



Literature Review of Clinical Supervision Approaches in Educational Supervision

Lia Sajidah Rusydayana, Novita Nurul Azizah, Nur Anisatussholihah,
and Dedi Prestiadi^(✉)

Universitas Negeri Malang, Malang 65145, East Java, Indonesia
dedi.prestiadi.fip@um.ac.id

Abstract. This study aims to increase knowledge about clinical supervision. The method used is literature review by looking for various theoretical references that are relevant to predetermined subjects. The collected data were analyzed descriptively with an interactive analysis model with data collection steps, data reduction, data presentation, and conclusion drawing. The results of this study indicate that the implementation of clinical supervision can increase knowledge about supervision in educational institutions.

Keywords: Clinical Supervision · Knowledge · Education

1 Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and skills needed by themselves, the nation's society, and the state. So to be able to realize education optimally as stated in the Law, supervision activities are needed. With this supervision, it can supervise the course of the learning process and all its supporting components so that it can run as it should.

The government, local governments, education councils, and school committees supervise the implementation of education at all levels and types of education that are adjusted to their respective authorities. In addition, all stakeholders also have the right to supervise at their respective levels. According to Sahertian in (Tanama et al., 2016), supervision is very important to be carried out in schools, especially to teachers. Supervision is useful for developing the creative potential of students as well as conditioning all efforts in an effort to develop school culture. One of the supervisions that can be studied is clinical supervision. In this article, we will discuss clinical supervision.

According to (Tanama et al., 2016), clinical supervision is useful for overcoming problems experienced by teachers in learning. In clinical supervision, it is said to be the same as diagnosing sick people. That way, the teacher gets a diagnosis in the teaching and learning process. This is done in order to find which aspects are the teacher who cannot teach properly. If it is already visible, then intensively each of these aspects is observed. If the supervisor has made direct observations of the way the teacher teaches by utilizing

the reverse discussion between the teacher concerned and the supervisor, then a solution can be given regarding the problem. The reverse discussion itself is a discussion that is useful for obtaining feedback related to the advantages and disadvantages that exist during the teaching teacher process and efforts to improve it.

According to (Tanama et al., 2016), clinical supervision is an effort to carry out mature, systematic, and continuous coaching related to teacher professionalism during the learning process in order to achieve effectiveness, as well as efforts to identify problems experienced by teachers when they are not optimal in carrying out their duties which can be seen from the response of students during the learning process.

2 Methods

This article is compiled using the literature review method by looking for various theoretical references that are relevant to the subject matter that has been determined. According to John in (Habsy, 2017), literature review is a written summary related to articles from journals, books, and other sources that describe or explain theories and information both past and present organizing various libraries into topics needed or being discussed. Data collection techniques are carried out by reading and collecting various kinds of literacy related to the research topic. According to (Sihite et al., 2013), literature studies carried out in making research or articles are learning and understanding literature related to existing problems.

3 Results and Discussion

According to (Purwanto, 2019), clinical supervision is part of teaching supervision. It is called clinical supervision because the implementation procedure emphasizes more on finding the causes or weaknesses that occur in the learning process. In clinical supervision, the provision of solutions is carried out after the supervisor makes direct observations about the way the teacher teaches, by holding a reverse discussion between the supervisor and the teacher concerned. A reverse discussion is a discussion that is carried out immediately after the teacher has finished teaching. The discussion aims to get feedback about the strengths and weaknesses that exist when teachers teach and how to improve them for the better.

According to Waller in (Purwanto, 2019), clinical supervision is supervision that is more focused on improving teaching which is carried out from the stage of planning, observation, and systematic intellectual analysis that is intensive regarding the actual appearance of teaching and aims to make rational modifications.

According to Acheson and Gall in (Purwanto, 2019), clinical supervision is a process of helping teachers minimize the discrepancy between real teaching behavior and ideal teaching behavior. According to Acheson and Gall in, technically clinical supervision is a supervision model consisting of three phases, including: 1) planning meetings; 2) class observation; and 3) counter-encounters.

According to Bolla in (Purwanto, 2019), clinical supervision is a guidance process that aims to help develop teacher professionals or prospective teachers, especially regarding teaching performance, based on careful and objective observation and analysis of

data that is used as a handle for changes in teaching behavior. According to (Nurcholiq, 2018), clinical supervision is one of the types of academic supervision approaches in which there is a direct meeting between supervisors and teachers. Clinical supervision stay away from inspections and focus on improving teaching through a systematic cycle of intensive and careful planning, observation, and analysis of real teaching performance.

According to Koch in Nurcholiq (2018), the goal of clinical supervision is to expand the knowledge base of therapists, assist in developing clinical abilities, and develop professional practitioners. According to (Nurcholiq, 2018), clinical supervision aims to carry out changes in a rational way by the process of understanding, preventing and restoring the teacher's state in a better direction.

According to Burhanuddin et al., (2007), it states that several objectives of clinical supervision, namely: Helping teachers improve their teaching abilities, especially confidence in their abilities and the ability to apply basic teaching skills. Give an objective turn on the teacher's behavior in teaching in the classroom. Help teachers analyze, diagnose and find alternative solutions to problems faced by teachers in the classroom. Helping teachers improve their abilities and positive attitudes continuously and continuously. As a basis for assessing the ability of teachers in the context of promotion of their position or job.

Meanwhile, according to Archeson and Gall in Tanama et al., (2019), the purpose of clinical supervision is to increase the relevance of teaching in the classroom, namely: Provide objective feedback to teachers about the work they do, diagnosing and helping to solve teaching problems, helping teachers develop skills through teaching strategies, to evaluate teachers for promotion and other decision-making, and to help teachers have a positive attitude towards continuous professional development.

Masaong in (Ansori & Supriyanto, 2016), also stated that clinical supervision aims to improve the quality of learning services in a sustainable and consistent manner. In addition, clinical supervision aims to improve the academic performance of teachers and help students solve learning problems effectively. Therefore, the purpose of clinical supervision is basically to provide services to teachers to improve the quality of learning in the classroom, so as to correct the shortcomings and shortcomings of teachers in teaching.

According to Acherson & Gall in (Tanama et al., 2016), in the implementation of clinical supervision there are general principles and several additional principles that can be used as a basis in the implementation of its activities, including: Centered on the teacher or prospective teacher rather than the supervisor. A more interactive relationship than the directive between the teacher or prospective teacher and the supervisor, both are essentially equal and help each other in an effort to improve their professional attitude. Emphasizing both sides to be open because it is democratic rather than authoritarian. The target of supervision is on the needs and aspirations of teachers or prospective teachers. Provide immediate feedback from the teaching and learning process of teachers or prospective teachers and the results of their services must be in accordance with the contract that has been mutually agreed upon. The purpose of the supervision provided is to improve teaching skills and professional attitudes. The focus of attention during the supervision in the learning process is only a few teaching skills.

According to (Aguswandi et al., 2015), the basic principle of clinical supervision is that the supervisor acts as a catalyst in solving problems faced by teachers or principals in carrying out their duties. The problem we know stems from the teacher's own consciousness, which is that he realizes that there is a gap between the reality that can be achieved and the conditions he expects.

According to (Iriyani, 2008), mentioning that the principles of clinical supervision are: Implement democratic, interactive, and harmonious relationships; Pay attention to the needs and expectations of teachers to correct their weaknesses in teaching; and Observation and analysis of feedback is based on previously reached agreements.

In (Burhanuddin et al., 2007), it is stated that there are several principles of clinical supervision that should be reflected in every decision and action of the supervisor in implementing or implementing clinical supervision are as follows. The relationship of the teacher with the supervisor is more active than the directive. This interactive relationship indicates the existence of an equal collegial relationship between the teacher and the supervisor. The determination of actions is carried out democratically. The openness of both parties (teachers and supervisors) is strongly emphasized. Both have the right to express an opinion that is ultimately sought for an agreement. Teacher-centered. This principle emphasizes the initiative and responsibility of the teacher especially in making decisions about the focus of his activities. The objectives of supervision are centered on the needs and aspirations of the teacher and remain within the scope of the teacher's performance in teaching in the classroom. Thus, the use of clinical supervision is really felt by the teacher. The awarding of the return is based on careful recording of data with the contract and is carried out immediately after class observation. Supervision is an aid, not an instruction, with the aim of improving teaching ability and forming a professional attitude. The focus of attention in teaching and learning activities is only on some teaching skills in accordance with the contract that has been made together.

Acheson and Gall in (Burhanuddin et al., 2007) also mentioned that there are three general principles of implementing clinical supervision, namely interactive, democratic, and teacher-centered. According to Sullivan & Gianz in (Prasojo, 2011), there are four steps to implementing clinical supervision, namely as follows: 1) meeting planning; 2) observation; 3) next meeting; and 4) collaboration reflection.

The steps in meeting planning include: 1) deciding on the focus of observation consisting of a general, direct, collaborative, or self-direct approach; 2) establish observation methods and forms; 3) set the observation time and also the next meeting. Then the steps in the observation are: 1) choosing an observation tool; 2) carrying out observations; 3) the results of the observations are verified with the lecturer or instructor at the next meeting; 4) analyze the data of the results of verification and interpreting; and 5) be able to choose an interpersonal approach after the next meeting. The next steps of the meeting are to determine the focus and timing. Steps on collaboration reflection include: 1) discovering values; 2) which ones are of less value; and 3) suggestions.

Sahertian in (Astuti, 2019) provides three stages in the implementation of clinical supervision as follows. First, in this initial conversation a teacher complained that at the time of carrying out teaching tasks in the classroom encountered obstacles that were difficult to solve on their own. Secondly, the second stage of observation. At this stage, the supervisor uses a check list observation tool and then an analysis of the observation

results is carried out. Third, the third stage is the final activity, which is a conversation that is carried out after the analysis is carried out, this conversation occurs between the supervisor and the teacher. In this conversation, it will be revealed that there is indeed something wrong with the teacher in the classroom. In this case, both supervisors and teachers are trying to find the best solution to correct shortcomings and efforts to improve their professional abilities.

The procedure for implementing clinical supervision is to follow three stages (Sukarno & Sarjono, 2015). The preliminary meeting stage is intended as an inventory of the problems facing the teacher; the classroom observation stage is intended as a stage to see in real terms the learning that occurs in the classroom; Meanwhile, the reverse meeting stage is a follow-up to the second activity. In this stage, the supervisor and the teacher jointly discuss the skill plan to be observed and recorded. The class observation stage, at this stage the teacher teaches or conducts exercises on teaching behavior that have been selected and agreed upon together at the preliminary meeting stage. When the teacher practices/practices, the supervisor conducts observations using a recording device that has also been mutually agreed upon. The aspects observed are all agreed upon matters contained in the instrument which have also been mutually agreed upon in the preliminary meeting.

The return meeting stage, this stage is a feedback discussion between the supervisor and the teacher related to the recently completed activity, that is, the teacher has just finished practicing a skill, and the supervisor has just finished observing the teacher doing the exercise. The reference in this reverse meeting is the agreement made in the preliminary meeting, and at the end of this discussion the teacher is expected to know and realize how far the goals that have been mutually agreed upon can be achieved.

Sergiovani in (Burhanuddin et al., 2007), mentioned that clinical supervision activities are carried out in 5 stages, namely: Pre observation conference, In this stage, a conversation is held between the supervisor and the teacher who will train their abilities, then the supervisor's activities are continued. Observation of teaching, in this step, the supervisor collects a number of behavioral data on the teacher who is teaching. Analysis and strategy, this stage aims to assist teachers in initially analyzing existing data and determining the strategy. The supervisor considers the contract that has been agreed with the teacher, the evaluation during which the teacher teaches, the quality of the interpersonal relationship between the teacher and the supervisor of the teacher's competence and knowledge. Post observation conference, in this step, the results of the supervisor's observation of the teacher who is teaching are discussed. The teacher solves the problem with the help of a supervisor. Post conference analysis, the latter step is carried out the process of agreeing on further actions that need to be implemented at that time the next. In this way, the results of clinical supervision that have been carried out can be used as the implementation of clinical supervision at the next stage.

4 Conclusion

Clinical supervision is part of teaching supervision. It is called clinical supervision because the implementation procedure emphasizes more on finding the causes or weaknesses that occur in the learning process. The goal of clinical supervision is to expand

the knowledge base of therapists, assist in developing clinical abilities, and develop professional practitioners. The basic principle of clinical supervision is that the supervisor acts as a catalyst in solving problems faced by the teacher or head of the sekolah in carrying out his duties. The characteristics of clinical supervision are to improve the way of teaching, intellectual skills, and behaving specifically, the formulation and testing of hypotheses, learning based on evidence of observation results carried out through the stages of the cycle. The steps for implementing clinical supervision are (1) meeting planning, (2) observation (3) subsequent meetings and (4) collaboration reflection.

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