



CLINICAL SUPERVISION TO IMPROVE TEACHER COMPETENCE IN LEARNING ACTIVITIES AT SMA NEGERI 1 TAPAKTUAN

Afnidar^{1*}, Siti Mayang Sari², Akmaluddin³, Fitriani Manurung⁴
¹²³⁴ University Bina Bangsa Getsempena, Banda Aceh, Indonesia

*Corresponding email: afnidar.nidar@gmail.com

ABSTRACT

This study aim to increase teacher competence in carry out activity learning at SMAN 1 Tapaktuan . This study is school action research. Subject the study were teachers of SMAN 1 Tapaktuan who underwent clinical supervision as many as 8 teachers. Instrument study use questionnaire, observation, and documentation. Data analysis techniques using analysis descriptive qualitative and analysis quantitative. Research results show that clinical supervision capable to increase teacher competence in carry out activity in doing learning process, create lesson plan learning, competency of managing class , as well implementation evaluation and assessment results learning . Based on results study obtained as much as 87.5% get grade Good (B) or as many as 7 teachers.

Keywords: *clinical, teacher competence, supervised learning*

INTRODUCTION

Constitution Republic of Indonesia Number 20 of 2023 Chapter II article 3 concerning about system education national explain that national education aim to educate life nation and develop Indonesian people completely, human of faith and piety to God Almighty and virtuous character, possess knowledge and skills , physical and spiritual health , strong and independent personality as well

as social and national responsibility. Various efforts have been made by the central government and district government in order to improve the quality of national education. for example, by preparing a large allocation of funds in both the APBN and APBD, increasing the ability of educators (teachers) and other education staff through various trainings, as well as in terms of curriculum development and refinement, also research related to improving the quality of education (Puskur-Balitbang, 2006).

Teachers as the vanguard has a big influence on the change and progress of education, besides that the teacher influences the behavior and learning of students who have a tendency to imitate, copy or emulate and identify. The influence of the teacher includes academic and nonacademic authority, mental health, ideals and attitudes, fun, and classroom atmosphere created by the teacher and his actions. This influence most felt by students both on intelectual development and on increasing student motivation, and emotional.

Kunandar (2007) suggests that a novice teacher needed three required skill that must be prepared before teaching in class, namely: (1) knowledge about method of managing class, (2) Knowledge of subjects or mastery teaching materials, and (3) Learning about background sociological of students who are educated. Arthur (2006) explains that being a teacher is not easy, there are complexity challenge faced in the learning process. There are different perspectives on being a good teacher , namely (1) being a teacher as a calling form heart (2) thoughts and ideas are born not contrived (3) being able to work together with other experienced teachers (4) having breakthrough learning effective (5) able to adapt for changing classroom situations and students information such as developments in information technology (6) able to communicate in teaching large class , asking questions and responding to answer, learning to plan appropriate activities for all students in the class, learning how to write reports to the parents about students' progress.

Based on observation and experience during on duty as a head of school or supervisor at school, it was found that in the early days of teaching experience a novice teacher was overwhelmed with variuous kinds of problems, one of them is emergence of mental stress. And if traced, the cause is a person's inability to master the methods and teaching materials to be taught, because this is considered something that is new in the life experience of beginner teacher, but this problem is a pscyological dynamic that is always going through a process of adjusment in doing their work and responsibly and also curriculum oriented.

Tyler in Ella Yulaewati (2005) suggests that curriculum is principles and procedures for planning, implementation, evaluating, and managing educational programs. The 2013 curriculum is set of plans and arrangements

about competencies learning outcomes to be achieved by students, assessment, learning activities and empowerment of educational resources in education development of the school curriculum. The formulation of competence in the 2013 curriculum is a question of what students are expected to know, respond to, or do at each grade or school level, as well as describing student progress achieved gradually and continuously for students to become competent or having competence.

Jamilan (2017), Supatni (2017) and Zainudin (2016) explain that the role of a teacher in curriculum and syllabus development is very important to know differences in abilities, competencies, interests, personalities, attitudes, and learning motivation of their students. Therefore, teachers are required to be creative and continuously review the that is made and be able to develop it, according to the needs and differences in competence of their students (Kamaruddin, 2021; Muhsin, 2021; Wahyuni, 2021).

Mulyasa (2004) explains that the teacher's role in implementing the syllabus can be viewed from two perspectives, namely: 1) from process aspect, and 2) from a result perspective. In terms of the process the teacher it is said to be successful if he is able to actively involve some students both physically, mentally and socially in the learning process. Teacher called to be success if the learning doing can change behaviour of their students in a better direction. So that teacher should always have attitude positive to students and applied in his behavior. For doing positive attitude above, the teacher must capably coordinate environment of learning for students, so they motivated in carry out activity learning.

Learning process should be done by the teacher carry out his job in class by preparing teaching in learning, as well implement the learning program that has been planned, as well as providing reflection. Therefore, this study aims to increase teacher competencies in carry out activity learning through clinic supervision.

METHODS

This study is school action research as an effort to improve teacher competence in carry out learning activities in Senior High School (SMA), especially at SMA Negeri 1 Tapaktuan. In its implementation it is carried out in various stages through activities carried out by the teacher in class and directly observed by the researcher as a school principal or supervisor. This is done to see firsthand the weakness and strengths of the teaching and learning process carried out by the teacher. In addition, a reflection was also carried with the observed teacher in order to discuss the weakness and strengths carried out by

the teacher as the subject of action research during the learning process teaching takes place.

The teacher data who are the subject of school action research (PTS) can be seen in table 1 below:

Table. 1 Supervised Teacher Data

No	Subjects	Class	Amount
1	Citizenship Education (PPKn)	X	1 person
2	Indonesian	XII	1 person
3	History	XI	1 person
4	Mathematics	XI	1 person
5	Economy	XII	1 person
6	Sociology	X	1 person
7	Geography	XI	1 person
8	Biology	XII	1 person

Source: Supervision results data for 2023

The Procedure for implementating the action done is carried out in stages, namely: (1) making a class visit schedule to supervise the teacher who is the object of the action according to the lesson schedule, (2) Inviting the teachers to be supervised to inform them regarding the implementation plan, (3) Making an instrument (questionnaire) that will be filled out by the teacher who is the the object of action, (4). Giving instrument to the teacher who is object Supervision Action researchers, (5) Collecting instruments that have filled by teachers who become object action supervision, (6). Monitor the teachers in class based on schedule that has been made using the assesment format that has been prepared, and, and (7). Reflecting by giving the opportunity for teachers to reflect on things found when carrying out learning activities, then given guidance by the supervisor by looking at the weaknesses of the teachers in the assesment format that has been filled out by researcher.

Implementation action supervision done in two cycle the activities it consists of from four steps as following: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. these fourth step has been carried out, it is continued with the implementation of the next cycle or cycle II. The data analysis technique used in this researched is descriptive qualitative and quantitative analysis.

RESULTS AND DISCUSSION

Based on the purpose of research supervision, this research focuses on the activities of preparing lesson plans (RPP) or learning designs, direct monitoring of learning implementation to the teachers in the classroom, and reflection

which is the core of supervision implementation activities, both in cycle I and cycle II. As the main preparation that has been done before, the researchers carry out joint discussion on the research focus, preparation of learning tools, implementation of learning and assessment or evaluation. For the smooth implementation of the action, the procedure of work undertaken by the researchers as the implementation of the action that has been carried out is as follows;

In the First cycle the activities carried out by the supervisor were: 1) observing 8 subject teachers with a long monitoring time of 2 hours of learning (2x45 minutes). Observation was made during the implementation of cycle I which the number of teachers being monitored as many as 8 teachers. (2) provide an assessment of teachers who have been monitored teaching in class by considering the abilities possessed by the teacher, (3) Reflect on the findings in monitoring which include things that are already good and the weaknesses of teachers in carrying out teaching and learning activities in classroom for improvement to the next meeting, (4) then the teacher makes teaching preparation for implementing the action in cycle II.

In the implementation of cycle II, the activities carried out by the researchers were almost the same in the implementation of cycle I because cycle II was an improvement and refinement in the implementation of cycle I. The activities carried out were following as: (1) monitored 8 teachers with 2 hours of learning time (2x45 minutes), Observation were made during the implementation of cycle II with the number of teachers being monitored as many as 4 teachers. (2) assessing teachers who have been supervised teaching in class by considering the abilities possessed by the teacher, (3) reflecting on the findings in monitoring that includes teacher strengths and weaknesses doing activity in the classroom.

Based on description above, it can be seen the results and reflections going on in an integrated manner through the process of planning, implementing, observing, and reflecting. The four steps of the action activity are a unified whole both from the implementation of action meetings in one cycle with another cycle (cycle II). Clinical supervision is an efforts doing by researcher to increase teacher competence in carrying out learning at SMAN 1 Tapaktuan. The emphasis on supervision regarding the implementation of lesson plans (RPP), mastery of the implementation of learning in the classroom, teaching materials, and mastery of the use of learning media or visual aids as well as mastery in assessment and evaluation.

Based on the results of the implementation of clinical supervision, in cycle I the results were not maximized yet. Of the 8 supervised teachers, 3 teachers (37.5%) were capable to prepare lesson plan well. Meanwhile, 5 other teachers

(62.5%) did not capable to prepare lesson plan well. Then from results cycle I researcher do assistance, guidance and discussion about strengths and weaknesses they have before during the learning process.

The research data show that results of the assessment conducted by researchers according to the rating form so there are 5 teachers who are still get grades between 40-54 means the score is in the poor category (D). The results of the assessment showed that the teacher was very poor in preparing for teaching syllabus, class mastery assessment tools, as well as in terms of the use of time for evaluation or assessment. Cycle I begins with (1) planning, the researchers submit: a) the plan for implementing supervision activities in the classroom to the teacher who will be supervising by giving grades that have been prepared by the researcher. b) the researcher create an assessment format in relation to the goals that will be assessed in teaching and learning process activities. c) the researcher make timetable visit by adjusting the lesson schedule that has been prepared by the school in the even semester of the 2022/2023 academic year, d). the teacher prepare a lesson plan, and e) researchers convey the focus of the assessment that need to be known by the teacher who is the object of action. (2) implementation of the action with the following steps: a). The researcher visits the teacher's class to monitor the teacher during the teaching and learning process in the class, b) the time used by researchers for doing observation is 2 hours of lessons (2x45 minutes) for each teacher in the class, c) learning activities begin with preliminary activities, core activities and closing activities. (3) Observation by carrying out the following steps: a) the researcher made observation of the teacher to see how far the implementation of learning had been prepared and implemented in the teaching and learning process in class, b). made an assessment by filling out the assessment form that had been prepared. (4) Reflection. This activity is to convey findings when clinical supervision is carried out, and researcher also convey matters that are considered important to improve teacher deficiencies in implementing classroom learning. This is important to do to follow up the implementation of cycle II.

After seeing the teacher's ability based on the results of observations on the action cycle I, then supervisor continue to the activities in cycle II to compare the results that have been achieved in cycle I, with the hope there will be increasing of the teacher competency in implementing learning activities at school. The implementation of clinical supervision in cycle II is as a follow-up and improvement from cycle I, including: (1). Planning, with steps: a) the researcher compiles and submits a plan to the teacher who will be observed for the implementation of cycle II actions, b). teacher state readiness to do the learning activities in classroom based on the subject timetable lessons, c) the teachers who will supervised prepare learning tools according to teaching material that will be presented in the class, and d). on this stage the researcher

also conveys the focus that become the assessment in the observation according to the assessment form. (2). The implementation phase carried out the activities: a). the supervisor do class visits to observe directly when the teacher teaches in class, b). the time used for observation for each teacher is 2 hours of lessons (2x45 minutes), c). presentation of subject matter in class is carried out with preliminary activity which include apperception and checking the readiness of students in participating learning, core activities which include activities presenting subject matter and making joint reflections, closing activities which includes activities: concluding the subject matter presented and giving assignments. (3) Observation, in this activity the researcher made observations of teachers who were supervised in class by looking at directly at the teacher's strengths and weaknesses in carrying out learning activities. (4) Reflection, in this activities the researcher conveys her findings to supervised teachers and then provide guidance to the teachers so that the weaknesses found can be corrected and the learning process can take place properly therefore the teacher's ability to manage learning is increasing.

The results of the study in cycle II showed that that through clinical supervision carried out by the researcher in the class it was illustrated that the teacher's competence in implementing learning had increased significantly. This was evident from 8 teachers who were supervised by researcher, there were 7 teachers (87, %) able to prepare lesson plan (RPP) well and only 1 teacher (12,5%) has not been able to prepare a lesson plan and implementation of classroom learning. Based on the results of the assessment conducted by researcher, there were 7 teachers who got score between 70-85 in high score category (grade B), and 1 teacher still scored between 40-54 in the poor category (D). This study is in line with the results of Kamaruddin's research (2021), Muhsin, (2021), Wahyuni (2021) which explains that supervision activities by the head of school has the influence to teacher in developing classroom learning.

CONCLUSION

Based on the analysis of research data, it can be concluded as following ; (1) whereas clinical supervision carried out in the classroom can improve teacher competence in implementing classroom learning, this can be seen from the 8 supervised teachers in cycle I, there were 3 teachers (37.5%) who had capable prepare lesson plans with good, while in cycle II there were 7 teachers (87.5%) an increase 50% ; (2). In term of the value obtained based on the assessment format filled in by the researcher, it also experienced an increase where in cycle II there were 7 teachers who got the score in high category (B); and (3) teacher participation in class is very large as seen from the willingness of teachers to be supervised. Thus, the implementation of clinical supervision

is beneficial for teachers because it can increase teacher competence in carry out learning activities.

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