



Implementation of clinical supervision with a collaborative approach to enhance teachers' pedagogical competence in junior high schools

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ABSTRACT

Clinical supervision is a systematic approach to mentoring professional teachers. This research aims to improve teachers' pedagogical competence at Bintang Laut Telukdalam Private Middle School through the implementation of clinical supervision with a collaborative approach by the school principal. This type of research is school action research. This research used the Kemmis and Taggart model, which is carried out in 4 stages: planning, implementation or action, observation, and reflection. Data collection techniques used by the researcher are interviews, observation, documentation, and questionnaires. The results of the research show that the implementation of clinical supervision with a collaborative approach by the principal can increase the pedagogical competence of teachers at Bintang Laut Telukdalam Private Middle School, which can be proven by increasing the average teacher pedagogical competency score, namely: before providing clinical supervision the average competency score teacher pedagogy was 63, after providing clinical supervision it increased to 78 in cycle I and 81 in cycle II which was above the specified success criteria, namely 75. From these results, it can be concluded that implementing clinical supervision with a collaborative approach can increase teachers' pedagogy competency at Bintang Laut Telukdalam Private Middle School.

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ABSTRAK

Supervisi klinis adalah suatu pendekatan yang sistematis dalam pembinaan profesional guru. Penelitian ini bertujuan untuk meningkatkan kompetensi pedagogik guru SMP Swasta Bintang Laut Telukdalam melalui penerapan supervisi klinis dengan pendekatan kolaboratif oleh kepala sekolah. Jenis penelitian ini merupakan penelitian tindakan sekolah. Penelitian ini menggunakan model Kemmis dan Taggart yang merupakan sebuah model penelitian yang dilakukan dengan 4 tahap yaitu perencanaan, pelaksanaan atau tindakan, observasi dan refleksi. Hasil penelitian menunjukkan bahwa pelaksanaan supervisi klinis dengan pendekatan kolaboratif oleh kepala sekolah dapat meningkatkan kompetensi pedagogik guru SMP Swasta Bintang Laut Telukdalam yang dapat dibuktikan dengan peningkatan rata-rata nilai kompetensi pedagogik guru yaitu: sebelum pemberian tindakan supervisi klinis dengan pendekatan kolaboratif rata-rata nilai kompetensi pedagogik guru 63, setelah pemberian tindakan supervisi klinis dengan pendekatan kolaboratif meningkat menjadi 78 pada siklus I dan 81 pada siklus II yang berada di atas kriteria keberhasilan yang ditentukan yaitu 75. Dari hasil tersebut maka dapat disimpulkan bahwa pelaksanaan supervisi klinis dengan pendekatan kolaboratif dapat meningkatkan kompetensi pedagogik guru SMP Swasta Bintang Laut Telukdalam.

Kata Kunci: kompetensi pedagogik guru; pendekatan kolaboratif; supervisi klinis

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INTRODUCTION

The competence of educators in carrying out learning activities is an important factor that influences the progress of education. Therefore, the skills of educators need to be continuously improved in an effort to improve the quality of education. Teachers need to have the ability to understand every aspect of their students' personalities, which includes moral, emotional, and intellectual dimensions. Teachers' skills in understanding the characteristics of their students are part of pedagogical competence. Therefore, it can be said that one of the factors that plays a role in improving the quality of learning is the teacher's pedagogical competence. The principal's job is to inspire and support teachers as they carry out their pedagogical duties to ensure that their teaching produces the desired results. The role of the principal is very complex; in addition to taking care of the school running efficiently and effectively, the principal is also responsible for improving teacher performance (Qistiyah, 2020).

The principal's leadership plays an important role in managing all activities in the school, including the implementation of teaching by teachers, which aims to improve the quality of the learning process. The principal's job is to supervise teachers so that they can carry out their duties better and improve the standard of education of their children (Andayani, 2018). Supervision serves as a means for the principal to provide guidance, support, and assessment of teacher performance in educational activities, facilitating their growth and effectiveness in teaching and learning. The principal ensures that supervision activities are carried out sustainably and structured, following collaboratively developed implementation plans and supervision programs developed in stages to support and improve teaching practices effectively. The role of the principal in supervision is to foster a professional environment in which teachers can improve the quality of student learning through effective teaching processes. In essence, the principal's supervision aims to ensure that the implementation of teacher learning aligns with the agreed plan, facilitating the achievement and improvement of their teaching performance. Supervision ensures quality control, encourages professional growth, and motivates teachers (Bano, 2018).

Permendiknas Nomor 13 Tahun 2007 describes the leadership standards as having five competencies, namely personality, management, entrepreneurship, leadership, and social competencies. In this case, clinical supervision consists of 3 stages, namely the initial meeting stage, the observation stage, and the follow-up discovery stage. As explained, supervision by the principal seeks to overcome every challenge teachers face during the learning process, facilitating their growth and proficiency in teaching. Clinical supervision offers an effective approach to support teachers in overcoming the challenges they face during the learning process. Clinical supervision, such as diagnosing sick patients, also involves diagnosing teachers during the teaching and learning process so that the difficulties experienced by teachers can be resolved. In clinical supervision, feedback discussions between supervisors and teachers address teaching challenges, such as prescribing solutions after directly observing the teacher's learning approach. Effective coaching can lead to improved teacher performance. So supervision can be viewed as a means of service aimed at teachers to improve the quality of learning (Isnaini, 2022).

Clinical supervision can improve the quality of teacher learning. Clinical supervision will be better if implemented collaboratively (Babo & Syamsuddin, 2022). The collaborative supervision approach is a method that can be applied by the principal collaboratively. It has proven to help foster partnerships to guide and facilitate teachers in their professional duties. Supervision with a collaborative approach involves a combination of direct and indirect methods used together to reach agreement on the structure, process, and criteria used (Mutahajar, 2019). The characteristics of the collaborative supervision approach in mentoring teachers aim to help them achieve success in the school environment as a workplace. This approach involves various skills, achievements, discussions, and presentations carried out openly and flexibly, aiming to develop professionalism through reflective activities. A teacher's skills refer to the ability or expertise in guiding and organizing learning activities in the classroom to make them enjoyable, as well

as helping in the teaching and learning process (Dzuriansyah & Zainuddin, 2024). As previously discussed, the implementation of supervision by the principal is a critical method for improving teacher pedagogical competence, so it is important to directly involve the teachers who will undergo supervision in this process.

Previous research discussing the application of clinical supervision in improving teachers' pedagogical competence and professionalism stated that by implementing clinical supervision, teachers' pedagogical competence and professional competence increased (Wahyudi, 2021). This is in line with other research on how to utilize clinical supervision to improve teachers' pedagogical competence in implementing learning models; it was found that clinical supervision has proven effective in helping teachers overcome their learning gaps (Tugiman, 2020). Based on the findings of the two studies, it can be concluded that clinical supervision by the principal is essential in improving teachers' pedagogical competence. However, many challenges arise in its implementation, indicating a gap between expectations and reality in implementing supervision.

In preliminary research through observation and documentation studies at SMP Swasta Bintang Laut Telukdalam, researchers found that teachers' pedagogical competence was not optimal, as shown in: (1) teachers carried out the learning process without looking at the personality characteristics of their students. (2) Some educators did not understand how to use learning theories in the classroom. (3) Teachers assessed learning outcomes but did not cover all domains, and did not use the right instruments. (4) Teachers did not identify students' potential in the subjects they taught. (5) The 2022 SMP Swasta Bintang Laut Telukdalam education report card showed the results of teacher pedagogical competence of 51.59. This condition shows that teachers need clinical supervision from the principal. Based on the description of the problems above and in accordance with its objectives, namely to determine the results of the application of clinical supervision with a collaborative approach to improving the competence of SMP Swasta Bintang Laut Telukdalam teachers, the purpose of this study was to conduct school action research with the application of collaborative-based clinical supervision to improve teacher pedagogical competence.

LITERATURE REVIEW

Clinical Supervision

Supervision comes from the words "super" and "vision". "Super" means high, and "Vision" means to see. Supervision is observing from a superior perspective, which shows that the observer has greater ability or insight than what is observed. Supervision is a support service for teachers that aims to improve learning activities and curriculum effectiveness. Supervision is an action given by a supervisor to optimize the quality of teaching carried out by educators and foster and motivate teachers to be more competent in their duties (Nasution *et al.*, 2023). Educational supervision has three main objectives, namely: 1) to supervise and improve the learning process through mentoring or assistance; 2) to provide motivation or encouragement in improving the competence of educators so that they can organize effective learning; and 3) to develop the professional and pedagogical abilities of teachers to ensure that the learning process is in accordance with the results of previous mutual agreements (Addini *et al.*, 2022).

Clinical supervision includes a deliberate learning process that aims to improve teacher professionalism. This process involves careful planning, classroom observations, and thorough and objective analysis during discussions or final reactions (Salma, 2022). Clinical supervision can also be interpreted as a form of supervision that emphasizes improving learning through systematic cycles and analysis, thereby increasing the effectiveness of the learning process. Clinical supervision functions as a solution to overcome the challenges experienced by educators in their learning process (Fauzi, 2020). Clinical supervision is a mentoring process designed to support the professional growth of teachers, particularly in their teaching performance, by utilizing observation and data analysis to provide objective feedback

(Mulyaningsih, 2020). In his book "Supervisi Pendidikan Implementasi Supervisi di Satuan-Satuan Pendidikan" Soro et al. said that clinical supervision focuses on improving teaching through carefully monitoring the intellectual intensity and analysis of teaching activities. It is called clinical supervision because it focuses on identifying and addressing the root of the problem in the learning process. Clinical supervision, as explained above, is a collaborative process in which the supervisor and teacher meet face to face to discuss the teaching problem or problems faced, and then find ways to fix the problem by making agreements between the supervisor and the teacher to foster the professional growth of the teacher and improve the quality of education itself.

The two main objectives of clinical supervision are general objectives and specific objectives. The general objectives are: 1) establishing a professional development plan; 2) meeting the needs of educators; 3) overcoming educational challenges; 4) achieving educational goals optimally; and 5) helping to improve the professionalism of educators. At the same time, the specific objectives are: 1) Providing optimal support to teachers; 2) helping to solve teacher problems in their learning; and 3) helping teachers develop their competencies and skills (Fauzi, 2020).

From the description of the objectives of clinical supervision, both in general and specifically, it can be concluded that the objectives of implementing clinical supervision include: to encourage the growth of teacher expertise, assist educators in realizing predetermined learning objectives, improve educators' pedagogical competence, help solve problems experienced by teachers, and improve student academic achievement. There are stages carried out in the implementation of clinical supervision. This stage consists of three parts. The first stage of clinical supervision is the initial meeting (Planning Conference). At this initial meeting, the supervisor and instructor must work together to create a classroom observation plan. The work contract between the principal and the educator is the final consequence of this discussion. This goal can be achieved if there is cooperation and personal interaction between the supervisor and instructor during this first meeting. The effectiveness of the subsequent process in the clinical supervision model is greatly influenced by the quality of the supervisor's connection with the instructor (Ahmad & Soefijanto, 2019). This first meeting tends not to last long unless the educator has a very complex problem to discuss.

The second stage of clinical supervision is the classroom observation stage. The procedures in the observation stage include: 1) Preparation, the supervisor and teacher prepare themselves for the supervision process; 2) the teacher and his/her supervisor enter the classroom, the teacher continues teaching while the supervisor takes a place at the back of the classroom observing the teaching process; 3) the supervisor's attitude shows professionalism in conducting supervision in the classroom. Supervisors must pay attention to their actions to ensure a conducive environment during observation; 4) observation methods. In the supervision process, the supervisor carefully observes the teacher conducting the learning; 5) after the teaching is finished, both the teacher and the supervisor leave the classroom with the students.

The third stage of clinical supervision is the feedback conference stage. After the teaching observation, it begins with an analysis of the observation findings, which aims to review what the supervisor, acting as an observer, feels. This feedback meeting is an important stage in developing teacher behavior through providing specific feedback. In this feedback session, it is necessary to build openness between the supervisor and the teacher. It is important for the supervisor to first build trust with the teacher by emphasizing that the purpose of the meeting is not to blame but to provide constructive feedback.

Collaborative Approach Supervision

Collaborative supervision offers principals a collegial, supportive, and partnership-based approach to mentoring and assisting teachers in fulfilling their professional responsibilities. Collaborative supervision

requires a blend of direct and indirect approaches, where supervisors and supervised teachers collaborate to establish the structure, process, and criteria for implementing supervision and share responsibilities (Mutahajar, 2019). In teacher mentoring, the collaborative supervision approach positions the principal as a colleague, fostering an environment where both parties contribute expertise, engaging in open and flexible discussions and presentations. This approach aims to support teachers in developing into professional teachers through reflective activities.

There are two principles in the collaborative supervision approach, namely: 1) Collaborative supervision involves the principal together with teachers to actively participate in carrying out their professional responsibilities; 2) Collegial supervision requires the involvement of fellow teachers, such as other teachers, in preparing plans, implementing actions, observing, and reflecting on teaching practices (Simbolon, 2019). The implementation of collaborative supervision through several specific steps, including: 1) During the pre-collaborative supervision stage, teachers and principals are involved in brainstorming and discussions on important issues faced by teachers in fulfilling their professional duties; 2) During the collaborative supervision stage, the principal conducts collaborative supervision with other teachers while teachers develop learning materials as part of their professional performance; 3) At the post-collaborative supervision stage, the principal and teachers work together to reflect on the teacher's professional performance in developing their learning materials (Jokomarsono, 2019).

Teacher Pedagogical Competence

Pedagogical competence refers to teachers' expertise in organizing their activities well so students can be actively involved in learning (Hoesny & Darmayanti, 2021). Teacher competence includes the teacher's ability to supervise learning and meet the needs of their students (Akbar, 2021). Furthermore, teacher pedagogical competence is based on a combination of knowledge, attitudes, and skills to manage their abilities effectively from planning to evaluation and assessment (Ciptaningtyas et al., 2020). This ensures that the educational goals that have been set can be achieved as much as possible.

Permendiknas Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru describes the requirements and mastery expected of teachers regarding Pedagogical Competence, including:

1. Proficiency in understanding student characteristics in physical, moral, spiritual, social, cultural, emotional, and intellectual dimensions.
2. Expertise in learning theory and educational principles for effective teaching practices.
3. Designing a curriculum that is tailored to the subjects taught.
4. Arranging educational activities for effective learning.
5. Utilizing information and communication technology (ICT) for educational purposes and facilitating learning.
6. Helping students realize their diverse potentials and encouraging their overall development.
7. Engaging in clear, empathetic, and polite communication with students.
8. Conducting evaluations and assessments of the learning process and outcomes.
9. Applying the results of assessments and evaluations to inform and improve the learning process.
10. Engaging in reflective practice to improve the quality of learning.

METHODS

This research is a Penelitian Tindakan Sekolah (PTS) using the Kemmis and Taggart model, which includes four stages: planning, action, observation, and reflection (Machali, 2022). This research was conducted collaboratively involving researchers, principals, and teachers. In this collaboration, the principal acts as the implementer of the action, the teacher acts as the recipient, and the researcher observes the research process.

This action research consists of four stages: 1) Planning stage, making plans to overcome challenges faced by educators, outlining steps to improve teacher pedagogical competence through clinical supervision led by the principal; 2) Implementation stage, actions are carried out according to the plan that has been prepared. Teachers carry out learning by adhering to the indicators or instruments that have been agreed upon at the planning stage; 3) Observation stage, researchers observe activities during implementation, record details related to the provision of clinical supervision and teacher pedagogical competence which are the basis for further reflection; 4) Reflection stage, the principal, teachers, and researchers together analyze data obtained from observation and documentation. They evaluate whether the actions carried out during the supervision stage have effectively improved teacher pedagogical competence.

Data collection techniques through interviews with the principal and ten teachers at SMP Swasta Bintang Laut Telukdalam, observation, documentation, and teacher questionnaires. Data analysis techniques include data reduction, data presentation, and conclusions. The criteria for the success of this action research are the achievement of increased teacher pedagogical competence (Wahab & Syamsussabri, 2022).

RESULTS AND DISCUSSION

SMP Swasta Bintang Laut Telukdalam Private is one of the school units under the auspices of Santu Fidelis Telukdalam. It is located at Jalan Diponegoro Number 26B, Pasar Telukdalam Village, Telukdalam District, South Nias Regency, and is led by Suwisnawati Gowasa, M.Pd (Sr. Rafaela Gowasa). Bintang Laut Telukdalam Private Junior High School has an area of 4,602 m² and was established on September 20, 1956.

Kondisi Awal Subjek Penelitian

The subjects of this Action Research were several teachers from various subjects at SMP Swasta Bintang Laut Telukdalam Private in the Even Semester of the 2023/2024 Academic Year, as many as 10 teachers who were selected based on the results of a preliminary study where these teachers experienced various problems or difficulties in their learning process related to their pedagogical competence. Initially, the teachers' pedagogical competence was still in the low category based on the results of filling out the questionnaire before the teachers of SMP Swasta Bintang Laut Telukdalam received clinical supervision with a collaborative approach by the principal, namely 63, still below 75, which is the success criterion shown in **Table 1** below.

Table 1. Initial Condition of Pre-Test Results of Pedagogical Competence of Teachers of SMP Swasta Bintang Laut Telukdalam Before Receiving Clinical Supervision Action with a Collaborative Approach

No	Score Acquisition	Pedagogical Score
1	88	70
2	91	73
3	75	60
4	75	60

No	Score Acquisition	Pedagogical Score
5	88	70
6	75	60
7	88	70
8	75	60
9	75	60
10	73	58
Average		63 (Not up to standard)

Source: Research 2024

Table 1 above is the result of the questionnaire completed by educators at SMP Swasta Bintang Laut Telukdalam before receiving clinical supervision using a collaborative approach by the principal. Based on Table 1 above, it can be concluded that before the respondents received clinical supervision with a collaborative model by the principal, there were three teachers whose scores were 70, one teacher whose score was 73, five teachers whose scores were 60, and one teacher whose score was 58. The pedagogical value of each respondent in **Table 1** above was obtained using the following formula.

$$\text{Pedagogical score} = \frac{\text{score}}{\text{maximum score}} \times 100$$

Sedangkan rata-rata nilai diperoleh dengan rumus berikut.

$$\text{Average score} = \frac{\text{total score}}{\text{Total respondents}}$$

Cycle I

The provision of clinical supervision actions in cycle I was carried out by following the Kemmis and Taggart model flow which consists of four flows, namely: 1) Planning, making plans to overcome the challenges faced by educators, outlining steps to improve teacher pedagogical competence through clinical supervision led by the principal; 2) Implementation, at this stage the teacher conducts learning in the classroom while the researcher and the principal sit at the back of the classroom to observe the ongoing learning process. The implementation of this action was carried out for four days, namely, from March 6 to 9, 2024; 3) Observation stage, the researcher observed activities during the implementation, recorded details related to the provision of clinical supervision and teacher pedagogical competence which became the basis for further reflection; 4) Reflection, the results of observations or observations obtained regarding clinical supervision with a collaborative approach by the principal in cycle I showed that the activities carried out by the teacher were in accordance with the aspects on the observation or assessment sheet. However, several things need improvement, such as the use of learning media that does not actively involve students, teachers' use of learning models, but their implementation is not in accordance with the syntax, assessments carried out do not use instruments, either assessment for learning or assessment as learning. Conclusions are drawn that do not involve students.

These deficiencies became the analysis material submitted by the principal and researcher to the teachers to be improved in the next cycle. After completing the reflection activity, the researcher gave the teacher's pedagogical competence questionnaire to the teachers to be filled out, the results of which showed that through the implementation of clinical supervision with a collaborative approach, there was an increase in the pedagogical competence of teachers at SMP Swasta Bintang Laut Telukdalam, namely 78 which was above the predetermined success criteria as shown in **Table 2** below..

Table 2. Results of Pedagogical Competence of Teachers of SMP Swasta Bintang Laut Telukdalam After Receiving Clinical Supervision Action with a Collaborative Approach by the Principal in Cycle I

No	Score Acquisition	Pedagogical Score
1	100	80
2	102	82
3	94	75
4	94	75
5	100	80
6	94	75
7	100	80
8	94	75
9	97	78
10	95	76
Average		78 (Above Standard)

Source: Research 2024

Based on **Table 2** above, it can be explained that after the respondents received clinical supervision with a collaborative approach by the principal, three teachers obtained scores of 80, one teacher obtained scores of 82, four teachers obtained scores of 75, one teacher obtained scores of 78, and one teacher obtained scores of 76.

Cycle II

The provision of clinical supervision actions in cycle II is carried out the same as the flow in cycle I, namely through 4 flows, namely: 1) Planning, at this stage the principal, teacher, and researcher prepare a plan for implementing clinical supervision based on the results of reflection in cycle I; 2) Implementation, at this stage the teacher conducts learning in the classroom while the researcher and principal sit at the back of the classroom to observe the ongoing learning process. The implementation of this action was carried out on March 13-16, 2024; 3) Observation, during the learning process carried out in the classroom, the principal observes the learning process carried out by the teacher using the observation instruments provided previously. At the same time, the researcher also observes the learning process carried out by the teacher and at the same time observes the activities carried out by the principal as a supervisor while in class; 4) Reflection, the results of observations or observations obtained regarding clinical supervision with a collaborative approach by the principal in cycle II show that the activities carried out by the teacher are in accordance with the aspects on the observation or assessment sheet, and have corrected previous deficiencies in cycle I.

These deficiencies have been corrected so that teachers' pedagogical competence at SMP Swasta Bintang Laut Telukdalam has increased in accordance with the results of the pedagogical competence questionnaire that was filled out by the teachers, with a score reaching 81, as shown in **Table 3** below.

Table 3. Results of Pedagogical Competence of Teachers of SMP Swasta Bintang Laut Telukdalam Private After Receiving Clinical Supervision Action with a Collaborative Approach by the Principal in Cycle II

No	Score Acquisition	Pedagogical Score
1	105	84
2	107	86
3	100	80
4	100	80
5	105	84
6	100	80

No	Score Acquisition	Pedagogical Score
7	102	82
8	100	80
9	100	80
10	98	78
Average		81 (Above Standard)

Source: Research 2024

Based on **Table 3** above, it can be explained that after the respondents received clinical supervision with a collaborative approach by the principal, two teachers obtained scores of 84, one teacher obtained scores of 86, five teachers obtained scores of 80, one teacher obtained scores of 82, and one teacher obtained scores of 78.

Comparison of the Results of Pedagogical Competence of Teachers at Bintang Laut Telukdalam Private Middle School Before Clinical Supervision Actions (Pre-test), Cycle I, and Cycle II

A comparison of the pedagogical results of teachers at SMP Swasta Bintang Laut Telukdalam before clinical supervision (Pre-test), cycle I, and cycle II can be presented in **Table 4** below:

Table 4. Results of Pedagogical Competence of Teachers of SMP Swasta Bintang Laut Telukdalam Pre-test, Cycle I, and Cycle II

No	Pre-test		Siklus I		Siklus II	
	Score Acquisition	Pedagogical Score	Score Acquisition	Pedagogical Score	Score Acquisition	Pedagogical Score
1	88	70	100	80	105	84
2	91	73	102	82	107	86
3	75	60	94	75	100	80
4	75	60	94	75	100	80
5	88	70	100	80	105	84
6	75	60	94	75	100	80
7	88	70	100	80	102	82
8	75	60	94	75	100	80
9	75	60	97	78	100	80
10	73	58	95	76	98	78
Average		63	Average	78	Average	81

Source: Research 2024

Based on **Table 4** above, the pedagogical competence of teachers at Bintang Laut Telukdalam Private Middle School before receiving clinical supervision with a collaborative approach was still low and had not reached the minimum value. After receiving clinical supervision with a collaborative approach, in cycle I and II, teachers' pedagogical competence at SMP Swasta Bintang Laut Telukdalam increased and exceeded the success criteria.

Discussion

This action research focuses on clinical supervision with a collaborative approach and teacher pedagogical competence. The implementation of clinical supervision with a collaborative approach by the principal at Bintang Laut Telukdalam Private Middle School was carried out through two cycles, namely Cycle I and Cycle II. Before implementing clinical supervision with a collaborative approach, the researcher distributed teacher competency questionnaires to be filled out by teachers at SMP Swasta Bintang Laut Telukdalam, the results of which were processed and analyzed as a reference for implementing actions in cycle I. The teachers' pedagogical competence increased after receiving clinical supervision with a collaborative approach from the principal. This shows that the teacher's pedagogical competence increased because an action was taken, namely, clinical supervision with a collaborative approach by the principal. This study is supported by previous research, confirming that implementing clinical supervision can improve teacher competence in managing the learning process (Mastuti, 2022). This teacher's competence is important in implementing classroom learning (Hilmiatussadiyah et al., 2024). Implementing clinical supervision can improve teacher professionalism in their learning activities, both in the learning process and the methods used (Mursalin, 2022). This study has similarities with the research of Mastuti and Mursalin that clinical supervision with a collaborative approach by the principal can improve the pedagogical competence of teachers at SMP Swasta Bintang Laut Telukdalam which can be proven by the processing of the results of the teacher's pedagogical competence questionnaire which shows an increase in teacher pedagogical competence in each cycle.

In this study, the implementation of clinical supervision began with a preliminary meeting stage (Planning Conference). In this stage, the teacher conveyed all the difficulties experienced so far in learning, and then, together with the principal, agreed on the actions that would be taken to overcome the problem. The principal and researcher agreed on the focus of observation during the implementation of clinical supervision actions, prepared observation instruments, and made a schedule for implementing clinical supervision.

The next stage is the classroom observation stage. In this stage, the teacher conducts learning by referring to the components agreed upon previously at the initial meeting stage. The principal and researcher take seats at the back while observing the ongoing learning process by referring to the instruments that have been provided previously. In the learning process carried out as a result of observations, the teacher begins learning with preliminary activities, namely conditioning the class, motivating students, giving appreciation, conveying learning objectives, conveying the outline of learning, checking students' initial abilities, then continuing with core activities, namely the teacher demonstrating skills, presenting materials in sequence, the teacher teaches using media such as PPT but it is still not used properly so that students feel passive, showing the relevance of the material to real life, the teacher uses a problem-based learning model but the learning carried out is not in accordance with the PBL syntax, conducting assessments but not using assessment instruments and ending with closing activities, namely concluding learning outcomes but not involving students, and conducting evaluations or reflections.

After the completion of the learning, the principal, researchers, and teachers held a meeting to convey the findings, both the advantages and disadvantages that occurred when the teacher conducted the learning, to be analyzed and evaluated. The observation results showed that the teacher had conducted the learning according to the components or indicators of the instrument that had been made. However, several things needed to be improved as described above, namely the use of media that was not optimal so that students were less active in learning, the learning that was carried out was not in accordance with the syntax of the learning model used, conducting assessments without referring to the assessment instrument and drawing conclusions that did not involve students.

Implementing clinical supervision with a collaborative approach by the principal greatly assists teachers in improving their pedagogical competence at SMP Swasta Bintang Laut Telukdalam. It can solve learning problems experienced by teachers, in line with research which states that clinical supervision has proven

to be very effective as a solution to problems teachers face and contributes to improving teacher pedagogical competence (Babuta & Rahmat, 2019). Providing clinical supervision actions with a collaborative approach can improve teacher competence in learning (Purba & Parhusip, 2023). This aligns with previous research, which states that clinical supervision positively affects teacher performance during the learning process for educators in Cluster IV, Sanankulon District, Blitar Regency (Utami, 2017).

Clinical supervision with a collaborative approach and teacher pedagogical competence are interrelated components that cannot be separated, in line with previous research findings that show that clinical supervision activities with a collaborative approach have improved teachers' abilities in explaining and implementing teaching modifications (Julkifli *et al.*, 2022). Clinical supervision with a collaborative approach by the principal is one way to improve teacher pedagogical competence while solving learning problems experienced by teachers. This is supported by other studies, which also state that teacher performance can be improved through appropriate coaching, which shows that clinical supervision functions as the right solution to improve teacher performance (Sani, 2020). To improve teacher professional competence, the principal needs to implement clinical supervision steps (Hanafiah, *et al.*, 2022).

CONCLUSION

In general, the implementation of clinical supervision with a collaborative approach by the principal at SMP Swasta Bintang Laut Telukdalam has run smoothly. It complies with the steps, basic ideas, and characteristics of appropriate clinical supervision. However, a problem arises: teachers still feel hesitant to express problems or difficulties they face in the teaching process to the principal. This is because they are not used to it, and time is limited. The study's findings indicate that the implementation of clinical supervision that adopts a collaborative approach by the principal has positively impacted the pedagogical competence of teachers at SMP Swasta Bintang Laut Telukdalam. This is evident from the increase in the average value of teacher pedagogical competence from 63 before the implementation of collaborative clinical supervision, the figure increased to 78 in the first cycle, and 81 in the second cycle. This increase exceeds the previously set success standard, which is 75. From these findings, it can be concluded that implementing clinical supervision that applies a collaborative approach has improved teachers' pedagogical competence at SMP Swasta Bintang Laut Telukdalam.

Based on the study's findings, the researcher recommends several steps or actions that need to be taken by several parties. For the Principal, it is requested that clinical supervision be continued with this collaborative approach. Encourage teachers to be willing to share the difficulties they face in the learning process, so that these problems can be resolved through clinical supervision. For Teachers, it is hoped that teachers can be open to conveying any difficulties they face in the learning process to the principal. Thus, collaboration between teachers and principals in finding solutions to these problems can be realized, primarily through the implementation of clinical supervision with a collaborative approach that has been proven effective.

AUTHOR'S NOTE

The author confirms that the article "Implementation of clinical supervision with a collaborative approach to enhance teachers' pedagogical competence in junior high schools" is his own work, free from all forms of plagiarism.

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