

The Importance of Clinical Supervision to Improve Teachers' Pedagogical Practices in Elementary Schools

Evi Nurlaila^{1*}, Anistia Rizki Khoirun Nisa²

¹Universitas Muhammadiyah Pringsewu, Lampung, Indonesia

²Doktor Ilmu Pendidikan, Universitas Lampung, Lampung, Indonesia

*E-mail: evinurlaila88@gmail.com

Article Info

Article history:

Received:
15 December, 2024

Accepted:
27 December 2024

Published:
30 December, 2024

Keywords:

clinical supervision;
elementary school;
teachers' pedagogical

ABSTRACT

This research is motivated by the importance of clinical supervision to improve the pedagogical practices of teachers in elementary schools. The pedagogical competencies possessed by teachers encompass the domains of knowledge, attitudes, and skills. The pedagogical practices of teachers are related to attitudes and skills in direct interaction with students, which will then have a direct impact on the students. Pedagogical practices for teachers in elementary schools will have a significant impact on the cognitive, affective, and psychomotor aspects of students. Through pedagogical practice, teachers can understand the characteristics of students and identify their potential, interests, and talents. The characteristics of students are also very varied and unique, therefore their potential, interests, and talents are also certainly different. Therefore, it is important to evaluate this through clinical supervision. The research methods used were literature study analysis and descriptive qualitative. Data collection techniques through relevant research literature as well as interviews, documentation, and observation. The results of the research through interviews and literature review indicate that clinical supervision aimed at improving the pedagogical practices of elementary school teachers is important because it plays a very significant role in efforts to achieve learning objectives and the quality of education. This is based on research observations that many teachers still pay little attention to the quality of pedagogical practices because their role as teachers is only considered a teaching routine, clinical supervision has not yet facilitated teachers in addressing pedagogical practice issues due to its classical nature, and there is still a low awareness among elementary school teachers to reflect on pedagogical practices.

© 2024 Foundation of Jannatun Naim Lampung, Indonesia.

INTRODUCTION

Supervision in education certainly has goals that align with national education (Rosidin: 2020). This means that the quality of national education will be measured efficiently in accordance with the education system regulations. The National Education System Law No. 20 of 2003 states that the national education system is the entire set of interrelated educational components integrated to achieve national education goals. Niku (2020) mentions that (a) developing the professionalism of teachers who possess abilities resulting from cognitive work to perform tasks so that students achieve optimal learning outcomes, thereby creating quality education, and (b) through educational supervision, activities of guidance or activities carried out by a professional to assist teachers and other educational staff in improving teaching materials, methods, and evaluations by continuously providing stimulation, coordination, and mentoring so that teachers become more professional in enhancing the achievement of school goals. Previous research related to the principal's duties conducted by Karmila (2023) mentions

How to cite

Nurlaila, E., & Nisa, A. R. K. (2024). The Importance of Clinical Supervision to Improve Teachers' Pedagogical Practices in Elementary Schools. *JaNIC Journal of Educational Research, Evaluation and Supervision*, 1(1), 36–45.

that (1) the program planned by the principal to develop teachers is the supervision program; (2) the implementation of supervision is carried out by the principal to help teachers improve their competencies, provide guidance, and assist teachers in jointly finding solutions to the challenges they face. The supervision techniques used are individual supervision techniques and group supervision techniques; (3) Evaluation is conducted at the end of the odd semester and the end of the even semester. Follow-up is conducted to find solutions to the problems encountered; (4) Supporting factors for the academic supervision program include a conducive school culture; (5) The inhibiting factor for supervision activities is the readiness of teachers during supervision, as teachers still perceive supervision as, rather than a good necessity.

Next, Ismaya, et al (2023) mention that "...the principal to implement the functions of the principal as a strategy for improving the quality of education at SMKN 1 Karawang." These functions include the educator function, the manager function, the administrator function, the supervisory function, the leader function, the innovator function, and the motivator function. High-quality clinical supervision will ensure the quality of teachers. Ifeoma et al. (2022) mentioned that... The findings revealed that supervision of instruction as a quality assurance mechanism to a high extent ensures the provision of quality teachers in public secondary schools in Ebonyi State and that supervision of instruction as a quality assurance mechanism to a high extent ensures teachers' ethical practices in public secondary schools in Ebonyi State... One form of supervision that can be carried out to improve the quality of education is clinical supervision. Clinical supervision is important to be conducted at all levels of formal education, including in elementary schools. Clinical supervision is conducted by a principal towards their teachers to assess their competencies as an effort to improve performance. The achievement of teacher performance is also influenced by the leadership of a principal. Maisinur & Rosidin (2022) mentioned that "The achievement or improvement of teacher performance is largely determined by teachers' perceptions of the principal's leadership and work discipline." The results of the analysis show that discipline is one of the internal factors of teachers that supports the improvement of teacher performance. Good discipline will have a maximum impact and encourage teachers to maximize their performance. That activity for a principal is an instructional leadership practice in line with the opinion of Sowiyah et al. (2022) which states that "strong instructional leadership practices can build the teachers' work by strengthening the system of organizational belief." In reality, many teachers in the field still struggle to identify pedagogical issues, even those related to their performance. According to Putra et al (2023), issues with teacher performance include the implementation of lessons not going as planned; the performance of teachers in lesson planning is still moderate and low.

There have been several previous studies on clinical supervision in elementary schools, including: according to Babo (2022) "clinical supervision carried out in schools can improve the quality of teacher learning in terms of developing learning tools, implementing learning, and learning reflection", Rugaiyah (2019) mentions that "Clinical supervision by the school supervisor to the teacher is one of the efforts to help the teacher to overcome difficulties in carrying out teaching-learning activities on the subjects they are teaching caused by the characteristics of the subjects taught so that it is difficult for the teacher to understand on those subjects or difficulties in methodological technical aspects so that the instructional material is poorly understood by the students", dan Hestiningtyas (2023) menyebutkan "The results of research related to the problems experienced by elementary school teachers are the teacher's lack of interest in using learning media, students' disinterest in learning media, and the teacher's lack of mastery of technology, information, and communication (TIK). Provision of solutions by supervisors, namely in the form of skills training to develop teacher learning media, communicate learning media plans, and learning training based on TIK. Many teachers experience difficulties in carrying out teaching-learning activities on the subjects they are

teaching”. Based on the findings above, it can be concluded that clinical supervision in elementary schools is important to be conducted as a means to enhance various competencies, one of which is pedagogical, thereby impacting the quality of learning.

Another opinion, Sari (2021) mentioned that clinical supervision and self-efficacy have an influence on teachers' pedagogical competence. The principal, as the supervisor in the implementation of clinical supervision, must prioritize togetherness, where the problems faced by teachers are shared problems that must be resolved together. The clinical supervision conducted by the Principal has a positive and significant impact on changes in teacher performance. Teacher performance can be improved if the principal's academic supervision in the form of leadership and oversight is enhanced. (Sunaryo: 2020). The clinical supervision conducted by the principal will be memorable for teachers in a comfortable and pleasant way when teachers do not feel worried or fearful because they feel supervised. Thus, the teachers' paradigm about clinical supervision needs to be changed according to its purpose, which is to provide services and assistance. Khoirudin (2021) mentions The implementation of supervision using clinical supervision techniques changes teachers' perspectives from feeling afraid during supervision to feeling happy and comfortable because clinical supervision aims to provide services and assistance. The implementation of supervision with clinical supervision techniques changes the teacher's view from feeling afraid when being supervised to feeling happy and comfortable because clinical supervision aims to provide services and assistance.

The implementation of clinical supervision will be considered successful if it aligns with the plan and objectives through the appropriate stages or steps. The stages of supervision based on the research conducted by Sule (2020) include: pre-observation conference, observation, post-observation conference, and analysis and strategy, which significantly influence teachers' professional efficiency in secondary schools in the Calabar Education Zone, Nigeria. Thus, through the steps of clinical supervision, teachers can reveal the pedagogical issues they are experiencing, including pedagogical practices. Pedagogical practice is the implementation of the teacher's attitudes and skills in interacting with students during the learning process. Tobon (2021) mentions that there are ten indicators of pedagogical practice, including: 1) Motivation to achieve the expected learning outcomes; 2) Concept learning through graphic organizers and case studies; 3) Solving real problems; 4) Character formation of students and ethical life planning; 5) Assertive communication; 6) Collaborative work; 7) Development of creativity and innovation; 8) Application of knowledge transversality; 9) Management of student resources; and 10) Product-based formative assessment. Providing motivation for students aims to achieve the expected learning outcomes. In the learning process, teachers play a role in carrying out motivational activities to help students achieve the expected learning outcomes. There are several strategies that teachers can use to motivate students, including: creating a positive and enjoyable learning environment, presenting clear goals and expectations to students to help them direct their learning efforts, encouraging students to actively participate in the learning process, providing constructive feedback, and connecting learning with personal interests and desires. Motivation is given to all students to foster self-confidence in their potential, interests, and talents. Motivation in the form of encouragement to continuously learn and appreciate everything within the students, whether cognitive, affective, or psychomotor. Motivation in pedagogical practice can create a special space between teachers and students, fostering closeness and deep psychological connections. Another positive impact felt by students from this motivation is that the expression of their creative ideas or concepts will be more communicative and there will be greater acceptance of their existence. Learning concepts through graphic organizers and case studies will be very beneficial for students. Here, the teacher provides students with the opportunity to use cognitive and metacognitive strategies to

learn concepts. Cognitive and metacognitive learning strategies are aimed at providing autonomy to each student in their studies.

The ability of students in cognitive and metacognitive learning strategies in the learning process is believed to predict academic success and their performance in completing learning tasks. This is in line with Discipulo's (2022) opinion, which states that "Cognitive and metacognitive learning strategies are geared towards giving autonomy to every learner in their studies". The students' proficiency in cognitive and metacognitive learning strategies in their studies is believed to predict their academic success and performance in learning tasks. Teachers can help students solve real-world problems. Moskowitz (1992) is used to outline issues within a problem, helping learners to study certain things that they cannot easily learn, whereas project-based learning (PBL) emphasizes learning through practice, including diverse real-world contacts, making the curriculum relevant and meaningful for learners. Case method and project-based learning (PBL) share the commonality of being learner-centered. Both require students to be actively involved in the learning process. Facing the global challenges of the 21st century, students must be adaptive and equip themselves with various competencies (Marincovic: 2003). Case method and project-based learning (PBL) are designed to meet students' learning needs as a means to explore their potential, interests, and talents, thereby equipping them with knowledge, attitudes, and skills for their future. Case method and project-based learning (PBL) implementation is facilitated by teachers who are capable of understanding both conceptually and practically.

Character formation and ethical life planning signify that students are individuals who are important for teachers to understand. Teachers must be able to encourage character development for students and stimulate their personal growth. A distinctive character attached to the individual student becomes a person's identity. Therefore, to shape that character, teachers play a role in it, serving as examples and role models in speech and behavior. The formation of students' character requires habituation so that it becomes their personality and habits in the future. Forming the character of students in harmony with the values and norms of Pancasila, as well as religion, is the main key to the identity of the Indonesian nation. This can be both an opportunity and a challenge for teachers and parents amidst the turmoil of global digitalization. Teachers and parents need to collaborate to strengthen the character of students, ensuring that this character does not fade and erode over time in the future. Assertive communication refers to communication that is strong and firm yet remains calm and relaxed. In pedagogical practice, creating assertive communication is important to encourage students to interact directly and actively engage in learning. There are several techniques that teachers can use to develop assertive communication, including: teaching students the importance of using polite language, listening actively, and consistently valuing various perspectives while providing reminders when necessary, the importance of listening attentively to others and understanding different perspectives, and creating a classroom culture that celebrates diversity and encourages students to appreciate and respect various viewpoints. The next pedagogical practice is collaborative work. Encouraging students to engage in collaborative work in the classroom with their peers. Through collaborative work, harmony, cooperation, and solidarity among students will be created. Through collaborative work, creativity and innovation of ideas or concepts will be stimulated. Teachers must encourage students to create creativity and innovation as part of their potential, interests, and talents. Creativity and innovation of students will develop optimally when well-facilitated by their teachers. Such a thing is an application of the transversality of knowledge. Teachers guide students to solve problems transversally, that is, articulating knowledge from various disciplines. So that teachers can manage and create resource management around them to handle it effectively to solve problems; and product-based formative assessment. The pedagogical practice of teachers in elementary schools serves

as a foundation for students to acquire various knowledge; therefore, clinical supervision is necessary.

METHODS

The approach used in this research is a qualitative approach aimed at understanding or describing the reality of the events being studied, thereby facilitating the acquisition of objective data. Sugiyono (2015) mentions that the qualitative research method is used by researchers in natural object conditions. Based on the above understanding, it can be concluded that qualitative research is characterized by its naturalistic nature and the data produced is descriptive. In this research, a qualitative approach with a case study type of research is used. This research focuses intensively on a specific object, studying it as a case. Case study data can be obtained from all relevant parties. The research subjects are sources of data that can provide information related to the research problems being studied. The technique for selecting research subjects uses purposive sampling, which means they are chosen with specific considerations and purposes (Sugiyono, 2015). The criteria determined by the researcher as subjects of the study are those who are involved in the activities being researched, and who know and understand information related to the research. Based on this, the subjects in this study were selected with the criteria: public and private elementary school principals in Lampung province, and elementary school teachers in Lampung province.

The principal and the teacher were based on the consideration that qualitative research prioritizes abundant information over the number of informants. Therefore, the determination of the research subjects in this study was carried out using purposive sampling techniques or according to the objectives or criteria of the research population. The data collection techniques used in this research are:

1. Interview

According to Arikunto (2010), the interview initially asks a series of structured questions, which are then individually elaborated upon by seeking further clarification. With the prepared question guidelines, it is hoped that the questions and statements from the respondents will be more focused and facilitate the recapitulation of the research data collection results. In the interviews with teachers and principals, the researcher requested that the respondents provide informants based on their experiences during clinical supervision and the pedagogical practices carried out by the teachers. The purpose of conducting the interview is to explore direct and in-depth information from several involved informants. Direct interviews were conducted with teacher and principal informants.

2. Observation

According to Sugiyono (2015), the research begins with recording, analyzing, and subsequently drawing conclusions about the implementation and results of clinical supervision and the pedagogical practices of teachers in elementary schools. This study uses non-participant observation techniques, as the researcher is not involved and acts only as an independent observer.

3. Documentation

The next data collection technique used by the author is documentation to gather data on past events. This documentation takes the form of recordings and photos of clinical supervision and the pedagogical practices of teachers in elementary schools. The data analysis techniques used in the research follow the steps proposed by Burhan Bungin (2003), which are as follows: data collection, data reduction, and verification and affirmation of conclusions.

Method triangulation is carried out by comparing information or data in different ways. Researchers use different techniques to obtain data from the same source. Researchers can use observation, in-depth interviews, and documentation. Through various perspectives, it is hoped

that results close to the truth will be obtained. Therefore, triangulation at this stage is conducted if the data or information obtained from the subjects or research informants is doubted in its accuracy. This research was conducted by comparing the data on the role of the principal in clinical supervision and the pedagogical practices of elementary school teachers obtained through interview, documentation, and observation techniques. The researcher conducted interviews with the principal about the role of leadership in the school and the implementation of clinical supervision.

RESULT AND DISCUSIÓN

The results of the research through literature review indicate that clinical supervision aimed at improving teachers' pedagogical practices in elementary schools is important to carry out because it plays a very significant role in achieving learning objectives and the quality of education. This is in line with the opinion of Feoma et al. (2022) which states that... The findings revealed that supervision of instruction as a quality assurance mechanism to a high extent ensures the provision of quality teachers in public secondary schools in Ebonyi State and that supervision of instruction as a quality assurance mechanism to a high extent ensures teachers' ethical practices in public secondary schools in Ebonyi State. Clinical supervision is a means for school principals to assist with teachers' pedagogical practice issues. Every teacher surely has pedagogical practice issues. Tobon (2021) mentions that there are ten indicators of pedagogical practice, including: 1) Motivation to achieve the expected learning outcomes; 2) Concept learning through graphic organizers and case studies; 3) Solving real problems; 4) Character building of students and ethical life planning; 5) Assertive communication; 6) Collaborative work; 7) Development of creativity and innovation; 8) Application of knowledge transversality; 9) Management of student resources; and 10) Product-based formative assessment. The implementation of learning carried out by teachers is not merely a routine or a way to fulfill their duties, but rather an act of responsible awareness. Teachers become the bridge connecting the educational process and the future life goals of the students. The main finding of this study is that the clinical supervision conducted by the principal has not been able to facilitate and help teachers to be aware of improving pedagogical practices. Thus, many teachers still do not understand the importance of pedagogical practice, and the principal conducts clinical supervision merely as a routine. The indicators of pedagogical practice outlined by Tobon are only partially possessed by elementary school teachers. Among them: providing motivation to achieve the expected learning outcomes, character building of students and ethical life planning, and encouraging students to engage in collaborative work. Based on those three indicators, it means that only 30% of the total pedagogical indicators can be possessed by teachers in elementary schools. This certainly becomes a shared focus to further optimize their duties and responsibilities in realizing the national education goals. Clinical supervision should be able to provide solutions to pedagogical practice issues.

The results of the research through interviews with several school principals indicate that, fundamentally, the tasks of the principal align with Karmila's (2023) opinion, which states that (1) the program planned by the principal to develop teachers is the supervision program; (2) the implementation of supervision is carried out by the principal to help teachers improve their competencies, provide guidance, and assist teachers in finding joint solutions to the challenges they face. The supervision techniques used are individual supervision techniques and group supervision techniques; (3) Evaluation is conducted at the end of the odd semester and the end of the even semester. Follow-up is conducted to find solutions to the problems encountered; (4) Supporting factors for the academic supervision program include a conducive school culture; (5) The inhibiting factor for supervision activities is the readiness of teachers during supervision, as teachers still perceive supervision as a burden, rather than a beneficial need.

However, the reality on the ground indicates that there are still school principals who are unable to conduct clinical supervision to help teachers improve their competencies, especially in pedagogical practices. Clinical supervision is limited to routine tasks at the beginning, middle, and end of the semester and is not used as a momentum to improve pedagogical practices. It seems that the clinical supervision is merely classical for the completeness of the supervision documents and has little significant impact on competence because the principal does not provide follow-up.

In line with the opinion of Maisinur & Rosidin (2022) that "The achievement or improvement of teacher performance is largely determined by teachers' perceptions of the principal's leadership and work discipline." Hasil analisis menunjukkan bahwa disiplin adalah salah satu faktor yang berasal dari internal guru yang mendukung peningkatan kinerja guru. Good discipline will have a maximum impact and encourage teachers to maximize their performance," and Sowiyah et al. (2022) mentioned that "strong instructional leadership practices can build the teachers' works by strengthening the system of organizational belief." The achievement or improvement of teacher performance is largely determined by teachers' perceptions of school leadership and work discipline. The analysis results show that discipline is one of the factors originating from within the teachers that supports the improvement of teacher performance. And strengthening instructional leadership practices can enhance teacher performance by reinforcing the organizational trust system. School principals must also equip themselves with competent leadership skills so that they can be applied in the field through leadership training, workshops, and seminars. Furthermore, clinical supervision does not delve deeply into the pedagogical practice issues faced by teachers in elementary schools. Clinical supervision is usually conducted to evaluate teachers' teaching practices and the completeness of learning administration in general. Head The school is often filled with a sense of discomfort when it comes to giving evaluations and potentially offending or hurting the teacher's feelings. Especially when conducting clinical supervision with senior teachers. Although it was communicated at the beginning before the implementation of clinical supervision that the aim was to improve the quality of learning and competence. Another phenomenon that often occurs and hinders clinical supervision is that school principals are reluctant to provide improvement suggestions to their teachers because they are worried about being outperformed, personal feelings of like/dislike towards the teacher (often seen with female principals and teachers), teachers find it difficult to accept the improvement suggestions given, there is no monitoring and follow-up from clinical supervision, and supervision is conducted merely as a managerial formality. This is one of the reasons why clinical supervision has less impact on improving pedagogical competence in terms of knowledge and the pedagogical practices of teachers, starting from trivial matters but can become major problems and adversely affect students. The main point that needs to be considered by the principal and teachers during clinical supervision is to build awareness according to their respective positions. The principal must be aware that clinical supervision is part of their responsibility as a school leader, thus tasked with supporting the improvement of teachers' competencies. Meanwhile, teachers also realize that the advice given by the principal aims to improve and enhance their competence.

Based on the results of the research observation, many teachers still pay little attention to pedagogical practices because their role as teachers is only considered a teaching routine, clinical supervision has not facilitated teachers regarding pedagogical practice issues due to its classical nature, and there is still a low awareness among elementary school teachers about pedagogical practices. Generally, the pedagogical problems currently faced by teachers are related to the character development of students and problem-solving. Encouraging the formation of students' character and problem-solving in real life is a component of pedagogical practice. For example, during the learning process, the teacher only checks student attendance,

provides a little teaching material, and then assigns homework. Because such practices become routine for teachers in the learning process, and over time, they become habitual. Thus, clinical supervision plays a very important role in teachers' pedagogical practices through the awareness of reflecting on the strengths and weaknesses of pedagogical practices. Another term is reflection on pedagogical practice. From now on, the paradigm of teachers must shift to a growth mindset. Teachers are professional educators who dedicate themselves to educating and teaching while also guiding their students.

The significance of this research is that clinical supervision becomes a special space for school principals to assist and facilitate elementary school teachers in resolving pedagogical practice issues. Pedagogical practices encompass 10 indicators, including: 1) Motivation to achieve the expected learning outcomes; 2) Concept learning through graphic organizers and case studies; 3) Solving real problems; 4) Character building of students and ethical life planning; 5) Assertive communication; 6) Collaborative work; 7) Development of creativity and innovation; 8) Application of knowledge transversality; 9) Management of student resources; and 10) Product-based formative assessment. These pedagogical practices are important for teachers, especially in elementary schools, as they form the foundation of knowledge, attitudes, and skills for students' future lives. The existence of alternative solutions that can be implemented in this research is that teachers and school principals must have the same awareness and perception of clinical supervision, which plays a significant role in improving teachers' pedagogical practices. Reflection on pedagogical practice becomes the key to the success of that matter. When a teacher reflects on the strengths and weaknesses of their pedagogical practices and is willing to accept feedback and suggestions from school leaders. Reflection on pedagogical practices provides an overview of a teacher's strengths or weaknesses in motivating students, concept learning, problem-solving, character building, assertive communication, collaborative work, creativity and innovation, knowledge transversality, resource management, and project-based formative assessment.

The implications of this research when clinical supervision is not yet understood in terms of concept and practice by teachers or school principals, then pedagogical practice will always become the main problem for teachers and will impact students and the quality of learning. In pedagogical practice, many attitudes and behaviors of a teacher interact directly with students through the learning process. Although implicit, pedagogical practices can indeed have a significant impact on students in the future. For example: when teachers get students accustomed to solving real problems through the learning process about money as a legitimate medium of exchange for buying and selling activities, students are actually learning how to communicate politely as sellers or buyers, recognizing the denominations of money, forming honest and friendly character, and many other things. The initial knowledge that has already become a foundation for students in learning must be reinforced with practical learning, or the school can empower these activities through a market day at school. Such experiences can serve as a foundation for students in the future when they are in society. He has become an independent person and is responsible for his demeanor wherever he is.

The limitation of the research study conducted only covers the role of clinical supervision and the pedagogical practices of elementary school teachers in a qualitative descriptive manner, carried out by principals and teachers in the city of Bandar Lampung, South Lampung Regency, Tulang Bawang Regency, East Lampung Regency, and Pringsewu Regency. Of course, this presents an opportunity for future researchers to conduct further studies or to use a broader scope of areas, different methods, and other aspects. Therefore, it is important to conduct further research on clinical supervision strategies to enhance the pedagogical practices of elementary school teachers, which effectively provide solutions to problems and support policymakers for collaboration.

CONCLUSION

Clinical supervision plays a role in improving the competence of teachers in elementary schools as it is part of the managerial responsibilities of school leaders. Of course, the principal has the authority to assist in the improvement of competence. The authority of the principal must also be balanced with knowledge of instructional leadership that is potential and beneficial for themselves and others. Through clinical supervision, the principal will become aware of the pedagogical issues faced by teachers. Generally, the pedagogical problems currently faced by teachers are related to character building of students and problem-solving. Encouraging the formation of students' character and problem-solving in real life is a component of pedagogical practice. In response to this, the principal must be immediately responsive to help resolve the problems faced by the teachers. Based on the knowledge and experience possessed, the principal can provide appropriate solution options according to the existing conditions. The first step, the principal can ask for a reflection on the teacher's pedagogical practices. After the teacher conducts a pedagogical reflection by presenting their pedagogical strengths and weaknesses, the next step is for the principal to provide solutions. Providing effective and efficient solutions will greatly help the teacher. Clinical supervision should be a routine agenda in schools whether teachers have problems or not. Because clinical supervision requires monitoring and continuity. For teachers who do not have issues with pedagogical practice, they can serve as examples for other teachers.

The success of clinical supervision, which plays a role in improving teachers' pedagogical practices in elementary schools, is based on the awareness of the principal who has the duties and responsibilities as a leader, as well as the teachers' awareness as part of the school team in carrying out their duties and responsibilities to enhance the quality of learning in order to achieve educational goals.

ACKNOWLEDGMENTS

Appreciation is extended to Prof. Undang Rosidin, M.Pd, Prof. Sowiyah, M.Pd, Dr. Riswanti Rini, M.Pd for their guidance and knowledge provided, Mr. Dedi Supriyadi, M.Pd, Mr. Suryana, M.Pd, Mr. Agus Salim, S.Pd, Mrs. Nurmaleana, M.Pd as informants, as well as the school principals and teachers in the Lampung province who have contributed as respondents to this research, who cannot be mentioned one by one.

REFERENCES

- Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: PT. Rineka Cipta
- Babo, Rosleny & Syamsuddin, Agustan. (2022). Clinical Supervision Model to Improve the Quality of Learning in Elementary School. *Jurnal Ilmiah Sekolah Dasar*. 6. 85-94. 10.23887/jisd.v6i1.41303.
- Burns, R. W., Jacobs, J., & Yendol-Hoppey, D. (2019). A Framework for Naming the Scope and Nature of Teacher Candidate Supervision in Clinically-Based Teacher Preparation: Tasks, High-Leverage Practices, and Pedagogical Routines of Practice. *The Teacher Educator*, 55(2), 214–238. <https://doi.org/10.1080/08878730.2019.1682091>
- Discipulo, Leslie & Bautista, Romiro. (2022). Students' cognitive and metacognitive learning strategies towards hands-on science. *International Journal of Evaluation and Research in Education (IJERE)*. 11. 658-664. 10.11591/ijere.v11i2.22018.

- Ifeoma et al. 2022. Supervision of Instruction as Quality Assurance Mechanism In Public Secondary Schools In Ebonyi State. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388, p- ISSN: 2320-737x Volume 12, Issue 1 Ser. II (Jan. – Feb. 2022), 51-61
- Ismaya, bambang et al. 2023. Strategy for Leadership: How Principals of Successful Schools Improve Education Quality. Vol 7, No 1 (2023). <https://ejournal.unuja.ac.id/index.php/al-tanzim/article/view/4686>
- Karmila, et al. 2023. Principal Supervision in Improving Teacher Pedagogic Competence in Elementary Schools in Pidie District. Vol. 1 No. 06 (2023): International Journal of Engineering Business and Social Science.
- Maisinur, E., Rosidin, U. (2022). Teacher Perceptions: Principal Leadership, Teacher Discipline and Their Influence on Teacher Performance. Journal of Advanced Islamic Educational Management. Vol 2, No 2. <https://ejournal.radenintan.ac.id/index.php/JAIEM/issue/view/766>
- Moskovitz, et al. 1991. Beyond the case method: It's time to teach with problems. <https://www.jstor.org/stable/42893216>
- Marincovic, Michele. 2003. Problem-Based Learning Innovation: Using Problems to Power Learning in the 21st Century. Associate Vice Provost for Undergraduate Education Director, Center for Teaching and Learning: Stanford University.
- Putra, Rizki Wahyu Yunian et al. (2023). Peningkatan Kinerja Guru Dalam Penyusunan Perangkat Pembelajaran Melalui Pelaksanaan Supervisi Akademik Dan In House Training. Al-Idarah: Jurnal Kependidikan Islam Vol 13, No 01.
- Rosidin, Undang. (2020) Supervisi Pendidikan Dan Pembelajaran. Yogyakarta: Graha Ilmu.
- Sari, Emilia., dkk. (2021). Clinical Supervision and Its Impact on Pedagogical Competence of Vocational School Teachers. <https://ejournal.undiksha.ac.id/index.php/JERE>
- Sugiyono. (2015). Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif, dan r & d). Bandung: Penerbit Alfabeta.
- Sowiyah, dkk (2021) *Instructional Leadership Practices in School: A Literature Review*. International Journal of Current Science Research and Review, 4 (10). pp. 1326-1336. ISSN 2581-8341
- Sule, Mary Anike et al. (2020). Clinical Instructional Supervisory Practices and Teachers' Professional Efficiency in Secondary Schools in Calabar Education Zone, Nigeria. European Journal of Social Sciences ISSN 1450-2267 Vol. 60 No 3 September, 2020, pp. 136-145 <http://www.europeanjournalofsocialsciences.com/>
- Sunaryo, Y. (2020). Academic Supervision of School Principals and Teacher Performance: A Literature Review. <https://ejournal.upi.edu/index.php/pips/article/view/29094>
- Tobon, Sergio et al. (2021). Pedagogical Practices: Design and Validation of SOCME-10 Rubric in Teachers who have Recently Entered Basic Education. *Psicología Educativa* 27(2) 155-165.