

## **Implementation of clinical supervision in improving the ability of teachers in Islamic religious education learning**

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### **ABSTRACT**

The head of Madrasah has a role in the performance of PAI (Islamic Religious Education) teachers, namely clinical supervision of teacher learning activities. The purpose of this study is to describe how the implementation of clinical supervision for teachers in PAI learning in SD Banda Aceh City. The type of research conducted is descriptive qualitative research. Data collection techniques using observation, interviews, and documentation. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis with data reduction techniques, data presentation, and drawing conclusions. The results of this study are the madrasah principal has carried out clinical supervision of PAI teachers in Banda Aceh City, there are three stages of the clinical supervision process, namely, the initial meeting stage, the observation stage and the final meeting stage. Of the three stages of the clinical supervision process for PAI teachers, the principal has carried out the clinical supervision process properly and correctly.

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## **1. INTRODUCTION**

Education is an activity that has a specific purpose to get balance and perfection in the development of individuals and society. Education has a very important role in building human resources, so an education system is needed that is able to produce complete human beings. One of them is an education system that prioritizes quality as a main goal. The principal's leadership style is very decisive in improving performance, teachers must look at the state of the leader (principal). So, it can be concluded that good and bad teachers in the teaching and learning process are influenced by several factors, one of which is the supervisor in carrying out supervision or supervision of the teacher's performance ability. (Anderson, & Carl Brydges, 2011). The implementation of supervision by the principal does not provide complete information when they want to make class visits, this is so

that teachers are always ready at all times when there is supervision. (Pujiyanto et al., 2020). With that situation, the observations made by the principal can be measured and obstacles will appear which will then be given a way out and there are efforts to improve teaching (Winarno, 2018). With the implementation of academic supervision carried out by the principal, it is expected to have an impact on the formation of the professional attitude of teachers. The principal as a supervisor is required to be competent as the closest person who can also help and provide assistance to teachers in improving the learning process (Aprida et al., 2020). Through the supervision of all factors that have an influence on learning activities can be analyzed, evaluated, and determined the way out. So, learning activities can run according to expectations (Mulyadi dan Fahriana, 2018).

Charristuniswah (2012) states that the principal carries out his duties and functions related to teaching Islamic religious education lessons. The principal who has the full duties, responsibilities, authority and rights in carrying out the task of supervising subjects. Academic supervision is one of various models in supervision such as: conventional (traditional), scientific (scientific), clinical, and artistic. (Sanglah, 2021). Academic supervision carried out by the school principal aims to assist teachers in understanding learning objectives to guide students in improving learning outcomes and achievements so that they are expected to achieve better quality education. (Arikunto, 2018).

Several models of supervision, the study in this research is clinical supervision. This becomes interesting to study from various very basic considerations related to clinical supervision of learning carried out for Islamic Religious Education (PAI) teachers. Based on the results of initial observations, there are findings of problems that occur, including: 1) PAI teachers have not optimally carried out their learning process, 2) Lack of knowledge in building communication between teachers in overcoming problems in class, 3) clinical supervision carried out by supervisors has not been able to optimize teacher abilities effectively. professionals in learning. For this reason, the implementation of clinical supervision in improving Islamic religious education learning at SD Banda Aceh City, needs serious attention in connection with various problems.

Clinical supervision is one model of academic supervision, the implementation of clinical supervision is more emphasized on the causes or weaknesses that occur in the learning process. Then directly, sought how to fix the weakness, or deficiency. clinical supervision as academic supervision that is focused on improving teaching by going through a systematic cycle of stages, planning, observing, and analyzing intensive intellectuals on actual teaching performances with the aim of making optimal modifications (Purwanto, 2018; Nisa, Sunandar & Miyono, 2021). The results of previous relevant studies include the relationship between the leadership of the Aliyah School principal and clinical supervision actions carried out by the Madarash Aliyah principal in Cilacap Regency. Based on the calculation, the figure is 0.952. This figure shows a very strong relationship between leadership and clinical supervision (Salaman, 2017). The result (Ahmad, 2015) The results showed that the effectiveness of the implementation of PAI academic supervision in schools in improving the professional competence of PAI teachers was carried out by increasing the ability of teachers in mastering teaching materials, planning learning activities, implementing learning and assessing learning outcomes, while the results of research by (Ihsanuddin, 2015) shows that the supervision carried out by Islamic school principals is quite effective in improving the pedagogic competence of PAI teachers as seen from the increase in teacher mastery of learning theories and learning principles, teacher effectiveness in educating learning, and facilitation of developing the potential of students. Other research (Nisa' et al., 2021) mentions that in addition to being able to improve the performance of teachers, the supervision of the principal can also increase the work motivation of a teacher. So based on this it can be said that supervision activities can have a positive influence on improving teacher performance (Ujarwanto, 2017).

Based on the above background, the question of this research is to implement clinical supervision for teachers in PAI learning at SD Banda Aceh City. In general, the purpose of this study was to determine the implementation of clinical supervision for teachers in PAI learning at SD Kota Banda Aceh. Practically, this research is expected to be useful in contributing ideas to school principals and can be used as a domain to provide information that principal's clinical supervision is

very helpful for teachers or their subordinate staff to develop their abilities, so that they can manage the learning process in order to achieve the desired goals.

## 2. METHODS

The purpose of this study is to describe how the implementation of clinical supervision for teachers in PAI learning in SD Banda Aceh City. The method used is descriptive qualitative method. The researcher acts as a key instrument that must collect data by visiting the data source directly. The research subjects were determined by using purposive sampling technique where the research subjects were selected according to the research objectives. The research was conducted at the Banda Aceh City Elementary School on the research subjects, namely the principal, deputy head and teachers. Data was collected using direct observation/observation methods, and in-depth interview methods. The standard of data validity in qualitative research refers to the standards of credibility, transferability, dependability, and confirmability. The data analysis technique used is descriptive qualitative analysis, while the data processing steps are data reduction, data display, and conclusions and data verification.

## 3. FINDINGS AND DISCUSSION

### *Implementation of Clinical Supervision*

The clinical supervision process includes the initial meeting stage including: the principal creates an intimate atmosphere before the supervision process takes place, the principal with the teacher discusses the lesson plan that will be under clinical supervision and the principal prepares a clinical supervision instrument. The purpose of this initial meeting is to develop jointly between supervisors and teachers a framework for conducting classroom observations. Based on an interview with the principal of SD Negeri 6, Ibu TM, said "as usual to form an intimate atmosphere before the clinical supervision process is usually a week before the clinical supervision process takes place I hold an event with the teacher such as eating together or sitting relaxed in a place so that intimacy can occur between teacher and me. There I discussed what would be assessed in the clinical supervision stage." This was also said by Mr. Hdy, "the principal creates a friendly atmosphere before clinical supervision takes place by discussing it first before the clinical supervision process takes place.

From the results of these interviews, the authors conclude that it is very easy for the principal to create a friendly atmosphere with the teacher so that good communication is established during the clinical supervision process. This is certainly inseparable from the attitude of the principal who is very easy to get along with the teacher environment. Next, make a lesson plan. The purpose of discussing lesson plans is nothing but a guide for teachers in carrying out teaching practices or actions. Based on an interview with the principal, he said, "As usual, I discuss the lesson plan that will be clinically supervised at the beginning of the learning year, then the teacher gives what will be clinically supervised, then I give directions and lists of what will be clinically supervised. Then the teacher prepares the materials. From the results of the interview, the authors conclude that the principal discusses the learning plan that will be clinically supervised at the Banda Aceh City Elementary School by means of the teacher providing learning materials that will be clinically supervised at the beginning of the learning year. Then the principal gives directions and discusses it with the teacher.

The next stage, the principal makes a clinical supervision instrument. The main purpose of clinical supervision instruments is to obtain information that will later be used to exchange ideas with the teacher after the observation ends, so that the teacher can analyze the activities that have been carried out in class. This is where the importance of observation techniques and instruments commonly used to observe teachers in managing learning. According to Mrs. Frd, "The supervisory instrument was the headmaster herself who made it and then explained the instrument. From the results of the interview, the writer concluded that the principal made clinical supervision instruments at SD Banda Aceh City with the help of the teacher. Before making it, first discuss about the teacher

who will be observed, then after the instrument already exists, it is explained to the teacher who will be under clinical supervision.

After the initial meeting was completed, both parties were ready to carry out clinical supervision. Supervisors when conducting supervision will observe the supervised teacher carefully, more thoroughly than other supervision techniques. The supervisor observes in detail taking notes and recording teachers who are in learning activities. In accordance with what Mrs. Marn said "for the way the principal observes the teacher who will be supervised like other appropriate things, the principal only goes to class and follows the course of learning and then fills in the instruments that have been agreed with the teacher first. From the results of these interviews, the authors conclude that the way the principal determines the improvement of teacher performance is by discussing what the teacher's weaknesses are and providing directions to teachers or facilitating teachers who really need teaching aids in the learning process to be more effective, aspects of learning that are the focus of attention for clinical supervision at SD Banda Aceh City.

The third stage in the clinical supervision process is the final meeting stage. This final meeting was held immediately after carrying out teaching observations, by analyzing the results of the observations first. The main purpose of this final meeting is to follow up on what the supervisor sees as an observer on the teaching and learning process (Aprida et al., 2020). In this feedback meeting after an agreement is reached, the supervisor needs to provide reinforcement to the teacher, even though the teacher has not been able to correct his weaknesses, especially if a successful teacher can improve his performance. (Pujiyanto et al., 2020).

Based on the results of observations and interviews, the authors see that the principal of an elementary school in Banda Aceh City has carried out clinical supervision well. Principals in carrying out clinical supervision of PAI learning teachers in Banda Aceh City Elementary Schools are related to the performance of PAI teachers in the teaching and learning process in the classroom, so teachers must be given supervision and improvement. According to the results of the interview, which was strengthened by the attached observation and documentation, if it was compared to the theory, the principal's ability to create a friendly atmosphere with the teacher has been carried out as it should be. The process of discussing the lesson plan is carried out before the clinical supervision process takes place and provides first directions for the teacher to be supervised, at this stage the principal has carried out this process efficiently (Winarno, 2018). The principal in determining what observation techniques will be carried out usually uses the techniques usually used by most school principals, namely by visiting the class, observing the teacher from the beginning of learning to the end of learning how the teacher conveys learning material to students (Sanglah, 2021).

The principal in using the results of observations to improve teacher performance by examining with the teacher what are the weaknesses or shortcomings in the teaching and learning process so that the teacher knows which weaknesses must be corrected. The principal's way of determining the improvement of teacher performance is by providing direction or facilitating any learning tools that will support learning activities to be more effective and the principal's method. Mulyadi & Fahrana, (2018) stated that no further clinical supervision has two factors, the first is to improve other weaknesses or after the weaknesses have been repaired, it will improve other weaknesses. The way the principal continues or discontinues the process is by looking at the previous instrument and comparing it with the new instrument, with that the principal knows that there is an increase in teacher performance.

#### 4. CONCLUSION

Based on the results of the research conducted, it can be concluded that as the principal as a supervisor has provided such good supervision so that the clinical supervision process for teachers in the PAI learning process has increased after clinical supervision. The principal creates a friendly atmosphere with the teacher, so there is a collegial atmosphere. The principal with the teacher discusses the lesson plan made by the teacher to agree on which aspects are the focus of supervision. In the process of making the supervision instrument, the principal is assisted by the head of the

curriculum to make a clinical supervision instrument, then after the instrument is ready, it is explained to the teacher that what will be supervised will be.

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