



Effect of clinical supervision in improving the pedagogical competence of SDN 2 Cigedug teachers

Eli Latipah¹, Dinn Wahyudin²

^{1,2}Universitas Pendidikan Indonesia, Bandung, Indonesia
elilatipah.73@upi.edu¹, dinn_wahyudin@upi.edu²

ABSTRACT

Pedagogical competence is one of the competencies that teachers must possess, according to Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru. In fulfilling these competencies, teachers can make efforts by developing independently, participating in competency development activities organized by the government, or by guidance from direct supervisors or school principals. This study aims to analyze the effect of clinical supervision on teachers' pedagogical skills at SDN 2 Cigedug. Clinical supervision is an approach principals take to help teachers improve competence based on the results of reflection on planning, implementing, and evaluating their learning in the classroom to improve the quality of learning. This research approach uses descriptive qualitative. Data collection through interviews, observation, and documentation. The results showed that clinical supervision generally has a positive effect on improving teachers' pedagogical competence. However, the level of improvement varies depending on individual conditions and other factors that influence its effectiveness.

ARTICLE INFO

Article History:

Received: 4 Nov 2024

Revised: 3 Feb 2025

Accepted: 5 Feb 2025

Available online: 12 Feb 2025

Publish: 28 Feb 2025

Keywords:

clinical supervision; learning quality improvement; pedagogical competence

Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

ABSTRAK

Kompetensi pedagogik adalah salah satu kompetensi yang harus dimiliki oleh guru menurut Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru. Dalam memenuhi kompetensi tersebut, guru dapat berupaya dengan pengembangan secara mandiri, mengikuti kegiatan pengembangan kompetensi yang diselenggarakan oleh pemerintah, ataupun atas pembinaan dari atasan langsung atau kepala sekolah. Penelitian ini bertujuan untuk menganalisis pengaruh supervisi klinis terhadap kemampuan pedagogis guru di SDN 2 Cigedug. Supervisi klinis merupakan suatu pendekatan yang dilakukan oleh kepala sekolah dalam membantu guru meningkatkan kompetensi berdasarkan hasil refleksi atas perencanaan, pelaksanaan, dan evaluasi pembelajarannya di kelas dalam upaya meningkatkan kualitas pembelajaran. Pendekatan penelitian ini menggunakan kualitatif deskriptif. Pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan Supervisi klinis secara umum berpengaruh positif terhadap peningkatan kompetensi pedagogik guru, meskipun tingkat peningkatannya bervariasi tergantung pada kondisi individu dan faktor-faktor lain yang mempengaruhi efektivitasnya.

Kata Kunci: *kompetensi pedagogik; peningkatan kualitas pembelajaran; supervisi klinis*

How to cite (APA 7)

Latipah, E. & Wahyudin, D. (2025). Effect of clinical supervision in improving the pedagogical competence of SDN 2 Cigedug teachers. *Inovasi Kurikulum*, 22(1), 583-596.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

Copyright



2025 Eli Latipah, Dinn Wahyudin. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: elilatipah.73@upi.edu

INTRODUCTION

Teachers, as the spearhead of education, are expected to play a role in advancing education in Indonesia. Teachers' efforts in educating and teaching their students are expected to lead them to fulfill their physical, mental, social, emotional, or academic well-being (student well-being). According to Arsyad, "student well-being" refers to a stable condition where students have a positive mood and attitude, resilience, self-confidence, and pleasant relationships and experiences while in the school environment. This confirms that health is important in supporting learning in educational institutions. A relationship exists between high levels of well-being and better academic achievement, consistent attendance, prosocial behavior, good mental health, and a sense of safety at school (Afifah & Nasution, 2023). The fulfillment of students' well-being certainly requires maximum effort from the teacher. Teachers must consciously improve their professional and pedagogical competence so that educational goals can be adequately achieved.

Educators often face problems in trying to improve students' competence. Efforts to improve students' competence due to learning are often a problem that requires strenuous efforts from educators so that learning objectives can succeed as expected. Currently, many students have difficulty understanding the material taught by the teacher. Competence in designing learning designs is related to pedagogical competence, and a lack of mastery of pedagogy will be seen in the implementation of monotonous teaching. Many teachers focus on delivering material, thus forgetting the achievement of goals. If this happens, teaching becomes a mere transfer of knowledge (Hoesny & Darmayanti, 2021). Teachers must have competence in teaching, namely pedagogical competence, professional competence, personality competence, and social competence (Hadiapurwa et al., 2021; Hilmiatussadiah et al., 2024).

The problem of teachers improving their competence and the quality of education in schools is not only independently resolved by the teacher concerned but needs to be resolved by involving various elements of education. High-quality education can be achieved if it meets community expectations as a benchmark. When schools achieve the quality standards that have been set, they will gradually realize competitive quality, both at the national and international levels. This quality can only be achieved by increasing teachers' pedagogical capacity in human resource development. Furthermore, continuous monitoring is needed to ensure every project and activity complies with the standards and achieves the expected targets. This monitoring and control can be done by applying principals' best management practices, collaborating with teacher colleagues, and actively involving other stakeholders. School leaders should be encouraged to consider the relevance of such approaches to their own needs (Brauckmann et al., 2023). As one of the teachers' superiors with emotional closeness, the principal is expected to play an important role in helping solve teacher problems. The role of the principal as a supervisor will contribute a lot to improving the quality of education in schools, starting from improving teacher competence in all respects. One of the principal's efforts as a supervisor in solving problems at school is through supervision. As supervisors, principals are responsible for improving teachers' ability to manage learning activities at school. In addition, principals also play an important role in the development and progress of schools (Hanafiah et al., 2022). Supervision activities are expected to have positive interactions between teachers and principals that can solve problems related to teacher complaints in the classroom or at school.

In a broader sense, educational supervision is a discipline that studies how to manage human resources in education (teachers) so that they can be adjusted to mutually agreed goals. Educational supervisors, such as supervisors or principals, carry out this process. In this case, structuring includes various activities, such as supervision, leadership, coaching, and resource control, which includes planning, observation, supervision, and coaching (Wesnedi et al., 2021). Supervision in education is not only how teachers perform according to established educational standards. More than that, teachers are expected to actively contribute to exploring innovative ideas and thoughts to improve the quality of their learning in the classroom.

One of the supervision activities that is often carried out in the world of education is clinical supervision. Clinical supervision conducted by school principals plays an important role in overcoming problems often faced by teachers as educators and teachers in their classrooms. Clinical supervision requires a collegial approach and has a more positive and optimal impact if teachers can apply the solutions offered directly. It cannot be denied that teachers have various limitations and shortcomings. Therefore, when facing problems in learning, the Head of the Education Unit must be able to provide practical and applicable solutions, not just normative ones (Setiati & Rugaiyah, 2023).

Previous research on clinical supervision is the first regarding the implementation of clinical supervision, which shows its important role in improving teachers' pedagogical competence at various levels of education. Clinical supervision conducted by principals can help teachers understand and carry out their pedagogical duties more effectively (Rohaenah & Jamil, 2020). This research highlights that the role of the principal as a supervisor is significant in providing directed guidance. Clinical supervision significantly influences the pedagogical competence of religion. It helps teachers develop teaching methods that suit the needs of students so that learning becomes more effective and relevant (Amir & Hajar, 2022; Hayati, 2023; Nurliana et al., 2020). The teachers involved were able to develop learning strategies that were following the characteristics of the learners, increasing student involvement in the learning process. Consistently conducted clinical supervision, provided constructive feedback, encouraged self-reflection, and improved teachers' pedagogical skills. In addition, this supervision also helps teachers design more planned lessons, use innovative teaching methods, and conduct comprehensive evaluations (Asyifah et al., 2024).

Overall, this series of studies shows that clinical supervision, whether through general approaches or specific methods such as coaching or differentiated learning, significantly improves teachers' pedagogical competence. Consistent and systematic implementation of clinical supervision can be an effective strategy to improve the quality of education at various levels and learning situations. The novelty of this research is that the clinical supervision approach used in addition to coaching is also a collaborative approach that involves all teachers sharing and discussing all the problems faced, which becomes material for improving their pedagogical competence.

Based on the findings of teacher performance assessment activities that are routinely carried out, the pedagogical abilities of SDN 2 Cigedug teachers are still relatively low. In this case, the researcher took the initiative to conduct research using clinical supervision to improve teachers' pedagogical competence. This study aims to determine the effect of clinical supervision in improving the pedagogical competence of SDN 2 Cigedug teachers and to obtain an overview of the increase in the pedagogical ability of SDN 2 Cigedug teachers before and after receiving clinical supervision. To achieve this, the researcher posed the following research questions. 1) What is the initial condition of the pedagogical competence of teachers at SDN 2 Cigedug? 2) What are the stages of implementing clinical supervision on teachers' pedagogical skills at SDN 2 Cigedug? 3) How is the acquisition of pedagogical skills of SDN 2 Cigedug teachers after clinical supervision?

LITERATURE REVIEW

Pedagogical Competence

According to Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen, competence is a set of knowledge, skills, and behaviors teachers or lecturers must possess, live, and master in professional duties. In carrying out their duties as teachers and educators, teachers must fulfill four competencies, namely pedagogical, personality, social, and professional, following the Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru. Teachers must master these four competencies well to carry out their

duties and functions at school. In fulfilling these competencies, teachers can take many ways and exert efforts either independently or by participating in online competency development activities organized by the government. The role of teachers in education is significant. Teachers act as teachers, trainers, and educators for students and contribute to various aspects of learning, such as demonstrators, motivators, mediators, facilitators, evaluators, and classroom managers. In order to perform their duties well, teachers must have several key qualifications, including pedagogical ability, pleasing personality, social skills, and professional attitude. Professional competence, which includes in-depth mastery of the material, plays an important role in improving the quality of learning, developing materials creatively, and supporting the success of the educational process (Prayoga et al., 2024).

Pedagogical competence is one of the competencies teachers must develop that majorly influences learner learning outcomes. Teacher competence can be interpreted as a description of the things that educators must master in carrying out the learning process. Meanwhile, pedagogics is a science that discusses the problems faced by students and efforts to find solutions to overcome them (Wahyudi et al., 2024). Pedagogical competence relates to how teachers as educators organize learning in their classrooms to contribute significantly to the achievement of learning objectives and the improvement of learner competencies. Pedagogical competence is a teacher's ability to understand students' characteristics, design and implement the learning process, develop students' potential, and evaluate learning outcomes to help actualize the abilities possessed by students (Ruswansyah et al., 2023).

Ten indicators of pedagogical competence are contained in Permendiknas RI Number 16 of 2007, which are as follows: 1) Understanding the characteristics of learners from various aspects, such as physical, moral, social, cultural, emotional, and intellectual; 2) Mastering learning theories and principles of education-oriented learning; 3) Designing and developing curriculum following the field of development that is the responsibility; 4) Carrying out educational and valuable learning activities; 5) Using information and communication technology to support the implementation of educational learning activities; 6) Supporting the development of student's potential so that they can actualize their abilities; 7) Communicate effectively, empathetically, and politely with students; 8) Carry out assessment and evaluation of learning processes and outcomes; 9) Use the results of assessment and evaluation to improve learning; 10) Reflect to improve the quality of learning continuously.

Clinical Supervision

Supervision activities in education are about how a program has been successfully implemented following a predetermined plan and how to create effective and efficient learning, starting from the conditions, situations, and materials needed. According to Siswanto and Hidayati in a book called "*Supervisi Pendidikan Menjadi Supervisor yang Ideal*", clinical supervision is a formative evaluation approach involving collaboration with teachers to improve teaching quality. This approach focuses on the teacher, is collegial, and encourages cooperation, which requires strong relationships, trust, and a conducive environment. Clinical supervision is an approach to academic supervision focusing on its direct implementation between teachers and supervisors (Hardiansyah, 2022). This approach focuses on identifying various obstacles and causes of weaknesses faced by teachers in the learning process. In practice, clinical supervision emphasizes a clinical approach realized through face-to-face interaction between supervisors and teachers carrying out teaching practices. This supervision aims to improve the quality of teaching through a systematic process, including the stages of planning, observation, and in-depth analysis of fundamental teaching practices, focusing on rational and directed change efforts (Betaria et al., 2025). Clinical supervision assists teachers in reducing the gap between actual teaching behavior and ideal and professional teaching behavior (Gusnilawati & Hadiyanto, 2021). In addition, clinical supervision acts as a learning system controller that focuses on improving teaching quality through a systematic cycle that includes intensive and in-depth planning, observation, and analysis of teaching

performance. The goal is to create rational changes following the established procedures and stages of supervision. Clinical supervision involves direct observation and in-depth analysis of the classroom learning process, accompanied by specific and constructive feedback. This approach encourages teachers to innovate teaching methods and adapt the curriculum to student's needs and abilities, thus creating adaptive and responsive learning. In addition, clinical supervision by school principals also acts as an evaluation tool to assess the effectiveness of the education program that has been implemented. Through clinical supervision, various obstacles and challenges in the learning process can be identified and resolved appropriately. This continuous evaluation allows for consistent improvement and enhancement of the quality of education (Karmah & Maryati, 2024). From some of the above opinions, it can be concluded that clinical supervision is a formative evaluation approach that involves close collaboration between teachers and supervisors to improve teaching quality, emphasizing the identification of obstacles and causes of weaknesses in the learning process, as well as through direct and face-to-face interactions, which aim to create rational and directed changes in teaching practices, while providing support that is collegial and structured, with a focus on planning, observation, analysis, and healing efforts for the problems faced by teachers.

According to Sumampow, three indicators of clinical supervision are as follows (Betaria et al., 2025):

1. Improved teacher ability in planning, implementing, and evaluating the learning process.
2. Teachers' teaching quality is improving, which is expected to affect the quality of learning outcomes achieved by students.
3. The collegial relationship between principals and teachers in solving learning problems and professional tasks.

Researchers used these three indicators to develop an instrument as a questionnaire for interviews and observations.

METHODS

The method used in this research is mixed methods research using quantitative and qualitative approaches. Creswell defines mixed methods research design as a research approach that involves procedures for collecting, analyzing, and combining quantitative and qualitative methods in one or more studies to obtain a more comprehensive understanding of the problems studied. Quantitative methods deal with numerical or nominal data commonly used in survey research or opinion polls. Meanwhile, qualitative methods emphasize natural, authentic, and subjective events and involve participant interaction. Mixed methods combine quantitative and qualitative approaches to produce more complete, balanced, helpful, and informative findings. Using research methods allows the research process to occur systematically and precisely (Nasution et al., 2024).

This research examines the ability of clinical supervision to improve teachers' pedagogical competence through interview techniques, observation, and document analysis. It describes teachers' pedagogical competence from initial conditions to the implementation of clinical supervision conducted by supervisors. The research results are described in quantity through calculations based on the Likert scale and other calculations. In terms of quality, they are described thoroughly and in-depth, from the initial conditions to the implementation of the research. The population in this study consisted of elementary school teachers in Cigedug District, with a sample of teachers at SDN 2 Cigedug. Sampling is based on the criteria of teachers actively involved in supervision activities at school, so the data obtained are facts in the field that profoundly affect teachers' pedagogical abilities.

The data collection techniques follow qualitative methods, namely: 1) Interviews, which are conducted through direct interaction with participants to deeply understand their experiences and perspectives, either in a structured, semi-structured, or unstructured manner; 2) Observation, which involves direct observation of participants and the context of the phenomenon under study, both in real situations and environments designed for research; and 3) Documentation, which includes data collection from written documents or archives to gain insight into the historical context, policies, and development of the phenomenon under study. Data collection in this study was taken from the results of observations, interviews, and documents related to the implementation of learning in schools, ranging from planning and implementation to evaluation, as well as teachers' understanding of the determination of learning strategies carried out. Observation is done directly in classroom learning activities, focusing on the steps, suitability for strategies, classroom management, student interaction, reflection, and evaluation. Data collection through documentation is taken from lesson planning documents with completeness to be further analyzed based on lesson planning assessment standards in teacher performance assessment.

Interview activities were carried out in two types, namely structured and unstructured interviews. Structured interviews are based on a prepared questionnaire, while unstructured interviews are conducted based on research needs that are directly conveyed as a response from the research subject. The instruments used in this research are questionnaires and questionnaires with a Likert Scale. Clinical supervision activities are carried out by considering various aspects, both from the supervisor's notes and based on complaints submitted by teachers, and carried out with a coaching approach. The implementation of clinical supervision was carried out based on the needs of each research subject in a relaxed and pleasant atmosphere to build emotional closeness and safe and comfortable conditions between supervisors and research subjects. This data collection process took place during one semester in conjunction with performance management practices at school.

RESULTS AND DISCUSSION

Initial Conditions

Based on the teacher performance assessment findings conducted every semester, teachers at SDN 2 Cigedug still teach conventionally with less than optimal student learning outcomes. Based on this, researchers have tried to improve pedagogical competence at SDN 2 Cigedug. At the beginning of the research, teachers' pedagogical competence was measured using interview techniques with each teacher. The interview was based on a questionnaire with a Likert Scale with questions based on ten indicators of pedagogical ability. The following data were obtained from the interview results shown in **Table 1**.

Table 1. SPSS Descriptive Statistics Output of Initial Pedagogical Competence

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Skor_Awal_KP	6	32	53	45.33	7.202
Valid N (listwise)	6				

Source: 2024 Research

Table 1 states that the mean score of teachers' pedagogical skills was 45.33, with a low score of 32 and a high score of 53, while the standard deviation was 7.202. Interpretation of the figures above shows that the initial pedagogical ability category had one person in the low category and five in the moderate category. These categories are acquired based on a Likert Scale with criteria 1-20 very less, 21-40 less, 41-60 enough, 61-80 good, and 80-100 very good.

Based on the supervisor's notes from the interview results, there are several indicators of pedagogical competence that, on average, are still not mastered and are sufficiently mastered by the teachers of SDN 2 Cigedug. Indicators that are sufficiently mastered are: 1) designing and developing curriculum following the field of development that is the responsibility; 2) carrying out educational and valuable learning activities; 3) communicating effectively, empathetically, and politely with students; and 4) carrying out assessment and evaluation of the learning process and results, and other indicators are still not well mastered. This is different from the results of other research. The descriptive analysis results showed that 51% of 36 respondents rated teacher performance quite well. This assessment is based on various indicators of teacher performance that should be owned, including 1) ability to prepare teaching plans and preparations; 2) ability to carry out the learning process; 3) mastery of teaching materials or materials to be delivered to students; 4) mastery of teaching methods and strategies; 5) ability to manage and carry out the teaching and learning process; 6) ability to give assignments to students; 7) ability to conduct assessment and evaluation; and 8) ability to carry out tutoring, both for improvement and enrichment (Welana & Suryani, 2024).

Implementation Stage

Furthermore, from the initial conditions of teachers' pedagogical abilities at the lesson observation stage, check the documentation of lesson plans/teaching modules based on completeness following the 2013 and independent curricula. The data is recorded in the lesson planning questionnaire, which is then analyzed and discussed with the teacher using a coaching approach. The teacher is then given positive feedback and support in adjusting to the implementation of the learning that will be carried out. Lesson planning is a rational decision-making process focused on specific learning goals and objectives, namely behavior change. This process includes determining a series of activities that must be carried out to achieve these goals by utilizing various potential and available learning resources. The result of this process is a document that contains all these aspects, which can then be used as a reference and guide in implementing the learning process (Putrianingsih et al., 2021). This follows Ministerial Regulation No. 22/2016 on Process Standards for Primary and Secondary Education, which stipulates that every teacher in an education unit must prepare a thorough and structured lesson plan. The aim is to ensure that the learning process is interactive, communicative, inspiring, fun, challenging, and effective and can encourage students to learn actively, participate, and have sufficient space to take initiative.

At this stage, it was noted that the lesson plans/teaching modules prepared were good and followed the systematics of the current curriculum process standards, from the initial activities to the evaluation planning. In the learning implementation step, all teachers are directed to conduct learner-centered learning, and 75% of the lesson plans/teaching modules are appropriate. This session was conducted with multiple teachers according to the available time to provide space for discussion related to the planned learning steps and strategies. A holistic approach to professional development is necessary to empower teachers and enable them to foster a sustainability-oriented mindset in their students (Susanti et al., 2024).

The implementation of the observation was carried out based on mutual agreement between the teachers involved, both in determining the time and date of the activity. This agreement aims to ensure that the observation activities run smoothly without disrupting the routine school learning schedule and considering teachers' readiness to conduct observations. From the results of the observations carried out, the notes in the following **Table 2** are obtained.

Table 2. SPSS Descriptive Statistics Output of Learning Practices

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Skor_PP	6	41	75	60.83	13.258
Valid N (listwise)	6				

Source: 2024 Research

Based on the table above, the average score is 60.83, with a minimum score of 41 and a maximum score of 75, while the standard deviation is 13.258. The data shows that the learning practice score averages 60.83 and is a sufficient category. The standard deviation of 13.258 reflects the considerable variation among respondents' scores. According to Goleman, students are the main center of attention in learning. Educators must be creative in managing learning by determining relevant approaches, methods, and media, adjusted to students' characteristics and the objectives of achieving competencies (Fahmi, 2021).

Next is the interview stage, which is carried out based on the agreement of the supervisor and the teacher. Then, the time and schedule are determined according to their readiness. This interview process is structured and unstructured with a relaxed atmosphere to provide space for teachers as respondents to provide in-depth information on implementing all supervision activities and developing pedagogical competence. In this interview process, each teacher was first asked to fill out two questionnaires with a Likert Scale to obtain data to measure respondents' perceptions or attitudes about implementing clinical supervision and improving their pedagogical competence by first being explained by filling out the questionnaire by the supervisor. Furthermore, in-depth and open interviews were conducted to explore the reasons behind their scores and convey various aspects, including the advantages and disadvantages of the entire clinical supervision activities in improving pedagogical competence.

The following table illustrates the data processed in the SPSS application on improving teachers' pedagogical competence based on a questionnaire with a Likert Scale filled in by respondents and the principal's assessment as a supervisor.

Table 3. SPSS Descriptive Statistics Output Pedagogical Ability

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Skor_KP	6	47	75	62.67	11.483
Valid N (listwise)	6				

Source: 2024 Research

Table 3 above shows that the average score of pedagogical competence is 62.67 in the sufficient category, the lowest score is 47 in the low category, the highest score is 75 in the good category, and the standard deviation is 11.483.

Researchers used N-Gain to determine the effect of clinical supervision on teacher ability. According to Seftriani, the Gain normality test provides an overview of the increase in learning outcome scores before and after a treatment is applied (Darmayanti et al., 2023). The following are the results of the N-Gain calculation of teacher pedagogical competence based on the initial and final scores.

Table 4. N-Gain of Pedagogical Competence

Respondent	Initial Score	Score	N-Gain
G1	32	52	.29
G2	45	47	.04
G3	46	65	.35
G4	50	75	.50
G5	53	70	.36
G6	46	72	.48

Source: 2024 Research

Based on **Table 4** above, the N-Gain for G1 is 0.29, G2 is 0.04 with a low category, G3 is 0.35, G4 is 0.50, G5 is 0.36, and G6 is 0.48 with a medium category. Teachers in groups G1 and G2 showed minimal improvement, indicating that clinical supervision had no significant impact. Teachers in groups G1 to G6 showed better improvement and indicated that clinical supervision had a more significant impact. Implement clinical supervision to improve teachers' pedagogical competence ([Moralita, 2022](#)). Referring to the following research, clinical supervision is a highly effective strategy for improving teachers' pedagogical competence in primary schools. Research shows that this supervision not only acts as an evaluation tool but is also a key factor in promoting teachers' professional development. With ongoing support from supervisors, teachers can implement more innovative teaching practices that align with student needs ([Asyifah et al., 2024](#)).

Discussion

Pedagogical Competence

The baseline data showed that teachers' pedagogical competence scores ranged from 32 to 53, averaging 45.33. Compared to the ideal score of 100, this indicates a need to improve pedagogical competence for teachers at SDN 2 Cigedug. The average score of 45.33 reflects an achievement level in the middle category, far from the ideal score of 100. These results underscore the need for immediate efforts to improve teachers' pedagogical competence so that it approaches or reaches the targeted ideal score. The average score indicates that teachers' pedagogical skills are insufficient to support an effective learning process. When looking at the results of previous research, the pedagogical abilities of teachers with an average score of more than 60 and some even reached 85 with a very good predicate, the average pedagogical competence of teachers at SDN 2 Cigedug is still far from the ideal score ([Hayati, 2023](#)). The variation in scores, with a standard deviation of 7.202, indicates considerable differences among teachers regarding pedagogical competence. Differences in educational background, teaching experience, or professional training can cause this variation. These significant differences also indicate that pedagogical competency improvement programs must be designed differently, considering each teacher's needs. Teachers' pedagogical abilities with an average score of more than 60, and some even reached 8.5 with a very good predicate, the average pedagogical competence of teachers at SDN 2 Cigedug is still far from the ideal score. Developing teacher competence requires understanding the concepts and types of teacher competence ([Purwati & Sukirman, 2024](#)).

Based on this data and supervisor notes, it was found that the mastery of several indicators of pedagogical competence was low, namely in indicator 1) mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects recorded by all teachers; 2) mastering learning theory and the principles of educational learning; 3) utilizing the results of assessment and evaluation for the benefit of learning; 4) taking reflective action to improve the quality of learning. Based on these data,

the low pedagogical competence of teachers at SDN 2 Cigedug requires a process of improving pedagogical competence that is differentially designed and tailored to the specific needs of each teacher to be more effective in improving teaching quality. Some teachers' low mastery of pedagogical indicators suggests the need for systematic and sustainable interventions to improve teachers' pedagogical competence.

In implementing the documentation analysis of lesson plans/teaching modules, most teachers have met the applicable standards in writing systematics, activity steps, approaches, and methods for the evaluation instruments. At this stage, learner-centered learning activities in the core activities are still low. Based on the documentation analysis of lesson plans (RPP) or teaching modules, most teachers have met the applicable standards in writing systematics, activity steps, approaches, methods, and evaluation instruments. However, there is still a low level of learner-centered learning activities, so improvement is needed in applying more interactive learning models and continuous supervision and training to ensure active student involvement in the learning process. Continuous professional development and tailored training sessions enhance teachers' pedagogical skills and ensure effective teaching and learning processes (Janah & Ali, 2025).

Based on the results of clinical supervision conducted, the analysis of lesson plan/teaching module documentation shows that the majority of teachers have met the applicable standards in lesson planning, including writing systematics, activity steps, approaches and methods, and evaluation instruments used; however, there is still a low level of learner-centered learning activities, which indicates that the learning approach still tends to be teacher-centered, so further assistance is needed through clinical supervision that focuses on strengthening interactive learning strategies, applying inquiry-based methods and problem-solving, and optimizing the role of teachers in facilitating more active and constructive learning experiences for students.

Furthermore, in the observation session, scores indicate variations in participants' level of understanding or ability to implement learning practices. Based on the supervisor's notes related to the learning practice assessment standards, there are several important things, namely 1) 80% of teachers have not done contextualized learning, 2) 95% of teachers have not implemented learning that allows the growth of positive habits (nurturant effect) 3) 50% have not encouraged the active participation of students in learning 4) 55% of student learning outcomes that reach the minimum expected limit. Nurturant effects are latent impacts of the learning process, such as developing reading habits and problem-solving skills (Warisno, 2022). This indicates the implementation of further analysis and supports teachers in learning better.

The results of the analysis show that there are still significant gaps in the implementation of effective learning, as seen from the low integration of contextual learning where 80% of teachers have not connected the material with relevant real situations, the lack of application of nurturant effects which include habituation to critical thinking, reading, and problem solving with 95% of teachers have not implemented it, the lack of encouragement of active student participation in the learning process which occurs in 50% of teachers so that students are less involved in the formation of concept understanding, This condition requires further analysis to identify the causal factors and the need for intervention through mentoring, training, and the application of learning strategies that are more contextual, interactive, and oriented towards strengthening critical thinking skills and active student participation in order to improve the effectiveness of the learning process and student learning outcomes.

In the final session, which included interviews and the completion of a questionnaire on improving teachers' pedagogical skills, the average pedagogical skills score was 62.67, indicating an overall good level of performance. The scores, which ranged from 47 to 75, show significant differences in pedagogical skills among respondents. The large standard deviation (11.483) indicates significant variation, meaning teachers' pedagogical skills differ.

The results show that the average score of teachers' pedagogical skills is quite good. However, the wide range of scores and sizeable standard deviation indicates that there is significant variation in the level of pedagogical skills among respondents, which can be caused by various factors such as differences in educational background, teaching experience, level of training received, and individual motivation in developing pedagogical skill. However, supervision has played a role in providing direction and evaluation of learning practices. These varied results suggest that supervision needs to be optimized with a more personalized and sustainable approach, such as intensive pedagogical training, mentoring programs, and individual needs-based professional development, to ensure equitable teaching quality and improve learning effectiveness in educational environments.

Effect of Clinical Supervision on Pedagogical Ability Improvement

Based on the N-Gain, it was found that, in general, most teachers showed an increase in scores after participating in clinical supervision, as seen from the positive N-Gain value. The teacher with the highest N-Gain was G4 (0.50), significantly improving her pedagogical competence. Some teachers, such as G2, only experienced a slight improvement (N-Gain 0.04), which may indicate that clinical supervision did not have a significant impact or that other factors influenced the development of pedagogical competence. Other teachers (G1, G3, G5, G6) showed good improvement with N-Gain values ranging from 0.29 to 0.48.

Based on the results of the data analysis, clinical supervision generally contributes positively to improving teachers' pedagogical competence, as seen from the majority of teachers experiencing an increase in scores with a positive N-Gain value, although the effectiveness varies; teachers with the highest N-Gain show significant improvement which may be due to high motivation and readiness to receive guidance, while teachers with the lowest N-Gain experience slight improvement which could be influenced by external factors such as teaching experience or resistance to change. In contrast, other teachers show a reasonably good improvement, so a more personalized and contextualized supervision approach is needed for optimal results.

CONCLUSION

Based on the above research, several conclusions can be obtained. Namely, the first is that the initial conditions show that the level of pedagogical competence of SDN 2 Cigedug teachers is classified as sufficient with an average value of 45.33, still far from the ideal value of 100. Mastery of several pedagogical indicators is still low, interpreting the need for systematic and sustainable interventions to improve teacher pedagogical competence. The second conclusion is that the stages of implementing clinical supervision have generally been carried out well, starting from analyzing the initial conditions of teachers' pedagogical competence as the basis for implementing supervision activities. The next stage is the implementation of supervision activities, which involves conducting document analysis, observations, and interviews. Clinical supervision activities positively improve teachers' pedagogical competence by considering the differences in teacher abilities and prioritizing collaborative activities that accommodate teacher problems in mastering pedagogical competence by conducting in-depth discussions and through a coaching approach by the supervisor. The third conclusion shows that after clinical supervision activities, most teachers experienced a significant increase in pedagogical skills, which can be seen from the acquisition of scores in the initial conditions and after getting treatment with clinical supervision activities by supervisors.

Clinical supervision can be considered a practical approach to support teachers' skill development. However, other factors may influence its effectiveness, such as teachers' readiness, the approach used in supervision, or the learning situation. Future research is expected to explore the factors that influence the different levels of teacher improvement, such as experience, motivation, or school support. Research could also focus on developing clinical supervision models that are more flexible and tailored to individual teachers' needs so that the impact is more equitable. Long-term research on the impact of clinical supervision on classroom learning quality and student learning outcomes should also be conducted.

AUTHOR'S NOTE

The authors confirm that there is no conflict of interest related to the publication of this article. In addition, the authors ensure that the data and contents of this article are entirely free from plagiarism. The authors would like to express their deepest gratitude to all those who supported the implementation of this research for their advice, assistance, and encouragement.

REFERENCES

- Afifah, N., & Nasution, F. (2023). Peran guru Bimbingan dan Konseling (BK) dalam mengembangkan kepercayaan diri dan kesejahteraan (well being) siswa. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(2), 368-380.
- Amir, A., & Hajar, A. (2022). Implementasi supervisi klinis dalam peningkatan kompetensi pedagogik guru mata pelajaran pendidikan agama Islam. *Attractive: Innovative Education Journal*, 4(2), 90-106.
- Asyifah, Y. N., Suryaningsih, R., & Nurman, N. (2024). Efektivitas supervisi klinis dalam meningkatkan kompetensi pedagogik guru di sekolah dasar. *QAZI: Journal of Islamic Studies*, 1(2), 24-33.
- Betaria, B., Hanifa, A. I., & Putri, M. (2025). Supervisi klinis untuk meningkatkan keterampilan guru. *Perspektif: Jurnal Pendidikan dan Ilmu Bahasa*, 3(1), 34-40.
- Brauckmann, S., Pashiardis, P., & Ärlestig, H. (2023). Bringing context and educational leadership together: Fostering the professional development of school principals. *Professional Development in Education*, 49(1), 4-15.
- Darmayanti, N. W. S., Suantara, I. W., Astuti, N. P. E., Dari, N. K. A. U., Partini, N. K. S., & Wulandari, K. Y. (2023). Evaluasi peningkatan guru dalam penyusunan panduan praktikum IPA bermuatan karakter. *Orbita: Jurnal Pendidikan dan Ilmu Fisika*, 9(2), 324-331.
- Fahmi, F. (2021). Standar proses dalam meningkatkan mutu pembelajaran di sekolah. *Pendalas: Jurnal Penelitian Tindakan Kelas dan Pengabdian Masyarakat*, 1(1), 1-16.
- Gusnilawati, H., & Hadiyanto, H. (2021). Pelaksanaan supervisi klinis untuk meningkatkan proses pembelajaran IPA di sekolah dasar. *JEMS: Jurnal Edukasi Matematika dan Sains*, 9(1), 113-118.
- Hadiapurwa, A., Susilana, R., & Rusman, R. (2021). Kesiapan calon guru sekolah dasar pada pelaksanaan kurikulum dalam kondisi khusus. *Pedagogia*, 19(2), 126-138.
- Hanafiah, H., Sauri, R. S., Rahayu, Y. N., & Arifudin, O. (2022). Upaya meningkatkan kompetensi profesional guru melalui supervisi klinis kepala sekolah. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(10), 4524-4529.

- Hardiansyah, N. (2022). Peran kepala sekolah dalam melaksanakan supervisi klinis di sekolah dasar negeri 18 Guguk Kecamatan Koto VII Kabupaten Sijunjung. *Jurnal Manajemen Pendidikan Islam*, 1(1), 13-24.
- Hayati, S. (2023). Meningkatkan kompetensi pedagogik pada guru melalui supervisi klinis di SD Negeri Manding Tengah Bantul tahun pelajaran 2022/2023. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(1), 3116-3129.
- Hilmiatussadiyah, K. G., Ahman, E., & Disman, D. (2024). Teacher competency: Descriptive study of guru penggerak. *Inovasi Kurikulum*, 21(1), 149-162.
- Hoesny, M. U., & Darmayanti, R. (2021). Permasalahan dan solusi untuk meningkatkan kompetensi dan kualitas guru: Sebuah kajian pustaka. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 11(2), 123-132.
- Janah, O. R., & Ali, M. (2025). Analysis of achievements for improvement in pedagogical competence of madrasah ibtidaiyah teachers. *Inovasi Kurikulum*, 22(1), 319-332.
- Karmah, K., & Maryati, M. (2024). Strategi supervisi klinis kepala sekolah dalam peningkatan kinerja guru di SMA Negeri 1 Cibitung. *Indonesian Research Journal on Education*, 4(4), 253-259.
- Moralita, M. (2022). Upaya peningkatan kompetensi guru berbasis supervisi klinis di SMP Negeri 04 Kabupaten Tebo. *Pedagogy: Jurnal Ilmu Pendidikan dan Psikologi*, 2(2), 132-137.
- Nasution, F. H., Jailani, M. S., & Junaidi, R. (2024). Kombinasi (mixed-methods) dalam praktis penelitian ilmiah. *Jurnal Genta Mulia*, 15(2), 251-256.
- Nurliana, N., Syukri, M., & Agil, M. (2020). Implementasi supervisi klinis dan pengaruhnya terhadap kompetensi pedagogik guru agama di Madrasah Ibtidaiyah Ar-Rahman Labuaja. *Jurnal Al-Ilmi Jurnal Riset Pendidikan Islam*, 1(1), 31-45.
- Prayoga, F. I., Masrurroh, N., & Safitri, N. V. (2024). Pentingnya profesionalisme guru dalam meningkatkan kualitas pendidikan Indonesia. *Social, Humanities, and Educational Studies (SHES): Conference Series*, 7(3), 1-10.
- Purwati, E., & Sukirman, D. (2024). Teacher competence development in Kurikulum Merdeka implementation: A literature study. *Inovasi Kurikulum*, 21(1), 41-54.
- Putrianingsih, S., Muchasan, A., & Syarif, M. (2021). Peran perencanaan pembelajaran terhadap kualitas pengajaran. *Inovatif: Jurnal Penelitian Pendidikan, Agama, dan Kebudayaan*, 7(1), 138-163.
- Rohaenah, I. N., & Jamil, N. A. (2021). Implementasi supervisi kepala sekolah pada kompetensi guru di pondok pesantren Mts Darunnadwah Bekasi dan Mts Al-Aliyah Karawang. *Cross-Border*, 4(2), 16-29.
- Ruswansyah, D., Andari, A. A., & Zulkarnain, I. (2023). Implementasi supervisi akademik kepala sekolah dalam meningkatkan kompetensi pedagogik guru di sekolah menengah kejuruan citra angkasa bandar lampung. *Unisan Jurnal*, 2(2), 759-766.
- Setiati, R., & Rugaiyah, R. (2023). Implementasi supervisi klinis terhadap kualitas pembelajaran yang berpusat pada murid. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(9), 7205-7209.

- Susanti, L., Hernawan, A. H., Dewi, L., Najmudin, D., & Abdurohim, R. (2024). Enhancing teacher competencies in ESD: A framework for professional development. *Inovasi Kurikulum*, 21(4), 2305-2330.
- Wahyudi, D., Humaidi, M. N., & Mukhlis, F. (2024). Peran kompetensi pedagogik guru dalam pembelajaran sejarah kebudayaan islam. *Jurnal PAI Raden Fatah*, 6(1), 50-62.
- Warisno, A. (2022). Konsep mutu pembelajaran dan faktor-faktor yang mempengaruhinya. *Attractive: Innovative Education Journal*, 4(1), 310-322.
- Welana, W., & Suryani, L. (2024). Signifikansi kompetensi pedagogik terhadap kinerja guru di sekolah dasar. *Socratika: Journal of Progressive Education and Social Inquiry*, 1(2), 93-106.
- Wesnedi, C., Hasibuan, L., & US, K. A. (2021). Supervisi pendidikan dalam lingkup pendidikan islam era kontemporer. *Al-Riwayah: Jurnal Kependidikan*, 13(2), 243-262.