

STRENGTHENING ACADEMIC SUPERVISION BASED ON COACHING CLINIC AT THE JUNIOR HIGH SCHOOL/MTs LEVEL IN PIDIE ACEH

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ABSTRACT

The low quality of the learning process is still a challenge in efforts to improve the quality of education, especially at the educational unit level. This problem has an impact on the achievement of student learning outcomes and the effectiveness of learning activities in the classroom. One strategy that can be used to overcome this problem is the implementation of clinical supervision. Clinical supervision is a professional development approach that focuses on improving teacher learning practices in a collaborative, reflective, and sustainable manner. This community service activity aims to improve teacher competence in designing, implementing, and evaluating the learning process through clinical supervision guidance. The methods used in this activity include training, direct mentoring in the classroom, observation, and reflective discussions between supervisors and teachers. The results of the activity showed an increase in teacher understanding of the principles of clinical supervision and positive changes in the implementation of learning. Thus, clinical supervision has proven effective as a solution to improving the quality of the learning process as a whole.

Keywords: clinical supervision, learning quality, teacher mentoring

INTRODUCTION

The low quality of the learning process is still a major challenge in the world of education, especially at the elementary and secondary education levels. Many teachers have difficulty in designing, implementing, and evaluating learning effectively. This has an impact on low student engagement, weak classroom management, and less than optimal achievement of learning outcomes. This problem is reinforced by the lack of structured professional coaching and reflection activities in the school environment.

One approach that can be applied to overcome these problems is clinical supervision. Clinical supervision is a coaching strategy that is carried out collaboratively and focuses on improving the quality of classroom learning practices through direct observation, constructive feedback, and joint reflection. According to Sari et al. (2021), clinical supervision is effective in helping teachers identify weaknesses in learning and design continuous improvement strategies. The results of other studies by Rachmawati & Aisyah (2020) show that teachers who receive assistance through clinical supervision experience significant improvements in pedagogical competence and classroom management.

Community service, as part of the Tri Dharma of Higher Education, plays an important role in helping the world of education solve practical problems like this. Through community service activities, universities can be a bridge between academic theory and real practice in schools. This community service activity was carried out in several elementary schools in Banda Aceh

District, which based on initial observation results still showed weaknesses in the planning and implementation of learning.

The purpose of this activity is to improve teacher competence in managing learning through the application of clinical supervision models. It is hoped that this activity can have a positive impact on improving the quality of the learning process and outcomes in partner schools, as well as encouraging the formation of a reflective culture in teacher professional development.

THEORIES

Educational supervision is a systematic and ongoing professional development process that aims to improve the quality of learning and teacher performance in schools. According to Glickman, Gordon, and Ross-Gordon (2014), educational supervision is ideally collaborative, reflective, and focused on developing teacher capacity through dialogue, observation, and constructive feedback.

One of the prominent approaches in supervision is clinical supervision, developed by Cogan (1973) and expanded by Goldhammer (1980), which emphasizes an equal relationship between supervisor and teacher through three main stages: pre-observation, classroom observation, and post-observation reflective conference. This approach aims to create an environment that supports the teacher's independent and continuous professional growth. In the context of current educational reform, educational supervision becomes an important instrument in building an adaptive school culture that is oriented towards improving the quality of learning.

Coaching clinic-based supervision is a professional development approach that integrates coaching principles with educational supervision practices. This approach is oriented towards developing teacher capacity through open dialogue, collaborative reflection, and direct practice that focuses on individual teacher needs. Unlike conventional supervision which tends to be top-down, coaching clinic positions teachers as active learning partners and supervisors as facilitators of professional development. According to Aguilar (2020), effective coaching in education must be able to build trust, provide meaningful feedback, and facilitate sustainable changes in classroom practice.

In its implementation, coaching clinic-based supervision is carried out through systematic stages, namely identifying teacher needs, learning sessions or technical training, mentoring teaching practices, and joint reflection. During this process, the supervisor or coach observes and provides direct feedback, while helping teachers design more effective learning strategies. This approach has been proven to improve the quality of learning because it allows teachers to develop competencies contextually and applicatively. A study by Susanto and Marlina (2021) showed that the coaching clinic model increased teacher confidence in managing classes and strengthened the use of active learning methods at the junior high school level.

Coaching clinic-based supervision also strengthens the collaborative culture in the school environment. Teachers are not only guided individually, but are also encouraged to share experiences and best practices among colleagues through discussion forums or peer coaching sessions. This creates a dynamic and supportive professional learning community. In line with Zepeda's findings (2017), supervision that adopts a coaching approach encourages more consistent and lasting changes in pedagogical behavior than one-way training. Thus, coaching clinics not only increase teachers' technical capacity, but also build reflective mindsets and a willingness to continue learning which are the main foundations of 21st century learning.

METHOD

This community service activity uses a descriptive qualitative approach to analyze data found in the field. This approach was chosen because it is in accordance with the objective of deeply understanding the processes, dynamics, and changes that occur during the implementation of clinical supervision in the context of learning in elementary schools.

1. Location and Participants

The activity was carried out at the Pidie Regency Education Office which had been selected based on recommendations from the local Education Office. The subjects of the activity included teachers, principals, and school supervisors. A total of 25 participants from various junior high schools/Islamic junior high schools were the focus of the implementation of clinical supervision.

2. Activity Design

Clinical supervision training is carried out through several stages;

Initial workshop on the concept and principles of clinical supervision, then conducting a simulation of supervision practice, then conducting classroom practice assistance (peer teaching and microteaching), then joint reflection and evaluation, and finally direct implementation of clinical supervision by teachers and observers.

3. Data collection technique

Data was collected through the following techniques:

First observation, Observation is carried out directly during learning activities in the classroom. The focus of observation is on the implementation of the learning plan, teacher-student interactions, classroom management, and evaluation techniques used by teachers. Second semi-structured interviews, Interviews were conducted with teachers and principals to explore their perceptions of the learning process before and after the implementation of clinical supervision. Questions were structured flexibly to allow for deeper exploration of answers. Third documentation studies, Documents such as lesson plans, teacher reflective journals, student assessment results, and supervision notes were used to complement observation and interview data. Finally field notes, The community service team recorded the dynamics, challenges, and progress of teachers during the clinical supervision cycle.

4. Data analysis techniques

Data analysis was conducted qualitatively thematically with the following stages: First, data reduction, Data from observations, interviews, and documents were selected and simplified to focus on information relevant to supervision problems and learning quality. Second, data presentation, Data was arranged in the form of matrices, narratives, and thematic categories that contained comparisons between conditions before and after the implementation of clinical supervision. Finally, drawing conclusions and verification, Conclusions were drawn based on repeated main findings from various data sources, then verified through triangulation between techniques (observation, interviews, and documentation) to increase validity.

5. Data validation

To ensure the validity of the data, source and technique triangulation techniques, member checking, and discussions between members of the service team were used. Validity was also maintained with detailed documentation of each clinical supervision process carried out.

RESULTS AND DISCUSSION

Based on the results of research and community service that have been carried out, it was found that Based on the results of observations before clinical supervision training, most teachers at partner junior high schools tend to prepare formal Learning Implementation Plans (RPP) without mapping student needs. After training and implementation of clinical supervision, there was an increase in the quality of RPP, which was marked by; RPP was prepared by considering more specific and measurable learning objectives; Learning strategies were adjusted to student characteristics and active approaches (eg PBL and group discussions); Teachers began to insert self-reflection in RPP as a form of independent evaluation.

Next, improvements in classroom interaction and management, Observation data during the learning process showed that after the training, teachers were more active in building two-way communication and using a variety of learning methods. Students seemed more involved, and teachers were able to manage the class with a conducive atmosphere. So that it created Teachers began to use open questions to encourage student participation, Learning activities were more varied (group presentations, simulations, role-playing), and Teachers were able to redirect students who were not focused with a positive approach.

The above findings show that clinical supervision is able to be an effective tool to improve the quality of teaching of teachers in junior high schools. This model is in line with the opinion of Sergiovanni & Starratt (2007) who stated that clinical supervision focuses on collaboration, not unilateral assessment, and encourages teachers to become reflective learners.

In the study of Asyifah et al. (2024), clinical supervision was proven to be able to improve teachers' pedagogical competence through a cycle of observation, guidance, and reflection. This is in line with the results at partner junior high schools, where teachers began to show significant changes in classroom practices and reflective awareness of their teaching..

Not only that, strengthening a reflective and collaborative culture is very important in this 5.0 era, because this activity also shows that teachers are starting to feel comfortable receiving feedback. This is an indicator of the growth of a professional learning culture among teachers, as stated by Wahyuningsih (2021), that clinical supervision is not only about technical improvement, but also building a collaborative and supportive work atmosphere.

CONCLUSION

Based on the results of observations, interviews, and reflections obtained during the training process and implementation of clinical supervision, it can be concluded that this approach has a positive impact on improving the quality of teacher learning. Teachers not only showed improvements in technical matters, such as preparing lesson plans and managing classes, but also in affective aspects, such as openness to feedback and the ability to reflect on their teaching practices. The implementation of clinical supervision helps teachers become more aware of their role as facilitators of learning, not just as transmitters of material.

In addition, clinical supervision successfully fostered a reflective and collaborative culture in the school environment. Teachers began to get used to writing reflections, discussing with colleagues, and making continuous improvements to their teaching practices. Although there were obstacles at the beginning of implementation, such as limited time and resistance to evaluation, this activity proved that with the right mentoring, clinical supervision can be a strategy for continuous and contextual teacher professional development. This supports the

theory and findings of recent studies that clinical supervision is an effective approach to improving the quality of education as a whole.

Suggestions

As a continuous effort to improve the quality of education, it is recommended that clinical supervision be made an integral part of the teacher development program in schools, not only as an incidental activity, but as a continuous professional culture. In the future, this activity can be expanded by involving more teachers, strengthening the capacity of school principals as clinical supervisors, and utilizing digital technology to support the observation and reflection process. Thus, clinical supervision is not only useful in improving the pedagogical competence of teachers, but also encourages the creation of an adaptive, collaborative learning environment that is oriented towards improving student learning outcomes in a sustainable manner.

Thank You

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