

Clinical Supervision: Teacher Professionalism and Performance

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ABSTRACT

This research describes how clinical supervision supports professionalism in teachers' performance. Clinical supervision is crucial in developing teachers' teaching skills and competencies through continuous observation, feedback, and reflection. This study employs a qualitative descriptive approach with a sample of two teachers from SMAN 4 Kotabumi, each with different experience levels. Data collection techniques were conducted through observations using an interview sheet as the instrument. Clinical supervision positively impacts teachers' performance, enhancing discipline, commitment, and classroom management skills. Senior teachers performed better in planning and implementing lessons, while novice teachers still required further guidance to improve teaching quality. Clinical supervision has proven to be effective in enhancing teacher professionalism and performance.

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INTRODUCTION

Education plays a crucial role as a leading actor in shaping high-quality human resources. Teachers bear a significant responsibility to create a compelling and meaningful learning process for students (Riswanto & Mulyanti, 2024). As educators, teachers must possess specific skills. Educators need to be well-educated, competent, and qualified in carrying out their duties, as well as being physically and mentally healthy and capable of following the nationally prescribed learning directions (Putra et al., 2023).

However, the teaching process often encounters challenges, including student readiness, learning environment, and teachers' ability to manage the classroom and deliver materials effectively (Fitriana et al., 2024). Teachers require continuous support to develop their competencies and professionalism. Adequate training and ongoing guidance are essential to help teachers meet high standards in implementing the learning process (Pradana et al., 2024). One such support mechanism is clinical supervision.

Clinical supervision has become a cornerstone in enhancing teacher professionalism in Indonesia, particularly in addressing the evolving demands of education. Beyond serving as an evaluation method, clinical supervision is a continuous learning process for teachers aimed at improving their performance (Purnamasari, 2020). This approach creates a learning environment adaptive to student needs, allowing teachers to enhance their skills through direct observation, constructive feedback, and critical reflection (Kau & Atute, 2023). Unlike administrative supervision, clinical supervision focuses on collaborative coaching between supervisors and teachers, enabling real-time evaluation and improvement of teaching practices in the classroom. Clinical supervision is not merely an assessment tool but also a supportive

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guide to help teachers find practical solutions to field challenges and enhance teaching skills using data-driven approaches.

Research by Haris and Lestari (2021) highlights that clinical supervision provides opportunities for self-reflection and collaboration among teachers, enriching the learning experience through sharing best practices and innovative strategies. This fosters the development of productive learning communities among educators. Furthermore, Santoso and Dewi (2022) found that adequate clinical supervision helps teachers identify areas for improvement and find practical solutions to classroom challenges. This demonstrates the substantial potential of clinical supervision to strengthen teachers' professional capacity and improve overall educational quality.

According to Bolla (2021), in the context of collaborative guidance, clinical supervision not only focuses on evaluation but also on developing teachers' skills and knowledge, creating a positive environment, and encouraging innovation in teaching practices. Sari and Nugroho (2023) add that constructive clinical supervision increases teachers' motivation to keep learning and adapting to curriculum changes. This support helps teachers better implement new teaching methods that are more relevant to students. Furthermore, Rahmawati (2024) underscores the role of clinical supervision in fostering good relationships between teachers and school principals, enabling open communication that strengthens professional development.

Nonetheless, the implementation of clinical supervision faces challenges, including a need for more understanding and support from school management. Sari and Rahman (2019) found that some school principals need to fully grasp the importance of clinical supervision in enhancing teaching. Teachers' heavy workloads also hinder adequate supervision, consistent with findings by Nugroho and Astuti (2020), which highlight the need for more resource allocation for teacher training and development due to limited managerial involvement. Without adequate support, clinical supervision initiatives often fail to maximize their potential to improve educational quality in schools.

Additionally, research by Putri (2021) notes that high administrative demands often leave teachers with insufficient time and energy to participate actively in clinical supervision. This suggests that the success of clinical supervision relies on a solid support system within schools. One proposed solution is training school principals and teachers on clinical supervision (Hidayati, 2021). Furthermore, a collaborative approach to supervision, as suggested by Wibowo (2018), can create a more conducive atmosphere for teachers during the supervision process.

Prasetyo and Amelia (2022) support this perspective, asserting that structured training for school principals and teachers improves technical supervisory skills and builds teacher confidence in innovative teaching practices. They also found that when teachers feel confident, they are more open to feedback and collaboration to enhance teaching quality. Lestari and Rahman (2023) emphasize that a collaborative approach helps reduce teacher anxiety, where teachers involved in the supervision process feel more valued and motivated. This research shows that a collaborative environment supports adequate clinical supervision and sustainable professional development for teachers.

The importance of clinical supervision in developing teacher professionalism must be noted: its success relies not only on training and managerial support but also on the active involvement of all stakeholders within the school environment. Wulandari (2023) emphasizes that collaboration among teachers, principals, and educational supervisors is crucial to creating a supportive learning ecosystem. When all parties commit to participating in the supervision process, it fosters positive synergy that can enhance the effectiveness of teaching and learning. Furthermore, parental and community involvement can broaden perspectives and resources available to teachers for implementing innovative teaching practices.

Moreover, Hendrawan (2024) highlights that a school culture supporting collaborative and reflective learning can strengthen the effectiveness of clinical supervision. Schools can provide spaces for teachers to learn from one another and develop best practices by facilitating discussion forums and study groups. This not only improves teaching quality but also fosters mutual trust and cooperation among teachers, positively impacting students' learning experiences. Therefore, schools need to build a strong culture of collaboration as part of their strategy to implement adequate clinical supervision.

Developing teacher professionalism through clinical supervision is a collective effort involving various stakeholders. With comprehensive and collaborative support, teachers can continuously enhance their competencies and teaching quality, ultimately positively impacting student learning outcomes. Despite the various solutions offered, there remains a gap in the effective implementation of clinical supervision in practice, where previous research tends to focus on theoretical models of supervision but falls short in providing insights into real-world practices in schools. This indicates the need for further research that bridges the gap between theory and practice in clinical supervision, aiming to create better and more responsive learning environments for both students and teachers. This study will delve deeply into clinical supervision in the context of teacher professionalism and performance and is expected to contribute to a better understanding of the importance of clinical supervision in improving the quality of education in Indonesia.

METHODS

This study employs a qualitative descriptive approach. The research aims to describe the implementation of clinical supervision in teacher professionalism and performance. A purposive sampling technique was used in this study. The sample consists of two teachers from SMAN 4 Kotabumi who have different levels of teaching experience and approaches. According to Sugiyono (2016), purposive sampling allows the selection of subjects based on specific criteria relevant to the research objectives. The selected subjects represent variations in teaching experience and direct involvement in clinical supervision. Data collection was conducted through observations, using interview sheets as the primary instrument.

The data analysis technique follows the procedure proposed by Sugiyono (2016), which includes four stages: data collection, data reduction, data presentation, and conclusion drawing. The steps of the data analysis process are illustrated in Figure 1.

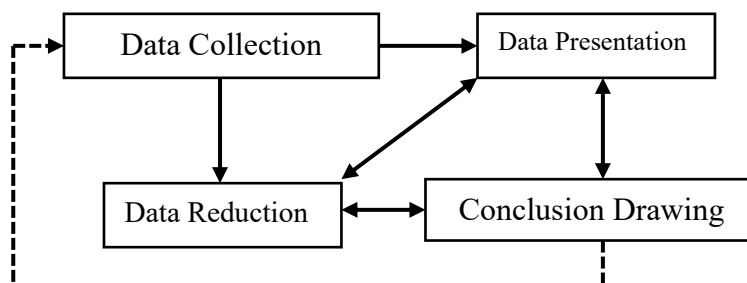


Figure 1. Data Analysis Technique

Based on Figure 1, the data is reduced to filter information and focus on indicators of professionalism, such as discipline, commitment, and teaching performance. Next, the data is presented and organized descriptively to make the patterns of professionalism more apparent. Finally, during the conclusion-drawing stage, findings from observations using interview sheets are analyzed to describe the outcomes of clinical supervision on teacher professionalism and performance, leading to relevant recommendations.

RESULT AND DISCUSSION

This study collected data on clinical supervision in improving teacher professionalism and performance through two main methods: interviews and observations. The interviews were conducted with two teachers from SMAN 4 Kotabumi: a senior teacher with more than five years of teaching experience and a novice teacher with two years of teaching experience. The interview results provided in-depth insights into the teachers' perceptions of discipline, commitment, responsibility, and classroom management, as well as how clinical supervision helps them identify strengths and areas for improvement in teaching.

Table 1. Interview Results with Senior and Novice Teachers

Indicator	Senior Teacher	Novice Teacher
Discipline	The senior teacher stated that discipline is key to professionalism. They always arrive on time and prepare materials thoroughly.	The novice teacher admitted occasional difficulty maintaining punctuality and sometimes lacked thorough material preparation.
Commitment	The senior teacher showed a high commitment to student development and actively participated in school activities.	The novice teacher expressed enthusiasm but admitted lacking understanding of developing commitment toward student growth.
Responsibility	The senior teacher feels fully responsible for the quality of teaching and maintains good relationships with students.	The novice teachers sometimes lack confidence in classroom management and need more guidance.
Reflection and Improvement	The senior teacher found clinical supervision helpful in identifying teaching strengths and weaknesses and addressing deficiencies.	The novice teacher felt more confident after receiving feedback from supervision, especially in interacting with students and managing the classroom.

Based on Table 1, senior teachers consistently arrive on time and prepare materials well, while novice teachers struggle with time management and material preparation. However, novice teachers are making efforts to improve discipline with the help of clinical supervision. Senior teachers demonstrate high commitment to their profession inside and outside the classroom. In contrast, novice teachers tend to focus solely on classroom teaching and are less involved in activities supporting student development.

In terms of responsibility, senior teachers effectively manage classrooms and create a positive learning environment, while novice teachers feel less confident in classroom management. Clinical supervision provides positive benefits for both types of teachers. Senior teachers appreciate supervision for helping with reflection and teaching improvement, while novice teachers find supervision gives clear direction and boosts their confidence to try new methods.

Senior teachers excel in planning and implementing lessons that actively engage students. Despite mastering basic material, novice teachers struggle to adapt teaching methods to classroom situations, focusing more on content delivery than student interaction. In classroom

management, senior teachers maintain discipline and adjust instructions as needed, while novice teachers require further guidance.

Observations were conducted to assess the teaching performance of both teachers directly, including planning, implementation, and evaluation of lessons. These observations provided real insights into how theoretical knowledge from clinical supervision is applied in daily classroom practices.

Table 2. Observation Results with Senior and Novice Teachers

Indicator	Senior Teacher	Novice Teacher
Discipline	Always punctual, prepares materials well, and maintains discipline in managing teaching time.	Occasionally late, with less preparation, leading to less effective teaching.
Commitment	Always highly committed to students by involving them in various activities.	Occasionally, they are less involved in engaging students and more focused on content delivery than student needs.
Responsibility	Manages the classroom well, ensuring effective teaching and learning processes.	Sometimes struggles with classroom management, particularly in keeping students engaged.
Teaching Performance	Effectively plans and executes lessons tailored to student needs. Employs varied and interactive methods.	Struggles to adapt teaching methods to classroom situations, focusing more on delivering content than interaction.
Classroom Management	Maintains a well-structured learning atmosphere, with students actively engaged.	They struggle to keep students engaged; the classroom sometimes becomes unmanageable due to low student involvement.

Table 2 shows that senior teachers excel in punctuality and material preparation, while novice teachers occasionally face challenges. Senior teachers show high professional commitment inside and outside the classroom, while novice teachers focus mainly on classroom activities. Senior teachers are more confident in classroom management and create a positive learning atmosphere, whereas novice teachers need additional support.

This study aligns with findings by Tanama and Supriyanto (2016), which highlight that clinical supervision enhances professionalism through specific and targeted feedback. Clinical supervision helps teachers identify development areas and improve teaching strategies (Mulyaningsih, 2020). Senior teachers benefit from clinical supervision by improving classroom management and innovating teaching methods (Muflihah, 2022).

For novice teachers, clinical supervision provides the necessary guidance to understand high standards of teaching professionalism. These findings are consistent with studies showing that novice teachers need supervision and support to build confidence and teaching skills (Aziz et al., 2023). Additionally, clinical supervision lays a solid foundation for novice teachers to enhance professionalism in discipline, commitment, and responsibility (Fauziah & Wardani, 2024). This research emphasizes the importance of clinical supervision for novice teachers in developing confidence and teaching expertise, ensuring they meet professional demands effectively.

CONCLUSION

This study confirms that clinical supervision is an effective tool for enhancing teacher professionalism and performance. Clinical supervision provides teachers, particularly novices, direct guidance and relevant feedback on their teaching practices. For senior teachers, clinical supervision serves as a valuable means of reflection and self-evaluation to improve the quality of their teaching.

Additionally, the findings indicate that teaching experience significantly influences performance. Teachers with more experience tend to be more skilled in classroom management and more effective in facilitating learning. Clinical supervision highlights clear differences between senior and novice teachers, with senior teachers more capable of applying various student-engaging teaching strategies and managing classrooms effectively.

Implementing clinical supervision also creates a more collaborative and sustainable learning ecosystem within schools. Through structured supervision, teachers can continuously develop and share experiences to enhance the overall quality of teaching.

Based on this research, it is recommended that managerial support and training for school principals be increased to optimize the effectiveness of clinical supervision, thereby improving teacher performance across all levels of experience.

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