely employed for the design and development research, which is ADDIE Model (Branch, 2009). This model was done by following the following procedures (1) Analysis, (2) Design, (3) Development, (4) Instruction, and (5) Evaluation ((Branch, 2009). This can be figured out in the following research framework:

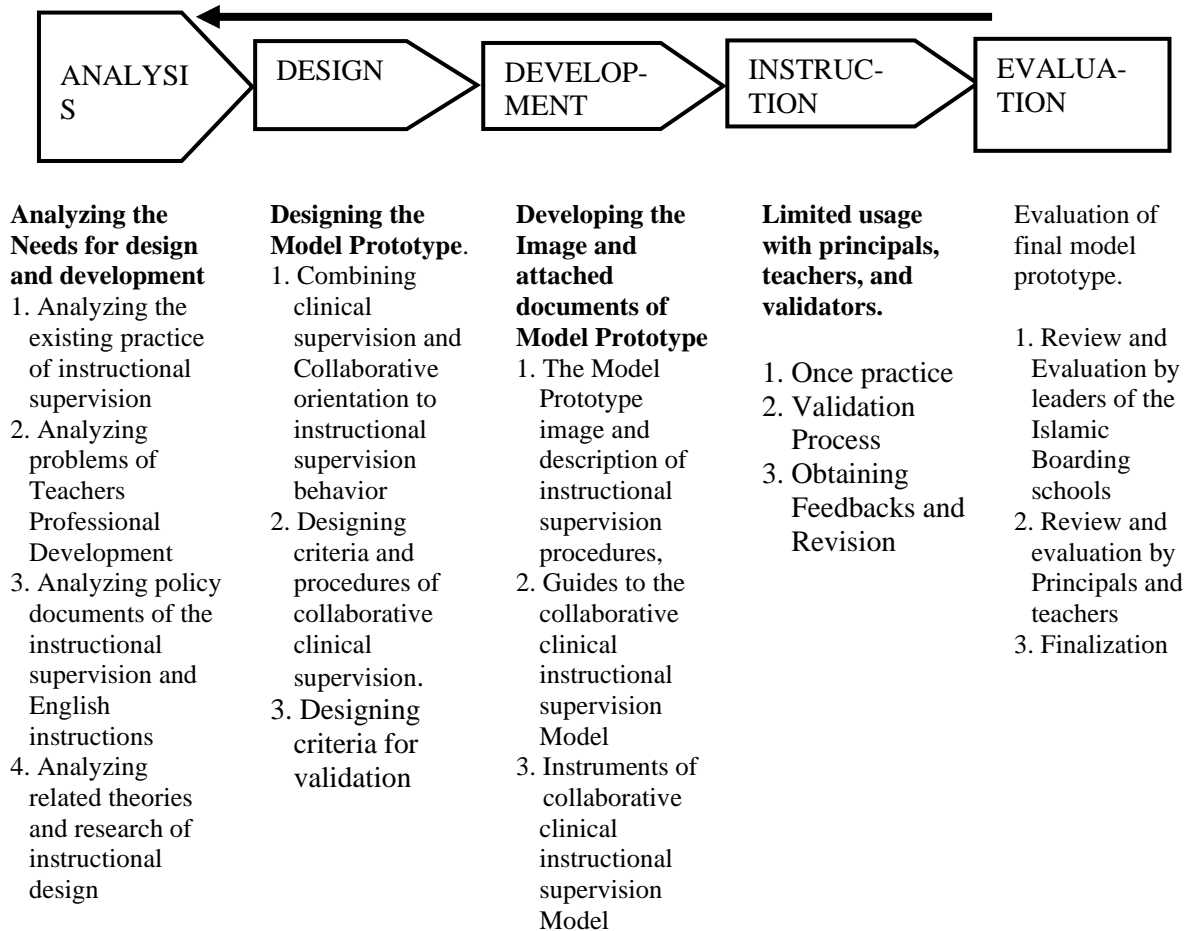


Figure 2: D & D Research Framework adapted from ADDIE (Branch, 2009)

The analysis phase in this research was done by analyzing the existing phenomenon and the needs for development as well as reviewing theories and determining criteria of the design. This was done by having preliminary research of field study using observation, interview, and documentation. The field study dealt with four sites of Islamic Boarding Middle Schools taken by having the recommendation of an educational expert. These schools were *Bustanul Muta'alimin Salafi Entrepreneurial Islamic Boarding Schools*, *Ibadurrahman Tahfidz Entrepreneurial Boarding Schools*, *Anharul Ulum Santripreneurial Islamic Boarding Schools*, and *Nurul Ulum Islamic Boarding Schools*. The key inform-men were taken by using purposive sampling with snow balling technique. Participative observation was employed by using field notes and contact summary form of analysis. Interview was conducted with in depth interview using recording, transcription, and interview contact summary of analysis. The documentation concerned the analysis of curriculum and supervisory document. Data credibility and confirmability were checked using triangulation and check re check procedure. The interactive analysis model by Miles and Hubberman (2014).

The Design phase was conducted by doing a meta-analysis of theories, practices, and filed study findings. The researchers combined the principles and designed the model. The development phase was done by making procedure and documentations as parts of the prototyped model. Experts' validation was conducted at the same time with limited trial for the purpose of validation. Prototype model Validation measurements consisted of three criteria including procedures of clinical supervision, collaborative supervisory procedures, and scientific approach to English teaching procedures covering their instruments with five aspects of measurements. The scores were ranging from 1 (invalid) to 4 (valid). Three experts involved in this process. Having the validation process, the researchers evaluated the validated model and finalized the prototyped model.

### 3. RESULT AND DISCUSSION

This section presents results of this research. The description is managed in turns of each research phase, which are (1) Phase 1: Analysis within preliminary study or field study, (2) Phase 2: Design of model prototype, (3) Phase 3: Development of Model Prototype, (4) Phase 4: Instruction within validation, and (5) Phase 5: Evaluation and finalization.

#### 4.1 Phase 1: Analysis within preliminary study (field study)

Results of focused observation in those four schools in January, February, and March of 2020 showed that the four schools shared similar problems. Firstly, The English teachers are young fresh graduate with minimum experience who needs professional teaching induction and continuous professional development. Secondly, the schools rarely have subject matters professional training and have no competencies for doing the training. Thirdly, professional assistance to teachers in terms of instructional supervision took place under the education and culture department. Observation on the instructional supervision showed directive supervisory behavior and clinical supervision. The problems were that the official supervisors visited schools only twice a year so that the professional assistances were very limited. Furthermore, most of the so-called *Dewan Asatidz* (committee of religious teachers) demanded supervision styles which matches to the Islamic Boarding Schools habitual behavior.

Results of in depth interview with principles of these four schools during the observation period also shared similar answers. The official supervisors mostly used directive approach to communicate with teachers during the clinical supervision. The clinical supervision was perceived as helpful method of assisting teachers. However, more interactive and collegial communication were highly expected. These were confirmed by teachers that teachers needed to express their problem first, provided their opinion, and obtained assistance by the supervisors. Similar results of interview with the principle of *Pesantren* so-called *Kyai* (*Leaders of the boarding schools*) revealed the kinds of communication styles by giving opportunities for teachers to show their problems and let the teachers show their efforts for solution before the *Kyai* gave advices. The following is table of source triangulation for findings similarity.

Inform men	IBJHS#1	IBJHS#2	IBJHS#3	IBJHS#4
IBHJS Leaders	(ET)- New Teachers, Young, Need Guidance in teaching  (PR)-Limited training, Need guidance in helping teachers  (SUP)-Lack of collegial interaction, limited time, need interactive communication ( <i>musyawarah</i> )	(ET)-Relatively new, Limited experience, Just graduated, Need development  (PR)-No special training, Creative but no knowledge of teachers' development, Need guidance to develop teachers  (SUP)-Too direct, Need more flexible to hesr from teachers,	(ET)- New Teachers, Young, Need Guidance in teaching  (PR)-Limited training, Need guidance in helping teachers  (SUP)-Lack of collegial interaction, limited time, need interactive	(ET)- New Teachers, Young, Need Guidance in teaching  (PR)-Limited training, Need guidance in helping teachers  (SUP)-Lack of collegial interaction, limited time, need interactive

			communication ( <i>musyawarah</i> )	communication ( <i>musyawarah</i> )
Principals	(ET) Young, New, In experience, Need proper guidance, Clinical Supervision, Interactive communication, Equality, Hav limited supervision,  (PR) We need guidance to supervise teachers	(ET) Relatively new, Demanding, Need guidance, Clinical Supervision, Need Collegial interaction, <i>Musyawarah</i> , Need more Supervision  (PR) To supervise teachers, we need guidance for clinical using “ <i>musyawarah</i> ” interactive communication.	(ET) Just two years experience, Young, Need development, Clinical supervision is good, They tend to show their problem and confirm solution  (PR) We know teachers need help, We do not have enough guidance. Clinical supervision with <i>Musyawarah</i> style.	(ET) Relatively new, Demanding, Need guidance, Clinical Supervision, Need Collegial interaction, <i>Musyawarah</i> , Need more Supervision  (PR) We need guidance for clinical using “ <i>musyawarah</i> ” to help teachers.
Vice Principals	(SUP) Yes Clinical supervision is good. More interactive communication to teachers is needed. Need Guidance.	(SUP) Teachers demand assistance. Need more supervision, Clinical Supervision is good, Need more interactive communication	(SUP) Teachers demand assistance. Need more supervision, Clinical Supervision is good, Need more interactive communication	(SUP) Teachers need assistance. Need more supervision, Clinical Supervision is good, Need more interactive communication
Teahers	(SUP) We need more supervision, Clinical supervision, Collegial interaction, Students need fun lesson	(SUP) having limited supervision, Clinical is good, Collegial Interaction will be good. Students need creative lesson	(SUP) We need more supervision, Clinical supervision, Collegial interaction, Students need fun lesson	(SUP) We need more supervision, Clinical supervision, Collegial interaction, Students need creative and fun lessons
Students	(ET) Demanding, need more fun	(ET) Too many works, need communication, Need fun	(ET) Lots of tasks, Unclear, Need more fun	(ET) Many works, need more creative, Need more fun

Table 1 Triangulation of Interview Results

Documents of instructional supervision being analyzed in the preliminary study showed the practice of clinical supervision and no records of teachers concerns. This confirmed that collegial supervisory behavior which in line with the boarding communication habitual behavior was not present. Results of this preliminary study showed the needs for instructional supervision model combining the clinical supervision method and supervisory behavior which allow teachers to show their problems and the way they solved the problems prior to having the assistance from their supervisors. The followings are results of Method triangulation.

Method	IBJHS#1	IBJHS#2	IBJHS#3	IJBHS#4
Interview	Limited Supervision, Need guidance	Limited Supervision, Need guidance	Limited Supervision, Need guidance	Limited Supervision, Need guidance



	of Clinical Supervision combined with more collegial way of interaction and communication or <i>musyawarah</i> .	of Clinical Supervision combined with more collegial way of interaction and communication or <i>musyawarah</i>	of Clinical Supervision combined with more collegial way of interaction and communication or <i>musyawarah</i>	of Clinical Supervision combined with more collegial way of interaction and communication or <i>musyawarah</i>
Observation	Need guidance of combined clinical supervision and collegial interaction in communication. Not directive way.	Need guidance of combined clinical supervision and collegial interaction in communication. Not directive way.	Need guidance of combined clinical supervision and collegial interaction in communication. Not directive way.	Need guidance of combined clinical supervision and collegial interaction in communication. Not directive way.
Documents	Clinical Supervision, Directive way, Absent of collaborative way	Clinical Supervision, Directive way, Absent of collaborative way	Clinical Supervision, Directive way, Absent of collaborative way	Clinical Supervision, Directive way, Absent of collaborative way

Table 2: Triangulation of method results (Interview, Observation, and Documents)

These results clearly showed the needs for designing and developing combined collaborative instructional supervision behavior orientation and clinical supervision in English Learning within the Islamic Boarding Junior High Schools.

#### 4.2 Phase 2: Design of Model prototype

Using the theoretical conceptual framework, the design was managed to deal with the following components, contents, and expected results.

Components	Contents	Expected Results
Instructional Supervision Plan	Instructional Supervision Semester and Annual Programs	Document: Formats of Semester and Annual Programs
Instructional Supervision Implementation	Instructional Supervision Instruments Clinical Supervision (Pre-Conference, Observation, Post -Conference) Collaborative Orientation of Instructional Supervision Behavior (.....) Feedback to teachers in Post Conference and Follow Up	Formats of Instructional Supervision Instruments Procedures of Clinical Supervision Procedures of Collaborative Instructional Supervision Behavior Formats of Feedbacks and Follow up
Evaluation	Teachers' Performance Assessment Students' Achievement Evaluation	Instruments of Teachers' Performance Assessment Students' Achievement test
Target		Improvement in Teachers' Performance and Students' Achievements

Table 3: Components, contents, and expected results

These were emerged in the model prototype which can be drawn as the following:

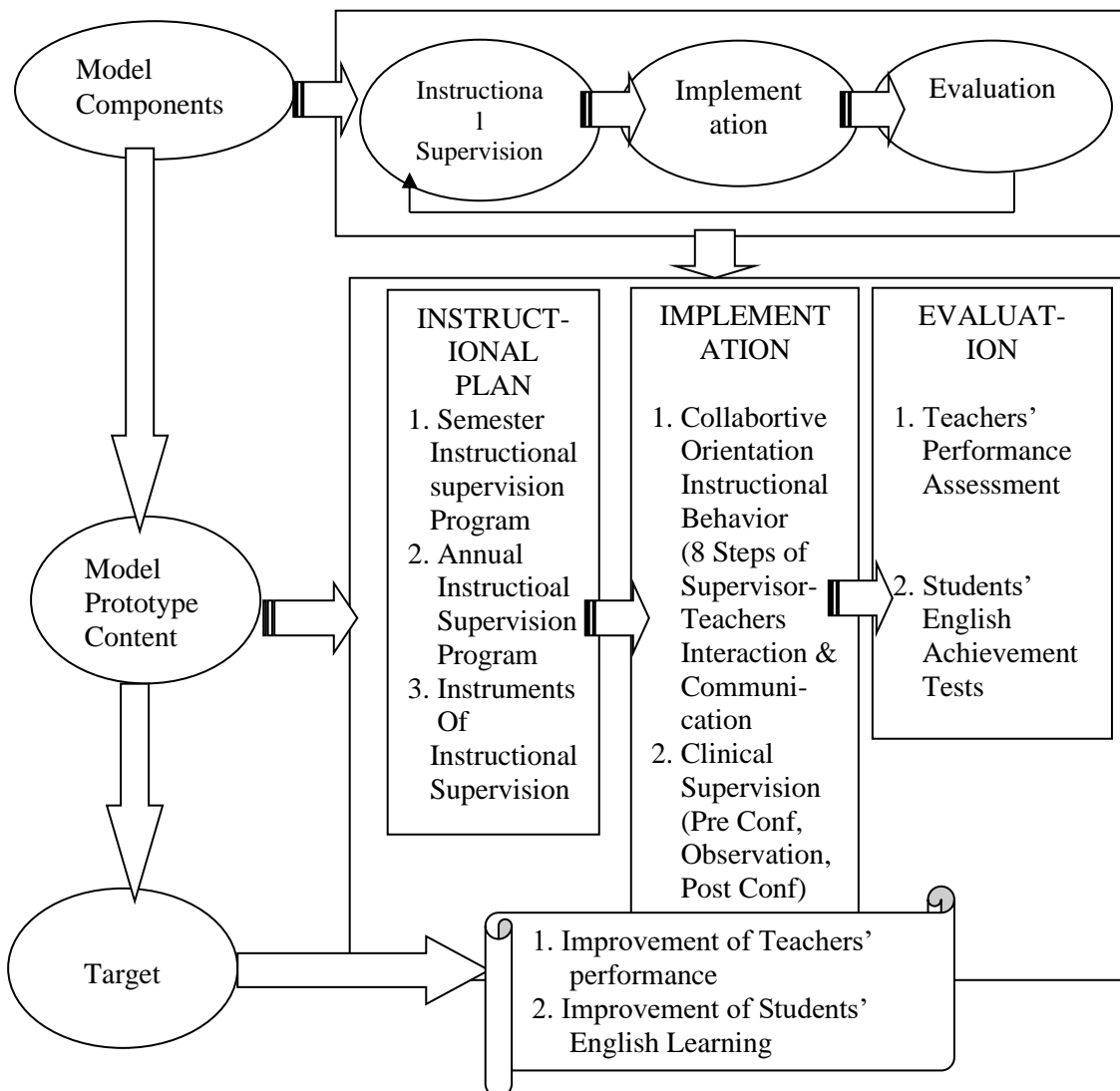


Figure 2: The Model Prototype Image of Collaborative Clinical Supervision towards English Learning in Islamic Boarding Junior High Schools.

#### 4.3 Phase 3: Development of Model Prototype

The development of Model Prototype was meant developing actual documents of model prototype for usage. Based on the design, the developed products consisted of (1) Instructional Supervision Semester and Annual Plan, (2) Instructional Supervision Instruments, (3) Collaborative clinical instructional supervision procedures combined with scientific approach of teaching English, and (4) Guides for Teachers' Performance and Students' English Learning Achievement Assessments.

The Instructional semester and annual plan dealt with documents consisting of objectives of instructional supervision, principles of instructional supervision, procedures of clinical supervision, procedures of collaborative behavior orientation, guides for making feedback and follow up, and semester and annual supervision schedules. These documents are in line with the prescribed administration of instructional supervision berdasarkan Kemendikbud, Ditjen GTK, Direktorat Pembinaan Tenaga Keependidikan tahun 2018.

The clinical supervision guides were consistently developed on the basis of theories and practices of clinical supervision (Id, 2009); (Imron, 2011); (Bulunz et al., 2014); (Sergiovanni & Starratt, 2006); (Sullivan & Glanz, 2005); and Anderson and Gall, 2003). The Collaborative Instructional Supervision Behavior Orientation guides were also developed consistently on the basis of the theories and practice of SuperVision as Developmental (Glickman et al., 2001). The

Instruments of supervision were developed on the basis of the references prescribed by Kemendikbud, Ditjen GTK, Direktorat Pembinaan Tenaga Kependidikan, 2018). These included the academic supervision on Instructional Administration Instruments, Syllabus Development Instruments, Instructional Design Assessment Instrument, Instructional activities Instruments, Pre Observation Clinical Supervision Instrument, Learning Assessment Supervision Instrument.

#### 4.4 Phase 4: Instruction within validation

Arrend, (2007) Good model has three criteria. There are 1). Rationale; 2). Theoretical basic; and 3). Purpose. While (Id, 2009) states that there some criteria of validated model are 1). Syntax; 2). Social system; 3). Reaction principle; 4). Supporting system. An other idea Setyawan et al., (2019) states there are 7 criteria for validation 1). Valid; 2). Practice; 3) efficient; 4) purpose; 5)syntax; 6). Supporting system; and 7) social system. Based on the criteria above the researcher concluded the validation criteria as follows 1) rationale; 2) purpose; 3) syntax; 4) social system; 5) supporting system

The result of designing the model of prototype of collaborative clinical supervision has been validated by the experts. Prototype model Validation measurements consisted of three criteria including procedures of clinical supervision, collaborative supervisory procedures, and scientific approach to English teaching procedures covering their instruments with five aspects of measurements. Below represents the score of each expert

Table 1  
The score of expert 1

No	Validation criteria	Question's indicator number										Total
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1.	Rationale	4	4	4	3	3	4	4	4	3	3	36
2.	Purpose	4	4	4	4	3	4	4	4	3	4	38
3.	Syntax	3	3	4	4	4	3	3	4	4	4	36
4.	Social System	4	4	3	3	3	4	4	4	4	4	37
5.	Supporting system	4	4	4	4	4	4	4	4	3	3	38
Average 185/200 x 100%											92.5%	

Table 2  
The score of expert 2

No	Validation criteria	Question's indicator number										Total
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1.	Rationale	3	3	3	3	3	4	4	4	4	4	35
2.	Purpose	4	4	3	3	4	4	4	4	3	3	36
3.	Syntax	3	3	3	4	4	4	4	4	3	4	36
4.	Social System	4	4	4	3	4	3	4	4	3	4	37
5.	Supporting system	4	4	4	4	4	4	3	3	3	3	26
Average 180/200 X 100%											90%	

Table 3  
The score of expert 3

No	Validation criteria	Question's indicator number										Total
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1.	Rationale	3	3	3	3	3	3	3	4	4	4	33
2.	Purpose	4	3	4	3	3	3	3	3	3	3	32
3.	Syntax	4	4	4	4	4	4	4	4	3	3	38
4.	Social System	3	3	3	4	4	4	4	4	4	4	37
5.	Supporting system	4	3	3	3	3	3	3	3	3	4	32
Average 172/200 x 100%											86%	

The score of the model prototype design

No	Description	Score
1	Expert 1	92.5

2	Expert 2	90
3	Expert 3	86
Total		268.5
Average		89.5
percentage		89.5%

$$\text{Percentage} = \frac{268.5}{300} \times 100 = 89.5 \%$$

(Riduwan, 2010) states that there are four criteria for validation as shown in the table

Validation criteria	Validity level
81.0 % - 100,0 %	Valid, can be used without any revision
61.0 % - 80.9 %	Valid enough, can be used with few revision
41.0 % -60.9 %	Less valid, it is better not to be used, need revision
21.0 % - 40.9 %	Invalid, cannot be used

#### 4.5 Phase 5: Evaluation and Finalization

Results of validation showed the feasibility of this model prototype for usage in instructional supervision. To ensure that this model was applicable and satisfy the users, further evaluation involving validators, Principals, and teachers to evaluate the model and its guiding documents by using results of the validation as references for this process. These evaluators were simply to provide feedback for revision and finalization of the model Prototypes. Checking the model design and the guiding documents, these evaluators shared the same decision to agreed the model and suggested minor revision in terms of explanation and guiding documents on teachers' performance evaluation and students' achievement assessment. They suggested that instruments of the so-called PKG (official Teachers Performance Assessment) and Student's formative, summative, and final year tests were included. Therefore, the image of model prototype design remained using the original design prior to validation and evaluation. However, changes were done in the guiding books of evaluation or assessment.

#### 4.6 Final model

Based on the results of validation and the feedback the final model remained as presented in figure 2. The guiding documents, specially for the evaluation, included contents as advised in the evaluation process. Therefore, the design shown in figure 2 was the image of the final Collaborative Clinical Supervision Towards Learning English in Islamic Boarding Middle Schools.

## CONCLUSION

This research concluded that on the basis of the need analysis the instructional supervision model which suited to the Islamic boarding junior high schools was Collaborative Clinical Instructional Supervision. This model allowed the maintenance of existing clinical supervision which was accepted by the schools leaders, principals, and teachers and the combination with instructional supervision behavior orientation which suited the habitual behavior of the Islamic boarding schools. In terms of the approach this model offered problem solving. In terms of supervisors-teachers interaction and communication, this model offered collegial behavior approaching to the behavior of the so-called *musyawarah*. Validation on the design of this model showed valid results. The result was 92.5 % shown that it is valid and can be used without any revision.

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