DEVELOPMENT OF A CLINICAL E_SUPERVISION MODEL IN GORONTALO DISTRICT ELEMENTARY SCHOOL

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ABSTRACT

This study aims to 1) describe clinical supervision in improving the quality of learning in elementary school education units 2) describe the abilities of supervisors in carrying out clinical supervision 3) explain the development of an effective web-based clinical supervision model in improving the quality of learning.

The method used in this research is Research and Development (R&D) with 4D development stages (Define, Design, Development, Dissemination). The data collection technique uses a validation questionnaire from media design experts and material experts.

Research Results: The effectiveness of developing a website-based clinical supervision model was considered very valid based on the evaluation results of the validator's response to the effectiveness of using the clinical supervision website to improve the quality of learning in elementary schools in Gorontalo District. This research is limited to the development stage, namely product design validation. This was obtained through the results of the validator's assessment which obtained a value of 0.90 which was in the very good category (very valid).

Keywords: Si-Clinical Application, clinical supervision, effectiveness

INTRODUCTION

Problems in education today are often the hottest topics discussed among the public. This is caused by the unstable condition of the quality of education and is influenced by several aspects. One of them is the environmental aspect in terms of global change. As well as referring to the opinion of Bafadal (2014: 46) that supervision has a role as a service provided to teachers to improve their ability to carry out the task of managing the learning process effectively and efficiently. Implicitly, with supervision the level of teacher professionalism can improve properly. This can be manifested through the results of supervision which have an impact on institutional policies in paying attention to increasing teacher professionalism.

Related to the description above, the role of supervision in improving teacher quality needs to be done to become a benchmark for evaluating changes that occur in the teacher's role in the learning process. For this reason, every educational institution needs to prepare supervisors who are reliable in reviewing the development of educational quality. Sagala (2011: 200) emphasized that a supervisor must have more adequate professional knowledge and skills than the professional abilities possessed by teachers, principals, and all school staff, both in the technical field of education and in the administrative field. Thus, the presence of supervisors in schools must be an integral part in improving the quality of education.

Unfortunately, the current conditions are not in accordance with what is expected of the supervisor's role in the world of education. Arikunto (2004:4) adds that a supervisor is currently not able to carry out supervision properly due to reasons that the workload is too heavy and the educational background is not in accordance with the field. Not to mention a supervisor must prepare a review instrument and must really

master the supervision guidelines well.

The current supervision pattern is still relatively simple because it is only a paper assessment. Some of the supervisors only fill out assessments based on the available instruments, and at any time the assessment papers carried out by the supervisor will be scattered and lost. Not to mention, a supervisor must be faced with mastering various supervision concepts. Finally, this variation in supervision can have an impact on ambiguity in the review process. As is the case in the Gorontalo Regency Elementary School education unit, based on the results of a mini research conducted by the author in June 2022 entitled Implementation of clinical supervision in educational units in Gorontalo Regency in 57 elementary schools and elementary schools spread across Gorontalo Regency, as initial observations conducted by researchers found that around 46% of educational units did not report the results of supervision carried out by supervisors at the institution. Most are of the opinion that the documents provided were not stored properly or were lost, because they were only reviewed manually. Several institutions also reasoned that the supervision documents were borrowed by other institutions, and in the end the results of the supervision review were not properly balanced.

Another opinion expressed by a supervisor is caused by the competence factor in mastering the review points in the supervision process. Several institutions complained that the supervision data they had carried out was not stored systematically. Therefore, to answer this problem, the supervisory team needs to set up a technology-based review system that makes it easier for supervisors to assess and store data systematically.

For this reason, researchers are trying to design a web supervision that can be accessed by every elementary school so that it makes it easier for the supervisor team to carry out the assessment. This is expected to provide convenience for the supervisory team to assess, analyze, and report data systematically, and also provide space for the supervisory team to store data systematically.

As has been done by several previous studies, educational supervision has begun to be looked at by several experts in supporting the process of evaluating the quality of education. Zarkasi (2018) conducted research with the title "ICT-Based Educational Supervision (Internet-Based Supervision)" which was published in the Journal of Islamic Education Management At-Tadbir. This research only refers to supervision using the Emis Online system, which in general is still limited to data collection and evaluation of educational institutions from the elementary, middle and high school levels.

In contrast to this study, researchers designed a web system that can be applied to supervisors to conduct reviews of elementary school education units (SD) in Gorontalo. Inseparably from the practicality of technology in data storage, the superiority of the web supervision system will be designed flexibly to be implemented anytime and anywhere without any time limits, so that it will provide flexibility for supervisors and teachers to share information.

This web-based supervision is expected to provide convenience because it will be designed using an open source Moodle system, so it can be used free of charge and modified according to user needs because the source code is already available.

RESEARCH METHODS

In this study, the Research and Development research approach was used, or better known as development research. This development research was carried out in 5 schools in Gorontalo District, using a development research approach from Thiagarajan (4D which stands for Define, Design, Development and Dissemination).

RESEARCH RESULT

The importance of supervision determines the quality of an organization, including the school area, in this case the driving force, namely the school supervisor, must be able to properly control and supervise teacher performance. This is in line with the thinking of Masaong (2010) that supervision or supervision can be carried out from planning to the end of supervision in order to minimize irregularities. Thus, supervision refers to the stages of reviewing what is done by superiors on the embodiment of learning activities.

In practice, supervision is still oriented to supervision and the main object is administration. This has also been supported by the opinion of Masaong (2019) that the orientation of supervision only leads to administration, so that an atmosphere of partnership between teachers and supervisors is not created and even teachers feel psychologically burdened with thoughts of being assessed. This concept of thought was finally realized by researchers through website-based clinical supervision which could facilitate the manual administration process.

In general, clinical supervision is defined as a form of professional guidance given to teachers based on their needs through a systematic cycle. This systematic cycle includes: planning, careful observation of implementation, and reviewing the results of observations immediately and objectively about actual teaching performance.

Sergiovasi (in Masaong. Abd. Kadim, 2018) Clinical supervision is defined as face-to-face meetings between supervisors and teachers, discussing teaching matters in the classroom to improve learning and professional development in a collegial or peer-to-peer way between supervisors and teachers. Clinical supervision procedures take place in a process the Masaong cycle. Abd. Kadim (2018: 74) said there were 3 stages or episodes in clinical supervision, namely: 1) Initial Meeting Episode, 2) Class Observation Episode, 3) Feedback Meeting Episode.

According to Nursalam (2008: 134), website-based supervision (e-learning) is a type of supervision method that allows the assessment process to be conveyed to institutions using internet media, or other computer network media. On the other hand, website-based supervision is also called the process of reviewing an institution by utilizing the internet network (Wahana, 2007: 213). Related to this, it can be seen that the internet is a network consisting of thousands or even millions of computers, including local networks, which are connected by channels and their scope includes information globally. In its implementation, the internet has various facilities including: e-mail, Telnet, Internet Relay Chat, Newsgroups, Mailing Lists (Milis), File Transfer Protocol (FTP), or World Wide Web (WWW). So it can be concluded that website-based supervision (e-learning) is a learning in which the learning and evaluation process uses the internet network. Website-based review is a hypermedia-based supervision program that utilizes the attributes and resources of the World Wide Web (Web) to create a conducive learning environment.

This condition is similar to what happened within the scope of the research conducted by Faisal (2021) who suggested that there were problems in the academic supervision of the class visit model. In the end, the researchers developed the academic supervision of the class visit model to become the 212 academic supervision model by utilizing digital technology which was carried out in three basic stages, namely : (1) Two initial stages consisting of assessment of the teacher and principal or supervisor, as well as initial supervision using video recordings, (2) One stage of reflection, namely assessing and examining existing problems, and (3) Two final stages, namely providing solutions to the problem and re-observation. The purpose of the 212 academic supervision model is for teachers to feel comfortable when carrying out supervision because there is no principal or supervisor who supervises it so that teachers can teach in class in a relaxed, relaxed and free expression.

Many teachers experience problems/difficulties in carrying out learning in the subjects they teach. These difficulties can be caused by the characteristics of the subjects making it difficult for teachers to understand or difficulties in methodological technical aspects so that the teaching materials are poorly understood by students.

Clinical supervision is packaged in a Si-Clinical application in the form of a website to assist supervisors in carrying out clinical supervision according to the stages of clinical supervision, which consists of three stages, namely: initial meeting episode, class observation episode and meeting back episode. The advantages of this website-based clinical supervision model are as follows.

   a. Clinical supervision is more practical and effective
   b. Improve accessibility. With the Si-Clinical application, it is easier for supervisors to access and fill in supervision in the classroom.
   c. The website-based clinical supervision model is an alternative model that can fulfill the development of clinical supervision in the elementary school education environment
   d. Encouraging supervisors to be more independent and responsible in monitoring the implementation of learning or teacher performance.
   e. Encouraging supervisors to think critically, creatively and innovatively.
   f. Developing the value of effective cooperation between group members.
        The limitations of the website-based clinical supervision model are as follows:
   a. The media needed are very diverse, so it is difficult to apply if the facilities and infrastructure do not support it.
   b. The supervisor's facilities are not evenly distributed, such as internet access. Even though in this website-based clinical supervision adequate internet access is needed, if the network is inadequate it will make it difficult for participants to take part in clinical supervision via online.
   c. Not every supervisor has the same abilities and skills to carry out independent learning in this website-based supervision model.

The use of e-supervision has also been carried out by other researchers such as Kasmawati (2020), Purpuniyanti & Dwikurnaningsih (2021) using the help of the Google form, Sarno (2020), Effendi (2019), Prilianti (2020), and Meika (2021) using supervision based on virtual for the assessment of certain subjects, Khilmiyah, Wiyono, & Shodiq (2020), supervision is carried out via Android using ASA software (Application for Academic Supervision) at SMP Muhammadiyah Kasihan Bantu.

Based on the opinions of these experts, it can be concluded that supervision is a continuous series of supervisory or coaching actions carried out by professional staff to help educators and other educational staff in improving and developing performance so as to create professional educators. A supervisor can utilize adequate technology or instruments to facilitate the supervision process.

This research is one that is oriented towards the use of technology in the process of clinical supervision. Researchers use Si-Clinical as a website that can be used by supervisors in the process of supervising teacher performance. This received a response from the validation results related to the acceptability of the application to improve quality in the academic assessment process. From the results of the validation, a value of 0.90 was obtained with a very good category (very valid) which incidentally can answer complaints from teachers who have to take care of various administrations conventionally. Moreover, the form of the problem that has been raised by Masaong (2019) is that the administrative aspect is a complaint from the teacher during supervision. Therefore, this study seeks to answer teacher complaints about the supervision process.

Masaong (2013) and (2018) added that in order for the implementation of academic supervision to be carried out optimally, it is necessary to apply the principles of both positive and negative supervision. These principles include several things including: scientific, democratic, cooperative, constructive and creative principles. This is the basis of this research by paying attention to the principles of supervision so as not to shift from the role of a supervisor in supervising. Therefore, in e-supervision, researchers present guidelines that need to be seen by supervisors in analyzing and supervising teacher performance.

Basically, clinical e-supervision can be used as part of a systematic and prospective plan to achieve goals effectively. If understood carefully, preparing e-supervision properly as a first step that needs to be prepared before carrying out supervision. Good readiness can determine the quality of supervisor performance. In line with the opinion of Masaong (2019) that without good planning, supervision only gives disappointment to the parties involved, namely teachers, principals, supervisors and especially students who expect learning to take place in an active, effective, creative and fun way.

It can be illustrated that the website-based E-supervision that has been described in the Si-Clinical application provides the concept of understanding that there are three indicators or features in the clinical supervision process, namely: initial meeting, class observation, and final meeting. In each of these indicators, there is a provision of instrument features that can be filled in by respondents in the supervision stage. The results of filling in substantially will detect the final results of the supervision implementation on the analytic features of the supervision results as a form of assessment on the entire supervision

CONCLUSION

Based on the discussion of the research results that have been described, it can be concluded that 1) an overview of clinical supervision in improving learning in elementary school education units is carried out through Si-Clinical applications in the form of websites. The Si-Clinical Application is a website-based application designed to assist supervisors in carrying out clinical supervision in accordance with clinical supervision procedures which take place in a cyclical process, consisting of three stages, namely: preliminary meeting stage, observation stage and feedback meeting stage. This application provides features for supervisors to carry out preliminary stages, observation stages and return meeting stages, as well as features that will display the results of analysis of findings at the class observation stage as a supervisor's initial step in carrying out improvements (treating) the teacher's teaching and learning process in class, 2) the ability of supervisors to carry out clinical supervision is obtained through the results of a needs analysis in the form of both target needs analysis and supervision needs analysis. The results of the analysis illustrate that for the implementation of supervision, respondents hope that these activities can be carried out at the end of the semester (88.1%) through a collaborative approach (direct and indirect) (76.2%). The collaborative approach referred to here is that the supervisor will conduct class visits (69%) as a supervision technique, which is then collaborated with filling in data base-based instruments through a certain system, making it easier to analyze and verify field data. Meanwhile, the analysis of the need for supervision in the previous program showed a good percentage in the implementation process. However, there are several indicators that become the view of the researcher's intervention on the implementation of supervision. This can be seen in the indicator of selecting/formulating the depth of learning material according to the ability of students which is dominated by the good category (50%). Even though this is considered good in general, it is possible that some respondents have not or have not carried out a diagnosis of students' needs in the learning process. Thus, there is a need for continued supervision to intervene in academic activities in elementary schools spread across Gorontalo District, 3) the effectiveness of developing a website-based

clinical supervision model is considered very valid based on the evaluation results of validator responses for the effectiveness of using clinical supervision websites to improve the quality of learning in the environment elementary school in Gorontalo District. This was obtained through the results of the validator's assessment which obtained a value of 0.90 which was in the very good category (very valid).

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