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Implementation of Clinical Supervision in Improving the Quality of Teacher Performance at Madrasah Ibtidaiyah

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Abstrak

Supervisi klinis merupakan bagian penting dari aspek manajemen dalam upaya mengawasi pelaksanaan pendidikan (dari aspek manajerial dan akademik) untuk meningkatkan mutu (proses dan pelayanan) pada satuan lembaga pendidikan. Penulisan ini bertujuan untuk membantu atau memudahkan pihak sekolah dan guru MIS Al-Ittihadiyah Pangkalan Mansyur agar dapat melaksanakan tugas dan tanggung jawabnya secara maksimal. Penelitian ini menggunakan pendekatan kualitatif yang bersifat deskriptif. Maksudnya menggunakan rancangan penelitian studi kasus dengan instrumen supervisi. Sehingga dalam menganalisisnya, penulis menggunakan analisis data model interaktif, yaitu reduksi data, penyajian data dan penarikan simpulan/verifikasi. Penelitian ini memberikan hasil bahwa pelaksanaan supervisi klinis dalam meningkatkan mutu kinerja guru di MIS Al-Ittihadiyah harus benar-benar direview kembali, dengan harapan dapat mewujudkan guru yang berkualitas dan berkompeten serta berdaya saing di masa yang akan datang. Sehingga mampu menciptakan sumber daya manusia yang sesuai dengan kebutuhan di abad 21.

Kata Kunci: Supervisi Klinis, Peningkatan Mutu, MIS Al-Ittihadiyah Pangkalan Mansyur.

Abstract

Clinical supervision is an important part of the management aspect to oversee the implementation of education (from managerial and academic aspects) to improve quality (processes and services) in educational institutions. This article aims to help or facilitate the schools and teachers of MIS Al-Ittihadiyah Pangkalan Mansyur to carry out their duties and responsibilities to the fullest. This study uses a descriptive qualitative approach. This means using a case study research design with a supervision instrument. So in analyzing it, the author uses interactive model data analysis, namely data reduction, data display, and conclusion drawing/verification. This study shows that the implementation of clinical supervision in improving the quality of teacher performance at MIS Al-Ittihadiyah must be thoroughly reviewed so that it can create qualified and competent and competitive teachers in the future to create human resources following the needs of the 21st century.

Keywords: Clinical Supervision, Quality Improvement, MIS Al-Ittihadiyah Pangkalan Mansyur.

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INTRODUCTION

In order to advance the development of a country, adequate human resources are needed. As is necessary to know that the quality of human resources can have a significant impact on the success of development in that country (Pratama, 2019). Human resources are the most important element as the organizer of an education system because human resources are the driving force of the education management system starting from planning, organizing, implementing to reviewing the existing educational process (Alnajem & Dhakal, 2012). Education can be said to be able competitive if it can monitor intensely, which is carried out by educational institutions, especially leaders highest (Goldenberg & Cross, 2011).

One of the formal educational institutions is a school. Educational institutions can be categorized as a non-profit organizations that can serve the community well, then by itself, the school is very important is expected to improve the quality of education. Schools are expected to pay attention to the quality of education (Rohmah, 2014). The national education system is expected to be able to ensure equal distribution of education, quality improvement, and relevance and efficiency of education management to face the challenges and demands of changing local, national, and global life (Hermanto, 2020). So it is necessary to reform education in a planned, directed, and sustainable manner (Fullan, 1995). However, by looking at the development of the world of education today, there are still many people who state that the quality of education is still visible low, namely leaders of educational institutions (principals) who are less skilled in their fields, especially in carrying out good supervision, unprofessional teaching staff, education staff, infrastructure, and participants teach him.

It should also be noted that Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, control self, personality, intelligence, noble character, and skills needed by himself, society, nation, and state (Irawati & Susetyo, 2017). The educational system in Indonesia is currently undergoing a curriculum transition, namely changing the KTSP curriculum into curriculum 2013 (Latif, 2020). However, by looking at the curriculum shift, the MIS Al Ittihadiyah school remains using the KTSP curriculum.

In carrying out its functions and duties, the teacher as a profession has certain requirements following the requirements contained in the National Education System Law Number 20 of 2003 articles 39 (1) and (2) from the duties and responsibilities that are carried out, teachers are required to have certain abilities and skills in which the abilities and skills. This is part of the professional competence of teachers to be able to carry out their duties and responsibilities properly (UU No.2 th 1989 pdf, n.d.). In line with what was expressed by Danim that the teacher means as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students on the path of formal education (Darmadi, 2016).

When teachers as educators can professionally carry out learning in the classroom, they will make a positive contribution to the academic achievement of students. The duties and responsibilities of teachers as educators are closely related to efforts to improve quality human resources in the education sector (Rezky, et.al., 2019). Therefore, efforts are needed to improve the quality of teachers to become professional educators improve as stated by Tilaar that to make Teachers professional educators need continuous and continuous coaching (Malyana, 2020).

Providing upgrading, training, and providing opportunities to learn again is not enough to make a teacher become a professional, but also pay attention to teachers in terms of increasing discipline, providing motivation, and providing guidance through supervision (Dwikoranto, 2018). The person who is given the responsibility for supervising is the principal (supervisor) who is tasked with providing professional assistance and guidance to teachers who still lack professional ability in teaching (Rusmawati, 2013). According to the Regulation of the Minister of National Education Number 13 of 2007 concerning Principal/Madrasah Standards, confirms that

there are five dimensions of principal competency standards, namely: personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence (Astika, et.al., 2020).

The results of competency tests conducted in several regions show the fact that of the five competencies above, supervisory competence still needs to be improved again to be used as an educational evaluation material whose quality is still low. According to Ace and Tilaar, it means that the quality of education is the ability of an educational institution in utilizing educational resources to improve learning abilities as optimally as possible (Abdullah, 2017).

While learning achievement according to Winkel is the business success achieved by a person after obtaining a learning experience or learning something. In the implementation of supervision, the characteristics of teachers faced by supervisors are different. These differences can be seen in terms of age and maturity, work experience, motivation, and teaching ability. Therefore, supervisors must apply an approach that is in line with the characteristics of the teacher who is he faced. If the approach used is not appropriate, then the supervision activities may not work effectively (Damayanti, 2016).

Supervision activities were carried out within the framework UIN North Sumatera program which is located at the Bumi Darun Najah Integrated Islamic Elementary School, Pasuruan Regency, using a supervisory approach clinical (clinical supervision). This clinical supervision activity focuses on the supervision of teaching in the development of the teacher's teaching ability in the classroom. So that the quality of education of a school can be seen from school achievement from the point of view of in terms of academic and non-academic achievements obtained by students, and the role of a teacher in providing appropriate learning and help students, in developing their abilities is very influential on the quality of schools through the achievements of students (Tafonao, 2018).

According to Jerry clinical supervision is supervision that is focused on improving learning through cycles systematized starting from the planning stage, intensive observation, and analysis of the learning to improve the learning process (Hasbiyaturrohmah, 2017). This is in line with the opinion expressed by Arikunto that the main activity of supervision is to guide schools in general and teachers in particular so that quality learning increases. As an impact of increasing the quality of learning, of course, it can also improve learning achievement of students, and that means improving the quality of that school's graduates.

The results of research conducted by Amani stated that the implementation of supervision clinical skills can improve the ability of teachers in managing the learning process (Masmin, 2020). Show that through supervision clinical cycle in the form of legality, it is hoped that teachers in carrying out the learning process can increase. In addition, being able to realize an increase in the quality of the teaching profession in the field of social studies subjects will not regardless of the guidance from the school supervisor because it is in charge of carrying out academic supervision and supervision management in designated schools through monitoring, assessment, coaching, as well as reporting and follow-up activities. This is the responsibility of school supervisors to improve the quality of learning to enhance the quality of results student learning and improve the quality of education in schools (Mena, et.al., 2016).

The implementation of clinical supervision demands a paradigm shift of teachers and supervisors. Supervision is carried out not in the context of finding faults and weaknesses of the supervised teacher. Between supervised teachers and supervisors are partners parallel, not a relationship between subordinates and superiors and or the relationship between teachers and students. In partnership both analyze the learning process that has been designed and agreed upon, then look for alternative solutions to problems encountered in the learning process to improve its quality (Aguswandi, et.al., 2015).

To improve student learning achievement, teachers are expected to have good abilities in learning. Sudjana argues that to analyze the teacher's task as a teacher, then the ability of teachers or teacher competencies that have a lot to do with efforts to improve learning processes and outcomes can be grouped into four abilities. First, planning a teaching and learning program (Sodik, et.al., 2019). Before planning In teaching and learning,

the teacher must first know the meaning and purpose of the plan, and master theoretically and practically the elements contained in teaching and learning planning (Dolong, 2016).

The ability to plan study programs teaching is the estuary of all theoretical knowledge, basic skills, and a deep understanding of the object learning and teaching situations. In these activities in detail, it must be clear where the students will be taken (goals), what students should learn (the content of lesson material), how students learn it (methods and techniques) and how we know that the student has achieved it (assessment). Second, mastering the subject matter. Ability to master materials (Syaparuddin, et.al., 2020). Lessons as an integral part of the teaching and learning process should not be considered as a complement to the teaching profession. Qualified teacher full professionals can master the material to be taught. Mastery of learning materials turns out to provide influence on student learning outcomes. So, there is a positive relationship between the mastery of the subject matter by the teacher and learning outcomes achieved by students. That is, the higher the mastery of the subject matter by the teacher, the higher the results of learning achieved by students (Sutardi & Sugiharsono, 2016).

Third, implement and manage the teaching and learning process. Implement or manage learning programs Teaching is the stage of implementing the program that has been made. In the implementation of the teaching and learning process ability what is required is the activeness of the teacher in creating and growing student learning activities according to the planned plan have been included in plan (Randy Dharmawan, 2018). Fourth, the teacher must be able to make decisions based on appropriate assessment if students have not been able to achieve the teaching objectives, whether teaching activities are stopped, or the method is changed, whether repeat the previous lesson (Simanulang, 2014).

Studies on clinical supervision have been studied before. These include discussing aspects of the supervisor's efforts in improving the professional abilities of teachers (Sumarna, 2010; Hasibuan, 2018; Prastania & Sanoto, 2021), clinical supervision as an effort to improve teacher performance (Makhsun, 2020), the implementation of clinical supervision and its impact on teacher pedagogic competence (Nurliana, 2019; Syafruddin, 2018; Syufriati & Gustina, 2020), as well as research on clinical supervision as an effort to improve teacher competence (Lahmi, et.al., 2021). At this stage, the teacher must be able to understand teaching techniques, for example, the use of teaching aids, use of teaching methods, skills in assessing student learning outcomes, skills in selecting and using teaching strategies or approaches.

Observing the relevant research above, it is obtained data that the clinical supervision study has been examined separately by researchers on the competence of educators or teachers, ranging from professional competence to pedagogic competence. Likewise, there was a space that had not been researched before, namely clinical supervision as an effort to improve teacher performance or performance holistically at the basic education level. Therefore, in-depth research is needed on the study, which researchers summarized in the title, "Implementation of Clinical Supervision in Improving the Quality of Teacher Performance at Madrasah Ibtidaiyah".

METHOD

The method used in this research is a qualitative approach with a case study research design which is an in-depth research on Clinical Supervision to Improve Student Achievement at MIS Pangkalan Mansyur using supervision instruments. Moleong states that qualitative research methods are research that intends to understand the phenomenon of what is experienced by research subjects, such as behavior, perception, motivation, action, and others (Setiawan, 2018). Holistically and in a way described in the form of words and language, in a special context that is natural, and by utilizing various scientific methods (Assingkily, 2021).

According to Miles and Huberman activities in qualitative data analysis are carried out interactively and this process continues continuously until it is complete so that the data is saturated (Assingkily, 2021; Bahri, et.al., 2019). To perform data analysis in the method There are three components of qualitative research, namely

data reduction (data reduction), data presentation (data display), and withdrawal conclusion or verification (conclusion drawing/verification). First, data reduction. Data obtained by researchers in the field through interviews, observations, and documentation are reduced by summarizing, selecting, and focusing data on things that are in line with the research objectives. At this stage, the researcher performs data reduction by sorting, categorizing, and abstracting from field notes, interviews, and documentation. Second, the presentation of data (data displays).

The presentation of the data is done after the data has been reduced or summarized. Data obtained from observations, interviews, and documentation were analyzed and then presented in the form of interview notes, field notes, and notes documentation. Data that has been presented in the form of interview notes, field notes, and documentation notes are given data code to organize data so that researchers can analyze it quickly and easily. Researchers make a list initial code according to interview, observation, and documentation guidelines. Each data that has been coded analyzed in the form of reflection and presented in the form of text. Third, drawing conclusions or verification (conclusion drawing/verification) (Sandiford & Seymour, 2007).

The final step in data analysis Qualitative interactive model is concluding verification. Based on the data that has been reduced and presented, researchers make conclusions that are supported by strong evidence at the data collection stage. The conclusion is answers to the formulation of problems and questions that have been expressed by researchers since the beginning. So, data analysis uses an interactive model from Miles and Huberman (Rukajat, 2018).

This study uses a qualitative approach with an analytical descriptive method. The location of this research is at MIS Al-Ittihadiyah Pangkalan Masyhur. The main informants in this study included the Head of Madrasah, Madrasa Supervisors, and Teachers at MIS Al-Ittihadiyah Pangkalan Masyhur. While the supporting informants are students and education staff at the madrasa. This research was conducted from August-October 2021. The data collection process was carried out face-to-face (offline) and online, using observation, interview, and document study techniques. Offline, researchers came to madrasas to directly observe the learning process as the implementation of the performance of teaching (educating) teachers, direct interviews and also copying documents related to clinical supervision through madrasa administrative staff. While online, researchers communicate via WhatsApp with key informants and supporters. Furthermore, the data were analyzed through data reduction techniques, data presentation, and drawing conclusions. Finally, the validity of the data was tested through triangulation techniques.

RESULTS AND DISCUSSION

Implementation of Clinical Supervision at MIS Al Ittihadiyah Pangkalan Masyhur

The implementation of clinical supervision carried out by the principal at MIS Al Ittihadiyah Pangkalan Masyhur with seeing the learning from PJOK teachers, the implementation of clinical supervision is carried out using three supervision cycles clinical trials, namely pre-conference (initial meeting), learning observation, and post-conference (return meeting). Stage the first, namely the Pre Conference (early meeting). The pre-conference begins with the arrival of the PJOK teacher (Ansori et al., 2016) to the room the principal (Rugaiyah, 2016) to consult regarding the clinical supervision process to be implemented in fifth grade on PJOK subjects. This meeting discussed the implementation time and teacher readiness in implementing PJOK learning with the principal as a supervisor. Before entering into the discussion of clinical supervision, the teacher tells the various kinds of difficulties and challenges in implementing PJOK subjects, then the teacher asks assistance from the principal in the form of criticism and suggestions when present in the implementation of teaching and learning activities PJOK lessons (Mena et al., 2016).

The principal responded positively to the PJOK teacher's initiative by giving the ability to attend, then the principal asked the teacher to prepare learning tools to be used such as lesson plans, learning media, what is the teaching strategy, and what is the form of the final evaluation. The consultation continued after the teacher

stated that everything had been prepared and gave the RPP that had been prepared adapted for later learning. Motivation and enthusiasm were also conveyed by the principal to the top teacher clinical supervision activities that will be carried out together (Saputra, 2019). As a conclusion to the consultation, the principal asked: remind me of the implementation time before learning begins. The second stage, namely learning observation. Before learning begins, the teacher reminds the principal about the agreement to take PJOK learning in fifth grade.

The PJOK teacher enters the class and greets the students. Before learning begins, the teacher gives an apperception to students about the field activities that will be carried out today at the same time informing that PJOK learning will be carried out together with the principal so that students are better prepared. The teacher welcomes the principal into the class, then the principal says hello and is welcomed back by the teacher and students. The principal asked about the students' readiness and gave strengthening the implementation of PJOK subjects. Furthermore, the principal of the school returns the course of activities to the teacher. The teacher instructs students to bring writing instruments in the form of pens/pencils to the field. After everything is ready, teachers, principals, and students walk together to the field.

The learning process runs as usual according to the plan that has been prepared by the teacher. Head activities school is to make notes that can help teachers find out weaknesses in learning which is given. The principal's activities observe all learning processes including student activities, both observing and carrying out activities as well as those who are busy with their activities. The learning process is running well, which is marked by the enthusiasm of students who are enthusiastic in implementing the practice of PJOK material and trying to improve understanding of the lessons given. On the edge of the field, some students find it difficult to follow the practice of PJOK activities, only occasionally carrying out the teacher's orders and listening lazily to the lessons delivered by the teacher.

The evaluation is given by the teacher in the form of a reflection of the activities that have been carried out by the students, then the teacher gives some questions to determine the level of student understanding of the material that has been implemented. At the end of the lesson, the teacher provides an opportunity for the principal to motivate the participants to educate. The principal also gave appreciation to students and several questions aimed at finding out whether students feel happy with today's activities. Then the principal handed it back the course of activities to Finally, the teacher closed the lesson and dismissed the students with greetings.

The third stage, namely the Post Conference (meeting back). Post-conference was conducted to find out how far the success of teachers in carrying out learning activities that have been planned by the principal. The principal calls the teacher related to the results of clinical supervision that has been carried out. This meeting started by asking about the news and the development of student learning. The conversation continued with the principal asking about the teacher's feelings when has carried out clinical supervision activities. The teacher responded enthusiastically and admitted that there were still many shortcomings or one of the obstacles experienced when teaching is that there are still students who are not so interested in implementing the practice of learning activities, even though it has been modified into games. In addition, the wide-field makes it the students a bit hard to adjust. Therefore, the teacher asks for input from the principal as a supervisor in the field.

Next, the principal conveyed the results of his observations about PJOK learning in fifth grade, the wrong one is that the implementation of PJOK should be carried out with a competition/competition system between groups so that implementation is more enthusiastic. In addition, for children who do not like PJOK subjects, activities are given only light, so that they can participate in activities and maximize activity time well. However, the principal always motivates and appreciates teachers to always innovate and improve their teaching skills resulting in interesting learning. Looking at the clinical supervision problems that have been carried out above, the overall findings are: obtained by using three cycles in clinical supervision. Thus, it can be concluded that the activities are done to see the extent to which students are interested in taking PJOK lessons and looking for the best solution to be carried out together with the principal from each stage that is considered not optimal (Sukarno & Sarjono, 2015).

The model teacher (Ikha Nova) prepared a modified learning plan to attract students' interest in learning to their eyes PJOK lessons. Planning is made starting from lesson plans, methods, and strategies as well as learning media. Likewise, the tutor prepares a learning evaluation process using student worksheets. To overcome these various obstacles, a planned solution is needed, a model teacher is expected to have good ability in learning (Mena et al., 2016).

Argues that for the need for analyzing the teacher's task as a teacher, then the teacher's ability or teacher competence has a lot to do with it with efforts to improve the process and learning outcomes. Thus, the implementation of clinical supervision solutions offered by observers is not an effective thing to do, but it is one way to offer to maximize learning activities.

Improving Teacher Performance at MIS Al Ittihadiyah Through Clinical Supervision

Quality is the integrity of educational institutions that the community pays attention to before enrolling their children. In the context of management, quality is divided into two, namely service and grade or institutional accreditation (Syafaruddin, et.al., 2020). This is intended as an effort to balance the written quality (in the form of institutional accreditation) and the unwritten quality in the form of institutional services for students in developing their potential.

In terms of quality, in the educational institution unit, the teacher has a role as the "main symbol" or "reflection" of the quality of the institution. On this basis, teachers are periodically allowed to develop themselves through education and training (training). Likewise, measuring the ability and quality of an educator is not calculated from the number (quantity) of participation in education and training activities. Rather, the quality of teaching practices implemented for students in madrasas (Lele, et.al., 2019).

To support teacher teaching performance or performance, teacher performance monitoring is systematically held in 2 (two) aspects, namely academic and administrative (managerial) (Widada, 2015). This supervisory activity is also carried out by competent supervisors, namely the madrasa head and madrasa supervisor (Pranita, et.al., 2018). Thus, the supervisory function as an important element of management can be carried out properly and effectively in madrasas.

One of the supervision activities that is commonly carried out is clinical supervision. Through clinical supervision, teachers are directed to be able to improve teaching performance regularly. Furthermore, Sari, et.al., (2017) stated that the control and quality assurance of teaching can be implemented through clinical supervision. Rivayanti & Misniar (2020) emphasized that clinical supervision must be optimized as a guarantee (insurance) of the quality of learning in basic education institutions (MI/SD level).

Based on the description above, it is understood that clinical supervision can assist teachers in developing their potential as educators, especially from the aspect of teaching performance. Teachers who receive clinical supervision from madrasa supervisors or madrasah principals will improve their teaching achievement regularly. Thus, teachers or educators in madrasas can become superior human resources and role models for students. In a broad aspect, this is what is meant as optimizing the quality assurance of learning through clinical supervision.

CONCLUSION

Based on the description of the results and discussion above, it can be concluded that the implementation of clinical supervision at MIS Al-Ittihadiyah Pangkalan Masyhur has a positive impact on improving the quality (quality) of teacher performance. Likewise, a review is needed from the madrasa, especially the madrasa principal and madrasa supervisors, so that they can create quality and competent and competitive teachers in the future. Thus, madrasas are able to have superior human resources for educators according to the needs of the 21st century.

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