Clinical Supervision by the Principal in an Effort to Improve the Performance and Effectiveness of Sociology Learning at SMAN 1 Menjalin

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Abstract
This thesis is entitled Teachers and the Effectiveness of Sociology Learning. The approach used in this research is a qualitative approach with a descriptive research type. Researchers explore the phenomena that occur in the field, then describe in the form of words and sentences. The methods used by researchers in collecting data are observation, interviews, and documentation. The results of research conducted in the field show that clinical supervision in improving teacher performance has shown good results. Although there are some drawbacks. Clinical supervision at SMA Negeri 1 Menjalin is more dependent on teacher readiness. The supervisor who supervises the teachers is the Principal of SMA Negeri 1 Menjalin. Clinical supervision at SMAN 1 Menjalin has several stages including initial preparation, initial meeting, observation. Teachers at SMA Negeri 1 Menjalin have met professional teacher standard switch have fulfilled four competencies including pedagogic competence, personal competence, professional competence and social competence. In improving these competencies, especially for the new teachers in SMAN 1 Menjalin, one way is through clinical supervision. The improvement felt by teachers who have carried out clinical supervision is increased performance and increased learning effectiveness, which can be seen from the very varied methods used, being able to manage classes well, being able to know and understand the character of each student well and being able to make participants students are active in learning.

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INTRODUCTION

One of the duties of a school principal is to conduct supervision in the school under their responsibility. One of them is clinical class supervision to improve teacher performance and the quality of learning. To carry out effective classroom observation supervision, conceptual, interpersonal, and technical skills are required (Acheson & Gall, 2014). Therefore, every School Principal must have and master the concept of classroom observation supervision which includes: understanding, objectives and functions, principles, and dimensions of the substance of classroom observation supervision (Susanto, 2018). It is often found that school principals, in conducting classroom observation supervision, only come to the school carrying performance measurement instruments. Then they enter the classroom to measure the performance of the teaching teacher (Agustina & Maulana, 2012). After that, their task is completed, as if classroom observation supervision is the same as measuring the performance of teachers in the learning process. The behavior of classroom observation supervision as described above is an example of inadequate classroom observation supervision behavior. Such behavior of classroom observation supervision will not have much influence on the objectives and functions of classroom observation supervision. If it does have an influence, the influence is relatively very small, meaning it has little impact on improving teacher performance in managing the learning process. Classroom observation supervision is not at all a teacher performance appraisal. Especially if the main purpose of the assessment is solely in a narrow sense, namely calculating the quality of the teacher's existence in meeting accreditation interests alone (Handayani et al., 2022).

This is very different from the concept of classroom observation supervision, conceptually, classroom observation supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives (Lonati, 2020). Classroom observation supervision is an effort to help teachers develop their ability to achieve learning objectives. Thus, the essence of classroom observation supervision is not at all to assess teacher performance in managing the learning process, but to help teachers develop their professionalism (Fattah, 2017). However, classroom observation supervision cannot be separated from assessing teacher performance in managing learning. If it is said above that classroom observation supervision is a series of activities to help teachers develop their ability to manage the learning process, then assessing teacher performance in managing the learning process is one of the activities that cannot be avoided in the process. Assessing teacher performance in managing the learning process as a process of estimating the quality of teacher work in managing the learning process is an integral part of a series of classroom observation supervision activities. In order for classroom observation supervision to help teachers develop their performance, an assessment of teacher performance needs to be conducted first, so that aspects that need to be developed and improved can be determined (Ramadhan et al., 2023).

The problems that occur at SMAN 1 Menjalin related to subject teachers until now in the teaching and learning process in the classroom are still routine. Teachers seem to only perform their duties as facilitators of knowledge transfer in their field of expertise to students. The teaching and learning process in the classroom tends to be one-way from what is delivered by subject teachers. The role of the teacher as a controller in the classroom has not been maximized in an effort to create a conducive classroom atmosphere. This condition indirectly arises because of the weak supervision of the school principal towards the teachers.
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The supervision carried out by the school principal so far is only limited to meeting the administrative needs of the school. Moreover, the supervision of the school principal at SMAN 1 Menjalin is carried out in an effort to accommodate the needs of teachers for promotion or other interests. A collegial and collaborative relationship has not been established between the school principal and the teachers regarding clinical supervision for the improvement of the quality of learning. Each party has not been able to maximize their understanding of the objectives, functions, and benefits of clinical supervision, especially for subject teachers. The impact is that the problems that occur in the learning process are difficult to overcome because there is no feedback given in the supervision process. The learning process carried out only becomes a routine, making it difficult to develop the professionalism of teachers. In relation to the background description above, the researcher initiated a study in an effort to improve teacher performance through Clinical Supervision by the School Principal in an Effort to Improve the Performance and Effectiveness of Sociology Learning at SMA Negeri 1 Menjalin.

METHODS

This research uses a quantitative research approach. The purpose of this study is to help draw conclusions or generalizations of theories. In addition to quantitative data, this study will also present qualitative data that will be explained and described rationally in accordance with the facts from interviews with research data sources (Moleong, 2019). The variables described using a quantitative approach are teacher performance and learning effectiveness, while the clinical supervision variable is described qualitatively by rationalizing and describing the data based on interview and observation results. The reason for using qualitative methods is that the issues being studied are complex, dynamic, and meaningful, making it difficult to address using quantitative research methods (Creswell, 2019).

The issues are considered complex and dynamic because the object of study here is the implementation of clinical supervision in improving the professional competence of Islamic education teachers, which includes various issues such as the condition of teachers' professional competence. The nature of this research is descriptive qualitative research. This study examines the forms of activities, characteristics, changes, relationships, similarities, and differences with other phenomena. Based on the nature of the research mentioned above, the researcher attempts to systematically and factually describe the implementation of clinical supervision in improving the performance and effectiveness of sociology learning at SMAN 1 Menjalin, based on the data collected during the research.

The sample in this study consists of all sociology subject teachers at SMAN 1 Menjalin, totaling 2 individuals who are the data sources for clinical supervision conducted by the school principal. The object and subject of direct observation are the entire school institution, including the school's condition, teachers, and students in the process of clinical supervision at SMA Negeri 1 Menjalin, Landak Regency, West Kalimantan. This study also conducts direct interviews with sociology subject teachers at SMA Negeri 1 Menjalin as part of clinical supervision. The study also involves documentation, where the collected documents include images of the clinical supervision activities of the school principal and the teaching activities carried out by sociology subject teachers in the classroom. In this study, the data analysis technique used includes interviews with the School Principal who supervises the performance of sociology teachers. The interview data is rationalized. Data analysis is based on observation results presented using specific formulas. Interviews are conducted with the School Principal.
of SMA Negeri 1 Menjalin and sociology subject teachers as research subjects, with the interview data also rationalized.

RESULTS AND DISCUSSION
Performance of Sociology Teachers in Sociology Learning at SMAN 1 Menjalin

Based on the research results at SMA Negeri 1 Menjalin, professional teachers in this school are teachers who have four competencies, namely pedagogical competence, professional competence, personality competence, and social competence. If they do not have the four competencies or do not have one of the four competencies, then they are not perfect or cannot be said to have performance as a professional teacher.

Based on the research findings at SMA Negeri 1 Menjalin related to the four competencies of professional teachers mentioned above, the school has minimum standards to become a teacher at the school, including at least having a bachelor's degree. Efforts made by the school to improve the professional performance of teachers include sending their teachers to attend training outside, both training from the Education Office and from the public. Then, teachers who attend the training are required to socialize it to other teachers at the school on Saturdays.

The Effectiveness of Sociology Learning at SMAN 1 Menjalin

Based on the results of research and documentation data analysis during teachers' implementation of learning practices, it is concluded that the effectiveness of sociology learning at SMAN 1 Menjalin is classified as good. Data obtained with the category "Good" indicate that sociology teachers at the school have successfully achieved a positive level of effectiveness in delivering lesson materials to students. First and foremost, it can be noted that the implementation of learning starts off well. Sociology teachers at SMAN 1 Menjalin have shown good ability in initiating the learning process. This includes thorough material preparation, understanding of student needs, and structured lesson planning. Thus, the initial steps of learning have provided a strong foundation to achieve learning objectives. Furthermore, the learning process entering the core material is also done well. Sociology teachers at this school are able to present lesson materials systematically and engagingly. They use various teaching methods that are suitable for the characteristics of students, so that learning is not only effective but also motivates students to actively participate. Student involvement in the teaching and learning process is a positive indicator that sociology learning at SMAN 1 Menjalin truly has a good impact.

The importance of delivering good material is not only in the initiation of learning, but also in the closing stage of learning. Research results show that sociology teachers at SMAN 1 Menjalin have successfully concluded the learning process well. The closure of this learning includes material summaries, conclusions, and closing questions designed to measure students' understanding of the material presented. Thus, the learning conclusions not only provide comprehensive understanding but also stimulate students' interest to continue learning. In this context, the role of sociology teachers as learning facilitators is very important. They are not only information providers but also guide and give directions to students. The success of teachers in managing the class, creating a conducive learning environment, and responding to student needs are determining factors in achieving a good level of learning effectiveness.
Furthermore, it is important to note that the criteria for learning effectiveness do not only depend on the delivery of material by teachers, but also involve student interaction and participation. Therefore, this research result also reflects the activeness of students in learning. With the category "Good," it can be concluded that students at SMAN 1 Menjalin have actively participated in the sociology learning process. It is important to continuously monitor and evaluate learning effectiveness in order to identify areas that need improvement. Sociology teachers at SMAN 1 Menjalin can utilize this research result as a basis for self-reflection and professional development. This may involve the application of innovative learning methods, adjustment to students' learning styles, or increased student involvement in learning activities. Overall, this research result provides a positive overview of the effectiveness of sociology learning at SMAN 1 Menjalin. Good material delivery, positive interaction between teachers and students, and active student participation are key factors in achieving a good level of effectiveness. These steps can be used as a foundation to continuously improve the quality of learning at this school, so that educational goals can be optimally achieved.

**Supervision of the School Principal in Efforts to Improve the Performance of Sociology Teachers in Learning**

Based on the research results at SMA Negeri 1 Menjalin, a good performance teacher is a teacher who has four competencies, namely pedagogical competence, professional competence, personality competence, and social competence. If they do not have the four competencies or do not have one of the four competencies, then they are not perfect or cannot be called a teacher with good or professional performance. Based on the research findings at SMA Negeri 1 Menjalin related to the four above-mentioned professional teacher competencies, the school has minimum standards to become a teacher at the school, including at least having a bachelor's degree.

Efforts made by the school to improve the professional performance of teachers include sending their teachers to attend training outside, both training from the Education Office and from the public. Then, teachers who attend the training are required to socialize it to other teachers at the school on Saturdays. In improving teacher professionalism, obstacles or problems that are often found or faced by teachers are also found, including personal problems from home that affect their teaching performance, a decrease in faith meaning the emergence of laziness from the teacher, and older teachers who are less optimal in teaching, especially in IT.

**Supervision of School Principals in Efforts to Improve the Effectiveness of Sociology Learning**

Based on the research results, the supervision of the School Principal in an effort to improve the effectiveness of sociology learning is carried out in several stages. In the initial preparation, it is initiated by Sudiyono. M.Pd as the school principal where he announces the clinical supervision activities during the weekly routine meeting. This was revealed by Sudiyono, M.Pd as the Principal of SMA Negeri 1 Menjalin who stated the following: "systematic, usually starts with me announcing the clinical supervision planning at SMA Negeri 1 Menjalin is not scheduled in advance when the weekly routine meeting with teachers takes place, but everything is not separated from the awareness or readiness of each teacher.
themselves to conduct clinical supervision. If no teacher requests clinical supervision, we do not proceed, but as the school principal, I always announce the clinical supervision activities every week."

Then, the teacher who wants to be supervised directly meets the School Principal to register and submit the necessary documents during the clinical supervision process. Not all teachers are clinically supervised, only teachers who register or request it are clinically supervised. The teacher submits teaching materials such as lesson plans, syllabi, teaching schedules, and other necessary documents. Supervision involves preparation from both sides, the supervisor and the teacher. The supervisor goes through several preparation stages, starting from reviewing notes or information related to the conditions of teachers in the school, and marking teachers who have weaknesses in teaching and educating abilities. If there are more than one teacher with weaknesses, one teacher is selected to be the focus of supervision. In addition, the supervisor determines the class where the teacher teaches and the location or classroom used. Preparation also involves providing the necessary tools for observation during the supervision in the classroom. These tools include regular notes, tapes, videos, and so on. During the supervision practice, the supervisor has the freedom to choose one tool or a combination of several tools. With thorough preparation from both sides, supervision can be carried out effectively and provide maximum benefits for improving teacher performance.

Then, in the second stage of this clinical supervision implementation, the goal is to build a friendly atmosphere between the supervisor and the supervised teacher so that it is hoped that the supervised teacher can communicate in a friendly and open manner with the supervisor regarding the problems faced in teaching.

In this stage, the supervisor creates a comfortable and open atmosphere because clinical supervision here has the character of a discussion with peers in solving problems and exchanging opinions about the goals to be achieved by the teacher. In this meeting, the teacher meets with the supervisor of each study field starting with the teacher submitting teaching materials to the supervisor. Then the teacher tells about the background and desire to be supervised, including telling all the problems faced in the teaching process. Then the teacher and supervisor together determine the hypothesis to be used during the classroom observation. And this initial meeting is closed by determining the observation schedule in the classroom according to the readiness of the teacher.

The third stage is classroom observation, the goal is to test the hypothesis made during the initial meeting, and collect data to obtain information that will be used to exchange ideas with the teacher in the next meeting so that in the following meetings the teacher and supervisor can analyze in detail the activities carried out in the classroom. In the classroom observation stage, the supervisor together with the teacher walks to the classroom creating a comfortable atmosphere so that the teacher to be supervised does not feel scared or nervous when the supervisor observes the teacher during the teaching and learning process. When entering the classroom, the supervisor sets up a recording device to record the teacher's teaching activities. During the teaching process, the supervisor positions himself as an imaginary student, remains silent, and sits at the back of the classroom, then observes and listens to the teacher's movements or actions in detail when explaining the lesson in front of the class from the beginning to the end of the lesson, noting the things that happen during the teaching process and documenting them in the form of recordings. After the lesson ends, the
supervisor takes the recording device and leaves the classroom together with the teacher while maintaining a friendly atmosphere.

CONCLUSION

Based on the results of the research and discussion, several important conclusions can be drawn. First, the planning and clinical supervision by the school principal to improve teacher performance at SMAN 1 Menjalin are considered good, with all four items being fulfilled. This indicates a positive level of effectiveness in managing and overseeing teachers’ tasks. Second, the effectiveness of sociology learning at the school is considered good when teachers implement learning practices. This is reflected in the data showing the "Good" category. This success can be attributed to teachers who are able to effectively manage various aspects of learning, from start to finish. Third, the school principal's supervision in efforts to improve teacher performance includes steps such as sending teachers to attend training outside, both from the Department of Education and from public sources. In the next stage, teachers who attend training are expected to socialize the knowledge gained to their colleagues. Fourth, although there are efforts to improve teacher professionalism, some obstacles are also identified. Personal issues brought from home, a decrease in faith resulting in a sense of laziness in teaching, and the limited performance of elderly teachers, especially in terms of information technology, are obstacles that need to be overcome. Finally, clinical supervision in improving the effectiveness of sociology learning involves several stages, including announcing activities, registration, and submission of files by teachers to the school principal. An open discussion atmosphere between teachers and supervisors contributes positively, and classroom observations serve as a hypothesis test and data collection for further analysis. Overall, the research results provide a comprehensive overview of the effectiveness of planning, supervision, and efforts to improve teacher performance in sociology learning at SMAN 1 Menjalin.

REFERENCES

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