

Implementation of Clinical Supervision by the School Principle in Increasing the Quality of Learning at SMP Negeri 18, Banda Aceh City, Indonesia

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Abstract. Clinical supervision is part of academic supervision, which focuses on improving learning through a systematic cycle starting from planning, observation and intensive analysis. This study aimed to obtain an overview and information regarding the programs, principles and mechanisms of clinical supervision carried out by school principals. This study uses a descriptive method with a qualitative analysis approach. Data collection techniques were carried out through interviews, observation and documentation studies. The research subjects were school principals, deputy principals, deputy curriculum heads and teachers at SMP Negeri 18 Kota Banda Aceh. The results showed that the SMP Negeri 18 Kota Banda Aceh school principal had implemented a clinical supervision program. Before carrying out the clinical supervision program, the principal involving the vice principal, deputy curriculum head and senior teacher, compiled a program of clinical supervision activities, made a schedule of activities, held class visits, took inventory of supervision findings and compiled reports on the implementation of clinical supervision. The principal's principle of clinical supervision is constructive, helping teachers grow independently and not depending on supervisors. The clinical supervision mechanism carried out by the SMP Negeri 18 Kota Banda Aceh's principal is the initial, observation and final meeting (feedback).

Keywords: clinical supervision; principal; quality of learning.

INTRODUCTION

Education is an essential factor in realising quality human resources (HR). Education is a form of human effort to build a personality according to the values of society and culture. However, in its development, the term education means guidance or assistance given intentionally by a person or group of people to mature or achieve a higher level of livelihood in all positive and continuous things.

The problem of improving the quality of education is an essential and urgent condition for education stakeholders to consider. Applicatively, it is necessary to increase teacher professionalism because teachers are field implementers at the forefront of education. Various empowerment efforts can be carried out, including fostering teacher professionalism through competency-based training. Reliable personnel are needed, starting from school principals to

staff/employees who are responsible for all their daily tasks, in an organisational structure adapted to the field of each position, educational achievement is very dependent on the skills and wisdom the head of the school as one of the leaders of education.

In addition, it is essential to carry out supervision/supervision by the school principal. This is to ensure the appropriateness of the quality of education services. According to the author [1] says that: "Supervision is the supervision of academic activities in the form of teaching and learning processes, supervision of teachers in teaching, supervision of students who study, and supervision of situations that cause it."

Based on a preliminary study at Public Junior High School 18 in Banda Aceh City, it was found that the teacher acknowledged that clinical supervision carried out by the school principal had not made an optimal and not comprehensive

contribution to all teachers, namely that there had been no systematic work steps and efforts creative efforts to increase professionalism. Therefore it is necessary to conduct a deeper study on this matter.

According to the author [2], "Learning supervision refers to the notion of improving the quality of main activities in schools, namely improving the teaching and learning process or learning or is called instructional."

The authors [3] say that Supervision functions to help give support and invite participation. Judging from its position, it is clear from the role of supervision. This role can be seen in the performance of supervisors who carry out their duties. Regarding the supervisor's role, various experts' opinions can be expressed. A supervisor can act as 1) Coordinator, 2) Consultant, 3) Leader, 4) Evaluator, 5) Group Leader.

To produce quality and professional human resources through the schooling level, the Regulation of the Minister of National Education No 13 of 2007 concerning Standards for School/Madrasah Principals emphasises that: "A school principal must have five minimum competency dimensions, namely: personality, managerial, entrepreneurial, supervisory and social competence". This is because the principal is a professional office in the school organisation whose job is to manage all organisational resources and work closely with all components.

One of the roles of the principal as a supervisor is to assist, provide support and include, continuously direct and set an example. Author [4] explains that the role of the principal as a supervisor determines the quality of a teacher to stimulate, coordinate and guide continuously the growth and development of the potential they have in schools both individually and collectively so that they understand more and are more effective in implementing all teaching function and able to develop a better educational process.

Clinical supervision is a model of academic supervision. Implementing clinical supervision emphasises the causes or weaknesses of the learning process. Then directly, try how to improve these weaknesses or deficiencies. Part of clinical supervision's function is to enhance learning quality. Its narrow scope is only focused on academic aspects, especially what happens in the classroom when teachers provide learning and direction to students. Even so, educational activi-

ties regarding education need attention in clinical supervision. In this case, it is possible to have various aspects of uniqueness and complexity in the learning process.

When carrying out clinical supervision, of course, its principles must be upheld by all parties involved in clinical supervision activities. For clinical management to be carried out properly, it is necessary to be guided by the principles of clinical management correctly. The principles of clinical supervision proposed by the author [5] are described as follows:

- centred on the teacher rather than the principal;
- the teacher's relationship with the principal characteristic of interactive;
- feedback from the plan;
- supervision is in the form of assistance to increase professionalism;
- focus only on specific targets.

Author [6] argues, "Quality results from justification for something. Quality is intended to judge good and evil, good and bad, or the price attached to something (goods, products, services, etc.). Furthermore, the author [7] explains that integrated quality management (Total Quality Management) in the context of education is a methodological philosophy of continuous improvement, which can provide a set of practical tools to every educational institution in meeting the needs, desires and expectations of customers, at this time as well as the future.

METHODS

This study uses a descriptive method with a qualitative analysis approach. In this study, the authors used qualitative methods. The reason the author uses this method is that this research was conducted to find out about the process of implementing clinical supervision carried out by school principals to improve the teaching abilities of teachers in junior high schools, aiming to obtain an overview of the implementation and patterns of clinical supervision of school principals to enhance teachers' teaching abilities.

The author [8] says that qualitative research intends to understand the phenomenon experienced by research subjects, for example, behaviour, perception, motivation, actions and others. The subjects in this study were the school principal, deputy principal, supervisor and teacher

council at the 18th Junior High School (SMP) in Banda Aceh City (further – the School). Data collection techniques in this study were carried out using observation, interviews, and documentation studies. According to the author [9], "Research subjects are sources that can be used as information or data related to the research being conducted. The selection of subjects in this study used a purposive sampling technique, namely a sampling technique with specific considerations and criteria.

The data analysis process in this study was carried out continuously from the beginning to the end of the research, both in the field and outside the area. Data analysis in the field includes recording, coding, and provisional interpretation of various information obtained in each step of research activities.

An examination technique is needed to obtain valid data, primarily through interviews and observations. Testing the credibility of the data or trust in the data resulting from qualitative research includes extending observations, increasing persistence in research, triangulation, discussions with colleagues, and negative case analysis. In this study, researchers used a credibility test carried out by increasing endurance in research, triangulation, and member checking.

At the time of the interview, the researcher had analysed the answers interviewed. If the answers interviewed after being diagnosed are unsatisfactory, the researcher will continue the question until a particular stage. Data is obtained that is considered credible.

RESULTS AND DISCUSSION

Clinical supervision program at the school. Supervision is carried out outside the context of looking for mistakes and weaknesses of the supervised teacher. Supervised teachers and supervisors (principals) are equal partners, not a relationship between subordinates and superiors or a connection between teachers and students.

The principal of the school has carried out clinical supervision. In practice, the school principal continually compiles the program. Clinical management can be carried out at the teacher's request because he feels that he needs to be able to carry out specific teaching strategies or skills, or the teacher encounters problems in the teaching process learning which he is incapable of getting

over himself. The teacher can also ask that he be supervised with clinical supervision because he feels he could be more optimal in carrying out the learning process.

Clinical supervision can also be requested by the school principal to be carried out for specific teachers. This is based on the results of a general supervision analysis carried out by the school principal and/or a team appointed by the school principal. Supervision results provide clues that certain teachers need help and guidance to carry out the process of learning more qualified and meaningfully.

From the results of the preparation of the clinical supervision program, it can be explained that the efforts made by the school principal in carrying out the clinical supervision program include compiling a program of supervision activities, creating a supervision schedule, conducting class visits, taking inventory of supervision findings and collecting a program for implementing clinical supervision.

Stages/process of clinical supervision at the school.

According to observations made at the school, the relationship pattern between the supervisor (principal) and the supervised (teacher) was maintained as partners during this stage. This supports the implementation of clinical supervision programs.

The principal of the school has a good relationship with his subordinates. This is to the results of an interview with the school principal, explaining, "Maintaining good relations with teachers and other staff is the right way to create comfortable conditions at school.

Clinical supervision is to assist teachers according to their needs or deficiencies. With this assistance, teachers will further improve the teaching they do. The author [10] explains in more detail the three stages:

1. Initial meeting process and planning. The steps in this initial meeting or planning include the following activities:

1) Creating good relationships by explaining the meaning of clinical supervision so that teacher participation increases;

2) Find out what aspects of behaviour in the teaching and learning process need to be improved;

3) Prioritise the aspects of behaviour that will be improved;

4) Make a hypothesis as a way or form of improvement on specific sub-topics of the subject matter.

2. The process of carrying out observations. The method of carrying out words consists of two activities: the teacher teaching with particular emphasis on corrected behaviour and the supervisor observing. Carrying out observations carefully, systematically, and objectively is the second process in clinical supervision. The attention of this observation is directed at the teacher in acting and class activities as a result of the teacher's actions, time and place of words. This learning is by the mutual agreement between the supervisor and the teacher during the initial meeting.

Carrying out careful observation of learning may feel very complex and challenging, and it is not uncommon for supervisors to experience difficulties. Thus, demanding supervisors to use a variety of skills. Two aspects must be decided and carried out by the supervisor before and after learning observations, namely determining the aspects to be observed. The factors to be observed must be the results of joint discussions between the supervisor and the teacher at the initial meeting.

3. The process of analysing the results of observations and providing feedback. At the stage of analysing the results of observations and giving feedback directed at analysing teaching results separately and in the final meeting, such as:

- 1) The teacher gives responses/explanations/confessions;
- 2) Supervisors provide feedback/reviews
- 3) Summarise together the results that have been achieved; the hypothesis is accepted, rejected, or revised;
- 4) Determining the following plan: repeating, improving the previous aspect, and or continuing to improve other elements.

This feedback meeting was carried out immediately after the learning observation by first analysing the results of the words. The primary purpose of analysing the results of observations and providing feedback is to follow up on what the supervisor sees as an observer of the learning process.

Mechanism of clinical supervision at the school. As explained above, the principal of the school carrying out clinical management, there are three stages in the clinical supervision process, namely:

1) the planning stage (preliminary meeting stage); 2) the teaching observation stage; 3)) the evaluation and analysis stage (return meeting). The school principal cannot be separated from these three stages in clinical supervision.

1. Initial planning stage. At this stage, several things must be considered: 1) creating an intimate and open atmosphere; 2) reviewing the lesson plan, which includes objectives, methods, time, media, evaluation of learning outcomes, and others related to learning; 3) determine the focus observation; 4) determining observational tools (instruments); 5) determining implementation techniques observation.

2. The implementation stage of the observation. At this stage, the teacher trains behaviour teaching based on the components of basic teaching skills agreed upon in the preliminary meeting. On the other hand, the supervisor observes and records or records the teacher's behaviour when teaching based on the skill component requested by the teacher to be recorded. Supervisors can also monitor and record student classroom behaviour and interactions between teachers and students.

At this stage, several things must be considered, including 1) must be flexible; 2) not interfering with the learning process; 3) not being judgmental; 4) recording and recording things that happen in the learning process according to the mutual agreement; 5) determine the observation technique.

3. Final stage (back discussion). Before the feedback meeting is held, it is hoped that the supervisor will conduct a preliminary analysis of the recorded observations made as material in the discussion at this stage. In this case, the supervisor must seek objective data, analyse and interpret cooperatively with the teacher about what has been happening in teaching.

The author [10] also describes several essential steps that must be taken during the feedback meeting.

1. Asking the teacher's feelings in general or his impression of the teaching being carried out, the supervisor tries to provide reinforcement.

2. Analyse the achievement of teaching objectives. Here, the supervisors with teachers identify differences between planned and achieved teaching objectives.

3. Analyse the teacher's primary skills, targets and concerns. Here the supervisor and the teacher identify the primary skills and attention targets that have been achieved and those that have not been achieved. So that he freely sees and interprets it himself.

4. After analysing the target of his primary skills and concerns, the supervisor asks how he feels.

5. Summarise the results of what has been obtained during the clinical supervision process.

6. Encourage the teacher to plan the following exercises and determine the next plan. Those are the three points in the process of clinical supervision. These three stages shaped the cycle: the initial meeting stage, the teaching observation stage, and the return meeting stage.

CONCLUSIONS

Based on research on the implementation of clinical supervision at the school, it can be concluded that:

1. The principal at the school carried out the clinical supervision program. The principal created a program to implement it. The school principal's preparation for the clinical supervision program is determined before the supervision is carried out. In carrying out the clinical supervision program, the principal of the school involves the deputy principal in the field of the curriculum so that they both carry out the specified program. Clinical supervision carried out by the principal at SMP Negeri 18 Kota Banda Aceh is very beneficial to teachers so that teachers know their weaknesses and shortcomings in carrying out their duties as professional educators.

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2. The principles of clinical supervision carried out by the school principal are:

2.1. Supervision must be constructive. Supervision must help widyaswara continually grow independently, not depending on supervisors.

2.2. Supervision must be realistic; supervision does not need to be grandiose, and based on the facts that exist in widyaswara, control must be democratic.

2.3. The essence of developing the quality of education and training centres is a joint effort based on deliberations and mandatory supervision objectives.

2.4. Supervisor estimates should not include colour activities; concrete data about the actual situation is needed, and supervisors must also acknowledge their limitations.

2.5. The principal always maintains good relations with his subordinates to create a harmonious atmosphere in the school environment.

3. The mechanism of clinical supervision carried out by the school's principal is the initial meeting, observation, and meeting end. The results of the implementation of clinical supervision carried out by the school principal will be conveyed to the supervisor at the sub-district level and submitted to the education office.

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