

# Evaluation of Clinical Supervision Model to Improve Pedagogical Competence of Elementary School Teachers

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| Ester Justina Sinaga<sup>1,\*</sup> | Nasrun<sup>2</sup> | Wildansyah Lubis<sup>3</sup> |

<sup>1,2,3</sup>Educational Administration  
Program, Postgraduate,  
Universitas Negeri Medan

<sup>1</sup>[esterjustinasinaga@gmail.com](mailto:esterjustinasinaga@gmail.com)



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## ABSTRACT

*This study aims to evaluate a clinical supervision implementation model of the PEDAGOSUP-based clinical supervision model in improving the pedagogical competence of elementary school teachers at the Santa Lusia Virgini Foundation, Pematangsiantar, with a focus on the model developed meeting the standards of feasibility, practicality, and effectiveness for use. The type of research used in this study is R&D (Research and Development). Model development refers to the ADDIE research and development model with the stages of Analysis, Design, Development, Implementation, Evaluation. The subjects of this study were 50 elementary school teachers at the Santa Lusia Virgini Foundation, Pematangsiantar. The research location was carried out in 3 elementary school units under the auspices of the Santa Lusia Virgini Foundation, Pematangsiantar, namely Santa Lusia Sei Rotan Elementary School, Santa Lusia Siborongborong Elementary School, and Santa Maria Dolok Sanggul Elementary School. The result show that the supervision program has increased the pedagogical competence of teachers in cycles I, II, and III by 37.50%; 62.50%; and 100.00%, respectively. That implementation of clinical supervision is effective and can improve the pedagogical competence of teachers at the Santa Lusia Virgini Foundation*

## KEYWORDS

*Clinical supervision; pedagogical competence; elementary school*

## INTRODUCTION

One effort that can be made to improve teacher pedagogical competence is through clinical supervision activities (Acheson, et al 2007). Pujiriyanto, et al. (2021) explained in their research that enjoyable learning applies constructivist learning methods, which make students active subjects in learning activities according to their needs and socio-cultural contexts. In the supervision of the Independent Curriculum, supervisors can help teachers in: Developing skills in using technology to support learning, developing effective assessment techniques, developing project-oriented learning designs, Building collaboration and learning communities. In her research, Salma (2018) concluded that there were inhibiting factors in the implementation of clinical supervision in improving the professional abilities of MAN Beureunuen teachers, namely: lack of teacher understanding, sometimes time is an obstacle in implementing clinical supervision, teachers are sometimes lazy, lack enthusiasm in teaching, differences in quality and motivation in teaching, teachers often forget and do not bring learning media, heterogeneous teacher conditions, and inadequate supervisor competency quality. Meanwhile, a study conducted by Wahyudin (2021), entitled "Implementation of Clinical Supervision in Improving Pedagogical Competence and Teacher Professionalism" obtained research results that showed that: The concept of clinical

supervision to improve pedagogical competence and professional competence of teachers. At SMP Negeri 15 Lubuk Linggau, namely before conducting clinical supervision, first make a plan in implementing clinical supervision to help teachers develop their ability to manage the learning process to achieve learning goals. Create an intimate atmosphere between the supervisor and the teacher before the next steps are discussed, discuss lesson plans and lesson objectives, teaching that will be observed and recorded during the lesson. Based on the results of observations conducted on elementary school teachers at the Santa Lusia Virgini Foundation, Pematangsiantar, it was found that the pedagogical competence of elementary school teachers at the Santa Lusia Virgini Foundation is still low. This can be seen from the following data:

- 1) The ability of teachers in preparing learning plans for elementary school teachers at the Santa Lusia Virgini Foundation is still low. The weakness lies in the ability of teachers to design learning activities. Most have not implemented student-centered learning. The learning activities designed in the Teaching Module are not diverse.
- 2) The ability of teachers to carry out the learning process at elementary school at the Santa Lusia Virgini Foundation is still low. This happens because elementary school teachers at the Santa Lusia Virgini Foundation in implementing the learning process are still centered on teachers and not centered on students, and they still do not use computer information technology learning media so that aspects of the use of learning media and aspects of class management are still lacking.
- 3) The ability of teachers to evaluate learning at elementary school at the Santa Lusia Virgini Foundation is still low. This is because teachers in making evaluations have not created a rubric for assessment and evaluation of learning outcomes, where the questions appear suddenly and do not know which competency the questions come from. The data was obtained through the results of the principal's assessment after carrying out supervision in their respective units. The low pedagogical ability of elementary school teachers at the Santa Lusia Virgini Foundation was identified as being caused by the implementation of supervision that had been carried out so far still being conventional and there had been no development in its implementation. The principal as a supervisor only monitors the development of teacher abilities on a certain schedule, namely when carrying out supervision in the form of class visits. After carrying out supervision, there was no follow-up for teachers whose pedagogical abilities were still low. Only limited to providing personal guidance. However, there was no development in the teacher's pedagogical abilities. The principal has not used a supervision implementation guide, usually only the instrument is taken. However, the instrument used also cannot describe the actual teaching situation, making it difficult to measure the development of teacher competence.

## **RESEARCH METHODS**

The research was conducted in 3 elementary school units of the Santa Lusia Virgini Foundation, Pematangsiantar, namely: SDS SANTA LUSIA SEI ROTAN, SDS SANTA LUSIA SIBORONGBORONG, and SDS SANTA MARIA DOLOK SANGGUL. The research period is scheduled for two months, namely from January 2024 to July 2024. This study focuses on the evaluation of products developed through a research and development model or known as R&D (Research and Development) (Sugiyono, 2018). Rusdiana (2017) said this study uses quantitative and qualitative descriptive analysis. Quantitative descriptive analysis describes research findings using percentages and frequency distributions, then analyzes the data. Qualitative descriptive analysis compiles and groups data to provide a real picture.

The measurement scale used in processing data is measured using the Likert scale. The teacher competency questionnaire was created using a Likert scale of 1-5, so that the data collected is interval. The Likert scale is a scale used to measure the perception, attitude or opinion of a person or group regarding an event or phenomenon based on the operational definition that has been determined by the researcher. The elements measured are described in several indicators. The indicators will be used to compile items in the form of questions in a questionnaire. On the Likert scale, the score given to the answers provided is used. Qualitative data consisting of suggestions and comments on the material and model assessment sheets by the validator and the questionnaire responses of training participants (teachers) were analyzed descriptively qualitatively. This data analysis is used as material for revising the developed model.

## RESULTS AND DISCUSSION

The field trial was conducted on a different date because the technical implementation unit of the research location was limited by distance. At this stage, 50 teachers participated and were implemented in each research unit. The steps implemented in the clinical supervision of the PEDAGOSUP model are as follows:

### *First Meeting*

At the first meeting, teachers and principals sufficiently understood the instructions in the supervision guidelines. The researcher explained to the teachers and principals the steps that would be implemented in the implementation of PEDAGOSUP clinical supervision. Then displayed the instruments that would be used in the implementation of supervision.

### *Second Meeting*

At this stage, the researcher invited the principal to conduct an initial evaluation of the teacher's pedagogical competence to conduct an assessment using an instrument that had been accessed via a smartphone. The principal already understood the instructions for using the manual and could access the instrument. This instrument measures the teacher's ability to compile and determine learning plans. All items assessed are still in the form of uploaded files. So that teachers can still improve the administration that needs to be improved after the assessment of this learning activity planning is carried out. This improvement is carried out as a step to design and compile learning activity planning in accordance with the Merdeka Curriculum. Components that must be considered by the principal include the preparation of Teaching Modules to suit the learning characteristics of each individual, so that teachers are able to develop Teaching Modules well independently, not just copying to complete administration.

**Table 1.** Recapitulation of Learning Planning Assessment

No.	Code Subject	Questioner										Total	Score
		1	2	3	4	5	6	7	8	9	10		
1	R1	4	4	2	2	3	3	2	3	2	2	27	68
2	R2	2	4	2	4	2	4	3	2	2	4	29	73
3	R3	3	4	4	2	4	2	3	4	3	2	31	78
4	R4	3	2	3	3	2	2	4	4	3	4	30	75
5	R5	3	3	4	3	2	4	4	2	4	3	32	80
6	R6	3	3	2	2	2	4	2	2	4	4	28	70
7	R7	2	3	4	2	3	3	3	2	2	3	27	68

No.	Code Subject	Questioner										Total	Score
		1	2	3	4	5	6	7	8	9	10		
8	R8	3	2	4	2	2	3	3	2	2	3	26	65
9	R9	3	4	4	2	4	3	3	4	2	3	32	80
10	R10	4	3	3	2	3	3	2	4	2	2	28	70
11	R11	2	2	2	3	3	4	2	4	3	2	27	68
12	R12	3	3	3	2	3	2	3	2	2	3	26	65
13	R13	2	2	2	2	4	2	2	2	4	4	26	65
14	R14	3	2	2	3	3	2	3	3	3	2	26	65
15	R15	2	2	2	3	3	4	3	3	4	3	29	73
16	R16	4	2	2	4	2	2	3	3	2	4	28	70
17	R17	3	3	3	4	3	3	3	2	4	4	32	80
18	R18	4	2	3	2	4	2	2	4	3	3	29	73
19	R19	3	3	3	4	2	2	3	3	3	3	29	73
20	R20	2	2	3	4	4	4	3	2	3	2	29	73
21	R21	3	2	3	4	3	4	4	3	4	2	32	80
22	R22	3	4	4	4	2	4	4	3	3	2	33	83
23	R23	2	4	4	2	4	3	2	4	4	2	31	78
24	R24	4	3	3	2	3	3	3	2	3	2	28	70
25	R25	2	3	2	2	3	3	3	4	3	3	28	70
26	R26	3	2	2	3	3	4	3	4	4	3	31	78
27	R27	3	2	4	2	3	4	4	4	2	4	32	80
28	R28	3	2	4	4	4	4	3	4	3	4	35	88
29	R29	2	2	2	4	4	4	3	2	3	2	28	70
30	R30	2	3	2	4	4	4	2	4	4	3	32	80
31	R31	4	4	4	4	2	3	2	3	3	2	31	78
32	R32	2	2	2	4	2	4	4	2	2	2	26	65
33	R33	2	3	3	3	2	4	4	3	4	2	30	75
34	R34	4	3	4	3	3	4	3	2	3	2	31	78
35	R35	3	2	3	3	2	2	4	3	2	3	27	68
36	R36	2	3	4	4	3	4	3	4	3	4	34	85
37	R37	2	2	4	3	2	3	3	4	4	2	29	73
38	R38	3	2	2	3	4	4	4	4	2	4	32	80
39	R39	3	2	4	2	4	3	2	3	4	4	31	78
40	R40	4	3	3	2	3	4	3	4	2	3	31	78
41	R41	3	3	4	4	4	3	4	4	3	4	36	90
42	R42	4	4	3	3	4	2	3	4	2	3	32	80
43	R43	4	3	4	4	3	4	4	2	3	3	34	85
44	R44	4	2	2	2	2	3	3	4	3	2	27	68
45	R45	3	3	3	3	2	2	4	2	2	2	26	65
46	R46	3	3	2	4	2	4	4	2	2	2	28	70
47	R47	2	3	2	2	3	4	2	4	3	4	29	73
48	R48	2	4	2	3	3	2	2	2	2	2	24	60
49	R49	4	2	4	4	4	2	2	3	2	3	30	75
50	R50	2	4	3	2	3	3	3	3	3	2	28	70

From Table 1 Recapitulation of Learning Planning Assessment, the average score is 75 which indicates the Sufficient category. This result is sufficient to present the state of teachers' pedagogical abilities that still need to be improved. The Principal and teachers are invited to work together to plan personalized learning according to the individual needs of each teacher, including additional training, the application of certain teaching techniques, or the use of special educational resources. At this stage, the Principal's role is to conduct pre-observation activity interviews as a facilitator.

### **Third Meeting**

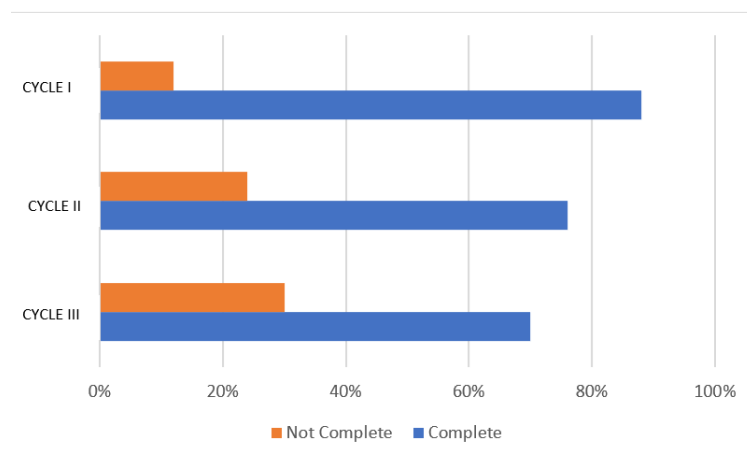
At this stage, post-observation activities are the process of reflection and providing feedback as well as efforts to condition corrective actions that must be carried out by the supervised teacher. Then, this meeting also serves as an evaluation. Evaluation of supervision results is one of the activities of processing, analyzing, interpreting, concluding from data collection instruments from observations in the classroom. Evaluation materials are focused on achieving the supervision implementation plan, both regarding the focus of supervision, objectives, targets, implementation time, supervision techniques, media, including supervision instruments, and success criteria. Various forms of follow-up to supervision results can be in the form of direct and indirect coaching and situational coaching.

- a) Direct coaching is carried out on teachers who have specific problems and are considered effective to be carried out directly and immediately, for example, errors in the concept of material, attitudes and actions of teachers that are considered to have a negative impact on students.
- b) Indirect coaching is carried out on general matters that need improvement and attention after obtaining the results of the supervision analysis. This coaching activity is also an effort to provide reinforcement and development of teacher knowledge, attitudes, and skills.
- c) Situational coaching is carried out by the principal in coaching teachers, including recommending that teachers: (1) Utilize teacher books, student books, guidelines, guides, and technical instructions that exist; (2) Utilize learning tools and media that exist in the school environment, (3) Utilize learning videos to improve the learning process that they carry out, (4) Utilize the Principal Working Group (K3S), Teacher Working Group, and existing professional organizations. (5) Utilize information and communication technology and various publications that are relevant to the development of teacher professional abilities. (6) Conduct benchmarking or comparative studies to schools or other relevant objects. (7) Conduct teacher learning development in accordance with the results of self-evaluation or teacher performance assessment.

### **Evaluation**

Based on the results of observations and assessments that have been carried out, the assessment of improving teachers' pedagogical competence in implementing learning activities by implementing continuous clinical supervision in Cycle I showed that the average post-test score was lower than expected. The researcher concluded that it is still necessary to carry out coaching carried out by the principal through PEDAGOSUP clinical supervision in improving the pedagogical competence of teachers who obtained an average group absorption score in cycle I, 35 out of 50 teachers achieved the Good and Very Good category, which is 70%. And 15 out of 50 are still in the Less and Sufficient category, which is 30%. The assessment of this group's absorption is still below the established assessment standard, which is  $\geq 75.00\%$ . In the trial stage, the average pretest score was 71.17 and the

posttest was 87.33. The results of the calculation of the average score show that the average post-test score is greater than the average pretest score, so there is an increase of 16%. In cycle II, the average value of group absorption capacity was obtained, 38 out of 50 teachers achieved the Good and Very Good category, which was 76%. And 12 out of 50 were still in the Less and Sufficient category, which was 24%. This shows that there was an increase in value after using the model. Thus, it can be interpreted that the coaching carried out by the principal through PEDAGOSUP clinical supervision improved the pedagogical competence of elementary school teachers at the Santa Lusia Virgini Pematang Siantar Foundation, which is sustainable in improving the pedagogical competence of teachers. In cycle III, 44 out of 50 teachers achieved the Good and Very Good category, which was 88%. And 6 out of 50 were still in the Less and Sufficient category, which was 12%. The assessment of this group's absorption capacity increased from the previous cycle and had passed the specified assessment standard, which was  $\geq 75.00\%$ . Based on the results of observations and assessments that have been carried out, the assessment of improving teachers' pedagogical competence in implementing learning activities by implementing continuous clinical supervision in Cycles I-III, the researcher concluded that the coaching carried out by the principal through PEDAGOSUP clinical supervision, can continuously improve teachers' pedagogical competence to obtain a higher average group absorption value. The data is presented in the following diagram:



**Figure 1.** Recapitulation of Teacher Pedagogical Competence Improvement

During the coaching process that has been implemented in cycles I, II and III, the obstacles faced by teachers have decreased. This can be seen from the results of the actions taken by researchers in cycle III which decreased and were no longer found. This is because each cycle implemented, both teachers and researchers learn and improve themselves, especially on problems related to this coaching. Therefore, this study was ended in cycle III because the researcher felt that this study was optimal and had met the predetermined success indicators.

Through direct observation with interviews during the supervision implementation process. Of the 60% of respondents, previously they did not use the supervision guidelines as a reference so that the implementation of supervision was not in accordance with the procedure, became users and followed the supervision stages in accordance with the clinical supervision procedure and the teachers really enjoyed the process. The Principal was directed to regularly monitor the classroom to observe teacher teaching and provide direct feedback. The Principal and teachers conducted structured reflections on the teaching



practices carried out. Collaborative discussions were used to evaluate the effectiveness of the learning strategies that had been implemented and to plan corrective actions if necessary.

The results of this study indicate that the developed model can make the Principal a competent supervisor in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia, namely being able to plan supervision programs in order to improve teacher professionalism, being able to carry out supervision of teachers using the right approach and supervision, and being able to follow up on the results of supervision of teachers in order to improve teacher professionalism.

## CONCLUSION

Currently, the world has entered the era of society 5.0 which is marked by increased interactivity, connectivity, development of digital systems, artificial intelligence, and virtual reality. Global demands require the world of education to always and continuously adapt technological developments in an effort to improve the quality of education, especially adjusting its use to the world of education, especially in learning, requiring the world of education to always adjust technological developments with efforts to improve the quality of education, improve the quality of education, especially in the implementation of educational supervision.

In the Merdeka Belajar curriculum, supervision is an important part of reconstructing learning to be even better. The orientation of the Merdeka Belajar curriculum is to prepare individuals to be able to develop critical, creative and competent thinking for the needs of the times. Therefore, the Ministry of Education and Culture strengthens the urgency of transforming Indonesian education through a number of Merdeka Belajar breakthroughs which aim to provide quality education for all Indonesian people.

Clinical Supervision Model, teachers work together with supervisors to plan, observe, and reflect on teaching practices. (Acheson & Gall, 2007) The focus is on ongoing professional development. The PEDAGOSUP model places focus on a structured approach, collaboration, and continuous learning. By using this model, elementary school teachers can improve their pedagogical skills in implementing the Merdeka Curriculum. The Ministry of Education and Culture strengthens the urgency of transforming Indonesian education through a number of Merdeka Belajar breakthroughs that aim to provide quality education for all Indonesian people and significantly improve student learning outcomes. This model is equipped with the use of a guidebook and academic supervision instruments that can help improve the pedagogical competence of elementary school teachers at the Santa Lusia Virgini Foundation, Pematangsiantar. It is known that the supervision program has increased the pedagogical competence of teachers in cycles I, II, and III by 37.50%; 62.50%; and 100.00%. Based on the results of the study, it shows that the implementation of clinical supervision is effective and can improve the pedagogical competence of teachers at the Santa Lusia Virgini Foundation.

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