

# Implementation of Clinical Supervision to Improve Teacher Professionalism in Learning

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**Abstract:** The teacher is someone who directly interacts with students through classroom learning. Being a teacher must be able to carry out their teaching duties well. However, in carrying out their duties, there are still some teachers who are still lacking in carrying out their professionalism in learning. Therefore, to increase the professionalism of teachers during learning, the teacher must carry out clinical supervision with the help of the principal as the supervisor to find out where the teacher's weaknesses are when carrying out the teaching process and find alternative solutions to these problems so that it is hoped that teacher professionalism will increase. after the clinical supervision was carried out. This study uses data collection techniques carried out through literature studies such as journals, e-books, government regulations, or policies and analyzed by descriptive techniques. The benefits of this research are knowing the implementation of clinical supervision to be able to improve the professionalism of teachers in the process of learning activities in the classroom and the advantages and disadvantages of implementing clinical supervision.

**Keywords:** clinical supervision, teacher, professionalism, learning

## 1. INTRODUCTION

School is one of the places to seek knowledge that is held to outline the goals of national education in the form of school programs as mandated. The quality of education is a determinant of the smooth development of the Indonesian nation in the future. One of the components that determine the progress of the quality of education in Indonesia, one of which is seen from the teaching staff in Indonesia who must be professional in their fields which will be one of the determining factors for the success or failure of education through learning [14]. Therefore, educators or teachers are asked to continuously improve and develop their professional abilities, so that in this way they are expected to improve their performance to be more professional and even better [7]. Professional competence must be owned and controlled by a teacher to become a professional teacher, these abilities include being able to think, design, build, and realize the implementation of learning that reaches the standard [5].

According to [9], teachers need to be fostered continuously to achieve the required competencies, because teachers have a role to grow and foster students' abilities professionally when carrying out the teaching and learning process. A professional teacher is someone who has interests and abilities, as well as special specializations related to the teaching field so that he can carry out his duties and obligations as a teacher with the optimal ability [7]. Related to this, school leaders have a great obligation and task to

always accompany and foster teachers to achieve the realization of national education goals. Overcoming this, principals can do so through the supervision of teachers to foster and develop the abilities possessed by teachers on an ongoing basis.

The purpose of supervision in Arikunto's opinion in [1], that educational supervision is to guide all school staff so that the school staff and teachers can develop their performance, thus fostering a good teaching process atmosphere. According to [6] service is a form of supervision that is more emphasized in its implementation. Supervision has the main object in its implementation, which is related to teaching and learning and efforts to constantly improve deficiencies. The estimated task as a school principal in supervisory competence is to have the skills to apply the techniques as well as the approaches in supervision, to help the educator concerned deal with the problems he is facing related to the teaching and learning process. According to [2], problems that often occur to teachers are related to the inability of educators to handle difficulties in preparing learning files, difficulties for teachers who carry out teaching and learning activities that are appropriate to the needs of subjects that are following the character needs of students, and sometimes the learning strategies they do are not effective [12].

According to Sergiovanni in [8], states that if the supervision of learning through a clinical approach is a form of direct meeting session that occurs between the teacher and

the supervisor, the meeting discusses the teaching process in the classroom to improve learning and professional development occurs. To improve teacher professionalism, supervisors supervise teachers using the right clinical approach to do so. Clinical supervision formulates the concept as an approach for teachers so that when carrying out the teaching process it can be improved or developed, this is the form that underlies the estimate that if the teacher continues to carry out the learning process then he will develop in his position. Clinical supervision can be an alternative to deal with problems experienced by educators or teachers in the world of education related to learning that is so complex. However, there are still other approaches that can be used to supervise, the supervisor must determine which approach to use by looking at the conditions in the field. The use of clinical supervision is often carried out in various types of relationships, such as supervisors with fellow supervisors, department heads with teachers, principals with vice principals, and teachers do it between peers [3].

## 2. METHOD

This study aims to analyze the implementation of clinical supervision to improve teacher professionalism in learning. This research was made through a literature review study or literature study in the technique of collecting the required data. A literature review or literature study is defined as a framework for exposure or elaboration of the literature that the author is looking for and relevant to a topic and discussion under study by the author [15]. This article was designed by the researcher by using a literature study or literature review that has been reviewed by the researcher. The data in this study were collected by researchers through library research techniques by reviewing and reading various journals related to research topics published online as many as 15 journals and 1 book, then by researchers for further analysis. The literature study analysis technique is used to reveal the description of the implementation of clinical supervision to improve teacher professionalism in learning. The data needed in the research is obtained through literacy or reading. The steps of the analysis include the researcher starting with conducting searches and searching for various relevant literature that is widely reached related to the topic to be studied; a collection of data such as online journals, books, government policies, and regulations; read carefully the literature review that the researcher got, the researcher must read carefully the data on the literature review that the researcher got; processing data; and conclusions.

## 3. RESULTS AND DISCUSSION

### A. Stages of Clinical Supervision to Improve Teacher Professionalism.

According to [10], the essence of clinical supervision is also part of academic or teaching supervision. However, what is more, emphasized in this clinical supervision is finding out what are the causes and weaknesses that occur when the teacher conducts the teaching process, and directly repairing the deficiencies and weaknesses that have been

found during the supervision process. The supervisory approach that can be done is through clinical supervision by the principal. Nurtain in [19], states that supervisors or supervisors must hold 7 principles when carrying out clinical supervision, including a) the teacher is the center of the implementation, b) the relationship is interactive and intimate between the teacher and the supervisor, c) a good attitude. carried out during the application of clinical supervision which is more democratic than binding, d) feedback from the learning that the teacher has done will immediately discuss the results and make conclusions that refer to the agreement that was made together at the planning stage, e) the form of services provided during clinical supervision namely to enhance and develop teaching abilities and teacher professionalism, f) supervision takes place with full attention.

According to [20], clinical supervision is a form of guidance for educators that is carried out to improve their professionalism in all aspects of learning that you want to improve, the implementation of clinical supervision is carried out with stages, among others, initial meetings or planning, class observation or implementation, and feedback or final meeting. All stages must be careful and thorough in their implementation to obtain the changes in teaching behavior that the educator wants. So, it can be described below:

a. The planning stage reviews and considers the learning plan which includes targets, methods, duration, evacuation, media, learning outcomes, and so on related to learning.

At the planning stage, the support of the principal as a supervisor is needed by the teacher. What needs to be prepared at this stage is that the principal needs to determine how the instrument or assessment tool and implementation technique are designed to relieve teachers of improving their weaknesses and problems, as well as determining an observation center or reviewing the results of academic supervision with the teacher conducting the supervision. The last activity in planning this clinical supervision is the principal who serves as a supervisor providing advice on the advantages and disadvantages of media and administration which will be used for the next stage, namely observation/class visits. After that, the principal together with the teacher set a schedule of activities to carry out the clinical supervision.

b. Next, the stage of implementing clinical supervision or class observation visits.

Learning activities are central to the implementation of clinical supervision. Before carrying out the implementation, the head of the school checks in advance regarding the learning plan and the completeness that has been formulated by the teacher so that the principal as the supervisor understands what learning activities will be carried out by the teacher. Activities in conducting observations in the classroom include (a) the teacher comes and enters the classroom and then takes a position, (b) the assessment instrument that has been made earlier is used to record all learning activities demonstrated by the teacher from the beginning to the end of the lesson, (c) the teacher introduces and explains the purpose of the presence of a

supervisor in the classroom to the students, (d) the teacher begins the teaching and learning process following the predetermined and agreed upon teaching guidelines, and (e) observes and records the performance of the teacher's display which refers to the format prepared observations. The same situation is related to the implementation of supervision activities if classroom supervision is carried out directly when the teacher carries out teaching activities for students in the class intending to deal with weaknesses and problems that occur to teachers when carrying out the learning process. Therefore, the implementation of supervision is carried out to try to form and train educators professionally, so that the ideal professionalism of teachers is formed when conducting guidance with professional teachers or school supervisors.

c. The last step is feedback

Activities that occur at this feedback stage are carrying out activities to convey the points that have been recorded on the assessment instruments that have been prepared. Then, the activity continued by doing (a) the supervisor exchanged stories with the teacher about how he felt after doing the class observation stage, by doing this the teacher felt cared for and guided, (b) the supervisor conveyed to the teacher the form of strengthening the learning activities that had been carried out in the classroom. the previous class, (c) the supervisor said the results of his assessment of the teacher honestly where his strengths and weaknesses were during the learning process, and (d) the supervisor considered suitable solutions to be applied to overcome the teacher's shortcomings with the aim that these shortcomings could be overcome. At this feedback stage, the principal as the supervisor expressed the results of the implementation of clinical supervision of the teacher regarding the problems he was experiencing and how alternative solutions to overcome these problems were. Not only that, the principal also told what obstacles were experienced during the implementation of clinical supervision. After that, the principal and teachers involved in the supervision agreed if there was still a need for continuous improvement and improvement when carrying out clinical supervision in schools so that with this it was intended to be able to form professional teachers [18].

So, efforts that can be applied by the principal as a supervisor to teachers to improve their professionalism, can be by carrying out activities, such as the following. First, conducting class visits to understand the state of the class directly when carrying out the learning process. Second, having private conversations as a form of direct communication with the teacher if there are things you want to ask. Third, assigning teachers to attend training or seminars related to improving teacher professionalism. Fourth, the principal always encourages and motivates teachers to always be enthusiastic in carrying out teaching tasks. According to [17], argues that academic supervision is one of the reference bases for the professional development of staff in schools, especially teachers, through the effectiveness of one of the competencies possessed by the principal, which is at the same time acting as a supervisor, so that by maximizing academic supervision activities and hoping educators can improve their skills and knowledge in the learning process. If the intensity of the implementation of

academic supervision is carried out frequently by the principal as a supervisor or school supervisor to the teacher, it can significantly develop the quality of educator performance during the implementation of teaching and learning in the classroom [11].

#### B. Supporting Factors and Inhibiting Factors Faced in the Implementation of Clinical Supervision to Improve Teacher Professionalism in Teaching

From the results of the study that has been carried out by the author in reading the journals that the author has found, it can be seen that the implementation of clinical supervision experiences supporting and inhibiting factors. According to Murniati and Usman in [2], some factors determine the success of clinical supervision, namely: 1) trust means that in the implementation of teacher teaching development, supervisors must have trust in teachers during implementation; and 2) collegial means that supervisors and teachers who carry out supervision do not have a relationship like superiors and subordinates. According to [16], during the implementation of clinical supervision there are supporting factors that occur during its implementation, namely: a) having the determination and motivation present from supervisors and teachers; b) teachers must understand if the implementation of clinical supervision is carried out to address their shortcomings; c) from the deficiencies identified during the implementation of supervision, an innovation will then be formed; d) teachers are guided continuously; e) supervisors and principals who act as supervisors have high working hours for the supervision program, and f) supervisors provide trust during implementation to teachers.

Furthermore, there are inhibiting factors in its implementation, but these factors are present not in terms of the supervisor's inability to carry out the process, but because of the factors of the students themselves, busy principals, and teacher perceptions. General obstacles that occur in the implementation of clinical supervision, including (1) high-intensity principals conduct official meetings that must be attended, (2) teachers who still think that supervision activities are activities carried out only to find out weaknesses available to him, and (3) when carrying out the clinical supervision stage, class visits sometimes disrupt the learning process because students lack focus due to the presence of the principal in class.

## 4. CONCLUSION

A professional teacher is someone who has interests and abilities, as well as special specializations related to the field of teaching so that he can carry out his duties and obligations as a teacher with the optimal ability. If the teacher's professionalism is lacking, the principal as a supervisor can carry out clinical supervision activities to find out his weaknesses and the right solution to overcome them. Supervision of learning through a clinical approach is a form of direct meeting session that occurs with the teacher and supervisor, the meeting discusses the teaching process in class in order to improve learning and professional development occurs. The implementation of clinical

supervision is carried out with stages, among others, initial or planning meetings, class observations or implementation, and feedback or final meetings. Efforts that can be applied by the principal as a supervisor to teachers to improve their professionalism can be carried out by carrying out activities, such as the following. First, conducting class visits to understand the state of the class directly when carrying out the learning process. Second, having private conversations as a form of direct communication with the teacher if there are things you want to ask. Third, assigning teachers to attend training or seminars related to improving teacher professionalism. In the implementation of clinical supervision, there are supporting factors that occur during its implementation, namely supervisors provide trust during implementation to teachers, deficiencies identified during the implementation of supervision, then innovation will be formed, and others. There are inhibiting factors in its implementation, but these factors are present not in terms of the supervisor's inability to carry out the process, but because of the factors of the students themselves, busy principals, and teacher perceptions.

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