**THE NEED FOR DEVELOPMENT OF CLINICAL SUPERVISION MODELS IN PRIMARY SCHOOL HEADMASTER**

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Abstract. The general objective of this study was to develop a clinical supervision model on the principal of an elementary school. With the development of this clinical supervision model, principals can gain a double benefit, namely mastery of competencies and enhancing the ability and understanding of primary school principals they have. The specific target to be achieved is the availability of clinical supervision development model design in accordance with needs. To achieve these targets, a research development model for R&D and design of the Borg and Gall and Sukmadinata models was used which were modified into 3 steps of research and development, the research stages being developed were: (1) preliminary study stage as needs and content analysis. To find out whether the principal needs the development of a clinical supervision model, it was done through developing the model. The results showed (1) The need for the development of a clinical supervision model by the school principal, namely: the category planning stage is very important, the category observation stage is very important, and the category evaluation stage is very important, because this can increase teacher competency and professionalism. (2) The initial design form of developing the clinical supervision model needed by the principal, namely: the 5-step planning stage, the 4-step observation stage, and the 3-step evaluation stage, this result can improve the competency of the principal in conducting the teacher's clinical supervision process.

      Keywords: Model, clinical supervision, school principal,

Minister of National Education Regulation number 13 of 2007 concerning Principal Competency Standards states that there are five principals' competencies, namely personality competencies, social competencies, managerial competencies, entrepreneurial competencies, and supervision competencies. The school principal is the leader and at the same time responsible for the implementation of quality learning in schools. High learning that is characterized by good performance. Therefore, principals must have the ability to guarantee the process of increasing teacher professionalism while assessing their performance. The headmaster's clinical supervision program is prepared referring to the identification of problems faced by the headmaster in conducting clinical supervision. Based on the results of the previous year's supervision, the assessment can be used to guide and assist the teacher's difficulties by making a program of clinical supervision plan according to teacher needs. Quality learning can only be carried out by qualified teachers. One of the important activities in the context of empowering and improving the quality of teachers is supervision of teachers

Alfonso, Firth, and Neville (in the Ministry of National Education, 2007) stated that good academic supervision is academic that is able to function to achieve multi objectives which are mentioned above. There is no success for academic supervision if they only pay attention to one specific goal by ruling out other objectives. Based on observations and uncirculated interviews conducted by researchers, it was found that the process of clinical supervision performed by the principal so far has not been going well, this is because the headmaster did the supervision not in accordance with the required standards. The goal of clinical supervision is to improve learning and not to improve other competencies such as social and teacher personality. Therefore, supervisors are expected to teach various skills to teachers such as: (1) Observing skills, understanding the whole learning process; (2) The skill to analyze the learning process rationally based on clear and precise observational evidence; (3) Skills in curriculum renewal, implementation and testing; (4) Skills in teaching, (Tatang, 2016). Academic supervision is a series of activities helping teachers develop their abilities in managing the learning process so as to improve pedagogical and professional competence, which leads to improving the quality of graduate students (Glickman:2007).

The research problems are: (1) What is the form of the need to develop a clinical supervision model needed by elementary school principals? (2) What is the initial design of the clinical supervision model development results from the analysis of the needs of the elementary school principal? Research Objectives: (1) Conduct in-depth study in the field to determine the desires of elementary school principals on the development of clinical supervision models; (2) Make a draft of the development model of supervision of primary school head clinic according to the needs of increasing the competency of principals and elementary school teachers.

Purwanto (2016) stated that supervision in general is the director and control of the level of subordinates (employees or students) who are below in an organization or group. Daryanto (2016) describes clinical supervision as professional assistance given to teachers who have problems implementing learning so that the teacher can overcome the problems they experience relating to the learning process.

In general, clinical supervision can be interpreted as a form of professional guidance given to teachers based on their needs through a systematic cycle that aims to assist teacher professional development, especially in teaching performance based on careful and objective observation and analysis of data as a guide for changes in teaching behavior. Good Carter in Daryanto (2016) gives the notion of supervision is "the effort of school officials in leading teachers and other officers, in improving teaching, including stimulating, selecting job growth and teacher development and revising educational goals, materials teaching materials, and teaching methods and teaching evaluation.

Daryanto (2008) said that supervision was interpreted as a supervisor's activity carried out to improve teaching and learning process. There are two objectives that must be carried out by supervision, namely; teacher improvement and education quality improvement. Ross L (1980) in Tatang (2016) defined that supervision is "a service to teachers who aim to produce improved teaching, learning and curriculum".

Daryanto (2016) mentioned the steps of the clinical supervision process at three essential stages in the form of processes, namely the process of initial meetings or planning, the process of carrying out observations of learning observations carefully, as well as the process of analyzing observations and providing feedback. Two of the three stages require a meeting between the teacher and supervisor, the preliminary meeting. In Preliminary meeting stage, the supervisor and teacher discuss plans for the observation material to be carried out. This stage provides opportunities for teachers and supervisors to identify the teacher's main concerns then translate them into observable behaviors. At this stage the types of teaching data that will be observed and recorded during the lesson are discussed and determined. An effective and open communication is needed at this stage in order to bind supervisors and teachers as partners in a harmonious atmosphere of cooperation.

**II. RESEARCH METHOD**

This study uses the research design of Borg and Gall (1983) with 10 steps and the development of a procedural (R&D) model, with the steps that need to be taken in making products in the form of models and supporting devices. Based on the ten steps by Sukmadinata (2006), it is then modified into 3 steps of research and development, the research stages developed are: (1) preliminary study phase as needs and content analysis, (2) development stage as design, development, and evaluation, (3) stage of product effectiveness testing as a semi-summative evaluation. The development procedures that were followed included the stages of (1) the preliminary stage; (2) development stage; (3) evaluation stage.

The research steps used in this study were the whole steps, adjusted to the problem of this study. This preliminary phase is carried out with the activity of reviewing the library needs to develop clinical supervision. Literature review is carried out by activities (1) analyzing the clinical supervision process that has been carried out so far; (2) analyzing sub-subject matter for the development of clinical supervision material; (3) analyze the source book to find the basis for the concept of developing primary school clinical supervision. The development phase is carried out by: (1) Draft clinical supervision model; (2) Focus group discussion; (3) Expert validation. Evaluation stages are carried out by: (1) implementing the model; (2) model revision; (3) final model.

Preliminary study subjects were 35 principals working groups (K3S) and primary school principals. The area of expertise that is the subject of preliminary studies is the competency of principals in clinical supervision activities. Data collection techniques and instruments used in this study are: (1) Interview outline of the problems that will be asked to the principal and teachers; (2) Questionnaire, closed to obtain data on development needs; (3) Documentation in this study is the result of clinical supervision conducted at school.

Quantitative descriptive data analysis techniques were used to analyze data about: (1) the need for developing primary school clinical supervision. The statistical technique used is quantitative descriptive analysis obtained from the percentage of Likert scale questionnaire answers to the needs in the form of numerical scores. Data on the conditions and needs of developing primary school clinical supervision standards were analyzed with a technical percentage, evaluation through a Likert scale questionnaire. Enclosed questionnaires were analyzed using average analysis techniques. Criteria for the average value of the results of the development needs questionnaire are: (1) 3.20 - 5.00 very important/very needed, (2) 2.20 – 3.19 important/needed, (3) 1.20 – 2.19 less important/less needed, (4) 0.00 – 1.19 not important/unnecessary, (Sugiyono, 2007).

**III. RESULT AND DISCUSSION**

1. **The Need for Developing a Primary School Principal's Clinical Supervision Model**

The results of this study indicate the need to develop a clinical supervision model needed by the principal: the planning stage, the observation phase and the evaluation stage so that these results can improve teacher professionalism. For more details can be seen in the table below.

Table.1 Mean Scores of Aspects Needed for developing Clinical Supervision Models

|  |  |  |
| --- | --- | --- |
| Needs Indicator | Mean Score (n=35) | Category |
| Planning | 4.27 | Very Important |
| Observation | 4.50 | Very Important |
| Evaluation | 3.50 | Very Important |
| Total | 35 | Very Important |

*Source: Research Data (processed 2019)*

In the planning needs of developing the clinical supervision model, the average score of 4.27 is very important category with 35 respondents. Indicator of the need for observation of the development of the clinical supervision model mean score of 4.50 is very important category with 35 respondents. Indicators of the need for evaluation of the development of the clinical supervision model mean score of 3.50 are very important categories with 35 respondents. For more details, you can see the histogram below. For more details can be seen in the histogram below.

Figure 1. The Need for Developing Clinical Supervision Models for Primary School Principals

The results of this study are in accordance with the opinion of Made (2011) clinical supervision takes place in the form of a face-to-face relationship between supervisors and teachers, the aim of the clinical supervision is for the professional development of teachers. Clinical supervision activities are emphasized on aspects of the teacher's attention and observations of teaching activities in the classroom, observations must be done carefully and in detail, analysis of observations must be done jointly between supervisors and teachers and the relationship between supervisors and teachers must be collegial rather than authoritative. Clinical supervision is a form of professional assistance given to teachers based on their needs through a systematic cycle of planning, careful observation, and providing prompt feedback objectively about the actual appearance of teaching to improve professionalism in teaching.

The focus of development lies in the function of implementing clinical supervision. The development of this clinical supervision model was designed with workshops and training activities that require a participant and instructor's interaction process using models and support packages in accordance with the objectives of the workshop and training

Clinical supervision aims to improve and enhance the teaching skills of teachers in the classroom. This clinical supervision relationship is the key to improving professional abilities so that teachers have the ability to improve themselves in carrying out the learning process. In carrying out clinical supervision, it is very necessary to have a good working climate in the initial meeting, teaching observation, and feedback. A very determining factor in the success of clinical supervision as a teaching supervision approach is the belief in the teacher that the supervisor's job is solely to help develop teacher teaching. Factors that influence the success or failure of supervising results are the community environment, the size of the school the principal is responsible for, the level and type of school, the condition of the teachers and staff available, and the skills and expertise of the principal.

Academic supervision with a clinical approach is a collaborative academic supervision. The procedure of clinical supervision is the same as direct academic supervision, namely: with classroom observation, but the approach is different. In clinical supervision, the more dominant initiative comes from the teacher who wants to be supervised. Clinical supervision is fostering teacher performance in managing the learning process (Sullivan & Glanz, 2005). Meanwhile, according to Achenson (1987), the clinical means: face-to-face relationship (face-to-face) between the teacher and supervisor, focusing on the actual behavior of the teacher in the classroom.

1. **Early Design Model about Development of Elementary School Clinical Supervision**

**EVALUATION**

1. Understand the teacher's teaching ability
2. Define activities that require coaching & learning renewal
3. Determine the Coaching & renewal program
4. Establish reflection actions

**OBSERVATION**

1. Checking documents and learning tools
2. Record the teaching activities of teachers from beginning to end
3. Conclude the results of observations

PLANNING

1. Analyze the learning situation
2. Determine the material and learning objectives
3. Determine the skills to be observed
4. Developing observation instruments
5. Determine the instrument to be used

CLINICAL SUPERVISION MODEL DEVELOPMENT

Figure 2. Initial Draft Development of the Primary School Principal Clinical Supervision Model (adoption of the Monsher & Purpel clinic supervision phase)

Developmental description of Primary School Principal Clinical Supervision Model. The Primary School Principal's Clinical Supervision Model is *divided into three stages*: ***planning clinical supervision, observing clinical supervision, evaluating clinical supervision namely***: **Planning stage** is carried out in stages: Analysis of the learning situation; Determine the material and learning objectives; Determine the skills to be observed; Developing observation instruments; Determine the instrument to be used. **Observation stage** is carried out with activities: Checking documents and learning tools; Disabled teacher teaching activities from beginning to end; Summing up the observations. **Evaluation stage** is carried out with activities: Understanding the teacher's teaching abilities; Establishing activities that require coaching & learning renewal; Determining coaching & renewal programs; Establish reflection actions.

The results of this study indicate the need to develop a clinical supervision model needed by the principal: the planning stage, the observation stage and the evaluation stage, these results can increase teacher professionalism. This result is in accordance with the opinion of Walid (2012) Clinical supervision has a general goal which is to put pressure on the process of 'professional formation and development' with the aim of responding to the needs of teachers associated with their assignments. The results of this study are in accordance with the opinion of Made (2011) that "Characteristics of clinical supervision include an agreement between the supervisor and the teacher to be supervised about aspects of behavior that will be improved, in the teaching and learning process" so that the strengthening of teacher behavior occurs. An understanding that underlies the practice of clinical supervision is teaching. It is a very complex activity that requires observation and analysis through observation so that teaching supervisors more easily develop the ability of teachers to manage the learning process.

**IV. CONCLUSION**

The results of this study are:

1. The form of the need to develop a clinical supervision model at the category planning stage is very important or very necessary, the category observation stage is very important, and the category evaluation stage is very important, because this can increase teacher professionalism.
2. The initial design form of developing the clinical supervision model needed by the school principal, namely: the 5-stage planning stage, the 3-stage observation stage and the 4-stage evaluation stage.

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