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Chief Clinical Supervision Management of Junior High School Improving Teacher Performance in Garut District

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Abstract

This study aims to describe how the implementation of clinical supervision carried out by junior high school principals improves teacher performance at SMPN 1 Leuwigoong Public Middle School in Garut District. The subjects of this study were the principal, teachers, and staff of SMPN 1 Leuwigoong. The results showed that the clinical supervision that had been carried out by the school principal for teachers was good, although it had not been carried out according to the procedures for implementing good clinical supervision. Clinical supervision carried out at least had a good impact on teachers in terms of their ability to carry out learning and on staff in terms of school management. All the methods used by school principals are able to improve the teaching skills of teachers and school management for staff.

Keywords

management, clinical supervision, teacher ability.

Introduction

The principal, as the manager of an educational unit, has an important role in terms of supervision. After improvements in the field of curriculum, facilities, and other things have been addressed by the government in the field of education, now the responsibility is held by the education manager in the educational institution unit. The success of an educational unit is strongly influenced by the management skills of a school principal in carrying out his function as a manager.

The management functions that must be possessed by a manager (principal) include the functions of planning, organizing, motivating, and supervising. Then a school principal must have competence in various fields. These competencies include competence in terms of planning, being able to compile a school profile, formulating and compiling the school's vision, mission, strategy, and goals and objectives, determining the school functions needed to achieve the goals of the school's planned targets, and being able to analyze strengths, weaknesses, opportunities, and threats to each function and its factors. Second, competence in the field of organizing includes compiling a school administration system, developing school operational policies, and compiling a system of school regulations related to work guidelines. Competence in program implementation, program control, reporting, leading schools, empowering school resources, supervising, creating a conducive work culture and climate, developing creativity, innovation, and entrepreneurial spirit, and so on. All of these management functions are fundamental and must be possessed by the head of an education unit. To realize quality education, an education manager must master all of these management functions.

Some of the management functions that must be developed by a manager, in this case the head of the education unit, are the supervisory functions. In this case, an education unit head is required to supervise teachers to improve their performance. Supervision itself has meaning as a planned program to improve teaching, which is essentially an improvement in the teaching and learning process. Supervision also has meaning as an effort by the school to lead teachers and other staff in improving teacher performance in carrying out teaching, including stimulating, evaluating, and selecting developments according to the positions of both the teacher and other staff. Managerial supervision is supervision carried out by school supervisors and principals in carrying out supervision of the implementation of educational units in accordance with their assignments. Another thing is that academic supervision carried out by teachers and school principals is an effort to improve the quality of teaching and learning, which results in quality graduates. Meanwhile, the one who carries out this supervision is a school principal who acts as a learning supervisor. Principals are required to routinely and periodically supervise the various main tasks and functions carried out by teachers and all staff in the education unit. Principals must exercise supervision and control in order to improve the performance of teachers and staff. Supervision and control are intended so that educational activities in schools are more directed according to the goals previously set. The duties of a school principal are realized in compiling and implementing supervision programs, developing supervision programs, evaluating supervision, and following up on supervision itself. There are many findings in schools where a school principal supervises only teachers who need it. However, not all school principals are able to carry out their duties of supervision. Another important thing that must be carried out by a school principal is the clinical supervision of teachers, which aims to improve their performance in carrying out

learning in the classroom. Techniques that are often implemented by school principals, among others, are class visit techniques or class observation techniques.

Based on observations made by researchers in pre-observation in several schools, including SMPN 1 Leuwigoong, it is known that the principal has carried out clinical supervision. Because the school is one of the schools that successfully has accreditation A in the Garut district of West Java Province, even though we know that the majority of the staff and teaching staff at the school are domiciled in Garut City, Leles, Kadungora, Banyuresmi, and Limbangan, which are located quite far from the school location and have public transportation that is quite expensive, In addition, most of the students who attend school live in the Garut district, where most of them live far from the school location. This school is also one of the oldest in the Garut district. The data obtained in the field shows that so far the student learning outcomes have been good, but even so, it turns out that student learning outcomes are still not good even though clinical supervision has been carried out.

Clinical supervision is an important matter carried out by the head of the education unit at SMPN 1 Leuwigoong, which is the main reason because the location and condition of the school are quite far away, and of course it takes quite a long time for students to arrive at school. This school is also considered a school that has been around for a long time and is accredited A, so the disciplinary behavior in the school is considered good and must be maintained. To maintain this, there must be a leader who is able to manage both human resources and existing natural environmental resources effectively so as to synergize with all existing stakeholders, which must be done through clinical supervision. A school principal must be able to foster the discipline of teachers and staff in schools. Therefore, researchers are interested in making observations regarding the management of clinical supervision by middle school principals in improving teacher performance at SMPN 1 Leuwigoong.

Based on the background of the problems that have been described above, the formulation of the problem in this study is the formulation of a general problem, namely: "How is the management of clinical supervision by the junior high school principal improving teacher performance at SMPN 1 Leuwigoong?" The formulation of the problems raised in this study is: (1) How is the implementation of clinical supervision carried out by a SMP Head improving teacher performance at SMPN 1 Leuwigoong? (2) How is the implementation of the evaluation of the clinical supervision of the junior high school principal improving teacher performance at SMPN 1 Leuwigoong? (3) What is the impact of the implementation of clinical supervision carried out by the SMP principal on improving the teaching performance of teachers at SMPN 1 Leuwigoong?

The general objective of this study is "to describe the management of clinical supervision by junior high school principals in improving teacher performance at SMPN 1 Leuwigoong." And the specific objectives are: (1) to describe the planning, organizing, and activating of the supervision of the SMP principal in improving

teacher performance at SMPN 1 Leuwigoong; (2) to describe the results of the evaluation of the clinical supervision of the junior high school principal on teacher performance at SMPN 1 Leuwigoong; and (3) to describe the impact of the clinical supervision of the junior high school principal in improving teacher performance at SMPN 1 Leuwigoong.

The benefits and uses of this research are: (1) for researchers and teachers, as reference study material and information related to clinical supervision management carried out by a junior high school principal in improving teacher performance; (2) for schools, as a standardization process for improvements to the school management system to improve teacher performance in teaching in the classroom.

So that the research does not deviate and expand, the researchers limit the problems that are only within the scope, namely: (1) The research was conducted at SMPN 1 Leuwigoong; (2) The objects studied were the principal and all class teachers at SMPN 1 Leuwigoong; (3) The problem studied is related to the management of the SMP principal in carrying out clinical supervision of teacher performance in learning.

Research Methods

Based on the research objectives that have been set, the researcher uses a qualitative descriptive research design to describe the management of the supervision of junior high school principals in improving teacher performance at SMPN 1 Leuwigoong. Qualitative research is a research method used to examine natural object conditions where the researcher is the key instrument, data collection techniques are carried out in a triangulation or combined manner, data analysis is inductive in nature, and the results emphasize meaning rather than generalization (Sugiyono, 2008). This research is qualitative, so it does not have a hypothesis. The variables used in this research are school principal management, clinical supervision, and teacher performance. What the researcher observed in this case was: (1) planning, organizing, and mobilizing the principal's clinical supervision; (2) evaluation of the principal's clinical supervision; and (3) the impact of clinical supervision at SMPN 1 Leuwigoong. Next is the process of determining the instrument in accordance with the research variables, followed by determining the respondents. Data was collected by carrying out interviews and using documentation methods. This research, using a qualitative descriptive method, describes the supervision and management of SMP principals in improving teacher performance at SMPN 1 Leuwigoong. This study aims to describe the conditions that occur in the field factually, systematically, and accurately, and of course, there is a connection with the phenomenon being investigated.

Research subjects are objects, things, or people to which the data is attached and which are at issue. Thus, not only people are used as samples but also places or items related to the object under study. As for the research subjects in this case, they were the principal, teachers, and staff of SMPN 1 Leuwigoong,

and the samples were all those involved in filling out observations, interviews, and relevant documents.

Results and Discussion

Results

Principal Clinical Supervision Management

Clinical supervision carried out by a school principal is basically all good management, which starts with planning, organizing, and carrying out movements that are carried out systematically. Where it is done regularly. The planning that has been done at an early stage will make it easier for the principal and the teachers to carry out the supervision that will be carried out. At the planning stage, a school principal must be able to arrange an implementation schedule and determine the objects to be supervised, along with the core of the problem. The next step is the organizing stage. This process is carried out by a school principal through the teacher organizing stage, which will be supervised so that misunderstandings do not occur between teachers. Then proceed to the movement stage of carrying out supervision based on supervision procedures and guidelines, ending with the observation stage along with feedback or follow-up on the findings of supervision problems.

In this case, the principal makes a work plan for the short, medium, and long term with the aim of being able to guide each achievement of the vision and mission that have been set for the school. The school principal carries out his duties to assist teachers in planning learning activities, both in terms of making learning implementation plans (RPP), semester programs (Prosem), and annual programs (Prota).

The organizational function of the school principal here is to organize school activities, compile a school administration system, develop school operational policies, compile a school management system related to qualifications, specifications, work procedures, work guidelines, and work instructions, carry out institutional analysis of efficient and effective organizational structures, organize school organizational units on the basis of function, formulate school regulations based on applicable laws and regulations, and develop coordination mechanisms between school organizational units. Afterwards, planning and organizing The next step is actualization and realization. Realizing this, the principal must be able to mobilize all teaching staff to carry out the tasks that have been coordinated so that they can achieve the goals that have been set.

Clinical Supervision and Evaluation of Teacher Performance

The implementation of clinical supervision carried out by a school principal must have several stages but still find procedural errors. Without going through the stages already in the supervision guide, supervision should be carried out based

on predetermined stages, starting with preparing study material to be supervised, and this requires a long process of observation in the teaching and learning processes of teachers. For most of what happens in the field, the observation process is only carried out once; it should be carried out periodically and continuously so that the weaknesses and strengths of a teacher can be found. In principle, after problems arise in the field and there is an agreement between the teacher and the school principal, the supervision process can be carried out. However, most teachers do not coordinate with the school principal when they are going to supervise. Whenever there is a problem, the teacher tends to be reluctant to communicate regarding what is seen as only getting reprimands and sanctions, even though in this case the supervisor will provide constructive suggestions and criticism *for the purpose of a better learning process*.

Impact of Clinical Supervision on Teacher Performance

Supervision carried out by the school principal should have a positive impact on improving the performance of teachers and staff. So that the implementation of supervision is not just checking attendance and diligence but can also motivate and improve the performance of teachers and staff. In accordance with the expectations and goals of the supervision, the principal hopes that after carrying out clinical supervision, it can be a benchmark for the teacher himself, who is able to build a better work ethic so that the teacher can be in an orderly administration and improve performance, especially in teaching.

Discussion

Principal Clinical Supervision Management

Supervision etymologically comes from English, namely "supervision," which means supervision or monitoring, while morphologically the word supervision consists of two syllables, "super" and "vision." The word super means "above," while "vision" means "view, see, or watch it."

The current implementation of supervision should not be categorized as an inspection, and the teacher is a suspect in a problem. This happened during the Dutch colonial period until the 1950s; this term is better known as inspection. This inspection activity involves checking, monitoring, or evaluating the teaching and learning process (Danim, 2013; 154). A school principal must be able to manage the supervision program so that it runs well and achieves the goals that are expected. The main purpose of implementing supervision is to provide assistance to teachers or staff in the form of guidance, both from a technical perspective and from classroom management and learning governance perspectives, so that they are able to carry out their respective duties and functions better. A manager, in this case the principal, must understand what the goal of supervision is both in general and specifically, namely: a) improving the quality of teacher performance;

b) improving the effectiveness of curriculum implementation effectively and efficiently for the progress of students and future generations; c) improving and optimizing the effectiveness and efficiency of the utilization of learning facilities and infrastructure; d) creating a comfortable working atmosphere that begins with school management with the aim of supporting the expected increase in student learning achievement. e). creating a conducive climate in schools so as to create a safe and comfortable situation that is expected to support an improved quality of student learning *so as to have superior and quality graduates.*

Clinical Supervision and Evaluation of Teacher Performance

Based on the results of research that has been carried out, supervision activities are rarely carried out. As for what is done, maybe only as is without referring to the supervision guidelines that should be carried out, then the results obtained are also only what they are, so that they do not have an impact or benefit and cannot solve problems. The nature of the principal's duties and responsibilities, which are so many, both within the school environment and outside, makes it very difficult for the principal to communicate and even supervise staff and teachers. The task is very difficult and requires assistance from representatives. So that the principal can freely do tasks outside of school.

Impact of Clinical Supervision on Teacher Performance

This clinical supervision program or activity is intended for the field of learning and aims to be able to create quality learning outcomes and increased teacher performance, as explained by Danim (2013; 181). Another thing about the purpose of this clinical supervision is that the principal can provide motivation for carrying out learning and encourage the teacher to improve their weaknesses in order to continue to improve the quality of learning. Encouraging teachers to continue to improve good practices in learning according to competence and always uphold the teacher code of ethics that has been established and agreed upon, as well as making efforts to realize that teachers have a responsibility, especially in improving the quality of learners both in the process and results obtained by educational units in the form of quality graduates and competitive Helping teachers improve the quality of learning so that they are more skilled and able to identify problems found in learning both in the classroom itself and outside the classroom Helping to find ways of solving problems in the learning process at school so that they really find added value for students and society. Helping to provide conscious efforts to teachers who carry out noble duties as teachers who must develop the profession of each teacher in a sustainable manner.

Conclusion

The school principal, as a manager in an education unit, before carrying out supervision, of course, has made and compiled a supervision program starting from

planning, implementing, evaluating, and following up on supervision. In addition to the principal, teachers and staff also have a very important role in supervising the principal of the school. Good cooperation must always be established between all parties so that the objectives of supervision can be met optimally. In addition to the principal, who has to make a work plan, teachers also develop work plans that must be carried out in carrying out their main tasks and functions as professional teachers. The planning that has been made is also followed by optimal mobilization. Clinical supervision carried out by the school principal at SMPN 1 Leuwigoong has so far been going well, although there are still deficiencies and weaknesses that are not quite in accordance with clinical supervision procedures or guidelines. Implementation Clinical supervision activities carried out by the school principal are carried out based on the school principal's work program that has been planned and scheduled. Supervisors supervise classes, and teachers who teach do need supervision from the principal. The implementation of clinical supervision is deliberately not scheduled so that the maximum implementation runs according to needs.

Clinical supervision carried out by the school principal will have a good impact on teacher performance if it is carried out in a program and continuously in accordance with the supervision procedures and guidelines themselves, but in reality, the supervision carried out is not very in accordance with the supervision procedures and guidelines. This can result in less achievement of the expected goals. Follow-up is important so that the end result of various problems can be found and resolved properly.

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