

Implementation of Clinical Supervision to Improve the Quality of Teacher Performance in the Learning and Teaching Process

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ABSTRACT

Objectives: The purpose of this study is to the advantage of clinical supervision in improving the quality of teacher performance, especially in the learning and teaching process. **Method:** This research carried out a systematic literature review method with a qualitative approach, allowing for the collection of data and evaluation of information from various literature sources. **Results: Findings** of this research according to many sources that clinical supervision can improve the quality of teacher performance. **Novelty:** The novelty of this research lies in its method, namely a qualitative literature review that specifically discusses Clinical Supervision.

INTRODUCTION

The main goal of education, in general, is to impart knowledge and skills to students. Meanwhile, instruction in learning is a process of transferring knowledge, so obtaining effective learning is, of course, very necessary to obtain maximum learning results. The role of a teacher in learning is very important, namely as an educational facilitator, especially for their students. So, a teacher not only can master the lesson material but also needs to understand other aspects of learning, including those related to school administration, learning process design, models, methods, instruments, student characteristics, and how to manage the class well and maximize the use of media. A professional teacher is a teacher who can apply all the aspects mentioned above. This is intended so that a pleasant learning atmosphere will be created during the implementation of classroom learning. If students and teachers feel comfortable in the classroom, they will easily accept the knowledge conveyed by the teachers.

Based on the statement of Law no. 20 of 2003 concerning SISDIKNAS, Education aims to create a learning atmosphere and learning process so that students actively develop their potential. To achieve this goal, the implementation of education in Indonesia is implemented by referring to the curriculum.

In education, the role of the teacher cannot be separated. Teachers play a very important role in strategy, especially in forming national character and developing student potential. Teachers have a very important role in determining educational success. Professional teachers are expected to produce quality graduates. Teacher professionalism is the spearhead within curriculum implementation in the classroom that needs attention. (Ministry of National Education, 2005). In the learning process, teachers must encourage, guide, and provide learning facilities for students to achieve goals. Delivery of lesson material is only one of the things learning activities as a dynamic process in all phases and developmental processes student.

The performance of supervisors largely determines increasing effectiveness in schools. A supervisor whose good performance is demonstrated in the supervisory

management ability is able to (a) explain existing resources to provide adequate support for teachers, teaching materials, and good maintenance of facilities; (b) allow sufficient time for management and coordination instructional process; (c) communicate regularly with staff, parents, students and the community-related. In other words, school effectiveness is determined by the supervisor's managerial leadership.

In reality, not all teachers master the aspects mentioned above. This does not only happen in one place, but almost all regions experience the same problem of not all teachers mastering aspects of learning, even though, as we know, all of this can influence the teaching and learning process in general. The teaching and learning process carried out, in general, is a conventional learning process. Learning can be monotonous, and with this learning, it is not uncommon for students to feel tired and bored when receiving lessons. However, there are still many teachers who generally deliberately use conventional learning models because they don't like learning new things.

By looking at this reality, the researcher feels that improvements need to be made in learning not only in terms of students, curriculum, methods, techniques, and so on. However, researchers consider it necessary to upgrade the knowledge of educators regarding mastery of aspects of learning, namely mastery of the material, making lesson plans, use of technology, use of teaching media, selection of teaching materials, assessment process, mastery of student characteristics, and good classroom management. Therefore, school principals must, of course, think critically about how to overcome existing problems related to education. One way to solve this problem is by carrying out clinical supervision to find out well how a teacher can carry out classroom learning for his students.

As a researcher, I want to conduct research related to the application of clinical supervision carried out in various regions. In other areas, clinical supervision activities carried out by either school principals or school supervisors are able to improve the quality and performance of teachers in the teaching and learning process, or are they only successful in a few places that have supported educational facilities and infrastructure? Thus, researchers conducted this research using a systematic journal review type of research by searching for journals related to previous clinical supervision research to be studied in depth and analysis can be carried out so that they can produce conclusions and facts regarding the effectiveness of clinical supervision activities in improving quality and performance. Teachers in the teaching and learning process at school.

The role of clinical supervision becomes urgent considering previous research that has a link between principal supervision and problems in schools and even low teacher performance from design to assessment of learning in the classroom (Dwikurnaningsih, 2018; Okkinga et al., 2018). So, it is necessary to carry out optimal supervision to develop teacher performance based on mastery of many aspects of the learning and teaching process.

Surprisingly, despite the confidence placed on the supervisors and supervision process, the quality of instruction in secondary schools, especially in zone A senatorial District of Benue state, seems to be substandard. Ayodele District of Benue state seems to

be substandard. Ayodele as cited in Ani (2007) says, the greatest blame for this type of situation was leveled on the supervisors of instruction who seem to be unwilling to integrate some aspects of clinical supervision model like supervisor teachers relationship, planning with the teacher, observation and post conference into their conventional method of supervision.

Clinical supervision is a monitoring, examination, inspection, and assistance activity carried out by experts to provide input and help explore the in-depth potential possessed by educators to be able to design effective and enjoyable learning in the classroom that is in favor of students. This supervision model focuses on the teacher's behavior in teaching material, which is then analyzed to find weaknesses or deficiencies in implementing classroom learning towards their students. In clinical supervision, a supervisor not only looks for the teacher's weaknesses or shortcomings in carrying out the learning process but also provides assistance and guidance to improve them. And improve what is considered good in this way of teaching.

Clinical supervision is an alternative model of supervision that is more interactive, democratic, and centered on teacher needs (Acheson & Gall, 1987). This activity is a form of teacher performance development in managing the teaching and learning process (Cogan, 1973). The characteristics of clinical supervision include Collaboration of mutual trust and respect, various expertise on a partnership basis, and the active role of the teacher. The implementation of clinical supervision starts from the initial meeting by conducting learning/class observations, ending with a discussion at the end of the meeting to discuss the problems encountered during the learning activities. This is intended to find solutions to problems or solutions to improve the effectiveness of learning and the quality of the teacher's teaching.

Clinical Supervision aims to improve teacher performance in learning activities (Borders, 2019; Glanz, 2018; Jr, 2021). There are specific goals in clinical supervision such as: feedback on teacher performance; carrying out the diagnosis of teaching problems; assisting with the skills development's; evaluation of decisions made by teachers and developing positive teacher attitudes (Ibara, 2013; Tavit & Güngör, 2017).

RESEARCH METHOD

Research Design

This study carried out systematic literature review method with qualitative approach. In this research, the researcher collects many information by collecting data from various previous journals like national journals and international journals. The review process is carried out regularly and systematically. The subject research of this study is Clinical supervision. There are five steps in a systematic literature review about clinical supervision such us: case formulating, search process (collecting journal about clinical supervision), quality assessment, analyze data about clinical supervision of al journal about clinical supervision, make a conclusion of all and the last is giving feedback about conclusion itself to make a systematical journal review about clinical supervision.

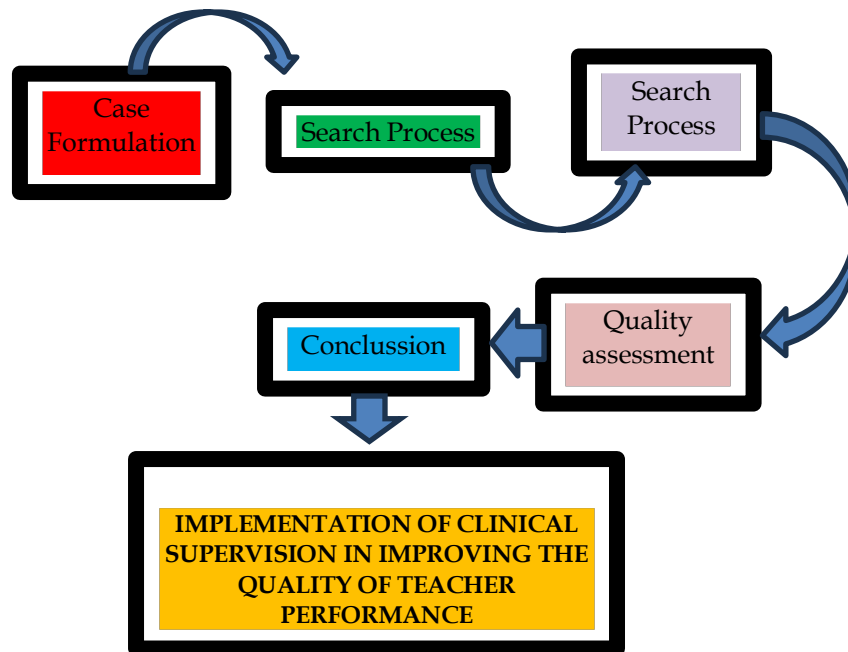


Figure 1. Stages in Systematic Literature Review

Participant

The participant of this research is the researcher himself. The researcher tries to be an independent participant in collecting data research by collecting previous research articles about clinical supervision. It is an important thing because the researcher did it alone.

Data collection Technique

According to the stages in the systematic literature review described above, the first step in this research is case formulation. The researcher looks for an article by googling in Google search and Publish or Perish application using the keyword "Clinical Supervision". Besides, the researcher searched for an article in the Eric Journal, etc. It aims that the researcher will find good quality journals and can deeply analyze them.

RESULTS AND DISCUSSION

Results

The result of this research data is the analysis and summary of previous articles related to the implementation of clinical supervision to increase the quality of teacher performance. The research results included in this literature review are an analysis and summary of previous articles related to clinical supervision in improving the quality of teacher performance in learning.

Table 1. Implementation of Technical Supervision in Improving the Quality of Teacher Performance

No.	Point of An Article		
	Researcher & Years	Journal	Result of the Research
1	(Gunawan et al., 2023)	JMSP (Jurnal Manajemen dan Supervisi Pendidikan)	The results of this research show that the clinical supervision carried out in the initial study shows that to create an effective school, the principal must not only apply instructional leadership but must pay attention to other aspects of the school through the clinical supervision carried out.
2	(Setyowati et al., 2023)	Al-Tanzim: Jurnal Manajemen Pendidikan Islam	The research results show that clinical supervision can improve the quality of teacher learning in terms of overcoming learning loss in students
3	(Amadi & Anwar, 2023)	Jurnal Pendidikan Tambusai	The results of this research show that various approaches to educational supervision increase understanding of various supervision methods which can help in developing the quality of education.
4	(Wetipo & Paling, 2019)	Wahana: Tridarma Perguruan Tinggi	The results of the research show that clinical supervision can improve teacher skills in learning, make good use of teaching aids, make learning livelier, and improve student learning outcomes in achieving KKM.
5	(Jakfar, 2022)	Jurnal Pendidikan Madrasah	The results of the research show that the clinical supervision method is empirically proven to be able to increase teacher competence in carrying out classroom action assessments (PTK) at MTs Negeri Kulon Progo.
6	(Sanasintani, 2022)	Jurnal Teologi Berita Hidup	The results of the research explain that clinical supervision has not shown maximum success in improving the professionalism of PAK teachers because there are several obstacles, including limited time for clinical supervision activities, teacher unpreparedness, assessments that are only formative, inadequate use of media, and teacher limitations in developing materials. teach.
7	(Br.Silalahi, 2022)	Journal Ability: Journal of Education and Social Analysis	The results of this research state that clinical supervision using the role-playing method through coaching academic supervisors in schools supported by teachers' abilities to learning Christian Religious Education using the Role Playing Model can improve teachers' skills, professionalism, and abilities in implementing teaching and learning in schools.

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No.	Point of An Article		
	Researcher & Years	Journal	Result of the Research
8	(Hutagalung, 2018)	Provedensi: Pendidikan Teologi	Jurnal Dan The results of this research indicate that Supervision Clinical practice using the Focus Group Discussion method can improve teacher performance in carrying out learning in Religious Education subjects Christian. This can be proven from the results of teacher performance assessments carry out learning from Cycle I to Cycle II
9	(Waluyo, 2023)	J-MAS: Pengabdian Masyarakat	Jurnal The result of the research is clinical supervision is the key to improving teachers' professional abilities which aims to provide feedback, grow awareness and self-confidence in teaching, improve basic skills, teaching strategies, diagnose and solve problems in learning and can develop teachers' careers and professions independently.
10	(Kusumawati, 2020)	International Journal of Elementary Education	Based on the research that has been conducted, it can be concluded that: implementing clinical supervision effectively can increase the work commitment of elementary school teachers in Cluster 3, Blahbatuh District, Gianyar Regency, Semester II of the 2018/2019 academic year.
11	(Mustajib, 2021)	Nusantara	Results of this research shows that the implementation of clinical supervision can improve teachers' abilities in the learning process at SMP Negeri 12 Mataram. Teacher development through supervision Clinical procedures are carried out systematically and continuously through pre-observation and observation stages learning, and post-observation. The teacher's ability to work optimally in carry out their obligations, duties and responsibilities as well as their roles in a professional manner. Through clinical supervision approach, subject teachers are able to improve teacher abilities in managing learning and can create quality learning in state junior high schools 12 Mataram.
12	(Erfan et al., 2016)	Jurnal Pendidikan: Teori, Penelitian, & Pengembangan	The results of the research show that the application of clinical supervision provides a solution to the learning problems faced by Physical Education teachers in class management and lecture methods. The solutions are (1) more attention must be paid to group seating arrangements, (2) ask more questions so that students are motivated to focus on listening, (3) don't be too quick in

No.	Point of An Article		Result of the Research
	Researcher & Years	Journal	
13	(Kau & Atute, 2023)	Jurnal Didaktika Pendidikan Dasar	conveying learning concepts and in instilling these concepts you need to repeat them, and (4) give students the opportunity to ask questions, and motivate them to do their assignments. The result of the research is critical supervision can improve The ability of teachers in SMP Negeri 2 Satap tabago teachers to understand teaching material. This can be seen from five indicators such as: Plan teaching material, organize teaching material, choose teaching material, collaborating material with another subject and using teaching material in the learning process.
14	(Babo & Syamsuddin, 2022)	Jurnal Ilmu Sekolah Dasar	Based on the results and research finding, it can be said that clinical supervision carried out in school can improve the quality of teacher learning in term of developing learning tools, implementing learning and learning reflection.
15	(Ghavifekr et al., 2019)	Malaysian Online Journal of Educational Sciences	The result of the research is clinical supervision gives positive influence for the teaching effectiveness of the teacher especially in arrange the lesson plan, set induction, to develop quality of the lesson material, questioning technique, student involvement, student, assignment, students involvement, encouragement, closure of learning and also classroom management.

Discussion

Based on the table above, the implementation of clinical supervision proves to be effective in improving the quality and ability of teachers in improving the quality and performance of teachers in teaching and learning activities at school (Duras, 2022; Nuryani et al., 2022). Clinical supervision is suitable for kindergarten, elementary school, middle school and high school levels. There are many steps in carrying out clinical supervision, including 1) Pre-conference with the teacher; 2) Class observation; 3) analysis of interpretations of observations and establishing a convergence approach; 4) meetings held after making observations; 5) providing criticism and suggestions regarding the previous four steps.

The result of this research that clinical supervision is mentoring process in education that aims to assist teachers' professional development in introducing teaching and learning process through objective and thorough observation and data analysis as a basis for changing teacher's teaching behavior (Lele et al., 2018). Clinical supervision is something important to improve the quality of their teaching and learning activity and also an effort to achieve overall education goals. Based on the result of several previous studies through a systematic literature review, it's stated that clinical supervision can improve the quality of performance and professionalism of teachers in carrying out

learning in the classroom (Mardiah et al., 2022). Through clinical supervision, teachers are able to master various learning methods and teaching materials, arrange teaching modules according to the characteristics of students, master classroom management, and solve various problems they face during the learning process in class.

CONCLUSION

Fundamental Findings: Clinical supervision can be applied at all school levels in Indonesia. The positive impact is that teachers can become more active in improving their professionalism. **Implications:** The implication of this finding is an enhancement of teacher's comprehension of methods and theory to create interesting learning and teaching, mastery of classroom management, and creation of suitable material for the learners in the learning and teaching process. **Limitation:** This research is limited to the school level and not yet in the realm of higher education. **Future Research:** It is hoped that future researchers will complete the knowledge within the scope of research regarding clinical supervision and its dimensions. Further research can improve the results that do not exist in the research findings that have been carried out.

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