ANALYSIS OF IMPLEMENTATION OF CLINICAL SUPERVISION ON TEACHER COMPETENCE ENHANCEMENT IN ELEMENTARY SCHOOL IN NORTH BEKASI SUB-DISTRICT OF BEKASI CITY INDONESIA

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ABSTRACT

This study aims to analyze the implementation of clinical supervision in improving the competence of elementary school teachers in the North Bekasi sub-district and the factors operating as obstacles to the implementation of clinical supervision on primary school teachers in the North Bekasi Sub-District of Bekasi City. The approach used in this study is a quantitative research. The research method survey is simple descriptive analysis. The respondents were teachers and the Principal of Public Primary School. The study was conducted for a period of three months from October to December 2014. The results showed that: 1) Implementation of clinical supervision in enhancing the competence of elementary school teachers in the North Bekasi sub-district has not been implemented properly. 2) The obstacles in the implementation of clinical supervision are as follows: a) Teachers and principals of Public Primary School in North Bekasi does not have a good understanding of the concept and application of clinical supervision yet, b) Teachers and principals does not receive adequate coaching from the school superintendent c) the teacher still have much reluctance and lack of drive in supervision, d) the principal of Public Primary school in North Bekasi has not seriously provided clinical supervision to the teacher. 3) clinical supervision as a way to help teachers improve the competence of teachers. Competence of teachers include: personnel, social, paedagogic, and professional competences. Clinical supervision must come from the initiative of teachers who feel the need to be nurtured, since they have difficulties. The difficulties faced by teachers must be addressed seriously through the development of other parties such as the principal or superintendent of schools.

Keywords: Clinical Supervision, Teacher and Teacher Competence

In addressing various issues in educational sector, the Indonesian government in has conducted various efforts. One of which is to improve the competence of teachers. Activities to improve the quality of teachers has been done through: trainings, workshops, teacher certification, consultation of subject teachers and even by providing scholarships for further studies to teachers who excel in their work so that they become professional teachers. This is expected to enable teachers to improve their instructional process quality so that they will create graduates who can truly master the knowledge and skills with good quality.

The competence of teachers in the learning process cannot be made up of just a set of knowledge and skills, instead, teaching is an art and style associated with the establishment of various methods and ability to build physical and psychological relationship with the learners. Therefore, every learning process which will be implemented by a teacher must be planned, implemented and evaluated diligently in order to obtain an accurate feedback to be used as reference in the improving any learning activities undertaken by teachers at all times. Governments, families and communities must work together closely in the various efforts to create professional teacher. With professional teachers, it is possible to finally create qualified graduates which ultimately realizes education with quality.

In addition to efforts to improve the learning process as referred to above the support of supervisors and principals to supervise the teachers is also necessary. With such supervision, the teachers are expected to always get guidance, advice and training to enable them to optimize their professionalism in managing the learning process in the classroom or outside the
Regardless to the various efforts to improve the quality of teachers in learning, in reality, there are many teachers on the field are still having their strength and weaknesses. Due to the problems and obstacles encountered in the learning process, there are many factors which affect learning. This can result in the presence of a variety of problems which complicate the learning process. Such problems are as diverse as student delinquency problems, mastery of learning materials, learning approaches and strategies and so on. All the problems encountered in the learning are often difficult and confusing for the teachers. Thus, to help teachers resolve such problems and confusion in carrying out its duties and responsibilities, they need extra attention from the educational supervisors. The supervisor namely the superintendent or the principals shall provide assistance to teachers, because teachers have very dominant role in realizing quality of education. Supervisors of education must implement clinical supervision program in helping to overcome obstacles and difficulties faced by the teachers individually. Clinical supervision function is to help teachers to improve the skills of teachers especially those that are of particular nature. (Made Pidarta, 1999:24)

Clinical Supervision

Definition of clinical supervision as quoted in the book "Pelaksanaan Supervisi Klinis di Sekolah" according to Eko Supriyanto (2006:22), is clinical supervision is a tool to ensure that the implementation of learning undertaken by teachers which has been done effectively through systematic planning, observation and feedback. The concept of clinical supervision, according to Richard Waller who was quoted by Ngailim Purwanto (2002:9) stated: Clinical supervision may be define as supervision focused upon the improvement as instruction by mean of systematic cycles of planning, Observation an intensive intellectual analysis of actual teaching performance in the interest of rational modification. Clinical supervision is focused on the improvement of teaching through a intensive systematic cycle of planning, observation and intellectual analysis on the actual teaching performance with the aim of holding a rational modification. This suggests that teachers should be supervised.

Further Acheson dan Gall (1992:156), explained the followings: "Supervision as the process of helping the teacher reduce the deserevancy between, actual teaching behavior and ideal teaching behavior". Clinical Supervision is a process to help teachers minimize gap between the real teaching behavior with the behavior of the ideal teaching.

Based on the various concepts proposed by some experts above, the authors analyzed and synthesized that clinical supervision is a technique of services implemented in order to help teachers intensively and professionally to improve the ability of teachers, by using the approach of formative and humanists evaluation in order to improve learning methods of teacher in the classroom.

The purpose of clinical supervision is to help teachers to modify patterns of learning within the rational scope for these teachers and it is also approved in the subject of the content of teaching and learning standards. Sergiovanni (1992:227) also explained that “The supervisor’s job, therefore, is to help the teacher select goals to be improved and teaching issues to be illuminated, and to understand better his or her practice. Clinical supervision, therefore, is basically a design for working with teachers within which a number of technologies, perspectives, and approaches can be used.”

The main duty of a supervisor is to assist teachers to choose their goals in terms of improving the learning activities. Clinical supervision is designed to work with teachers by using a number of technologies, perspectives and approaches available.

Goldhammer, Anderson dan Krajewsky in Glickman (2009:228), discussed nine clinical supervision character as a concept, namely:

1) Represents technology to improve teaching.
2) It is an intentional intervention in the teaching process.
3) It is goal-oriented, combining the needs of the school with personal growth needs of those who work in schools.
4) It is assumed as a professional working relationship between teachers and supervisors.
5) It requires a high level of confidence, which is reflected in the understanding, support and commitment to growth.
6) It is systematic, although it requires a methodology that is flexible and constantly changing.
7) It creates productive tension to bridge the gap between the actual and the ideal.
8) It assumes that the supervisor knows a lot about the analysis of teaching and learning, also on productive human interaction.
9) It requires good pre-service training (for supervisor), especially in observation techniques, services and effective approach.

The author refers to the process of clinical supervision proposed by Glickman, Gordon & Gordon where it can be simplified into five steps, namely:

a. Pre-conference
b. Class Observation
c. Analyzing and interpreting observation and determining approach meeting with teachers.
d. Post-conference
e. Critiques of the four previous steps.

**Principle of Teacher’s Competence**

Along with the issuance of Law No. 14 of 2005 on Teachers and Lecturers, Article 10, paragraph (1) of the Law stated "The competence of teachers as referred to in Article 8 includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education".

Whereas professional teachers have four competencies or standard capabilities which include Personal, Pedagogical, Professional, and Social competences. Teacher’s competence is unanimity of knowledge, skills and attitudes that is shown in intelligent and responsible action to perform the duties of a learning agent. As an agent of learning the teacher is required to be creative in preparing methods and strategies that suit their students, in selecting and determining a method of learning that is in accordance with the discussion indicator. With certification and a title of professional teachers, teachers should introspect themselves on whether or not they have been teaching in accordance with the ways of a professional teacher. Since, knowingly or not, many of educators are unable to be a professional teacher as are expected by the teacher certification to date.

1. **Personal Competence**

Is the personal competence that reflects a steady, stable, mature, wise and authoritative personality, able to become role models for students, and have good morals. Sub competence in personal competence include:
a. Steady and stable personality which involves acting in accordance with social norms, having pride in being a teacher, and having consistency in acting in accordance with the norms.
b. Mature personality which shows independence in acting as an educator and has work ethics as a teacher.
c. Wise personality which displays actions that are based on the interest of the students, schools and communities and demonstrate openness in thought and action.
d. Authoritative personality which include having a positive effect to the learners and have respectful behaviors.
e. Noble and can serve as role model that involves acting in accordance with religious norms (Faith and Beliefs, honest, sincere, helpful) and have exemplary behavior to the learners.

2. **Pedagogical Competence**

The competence of understanding of the learners, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize their potentials. Sub-competence in Pedagogic competencies are as follows:
a. Deep understanding of learners that includes understanding the learners by adopting the principles of cognitive development, the principles of personality, and by identifying the existing knowledge of the learners.
b. Designing learning, including understanding the educational foundation for the interest of learning that includes understanding educational foundation, applying the theory of teaching and learning, determine the learning strategies based on the characteristics of learners, competency to be achieved, and teaching materials, as well as drafting a study based on the strategy chosen.
c. Implementing learning that includes setting the learning background and implementing a conducive learning.
d. Designing and implementing a learning evaluation which includes designing and implementing assessment process and learning outcomes on an ongoing with various methods, analyzing the results of the assessment process and learning outcomes to determine the mastery level, and use the results of learning assessment for the improvement of quality learning programs in general.
e. Developing learners to actualize their potentials including facilitating learners to develop various academic potential, and facilitate learners to develop a range of non-academic potentials.

3. Professional Competence
Is the comprehensive and deep mastery of learning materials, which includes mastery of the material in the curriculum at school and the substance of knowledge that include the materials, as well as mastery of the structure and methodology of science. Sub-competence of professional competence are:

a. Mastering the substance of science related to the field of study that includes understanding the teaching materials in the curriculum of the school, understanding the structure, concepts and methods of science that covers or which is coherent with the teaching materials, understanding the relationship of concepts between inter related subjects, and applying the concepts of knowledge in daily life.
b. Mastering the structure and the scientific method that includes mastering the steps of research and critical analysis to enrich knowledge and materials of the the subject.

4. Social Competence
Is the teacher's ability to communicate and interact effectively with students, staff, parents / guardians of students, and the surrounding community. This competence have sub-competence with essential indicators such as follows:

a. Ability to communicate and interact effectively with learners with the essential indicators: communicate effectively with learners.
b. Ability to communicate and interact effectively with fellow teachers and educators.
c. Ability to communicate and interact effectively with parents / guardians of students and the surrounding community.

The above four competences are of holistic and integrative nature in teacher’s performance. Therefore, in integrated manner, teacher competences include

a. Deep understanding of the learners ;
b. Mastery of subject in terms of disciplinary content and teaching material in school curriculum.
c. Implementation of educational learning that includes planning and implementation of learning, evaluation of processes and learning outcomes, as well as follow-up for improvement and enrichment; and
d. Continuous development of personality dan professionalism.

Teachers who have such competences will be be able to carry out their duties in a professional manner. To improve the competency of teachers, the continuous support from the principal is needed. This assistance can also be referred to as supervision.
METHODS

The purpose of the research is to find out: 1) Implementation of clinical supervision in improving the competence of the teachers which include: planning, implementation and feedback of clinical supervision, which is implemented in the North Bekasi Sub-district. 2) Factors that hamper the implementation of clinical supervision to elementary school teachers in North Bekasi Sub-District. 3) Efforts undertaken educational supervisor in encountering factors inhibiting the implementation of clinical supervision.

This research was conducted on Principal of Elementary Schools (SD) in the North Bekasi Sub-District in Bekasi City. The research was carried out for 6 months, from July to December 2014.

The method adopted in this research is descriptive analytical method. The use of this method gives freedom to the researchers to obtain research findings in the form of both quantitative and qualitative data. While the study population were all Principals of Public Elementary School in North Bekasi Sub-district of as many as 95 people. While the number of samples in this study were 40 principals. The respondents of this study were as many as 80 teachers and as many as 40 principals. The sampling technique used is simple random sampling.

The steps taken in this research are as follows:

1. Problem Formulation. Common issues and problems in this study is expressed as carefully and completely as possible. Therefore the questions posed is specifically directed at various aspects of the issue in question.
2. Determination of the sample and sampling plan.
3. Preparation of research instruments. The instrument used to collect data is an open instrument Furthermore, the data is obtained from the questionnaire as well as the result of interviews.
4. Data Analysis. At this stage the answers or response from survey respondents are coded and tabulated. Coding is the term used to describe the translation of the answers and information from respondents into specific categories for the interest of the analysis. Tabulation is recording or entry of many types of responses in each category accordingly. This process will be the basis for statistical analysis. The statistical analysis used is descriptive statistics that include the average value, median, mode, standard deviation and grouping of data in the form of frequency distribution and display in histogram form.
5. Reporting. In this stage the results of the interpretation of the data that has been coded and tabulated are arranged in the form of a report with specific systematics.

The instruments used in this study are questionnaires and interview guidelines. Questionnaire is a technique of data collection in the form of a list of written questions to be answered in writing also by giving a check mark (V). The research instrument consists of two packages. The first package was completed by the principal and the second package was completed by teachers. This research used descriptive statistical analysis techniques. Descriptive statistical techniques are intended to describe the characteristics of research purposes in percentage (%) and schemes.

RESULTS AND DISCUSSIONS

Based on the analysis of research data it can be concluded that the implementation of clinical supervision by the principal to the teachers at the Public Elementary School (SDN) in North Bekasi Sub-district, has not been implemented properly, this can be seen from the followings:

1. Teachers who have received clinical supervision from the school principal are as many as 35%, while 65% said they never receive such supervision. Teachers who stated that they have never been clinically supervised by the principal claimed that: 14% of teachers do not have an understanding of the clinical supervision, 43% stated that they have never had a problem in carrying out their task, 43% stated that the principal had never given teachers the opportunity to be supervised. 77% stated that teachers are being clinically supervised by principals only once in a year while the other 33% say it was twice a year.
2. Obstacles to the implementation of clinical supervision according to the teachers are: a) The principal only have a little time for supervision. b) Transfer of Principals often hamper the process of clinical supervision. c) Many of the principals still do not understand the clinical supervision, d) Teachers are still scared and reluctant to be supervised by the principal or superintendent. e) Many of the teachers do not understand the role of clinical supervision. f) Schedule of teachers and principals is difficult to be coordinated g) The lack of facilities and funds to support clinical supervision. h) The teachers are spend most of their time for the preparation of teaching aids.

3. The efforts which must be be made to improve the implementation of clinical supervision according to teachers' perceptions are as follows:
   a) There must be a training on clinical supervision for principals and teachers in elementary school in Bekasi.
   b) Working Group of the Teachers shall to optimize its activities on a regular basis.
   c) The principal or school superintendent shall provide effective clinical supervision on teachers.
   d) It is necessary to improve work motivation for the teachers.
   e) Teachers must promote creativity and discipline in work.
   f) Counseling on the teacher should be done regularly.

4. The understanding of principals regarding clinical supervision for teachers showed that there are 80% of them who stated that have sufficient understanding, and 20%) of them stated that they do not understand clinical supervision. Familiarization and motivation to teachers about the importance of clinical supervision has not been done properly. The school principal has not performed clinical supervision seriously.

5. Principals who have not carried out regular clinical supervision gave the following reasons: a) There are many teachers who are reluctant in being supervised, b) Teachers feel they have no problems in carrying out their duties and responsibilities, c) The principal still does not have an optimal understanding on the role of clinical supervision.

6. The obstacles in the implementation of clinical supervision by the principal can be described below, namely a) Many teachers are unaware of the importance of clinical supervision. b) Teachers often delay the performance of their work and are passive in overcoming problems. c) Teachers often teach in less creative manner which bored the students. d) Tools and learning media provided in schools is still very inadequate. e) Performance of teachers in teaching is still low. f) The concept and application of clinical supervision is not well understood by the school principal and teachers. g) The teacher morale and work satisfaction is low. Based on the results and discussions of this study some suggestions may be given to:

   1. Principal:
      Public elementary school principals shall improve their ability in carrying out supervision of education, particularly the clinical supervision. Principals shall continuously communicate and motivate all teachers to be willing to be supervised by school principals acting as the supervisors. Principals shall prepare a supervision program schedule both on annual, semester or monthly basis.

   2. For teachers:
      All teachers must actively and enthusiastically request for supervision from the school principals if they experience difficulties in carrying out their duties and responsibilities. Teachers should continuously improve their competence as professional teacher through various efforts, one of which is carrying out clinical supervision.

   3. For School Superintenden:
      All school superintendent in the territory of North Bekasi should always provide regular guidance to principals and teachers under their respective supervision.

The school superintendent can improve their competence as educational supervisor through various activities, such as education and training, workshop and learning independently.
CONCLUSION

The results of this study conclude that clinical supervision is a way to help teachers improve their competence. Competence of teachers include: personal, social, paedagogical, and professional competences. Clinical supervision must come from the initiative of teachers who feel the need to be supervised, since they have difficulties. The difficulties faced by teachers should be assisted by other parties in this case the principal or school superintendent. Teachers shall receive continuous supervision from the various parties who have higher skills than themselves. Thus all of the principal as educational supervisor should constantly improve their competence. With such competence, the principals are expected to always be able to provide assistance to all the teachers under his/her supervision.

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