

## DEVELOPMENT OF A CLINICAL SUPERVISION MODEL TO IMPROVE THE PEDAGOGICAL COMPETENCE OF ELEMENTARY SCHOOL TEACHERS AT THE SANTA LUSIA VIRGINI FOUNDATION PEMATANGSIANTAR

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**Abstract.** Currently, the world has entered the era of society 5.0, characterized by increased interactivity, connectivity, development of digital systems, artificial intelligence and virtual reality. Global demands require the world of education to always and continuously adapt technological developments in efforts to improve the quality of education, especially adapting its use to the world of education, especially in learning, demanding that the world of education always adapt technological developments to efforts to improve the quality of education, especially in the implementation of educational supervision. This study aimed at determine the level of effectiveness and feasibility of the clinical supervision development model in improving the pedagogical competence of elementary school teachers at the Santa Lusía Virgini Pematangsiantar Foundation. The method used in this study is the Research & Development method is a research method that produces a product and there is the effectiveness of the product. This study is conducted in Santa Lusía Virgini Pematangsiantar Foundation Elementary School unit. Meanwhile, for data collection techniques, this study employs observation, interviews, and documentation with the research subject of principal, vice-principal, and teachers totaling 50 people. It was found that the supervision program was there was an increase in teachers' pedagogical competence in cycles I, II, and III each by 37.50%; 62.50%; and 100.00%. Based on the results of this research, it shows that the implementation of clinical supervision is effective and can improve the pedagogical competence of teachers at the Santa Lusía Virgini Foundation.

**Keywords:** Elementary School Teachers, Clinical Supervision, Pedagogical Competency

### 1. INTRODUCTION

Currently, the world has entered the era of society 5.0, characterized by increased interactivity, connectivity, development of digital systems, artificial intelligence and virtual reality. Global demands require the world of education to always and continuously adapt technological developments in efforts to improve the quality of education, especially adapting its use to the world of education, especially in learning, demanding that the world of education always adapt technological developments to efforts to improve the quality of education, especially in the implementation of educational supervision. (Mudatsir, 2023). Supervision is a systematic and continuous effort in order to provide encouragement and direction for teacher professional development (Priansa, 2018: 280). The results of supervision are a tool to improve learning through an independent curriculum (Fauzi, 2022). According to Acheson and Gall (2018: 121), clinical supervision is the process of developing teachers to reduce the gap between real teaching behavior and ideal teaching behavior.

In the Merdeka Belajar curriculum, supervision is an important part of reconstructing learning to make it even better. The orientation of the Merdeka Belajar curriculum is to prepare individuals to be able to develop critical, creative and competent thinking regarding the needs of the times (Faiz & Purwati, 2021). As we know, supervisors or supervisors must be able to provide guidance to teachers to be able to develop their pedagogical competencies (Messi & Murniyati, 2018). Supervisors are not

only tasked with carrying out improvements to the learning process, but also planning career development for both school principals and teachers (Wandra & Rifma, 2021). Teachers as educators in implementing the curriculum must be an important concern, because the teacher is someone who deals directly with students in learning so that they have a direct influence on the success of students in completing learning tasks. Pedagogical competence is one of the basic competencies that teachers must have in the form of the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. Therefore, teachers' knowledge of what pedagogical competencies they need to have and develop is important, so that teachers can implement the independent curriculum optimally in the teaching and learning process (Hamdi, 2020).

Peraturan Pemerintah No. 19/2005 concerning National Education Standards Article 28 paragraph 3 states that teachers are required to have 4 (four) competencies, namely 1) pedagogical competency, 2) professional competency, 3) personality competency, 4) social competency. Pedagogical competence is the teacher's competence in mastering/understanding the characteristics of students, the ability to plan quality learning, the ability to apply learning methods, the ability to carry out educational learning, the ability to use learning media. Ability to manage classes and ability to carry out learning evaluations (Mulyasa, 2017: 75). Based on the results of observations made on elementary school teachers at the Santa Lusia Virgini Pematangsiantar Foundation, it was found that the pedagogical competence of elementary school teachers at the Santa Lusia Virgini Pematangsiantar Foundation was still low.

Data was obtained through the results of the Principal's assessment after carrying out supervision in their respective units. The low pedagogical abilities of elementary school teachers at the Santa Lusia Foundation have been identified as being caused by the implementation of supervision that has so far been conventional and there has been no development in its implementation. The principal as supervisor only monitors the development of teachers' abilities on a certain schedule, namely when carrying out supervision in the form of class visits. After carrying out supervision there is no follow-up for teachers whose pedagogical abilities are still low. Only limited to providing personal guidance. However, there is no development in teachers' pedagogical abilities. Based on this problem, the researchers were motivated to conduct a research study "Development of a Clinical Supervision Model to Improve the Pedagogical Competence of Elementary School Teachers at the Santa Lusia Virgini Pematangsiantar Foundation". In this context, it is hoped that through the development of the implementation of clinical supervision carried out by the Principal, the pedagogical abilities of elementary school teachers at the Santa Lusia Virgini Pematangsiantar Foundation can be improved according to the demands of the increasingly developing curriculum, especially currently in the Kurikulum Merdeka Belajar.

Based on the background presented by the researcher, the focus of the problem in this research is the development of a clinical supervision model to improve the pedagogical competence of elementary school teachers at the Santa Lusia Virgini Pematangsiantar Foundation. The model developed is the PEDAGOSUP (Excellent Pedagogics Through Supervision) model. The model developed will produce a pocket book for school principals in carrying out clinical supervision in units, so that through the implementation of the PEDOSUP model clinical supervision can improve teachers' pedagogical abilities so they can implement the Kurikulum Merdeka and differentiated learning.

This research refers to relevant research that discusses the same variables as the variables discussed in this research. Relevant research studies are intended to examine and deepen the discussion of the findings in the research conducted. A number of studies that are relevant to the research conducted by researchers are: 1)

Lakshmi (2021). Master of Educational Administration, Satya Wacana Christian University, Salatiga in his research entitled "Implementation of Clinical Supervision at Ujung-Ujung 01 State Elementary School, Semarang Regency." From this research it was found that clinical supervision at Ujung-Ujung 01 State Elementary School had been implemented well. Even though it has been implemented well, there are several obstacles in implementing clinical supervision, namely teachers have not asked for clinical supervision and it takes a long time to carry out clinical supervision. Apart from that, clinical supervision has the benefit of overcoming problems that occur in the classroom. The recommendation that can be given to school principals is to socialize clinical supervision with the aim that teachers are not afraid to be supervised. 2) Reinhardt (2023). Development of an Academic Supervision Model with a Collaborative Approach to Improve Teacher Pedagogical Competence. Aims to develop an academic supervision model with a collaborative approach that is suitable for improving the pedagogical competence of teachers in West Papua Province. The method used in this research is Research and Development (R&D) with reference to the collaborative R&D model of Sugiyono and ADDIE. Based on the trial results, it was found that the academic supervision model with a collaborative approach that was developed received positive responses from users (supervisors, supervision team, teachers) with very good qualifications. Therefore, it can be said that this model can effectively maximize the process of implementing academic supervision so that it is able to increase teacher pedagogical competence.

Based on relevant research results, it can be concluded that developing a clinical supervision model is very important to improve teacher pedagogical competence. The contribution of the research above and this research is very close, where before this research was carried out previous research with research results on feasibility aspects was very good and the results showed that there was an increase in teacher pedagogical competence as expected. This shows that previous research can be a reference in carrying out this research. So researchers believe that the development of the PEDAGOSUP clinical supervision model can improve teachers' pedagogical competence and this research is effective and successful.

## **2. LITERATURE REVIEW**

### **2.1 Clinical Supervision**

Etymologically, supervision comes from the English word supervision or supervising. There are several types of supervision concepts. Purba (2021:1) historically initially established the traditional concept of supervision, namely inspection work, supervising in the sense of looking for errors and finding errors with the aim of correcting them. This traditional supervision behavior is called snoop vision, namely the task of spying to find errors. Lubis (2021:59) states that supervision is a cooperative effort carried out by leaders in order to monitor and compare plans and implementation as well as correct any deviations for improvement. Furthermore, Purba (2021:4) said that supervision is an effort to provide services to teachers both individually and in groups in an effort to improve teaching. The keywords for supervisors are providing services and assistance. Purwanto (2020:76) explains that supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively. The function of monitoring or supervision in education is not just control to see whether all activities have been carried out in accordance with the plans or programs that have been outlined, but more than that. supervision in education has a broad meaning. Supervision activities include determining the conditions or requirements for personnel and materials needed to create an effective teaching and learning situation, and efforts to fulfill these requirements.

From the opinions above, it can be concluded that supervision is a form of service, continuous guidance for teachers through increasing teacher abilities so that the quality

of education and teaching increases. Purwanto (2020: 23) says clinical supervision is supervision that is focused on improving teaching by going through a systematic cycle of intensive planning, observation and intellectual analysis stages of actual teaching performance with the aim of making rational modifications. Priansa (2018: 305) clinical supervision is a series of systematic supervision activities which are the result of collaboration between the school principal as a professional and experienced supervisor and teachers who carry out teaching and learning process activities in the classroom, aimed at improving the quality of the teaching and learning process.

Citation of the theory used or to support your research. For example: According to Loupias, reviewers must have broad insight and high academic writing skills (Loupias, 2023). Every citation used must be followed by its reference, for example, there are 50 citations, so the number of references must be 50. However, one reference may have several citations. Use new and relevant theory so that the manuscript can find novelty, actual and contextual to the problem. The citation function is to describes, compares, contrasts and evaluates the major theories, arguments, themes, methodologies, approaches and controversies in the scholarly literature on a subject. Therefore, irrelevant citations can result in blurred research objectivity (Loupias, 2023).

## *2.2 Supervision Objectives*

Clinical supervision is basically carried out to improve the teaching and learning process carried out by teachers through a series of systematic improvements. Acheson and Gall in (Priansa, 2018: 306) stated that the aim of clinical supervision is to improve teacher teaching in the classroom. These objectives are detailed in

### *1) General purpose*

To improve and improve the teaching skills of teachers in the classroom during the learning process. In this connection, clinical supervision is the key to creating professional teacher abilities. The professional formation of teachers aims to support educational reform and to combat educational decline, especially starting with teaching in the classroom.

### *2) Specific Objectives*

The specific objectives of clinical supervision are as follows:

(1) Providing teachers with objective feedback from the activities they have just carried out, this is a mirror so that teachers can see what they actually did when teaching, because what they did may very well be very different from what they expected.

(2) Diagnose, solve and help solve teaching problems.

(3) Helping teachers develop teaching skills using learning strategies.

(4) As a basis for assisting teachers in educational advancement for promotion to their positions or jobs.

(5) Main attention to teacher needs in teaching

(6) Helping teachers develop a positive attitude towards continuous self-development in their career and profession independently.

From the opinions above, the aim of clinical supervision is to provide services and assistance to develop the teaching and learning situations carried out by teachers in the classroom to improve the quality of teacher teaching in the classroom, and in turn to improve the quality of student learning. The aim of clinical supervision is to provide humane services and assistance, in the sense of prioritizing personal approach patterns and teacher development so that they can discover themselves and in turn be able to improve their learning patterns better.

## *2.3 Stages of Clinical Supervision*

Clinical supervision is a dynamic give and take process. In this case, supervisors and teachers are colleagues and seek mutual understanding related to education, especially the learning process. In the process or implementation of clinical

supervision according to Makawimbang (Purba, 2021 :19-24), clinical supervision consist of three essential stages in the form of a cycle, namely:

The first stage in the clinical supervision process is the initial meeting (preconference). This initial meeting is carried out before carrying out classroom observations, so many clinical supervision experts also call it the pre-observation meeting stage. The main purpose of this initial meeting is to develop together between the supervisor and teacher the framework for classroom observations that will be carried out. The final result of this initial meeting is a work agreement (contract) between the supervisor and teacher.

The second stage in the clinical supervision process is the teaching observation stage. This stage must be carried out systematically and objectively. Observational attention is directed at the teacher in action and the classroom activities resulting from the teacher's actions. At this stage, the teacher and supervisor determine the time according to mutual agreement when holding the initial meeting. In this stage, teaching observation is intended to collect data. The main objective of data collection is to obtain information which will later be used to exchange ideas with the teacher after the final observation, so that the teacher can carefully analyze the activities he has carried out in class. Here lies the importance of observation techniques and instruments that can be used to observe teachers in managing the teaching and learning process.

Post observation activities (return meetings) include analysis of data collected during learning observations, evaluation of teaching and learning behavior, the process of providing feedback to teachers and the final stage of evaluation of the clinical supervision process. This feedback meeting is carried out immediately after carrying out teaching observations, with an analysis of the results of the observation first carried out. The main purpose of this feedback meeting is to follow up on what the supervisor, as an observer, sees in the teaching and learning process. This feedback meeting is a very important stage for developing teacher behavior by providing certain feedback. This feedback must be descriptive, specific, concrete, motivating, current and accurate, so that it is truly useful for the teacher. At this feedback meeting, the supervisor should provide a lot of reinforcement to the teacher. After that, it continues with a joint analysis of every aspect of teaching that is of concern to clinical supervision.

### **3. RESEARCH METHODS**

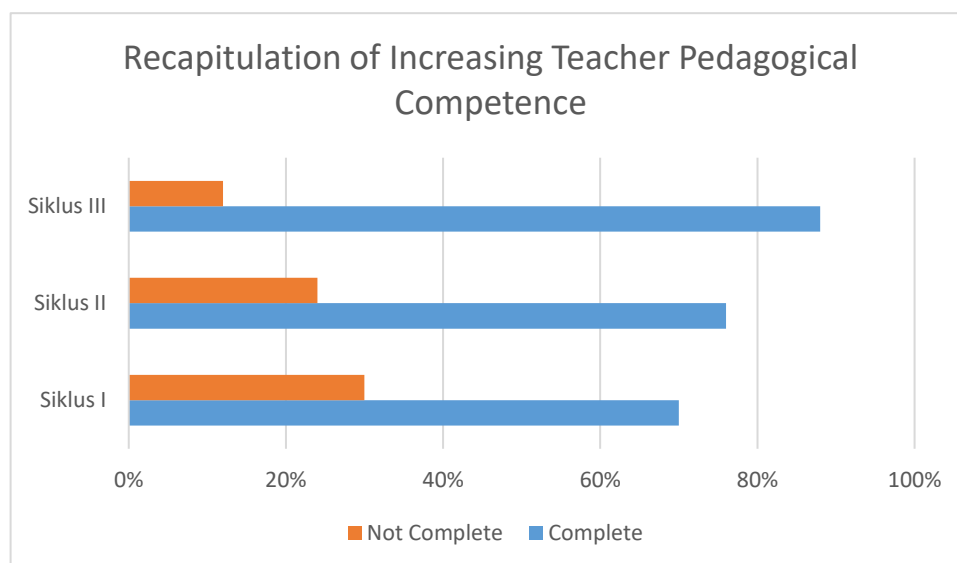
The research method used is R&D (Research and Development) with the ADDIE model. The ADDIE model consists of 5 stages: (1) Analysis; (2) Design; (3) Development; (4) Implementation; (5) Evaluation. The advantages of the ADDIE model can be seen in its systematic workflow. The purpose of selecting the ADDIE model as a supervision model is to be able to produce a product, which in this case is a supervision implementation model or supervision implementation plan with procedures that are systematically field tested, evaluated and improved so that they meet the criteria that meet expectations regarding effectiveness, quality and standards. set. The research was carried out in 3 units of the Santa Lusia Virgini Foundation Elementary School in Pematangsiantar, namely: SDS SANTA LUSIA SEI ROTAN, SDS SANTA LUSIA SIBORONGBORONG, and SDS SANTA MARIA DOLOK SANGGUL. The research was carried out in January-April 2024. The subjects of this research were teachers who taught at the Santa Lusia Virgini Pematangsiantar Foundation elementary school unit. The number of teachers who were subjects in this research was 50 people. Data collection techniques in the implementation of clinical supervision are (1) Interviews are data collection techniques carried out face to face and direct field questions and answers between the researcher and the source, (2) Observation is a data collection technique carried out through observations, accompanied by note taking. -recording of the condition or behavior of the target object, (3) Initial survey of pedagogical competence of elementary school teachers at

the Santa Lusía Virgini Pematangsiantar Foundation, (4) Product feasibility test by material experts. Quantitative descriptive analysis describes research findings using percentages and frequency distribution, then analyzes the data. Qualitative descriptive analysis organizes and groups data to provide a real. the right research method is the essence of a study.

#### **4. RESULTS AND DISCUSSION**

Based on the results of observations and assessments that have been carried out, the assessment of increasing teachers' pedagogical competence in carrying out learning activities by implementing continuous clinical supervision in Sikus I concluded that the guidance carried out by madrasah principals through continuous clinical supervision in improving teachers' pedagogical competence obtained an average value of absorptive capacity. group in cycle I was 70%. The assessment of the absorption capacity of this group is still less than the specified assessment standard, namely  $\geq 75.00\%$ . Based on the results of observations and assessments that have been carried out, the assessment of increasing teachers' pedagogical competence in carrying out learning activities by implementing continuous clinical supervision at Sikus II concluded that the guidance carried out by principals through Continuous Clinical Supervision in improving teachers' pedagogical competence obtained an average value of absorptive capacity. group in cycle II was 76%. Based on the results of observations and assessments that have been carried out, the assessment of increasing teachers' pedagogical competence in carrying out learning activities by implementing continuous clinical supervision at Sikus II concluded that the guidance carried out by madrasah principals through Continuous Clinical Supervision in improving teachers' pedagogical competence obtained an average value of absorptive capacity. group in cycle III was 88%. The assessment of the absorption capacity of this group has increased from the previous cycle and has passed the specified assessment standard, namely  $\geq 75.00\%$ .

During the coaching process that has been carried out in cycles I, II and III, the obstacles faced by teachers have decreased. This can be seen from the results of the actions carried out by researchers in cycle III which have decreased and are no longer found. This is because every cycle carried out, both teachers and researchers learn and improve themselves, especially in problems related to this coaching. Therefore, this research ended in cycle III because the researchers felt that this research had been maximized and had met the predetermined success indicators.



## CONCLUSION

Based on the results of the analysis and discussion of the research that has been carried out, it can be concluded that the development of the PEDAGOSUP model of clinical supervision can improve the pedagogical competence of elementary school teachers at the Santa Lusia Virgini Pematangsiantar Foundation.

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