The Validity and Reliability of Counseling Internship Supervision Training Module among Academic Supervisors and Site Supervisors

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Abstract: This study aims to develop the Counseling Internship Supervision Training Module that can benefit the academic supervisors at public universities. This training module is one of the efforts in increasing academic supervisors’ efficacy in the theoretical and skill aspects in counseling supervision. This module is developed based on a systematic supervision model namely the System Approach to Supervision (SAS) by Holloway (1995). This module contains 5 stages of supervision and they comprise of 16 activities. Session 1: Introduction, Session 2: Pre-supervision Skills, Session 3: Supervision Process, Session 4: Supervision Evaluation and Session 5: Post-Supervision Skills and Actions. This study is carried out to test the validity and reliability of the Counseling Internship Supervision Training Module. A total of 10 assessors for the module validity comprises of academic supervisors at the public universities such as UPSI, UM, UPM and UKM who are also lecturers in the counseling field. Meanwhile to measure the module’s reliability, a total of 30 school counselors in Batang Padang were involved as the respondents of the study. The finding with regard to the module’s validity shows that the minimum percentage value is 82 percent for the statement “The module content can be implemented following the steps determined” and the statement “the module content can increase the supervisor’s character more effectively”. The maximum percentage is 87 percent for the statement “this module content can fulfill the target population”. Meanwhile, for the reliability coefficient finding, the alphaCronbach Counseling Internship Supervision Training Module on the 30 school counselors in the district of Batang Padang is high, which is 0.984. This study implication shows that this module can serve as the teaching module to supervisors to train them to become effective supervisors.

Keywords: Module Development, Counseling Supervision, Academic Supervisor

1. Introduction

Internship training is very important to all counseling students because it can expose the trainees to the actual counseling services. Other than that, internship can also be the platform for counseling trainees to apply the skills learned throughout the course of study. Additionally, one of the points of significance of internship is that it enables students to learn ways to adapt themselves in the vocational world. The places where he or she can choose to undergo their internship would be schools, hospitals, drug rehabilitation agencies, prisons, higher learning institutions and government agencies that have the position of psychology officers (Hodges, 2011).

Internship counseling is the post-practicum clinical experience supervised for the purpose of enabling students to understand, increase and solidify the application of knowledge and counseling skills in their professional training designations. The internship training must be carried out in the premise where the professional counseling service is done (Lembaga Kaunselor Malaysia, 2015). The maturity of a profession will be exposed when there is a sense of awareness raised among the members to control and uphold the services that they deliver or practice (Othman Mohamed, 2008). Internship counseling is allocated with 6 credit hours and it is made compulsory to Bachelor Degree and Master Degree Guidance and Counseling students, and they are called trainee counselors. These trainees will undergo Internship in the schools supervised by the counselor office appointed by the Teacher and Industrial Training Center, Universiti Pendidikan Sultan Idris.

The self-preparation of the trainee counselor to follow the internship will first be supervised by the supervisor. Supervision, fundamentally speaking, according to MohdZarawi and Haslee (2014) refers to the process of preparing the professional development for the “new people” in the profession. Internship, supervisor is someone who has the expertise and skills to carry out and conduct the process of supervising his or her staff or student who is training to carry out his or her duties and scope of work. (Lembaga Kaunselor Malaysia, 2014).

Supervisor plays the role of listening to the problems faced by their trainee counselors and giving them the support and encouraging them constructively so that they will not become too lenient in rendering services to their clients. Supervision is generally applied to the evaluation and observation of individual work and this is carried out by someone with more expertise (Wambu, G.W & Myers C. E. (2019). Council for the Accreditation of Counseling and Related Educational Programs (CACREP) defines counseling supervision as a form of tutorial and instructional observation (Othman Mohamed, 2008). Unlike most other professional fields, the clinical training and supervision are the main curriculum in the counseling related to help and assistance.
Lembaga Kaunselor Malaysia (2014) states that there are four types of supervision in the counseling field namely clinical supervision, administrative supervision, individual supervision, and group supervision. Counseling Supervision is better known as the clinical supervision involving professional supervision by the supervisor by prioritizing trainee counselors giving services to their clients competitively and ethnically. Clinical supervision aims to ensure that the trainee counselors conduct sessions that are not harmful to the clients in any way and which leans on a proper counseling ethics. Administrative supervision entails the revision of legislative matters, rules, and regulations and the policy of an organization. Individual supervision is the type of supervision that is always used by the supervisor because they can interact more easily with their trainee counselors and it stresses more on the two-way relationship whereas the group supervision shows the involvement of a group of individuals under the same supervisor. On this note, a supervisor will be held accountable in supervising students comprising of trainee counselors who are undergoing the practicum training or internship (Lembaga Kaunselor Malaysia, 2014).

According to Bernard, J. M., & Goodyear, R. K. (2014), clinical supervision is required to take care of the welfare of the trainee counselors supervised so that the clients will obtain a comprehensive service. Meanwhile, McCarthy (2012) opined that clinical supervision used in the professional counseling serves as training and it protects the client’s welfare.

In the field of counseling, a supervisor has the responsibility to carry out the supervision politely and within the boundaries of the responsibility based on the ethics formed between the supervisor and the head of the supervisor of the counseling service in an organization (Othman, 2008). Falender, dan Shafiranske (2014) had the opinion that an effective supervision practice and the efficacy of supervision can be seen as one of the important aspects in the field of supervision. As the supervisor, the ethical code of the Malaysian Board of Counselors proposes that the counseling practitioners give ample explanation to clients about the things related to the aim of the counseling, the technique and procedure in the counseling service, confidentiality, limitations, and certain risks also other important issues involving the relationship between the counselor and the client. Typically, supervisor internship is individually given five trainees to a supervisor and it is done face to face, whereas the group supervision is in the form of a seminar and is given the ratio 10 trainees to one supervisor (Lembaga Kaunselor Malaysia, 2014).

The knowledge and skills in counseling supervision are very important to the supervisor. This stems from the role of the supervision itself which is to develop the progress of trainee counselors continuously (Bernard, 1997; Borders, 2014) and improve the clinical efficacy of the trainee counselors (Bernad & Goodyear, 2014; Campbell, 2006). At the same time, the supervisor also needs to understand how trainee counselors can be assisted personally and professionally when doing the professional training in the real setting (Gallo, 2013). Borders and Brown (2005) in Mohdzarawi and Haslee (2014) stated that the effort in acculturizing, professionalizing, and standardizing the supervision practice is carried out through the publication of supervision guide book. This clearly shows that without the knowledge and skills in the supervision methodology, a supervisor cannot fully cater to that purpose.

Based on the study by Hapsah (2014), 29 percent from 290 counselor supervisors do not get the professional training in the supervision aspect. Thus, by developing this module, this will help increase the professionalism of the supervisors in the future. Thus, to boost the professionalism in the field of counseling supervision in Malaysia, the construction of the module aiming to complement the practice of counseling supervision that fulfills the standard Malaysian Board of Counselors has to be carried out. The element that will be accounted for in this module construction considers the supervision model developed by Holloway (1995) known as the System Approach To Supervision (SAS).

The SAS model is a model that studies the contextual factors that give an impact to the process in the supervision relationship. The aspects considered are the institution, the supervisor, the client, and the trainee. This model will look into every aspect and will influence the supervision where the aspect of institution sees the structure of the organization and the climate of the institution to influence the professional practice. This issue relates with the supervisor, the level of experience and the cross-cultural knowledge said to influence the trainees’ capability of giving services to the customers. This relationship will leave an impact on the satisfaction of the clients in getting the counseling services from the trainees (Simon, Cruise, Huber, Swerdlik dan Newman, 2014).

2. Study Objective
In line with the purpose of the study, the study objectives outlined are as follows:
Building Counseling Internship Supervision Training Module based on the module construction model. Studying the coefficient value of the module validity. Assessing the module reliability coefficient. Getting the feedback from the participants on the module.

3. Theoretical Framework

The ethical practice in the counseling supervision gives focus to the behavior of the supervisor and also the trainee counselors. The interactions take place between the supervisor, trainee counselors, and the client. The bond of this relationship can fabricate the environment that practices the best ethical principle in counseling. Nonetheless, this supervision can potentially face with various challenges to make any decision related to the welfare of both the trainee counselors and the client. Among the ethical dilemma in decision-making is related to the welfare of the trainee counselors and the clients. Trainee counselors are normally attached to the client when it comes to exposing self-information and client issues, and this can be seen to disrupt the supervisor relationship if it is not handled well.

The ethical code is the guideline that can be adopted by counseling practitioners. In Malaysia, Counseling Association Malaysia (PERKAMA) assumes that mental health practitioners are anticipated to be able to abide by the counseling ethical code offering ethics in regard of counseling supervision in Malaysia. However, every supervisor involved cannot simply escape from exclusive cases based on the ethical code.

2 combinations of the task and function also the approach of the supervision based on the framework. This can be seen in diagram 1:

![Diagram 1. Systematic Approach Supervision Model: Task, Factor and Contextual Factor](image)

Based on diagram 1, Holloway (1995) sees the counseling relationship from the contextual perspective encompassing three phases of supervision relationship. The first phase according to Holloway (1995) explains about the supervision relationship involving the procedure forming the supervision contract, methods of cooperation, teaching support, building the efficacy and designing the treatment plan. The maturity phase involves the emphasis on the increased relationship of individuals and the encouragement over social ties. The role of the supervisor on the trainee counselors is reduced and the trainees learn to develop their own case concepts, build upon their self-confidence and efficacy in counseling, and they become ready to explore into personal issues as they are connected to professional performance.

The closure phase focuses on the wider reflection and structure of the cooperation because trainees will begin to understand the relationship between theory and counseling practice based on client’s requirement. At this
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point, the need for supervisor instruction is reduced. This phase is used as the evaluation including the discussion on the closure and feedback after the supervision other than discussing the goals and professional development.

Holloway (1995) leans on seven dimensions to be included in the SAS model namely (1) the function of the supervisor, (2) the duty of the supervisor, (3) client, (4) trainee, (5) supervisor, (6) institution, and (7) the supervision relationship. Holloway (1995) adds that there are contexts in the supervision in the form of the supervisor, trainee, client and the institution. Contextual supervision is implied with the empirical and practical situations in the aspect of job selection and the function between the supervisor and the trainee counselors in building relationships.

The Construction Model of the Counseling Internship Supervision Module

The procedure of the module construction in this study refers to the model of the module construction by Sidek and Jamaludin (2005). They have introduced a model construction of a more comprehensive integration module. This model involves two stages, the first is to prepare the module draft and the second is to try it out and assess the module. The draft preparation stage carries nine steps starting from building the aim until merging the draft. Meanwhile, the second stage is to try it out and assess. The model of this module construction can be seen in the following diagram 2: Preparing the Module Draft Trying out and Assessing the Module.

Diagram 2. The Model Design of Module Construction by Sidek dan Jamaludin
(Source: Sidek & Jamaludin 2005)
The construction of the Counseling supervision module in this study uses the development model of Sidek module as it is a comprehensive integration model and that it undergoes the trial process or the pilot study to see the weakness or flaws that it might have.

4. Methodology

This study adopts a survey approach to answer the issues of the study. The quantitative design involves the analysis of the construction, the validity and the reliability. The quantitative approach is used to generate the theory from the data inductively. The design of the first study is an early study in the form of library study aiming to identify and evaluate the best literature, theory, and model in forming the activities contained in the Internship Training Module. The main focus of this section is the construction and the writing of the module. For the validity of the content and the suitability of the activity of the module, a total of 10 experts of assessors will be taking part in this study.

The design of the second study aims to test the reliability and the validity of the module content and the suitability of the module activity. The participants of the workshop will answer the questionnaire related to the reliability of the module after they have finished the workshop. According to Mohammad Aziz Shah et al. (2013), the study design should be adopted by the researcher and should serve as the guideline to implement the study. Thus, study design is the main aspect in driving the researcher to carry out her study.

The next phase is testing the reliability of the module to see the effectiveness of the evaluation towards the module’s objectives by selecting school counselors to act as the study subjects.

Study Location

The study locations are in four public universities namely Universiti Pendidikan Sultan Idris, Universiti Malaya, Universiti Putra Malaysia and Universiti Kebangsaan Malaysia also schools in the district of Batang Padang, Perak.

Study Subject

The subjects in this study are divided into two;

10 panels of assessors appointed to determine the validity of the Counseling Internship Training Supervision Module among the supervisors in the public universities.

30 school counselors in Batang Padang for the pilot study of the reliability of the Counseling Internship Training Supervision Module.

Study tools

Researcher uses;

Section A: Counseling Internship Training Supervision Module Validity Evaluation Questionnaire among Academic Supervisors in Public Universities.

Section B: Counseling Internship Training Supervision Module Validity Evaluation Questionnaire among Lecturers in Public Universities.

Section C: Counseling Internship Training Supervision Module Reliability Questionnaire among School Counselors.

Counseling Internship Training Supervision Module Validity Evaluation Questionnaire Among Lecturers in Public Universities.

The questionnaire developed is based on Russell (1974) aiming to see the content validity contained in the supervision training module. The questionnaire will be assessed by 10 experts appointed to give responses to the validity aspect being studied. The scale for this evaluation is ten points, from 0 to 10. Every statement is evaluated
on a continuum where the scale 0 is strongly disagree whereas scale 10 is strongly agree. The items contained in the questionnaire are:

The content of this module fulfills the target population
The content of this module can be implemented well.
The content of this module fits the time allocated.
The content of this module can increase the character of the supervisor more effectively.

The content of this module can change the perception of the supervisor and make his character more credible.

**Table 1. The Evaluation Scale Scoring of the Content Validity of the Counseling Internship Training Supervision Module among lecturers in the Public Universities**

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>Strongly agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suitability Evaluation Questionnaire of the Counseling Internship Training Supervision Module Session dan Activity among lecturers in Public Universities.

The questionnaire on the activity’s suitability is developed based on the activity carried out on the study respondents. The questionnaire is distributed to the panel of assessors to see its suitability before it proceeds to the actual agenda. The scale for this evaluation is ten points, which is from 0 to 10. Every statement is evaluated on a continuum which is the scale of 0 representing strongly disagree, whereas scale 10 is strongly agree. This module contains 5 phases and the supervision session comprises of 16 Activities.

5. Study Findings

**Validity Module Study Findings**

The findings of the validity module study carried out by selected experts were discussed based on the questionnaire of the module content validity by Russell (1974) adapted by Jamaludin (2002) to determine the level of content of the counseling Internship Supervision Training Module. From the experts’ evaluation, the validity value for the overall content of this module can be referred to in the following Table 2:

**Table 2. The Content Validity Value Based on Experts’ Evaluation**

<table>
<thead>
<tr>
<th>Statement about the validity of the counseling internship supervision module evaluated</th>
<th>Percentage</th>
<th>Expert Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of this module fulfills the target population</td>
<td>87</td>
<td>Accepted</td>
</tr>
<tr>
<td>The content of this module can be implemented following the steps determined.</td>
<td>82</td>
<td>Accepted</td>
</tr>
<tr>
<td>The content of this module suits the time allocated.</td>
<td>84</td>
<td>Accepted</td>
</tr>
<tr>
<td>The content of this module can increase the character of the supervisor more effectively.</td>
<td>82</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
The content of this module can help the supervisor to improve the skills in supervision.

Table 2 shows the minimum percentage value of 82 percent for the statement ‘The content of this module can be implemented following the steps determined’ and the statement ‘The content of this module can increase the character of the supervisor more effectively’. The maximum percentage is 87 percent for the statement ‘The content of this module fulfills the target population’. All in all, the findings show that the content of the Counseling internship supervision module is consistent with the module target. The finding of the validity value of experts based on the Session and Activity is as follows, in Table 3:

**Table 3.** The validity Value of the Experts Based on the Session and Activity of the Counseling internship supervision module

<table>
<thead>
<tr>
<th>Module</th>
<th>Activity</th>
<th>Percentage</th>
<th>Expert Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 Introductory Session</td>
<td>Activity 1a: Supervisor Background</td>
<td>84</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Activity 1b: Sharing Is Caring</td>
<td>84</td>
<td>Accepted</td>
</tr>
<tr>
<td>Session 2 Pre-Supervision Skills</td>
<td>Activity 2a: Supervision Model Checklist</td>
<td>84</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Activity 2b: Self-Supervision Model</td>
<td>82</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Activity 2c: Supervision Factor</td>
<td>85</td>
<td>Accepted</td>
</tr>
<tr>
<td>Session 3 Supervision Process</td>
<td>Activity 3a: Relationship Development Process</td>
<td>86</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Activity 3b: The Structure, Skills and Technique</td>
<td>83</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Activity 3c: Characteristics of Effective Supervision</td>
<td>81</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Activity 3d: Case Study</td>
<td>82</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Activity 3e: Role Play</td>
<td>85</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Activity 3f: My hero</td>
<td>75</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Activity 3g: Dialogue Training</td>
<td>79</td>
<td>Accepted</td>
</tr>
<tr>
<td>Session 4 Supervision Evaluation</td>
<td>Activity 4a: Supervision Matrix Practice</td>
<td>81</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
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Based on Table 3, it shows the percentage for every Counseling Internship Supervision Module session and activity. The minimum percentage is 75 percent involving the supervision process Session 3F for the Activity My Hero. Meanwhile, the maximum percentage is 87 percent which is Session 5B Post-Supervision Skills and Actions for the Activity Self-Reflection. This means that the level of the module validity can be accepted.

**The Finding of the Reliability Module Study**

The findings of the reliability testing based on the counseling internship supervision module session and activity done on school counselors or supervisors of the internship counseling training lean on the alpha Cronbach analysis as in Table 4 and 5 as follows:

**Table 4. Reliability value of the whole Counseling internship supervision module**

<table>
<thead>
<tr>
<th>Module</th>
<th>α Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>.984</td>
</tr>
<tr>
<td>internship</td>
<td></td>
</tr>
<tr>
<td>supervision</td>
<td></td>
</tr>
<tr>
<td>module</td>
<td></td>
</tr>
</tbody>
</table>

**Table 5. The Reliability value of the whole Counseling internship supervision module**

<table>
<thead>
<tr>
<th>Module</th>
<th>Activity</th>
<th>Value α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Activity 1a: Supervisor Background</td>
<td>.804</td>
</tr>
<tr>
<td>Introductory Session</td>
<td>Activity 1b: Sharing Is Caring</td>
<td>.880</td>
</tr>
<tr>
<td>Session 2</td>
<td>Activity 2a: Supervision Model Checklist</td>
<td>.947</td>
</tr>
<tr>
<td>Pre-Supervision Skills</td>
<td>Activity 2b: Self-Supervision Model</td>
<td>.969</td>
</tr>
<tr>
<td></td>
<td>Activity 2c: Supervision Factor</td>
<td>.949</td>
</tr>
<tr>
<td>Session 3</td>
<td>Activity 3a: Relationship Development Process</td>
<td>.927</td>
</tr>
<tr>
<td>Supervision Process</td>
<td>Activity 3b: The Structure, Skills and Technique</td>
<td>.912</td>
</tr>
<tr>
<td></td>
<td>Activity 3c: Characteristics of Effective Supervision</td>
<td>.943</td>
</tr>
<tr>
<td></td>
<td>Activity 3d: Case Study</td>
<td>.934</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Session 4</th>
<th>Supervision Evaluation</th>
<th>Activity 3e: Role Play</th>
<th>.940</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Activity 3f: My hero</td>
<td>.943</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 3g: Dialogue Training</td>
<td>.968</td>
</tr>
<tr>
<td></td>
<td>Activity 4a: Supervision Practice Matrix</td>
<td>.975</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity 4b: Supervision Evaluation Checklist</td>
<td>.938</td>
<td></td>
</tr>
<tr>
<td>Session 5</td>
<td>Post-Supervision Skills and Evaluation</td>
<td>Activity 5a: Post-Supervision Evaluation</td>
<td>.983</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 5b: Self Reflection</td>
<td>.972</td>
</tr>
</tbody>
</table>

Based on the pilot study of the Counseling Internship Supervision Module, the overall reliability value exceeds the .60 level which is .984. The highest alpha value is 9.83 for the Post-Supervision Evaluation and the lowest alpha value is .804 for Supervisor Background activity. This finding shows that the counseling internship supervision module can be accepted and it can be used to increase the skills of supervision among the supervisors.

6. Discussion

This study aims to build a counseling internship supervision module based on the model Systemic Approach to Supervision (SAS) by Holloway. The Systematic Supervision Model or SAS developed by Holloway (1995) also becomes fundamental to the GBKSR practicum supervision study by Zarawi (2012). His study adopts a case study qualitative approach. The SAS Model raises seven dimensions of supervision and they are (1) supervision relationship, (2) client’s function, (3) trainee’s function, (4) institution factor, (5) supervisor factor (6) supervisor’s function, and (7) supervisor’s duty.

Counseling internship supervision module can become a complete module to train counseling internship supervisors because it has undergone the validity and reliability tests. This agrees with the module construction procedure of Sidek Model (Sidek & Jamaludin, 2005) where the model will be deemed of quality and complete after its validity and reliability are tested. In the construction of the training and intervention module, previous scholars have also conducted the validity and reliability test to ensure that the module content that they have developed really caters to the needs and demands and it can be used on the target population. The researchers are also those involved in the module construction study by Jamaludin (2002), Nik Zaharah (2007), Mohamad Aziz Shah (2010) also the studies by Ahmad Jazimin, Abdul Malek, Mohamad Nasir and Mohammed Aziz Shah (2011).

Validity module through the content validity established by external assessors has been done on the counseling internship supervision module. The findings from the content validity establish that the content of the counseling internship supervision module encompasses a suitable content, goes well with the target population, fulfills the objectives outlined and fits with the time allocated. This is in agreement with Russell (1974) that for a module, the validity evaluation must fulfill these five criteria: a) fulfills the target population, b) the teaching situation or the module implementation is compatible c) the time allocated to conduct the module is sufficient, d) modules successfully improves supervisor's knowledge and skills in the aspect intended and e) module manages to alter supervisor's attitude to become more credible. The Content Validity module was also adopted by the previous researchers like Mohamad Aziz Shah (2010) and also by Ahmad Jazimin and his fellow researchers (2011).

The finding on the reliability Counseling internship supervision module in overall, is good, exceeding the level of 0.60 which is .984. According to Kerlinger (1979) and Mohd Majid (2005), if this reliability value is high, a
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minimum of 0.60 would indicate that the counseling internship supervision module can be accepted and trusted and it can also serve its purpose in the intervention. The process of getting this reliability value is consistent with the action done by the previous researchers on their module, for example by Sidek Mohd Noah & Jamaludin (2005) and Mohammad Aziz Shah (2013). All the reliability module studies carried out prove that the module has to have high reliability coefficient value to ensure research quality, other than ensuring the effectiveness of the intervention carried out.

The module content is among the main component found in a module. Counseling internship supervision module requires a content that fulfills the objective of the module implementation and the purpose is to increase the supervisors’ skills and efficacy. The content of the counseling internship supervision module containing five sessions begins from the development of relationship until the post-supervision evaluation. This is consistent with the studies done by Jamaludin (2002), Nik Zaharah (2007) and Mohammad Aziz Shah (2010) where the content of a module needs to be listed, selected and screened so that it will be suitable and caters for the objective intended.

This study also manages to introduce a supervision process leaning on the Systematic Supervision Model (SAS) by Holloway. This kind of module has never been produced by any researcher in the aspect of supervision in Malaysia. This has been harmonious with the work done by Norazani (2016) that following the practice of most supervisors in Malaysia, the use of a specific supervision model has not been introduced by most supervisors. This is due to the lack of exposure on the use of the supervision model and even in terms of the curriculum and specific training, there is the absence of uniformity.

A clear understanding about the aim and the supervision theoretical model is very important when one becomes a supervisor. The model characterizes what supervision is and how trainee counselors can learn from the supervision that they are subjected to. This supervision model is seen to have developed and improved, in line with the passing of time but it still needs to be refined and validated. For the existing model, there are still some weaknesses that do not cover all the topics and methods to be applied in supervision.

Thus, through the study of Supervision Internship Counseling development module, that has high validity and reliability, it is reasonable for this module to become the guideline for the supervision so that supervisors can increase their skills and knowledge.

7. Conclusion

All in all, the training module developed using the Systematic Supervision Model (SAS) can serve as guidance to supervisors in increasing the quality and professionalism in the supervision seeing that this module has been tested in terms of the validity and reliability, and it shows good results and it is accepted by the experts. This module also obtains good feedback from the participants comprising of school counselors in the district of Batang Padang.

8. Acknowledgments

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