

IMPLEMENTATION OF CLINICAL SUPERVISION TO IMPROVE TEACHER PERFORMANCE IN MANAGING LEARNING IN TK DUNGALIYO GORONTALO DISTRICT

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ABSTRACT

Implementation of clinical supervision by supervisors can make an important contribution in improving teacher performance in managing learning that refers to the functions, principles, goals and procedures for implementing optimal supervision. Supervisors need to have professional competence which is the ability to carry out supervision effectively, efficiently and include all activities related to improving teaching and learning as a service to teachers. Overall improvements need to be made to various aspects that lead to less than optimal implementation of clinical supervision such as the reluctance to be supervised and not fully open to the supervisor for the deficiencies and obstacles encountered in learning during initial meetings or pre-observations, influenced by fear, lack of confidence, giving rise to the impression and perception of the teacher, that the supervisor is only a mere assessment activity by looking for weaknesses or weaknesses that the teacher has in learning.

KEYWORDS: Implementation, Clinical Supervision, Supervisors, Teacher Performance.

INTRODUCTION

The development of science, technology, and socio-economic community can further broaden the variety of approaches to teacher capacity building. Generally known, supervision is carried out by supervisors by conducting class visits. The supervisor examines the teacher's preparation for teaching and comments on the teaching preparation made by the teacher. Next, observe teaching and record everything regarding the implementation of learning conducted by the teacher. The observations are discussed with the teacher; The supervisor gives comments to the teacher about things that need to be improved. Such a supervision approach is not always carried out in its entirety. Supervision is often done only until the stage of checking the learning plan or observing the implementation teacher learning in class.

Supervision should be carried out in order to guarantee quality learning. That is, that the success of the supervision is measured by increasing student learning achievement. Tenriningsih's research (2009) found that "there is a positive and significant direct relationship between teacher performance and student learning achievement and there is a positive and significant direct relationship between student learning achievement through teaching supervision". This means that the higher the teacher's performance, the higher the student's

learning achievement. Therefore, to produce high performance teachers who need supervision of teaching effective. In addition, as pointed out by Kompasiana (2012) that Indonesia compared to other developing countries, has a low quality of education due to seven factors, namely; learning is only in textbooks, one-way teaching (one-way lectures), lack of learning tools especially in the regions, binding rules, cheating culture, open-ended questioning methods are not used, and teachers do not instill two-way discussion. Supervisors play an important role in improving the quality of teachers in order to carry out higher quality learning. Supervisory positions at the school include the principal and supervisor.

Supervision conducted by the school principal is regulated in Permen Diknas Number 13 of 2007 concerning Principal / Madrasah Standards. The principal's competency dimensions of supervision include: (1) planning an academic supervision program in order to improve teacher professionalism, (2) carrying out academic supervision of teachers using appropriate approaches and supervision techniques, and (3) following up on the results of academic supervision of teachers in order teacher professionalism improvement. In addition, supervision conducted by supervisors is regulated in Permen Diknas No. 12 of 2007 concerning School / Madrasah Supervisory Standards. The competency dimensions of school / madrasah supervisors include: (1) personality competence, (2) managerial supervision competencies, (3) academic supervision competencies, (4) educational evaluation competencies, (5) development research competencies, and (6) social competencies. Based on Ministry of Education Regulation number 12 of 2007 and Ministry of Education Regulation number 13 of 2007, that school principals and school / madrasah supervisors have the responsibility in increasing teacher professionalism.

The purpose of this paper is to reveal a number of supervisory approaches that can be done by school principals and supervisors in order to improve teacher performance in managing learning in kindergartens in Dungaliyo District, Gorontalo Regency. This writing material is a study of some relatively recent references related to education supervision.

THEORITICAL REVIEW

A. Educational Supervision Perspective

Educational supervision develops as management science develops. At the beginning of its development, supervision was carried out using an inspection approach. Supervisors come to school and observe the teacher teaching. The focus of the supervisor's attention is to find errors based on standard work standards that are formulated in such a way by the education authority. The teacher carries out the task in accordance with standard operational procedures. Supervisors with teachers are the two parties as superiors. Supervisors have a higher level of truth than teachers. Along with the development of management that productivity is also determined by social relations between workers and with supervisors. The supervision approach moves in a more democratic direction; supervisors and teachers can exchange opinions about improving the quality of learning.

The development of supervision today emphasizes more on the efforts of teachers to develop the quality of learning through continuous professional development. In connection with the rapid development of knowledge and technology in a very short period of time, supervisors with very limited amounts and with varied abilities are not able to serve the supervision needs of teachers in large numbers. Teachers need to take the initiative to analyze the quality of learning and find learning problems to continuously improve their quality. Supervisors have more role as facilitators for the ongoing development of teacher professionalism.

In addition, fostering high motivation of teachers to always improve their professionalism. With the development of technology, for example cellphones owned by students with video player capabilities. Teachers can use this for learning by students independently. Learning activities are carried out in class, recorded, edited as needed, and then shared with students through Bluetooth media. Thus the material can be re-studied by students during breaks or other opportunities. Such a process can be done easily, in a short time and at a relatively low cost.

The ability of supervisors, also not necessarily, can lead teachers to make learning videos to be delivered to students because supervisors also do not receive training in this matter. As the person responsible for the successful implementation of learning, supervisors can facilitate teachers in improving these competencies by utilizing certain technical resource persons, namely someone who has abilities in a field such as shooting and video editing.

As such, supervision applied in this era not only provided guidance and professional training for teachers (as mandated by Permen PAN and RB number 21 of 2010 concerning the Functional Position of School Supervisors and Credit Scores in article 5), but also facilitated the continuing professional development of teachers in accordance with the demands of the development of technology, science, and social life of the people. Such teacher professionalism enhancement can be carried out using clinical, developmental, or differential supervision approaches with a directive, collaborative, or non-directive style.

Some of the more popular supervision approaches are known as clinical, development, and differential supervision. Each of these approaches has strengths and weaknesses.

Clinical supervision was first developed based on the idea of diagnosis and treatment in the medical field by Morris Cogan in 1950 in a laboratory school at Harvard University. This approach is influenced by behavioristic theory.

The word "clinical" refers to the face between the teacher and supervisor on reflective problem solving, directly targeting each class, and focusing on the teacher as an agent of change. have the capacity to develop the ability of teachers to be responsible for analyzing their performance, openly helping others, and directing themselves. conducted in the form of face-to-face processes that allow supervisors and teachers together to discuss and analyze learning problems that occur in the classroom and find overcoming those problems. This, as stated by Sergiovanni and Starratt (2002: that clinical supervision as a con with teachers with the intention of enhancing learning and enhancing professional growth. Likewise, Acheson and Gall (2003: 4) refer to it as' the process, a style that is specifically related to the teacher.

B. The Head Of School

Permendiknas No. 13 of 2007 concerning School / Madrasah Standards covers personality, social, managerial, entrepreneurial, and supervisory competencies. As the principal's manager manages the school in order to achieve educational goals this is in accordance with the opinion of Hersey and Blanchard in (Risnawati, 2012) defines the term management with activities carried out with others or through other people or groups with a view to achieving organizational goals.

In the Decree of the Minister of National Education Republic of Indonesia Number 162 / U / 2003 concerning Guidelines for Assigning Teachers as Principals called "Emaslim" (educators, managers, administrators, supervisors, leaders, innovators, and motivators). One of the standards and duties of a school principal is supervision competency. These competencies are: (1) planning an academic supervision program in order to improve teacher professionalism; (2) carry out academic supervision of teachers using appropriate approaches and supervision techniques; (3) following up on the results of academic supervision of teachers in the context of increasing teacher professionalism. The principal plays a role in managing the school. This is in accordance with Supardi's (2012: 13) opinion that, "the leadership of the principal through the provision of supervision services to teachers is one of the organizational variables that influences teacher performance". Principals to be effective in the implementation of supervision need to be managed properly this is in accordance with Sari and Sukoco's research (2015) through good planning in general academic supervision by the principal of a public elementary school in Talang Empat sub-district, Bengkulu Tengah effectively.

According to Robbins & Alvy in (: 2004) that supervision to improve student learning through supervision and professional development. Academic supervision is conducted to find out the teacher in carrying out learning activities ranging from planning, implementation, and assessment activities. The principal can find out the competence and performance of teachers in learning activities from each teacher through monitoring, monitoring and supervision of learning in the classroom. The results of monitoring or hereinafter referred to as the results of the supervision are used to compile the next follow-up supervision program. The follow-up program is given to all teachers, both those who have high performance and who still need intensive guidance and supervision.

Principal supervision competencies based on Ministry of Education Regulation No. 13 of 2007 including; 1) planning an academic supervision program in order to improve teacher professionalism; 2) carry out academic supervision of teachers using appropriate approaches and supervision techniques; 3) following up on the results of academic supervision of teachers in order to improve teacher professionalism. This is in accordance with Mulyasa (2006: 112) the principal as a supervisor in the ability to compile, carry out the supervision program and utilize the results.

C. School Superintendents

In advancing education there are elements of the principal's teacher and school supervisor. School supervisors are professional education personnel who are given full duties, responsibilities and authority by officials who have the authority to provide guidance and supervision in the academic field (technical education) as well as in the managerial / school management sector (Sagala: 2012: 138). Mentioned the principal duties of the school supervisor based on Republic of Indonesia Government Regulation Number. 19 of 2005, Concerning National Education Standards, Article 55 states that, "supervision of the education unit includes monitoring, supervision, evaluation, reporting and follow-up to the results of supervision". The role of the principal is so important as Sagala (2012) believes that school supervisors provide guidance, assessment, and assistance / guidance ranging from program plans, processes, to results in school management to improve school performance, while the responsibility as a supervisor is to help improve the quality of education provision (managerial supervision), the school supervisor also has the task of helping to improve the quality of the teaching / learning process and guiding student learning outcomes in order to achieve educational goals.

Based on the National Education Standards Agency in Risnawati (2014: 162-163) there are seven basic abilities that must be possessed by school supervisors in fostering school principals, namely: 1) Assisting in the preparation of school development plans (including setting vision, mission, goals, targets, indicators of success, direction and strategy, internal policies, and work programs); 2) Monitor the management of the code of ethics and code of conduct system for all subjects of education including educators, education personnel, and students / students; 3) Facilitating democratic, participatory and collective decision making; 4) Guiding curriculum development and syllabus dynamically and continuously in accordance with the needs of achieving quality improvement in education; 5) Monitor the implementation of educational programs oriented to improving the quality of education that takes into account both the elements of input, process, and output / output of education; 6) Directing the delegation and distribution of duties, authority and responsibilities proportionally and consistently; 7) Encourage management of all educational resources including funds.

RESEARCH METHODS

This research is a qualitative research with case study. Qualitative research according to Kristiawan and Elnanda (2017) is one of the research procedures that produces descriptive data in the form of words, writing, and behavior of the people being observed. Whereas case study according to Yuliani and Kristiawan (2017) is a method for understanding individuals carried out integrally and comprehensively in order to obtain a deep understanding of the individual and the problems they face. According to Nazir (2009: 57) case study is a study of the status of research subjects relating to a specific phase or typical phase of the whole personality. The study was conducted in TK Dungaliyo District, Gorontalo Regency. The data sources of this study are the principal, school supervisors and teachers in the kindergarten environment in Dungaliyo District, Gorontalo District.

Data collection is done by observation, interview, and documentation techniques. The collected data is then analyzed using interactive data analysis techniques consisting of three activities that interact with each other, namely data reduction, data presentation, and drawing conclusions or verification (Sugiyono, 2007: 337). The researcher describes something that happens to the research target which is the words, behavior or activities and reality of the research source. Therefore qualitative research is carried out on natural conditions of a discovery nature so that researchers are a key instrument. The researcher asks, analyzes, and constructs the object under study related to the implementation of supervision by the school principal and school supervisor.

RESEARCH RESULTS AND DISCUSSION

A. Results

In the implementation of supervision in Kindergarten Se Dungaliyo District Gorontalo District conducted by the school principal and school supervisor. There are 17 principals from 17 Kindergarten Schools in Dungaliyo District. Then the school profile includes "B" school accreditation, preliminary goals of academic supervision, benefits, academic supervision schedule, which starts from December 4, 2019 to December 26, 2019. In this planning, it starts from kindergarten teachers. The annex contains the administration of learning plans, lesson plans assessment, learning observation / observation sheets, processing of observations.

Implementation of supervision principals share supervision schedules and in accordance with the schedule of supervising teachers. As for the supervision of the administration of learning planning which contains components well even though the schedule changes because there are other activities so that it is diverted another day, but the teacher also understands (interview with the school principal, 4 December 2019).

Clinical supervision in kindergartens in Dungaliyo District in its implementation consists of managerial supervision; namely supervision to the principal related to the principal as manager in the school. As the principal's manager conducts activities of planning, arranging, administering, controlling, evaluating all activities in the school including student administration, administration, finance, administration of teaching staff, administration of education staff, administration of curriculum. Academic supervision is conducted by school supervisors for teachers. The school supervisor gives the principal the supervision schedule in advance, and the school principal conveys it to the teacher. At the scheduled time the school supervisors are to examine the teacher administration files, namely: 1) academic calendar, 2) annual programs, 3) semester programs, 4) SK / KD analysis, 5) RPP, 6) absent books, 7) grades books, 8) learning agenda, 9) supervision book, 10) minimal completeness criteria (KKM). School Superintendent Erni Ahmad, S.Pd assesses that supervised components are supervised, and what is noted is that there has been no follow up from the supervision of the school principal.

The difference between the supervision of the headmaster and the supervision of the Dunngaliyo District Kindergarten school supervisor; 1) based on the subject supervised by the principal supervising the teacher to improve learning while the supervisor supervises the principal in the managerial field and academic supervision for the teacher. 2) The principal is more flexible while the school supervisor is scheduled. 3) The principal observes teaching and learning activities while the school supervisor only supervises administration and preparation for teaching. 4) Supervision The headmaster is followed up with a program of school activities, for example holding a K13 workshop after concluding that there are still many teacher supervision results that have not mastered K13, while the school supervisor has not followed up. 5) The teacher feels more comfortable with the supervision of the principal than on the supervision of the school supervisor, because the teacher has a closer personal relationship with the school principal.

B. Discussion

Implementation of clinical supervision is very demanding the ability of a supervisor to be able to apply it well, requires high competence from the supervisor. Given the ability of a supervisor to actualize tasks related to clinical supervision is crucial to the success of the implementation of this supervision in the field, so that teacher behavior in the teaching and learning process aspect by aspect can be improved intensively so that the improvement of the quality of learning is achieved well in accordance with national education goals.

To be able to implement clinical supervision, a supervisor needs to understand the stages in the implementation of clinical supervision starting from planning, implementation and evaluation as a follow up to the supervision activities carried out. The findings related to the implementation of clinical supervision by supervisors in improving teacher performance in managing learning especially in the Gorontalo District area can be described as follows:

1. Supervisors' ability to plan clinical supervision

In this activity the supervisor together with the teacher plans the supervision activities in the classroom with a point of accentation on the difficulties faced by the teacher in teaching. So this stage must take place in a human atmosphere so that the teacher will be open to the difficulties they face in learning in class.

Basically kindergarten teachers already have plans for supervision in general. Whereas clinical supervision has not been specifically planned. Supervisor prepares a plan of supervision activities program. In accordance with the supervisory program that has been prepared by each supervisor scheduled in the school visit calendar. Supervisors have plans for supervision that are directed at their respective target school areas. Planning is made even for a period of six months or one semester at each school that is a target, taking into account the situation or condition of the school in preparing its work plan.

The preparation of the program is carried out through stages, namely: identification of problems and the results of supervision that have been carried out last semester (reports from each school supervisor) which include components namely: organization and management, facilities and infrastructure, guidance for school

principals, teacher development, coaching in program preparation school, learning process, extracurricular activities, analysis of student learning outcomes, and school environment. These components are implemented by the school supervisor by empowering the teacher as the main personal element in the school. This empowerment is carried out on the coordination of the principal by dividing assignments to all teachers in accordance with subject specifications for the teaching task area and other task fields according to the teacher's abilities. The identification of problems and the results of supervision will then be processed and analyzed for the preparation of the guidance or supervision program design, and finally the stabilization of the program as a measure of the success of supervisors in the implementation of supervision is to what extent the changes have been achieved, due to the effect of the implementation of supervision on improving the quality of teacher teaching .

Clinical supervision planning is only carried out at any time, adjusted to the teacher's request to be supervised by clinical supervision. However, supervisors recognize the number of teachers who ask to be supervised with clinical supervision is limited, because in general teachers feel afraid to be supervised. Supervision activities carried out by supervisors are still focused on the principal's managerial supervision and administrative supervision. In this context, supervision activities in schools are more focused on conditions in the field, namely the level of achievement of the tasks of teachers in schools, compared to the competencies that teachers must have in implementing or improving learning done in class such as: in formulating goals, choosing materials, choosing methods, activities evaluation and so on. Nevertheless there are certain aspects related to the professionalism of teachers that are carried out but it is almost certain that this has not gone well.

Clinical supervision is a form of supervision that is focused on improving teaching through a systematic cycle, in planning, observation, and intensive and careful analysis of the real teaching performance, and aims to make changes in a rational way. With clinical supervision helping teachers reduce the gap between real teaching behavior and ideal teaching behavior. The emphasis in the approach applied is specific through face-to-face with the teaching teacher, which is focused on improving the teacher's teaching appearance and behavior.

While related to the initial meeting activities in the implementation of clinical supervision in the initial meeting activities or the initial observation activities the supervisors pay close attention to every complaint experienced by the teacher. The supervisor records the complaint, then asks the teacher to focus on one aspect of improvement while another will be planned later. Thus the implementation of clinical supervision through this initial meeting, the supervisor discovers what aspects of behavior in the teaching and learning process need to be improved, prioritizing the aspects of behavior that will be improved in carrying out learning. However, clinical supervision is not the only supervision model carried out in the field. In this case clinical supervision is only one of the models used in field supervision activities.

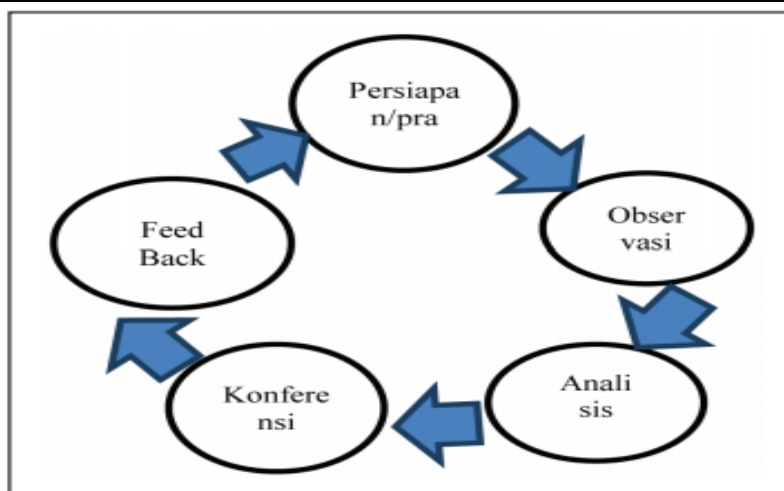
These findings illustrate that the implementation of clinical supervision through initial meetings, will greatly assist teachers in providing input into solving the problems they face in learning, supported by creating an atmosphere that is full of warmth, closeness, and openness, so that humane relations are established. Clinical supervision implies a more democratic sense.

In its implementation, supervision not only supervises whether the teacher performs his best tasks in guiding and teaching students, but also with the teacher how to improve the results of the teaching and learning process.

2. The purpose of clinical supervision

Helping teachers develop and improve their professionalism through joint planning (teachers and supervisors), observation and feedback.⁸ The Clinical supervision model was also developed by Baltacy et al.⁹ The concept developed was adopted from Acheson & Gall, which developed the five stages of clinical supervision namely "The CSM cycle includes pre-conference, observation and data collection, data analysis, post-conference, and reflection stages. These five stages are shown in Figure 1.

Glickman et al. Explain the five steps of clinical supervision, namely: (1) pre-conference with the teacher; (2) classroom observation; (3) analysis of interpretation of observations and establish a convergence approach; (4) meetings conducted after observation; (5) Conduct criticism of the previous four steps.



Cogan sees clinical supervision as a vehicle for developing teachers to be professionally responsible who are able to analyze their own performance, who are open to change and help from others, especially in directing themselves.

From the statement on clinical supervision, it can be understood that the provision of guidance regarding teacher needs is carried out with various efforts through systematic, analytical observation, so that teachers find ways to improve their performance. It can be said also, clinical supervision is a guidance that aims to increase the professionalism of teachers intentionally starting from the initial meeting, classroom observations and final meetings that are analyzed carefully, thoroughly and objectively to get the expected change in teaching behavior.

CONCLUSION

In order for teachers to be able to carry out the noble tasks that are their responsibility in school, it is necessary to always get refreshment in the form of technical assistance. This technical assistance is given to teachers in an effort to increase capacity continuously. The assistance is in the form of academic supervision conducted by the school principal and school supervisor.

Academic supervision is conducted to find out the teacher in carrying out learning activities ranging from planning, implementation, and assessment activities. The principal can find out the competence and performance of teachers in learning activities from each teacher through monitoring, monitoring and supervision of learning in the classroom.

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