

Clinical Supervision as a Professional Development Strategy: Improving the Teaching Quality of Madrasah Ibtidaiyah

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Abstrak

Pendidikan yang bermutu merupakan kunci dalam membentuk generasi yang kompeten dan berkarakter, khususnya di Madrasah Ibtidaiyah (MI) yang membangun nilai-nilai Islam. Namun, peningkatan mutu pengajaran sering kali terhambat oleh kurangnya supervisi yang efektif. Supervisi klinis, sebagai pendekatan kolaboratif antara supervisor dan guru, dapat menjadi solusi untuk meningkatkan mutu pengajaran, khususnya dalam perencanaan, pelaksanaan, dan evaluasi pembelajaran. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengevaluasi pelaksanaan supervisi klinis di madrasah ibtidaiyah, dengan pengumpulan data melalui wawancara mendalam, observasi langsung, dan analisis dokumen. Hasil penelitian menunjukkan supervisi klinis memberikan kontribusi yang signifikan terhadap peningkatan perencanaan pengajaran, metode pembelajaran, dan hasil belajar siswa. Namun, kendala seperti keterbatasan waktu supervisor dan resistensi dari beberapa guru menjadi tantangan. Supervisi dilakukan oleh kepala madrasah dan tim yang terlatih, dengan masing-masing guru menerima supervisi minimal dua kali per semester. Diperlukan pendekatan yang lebih komunikatif agar guru lebih terbuka terhadap supervisi, guna meningkatkan mutu pengajaran secara maksimal.

Kata kunci: *Supervisi Klinis, Strategi Pengembangan Profesional, Kualitas Pengajaran*

Abstracts

Quality education is key in shaping a competent and characterful generation, especially in Madrasah Ibtidaiyah (MI) that builds Islamic values. However, improving the quality of teaching is often hampered by the lack of effective supervision. Clinical supervision, as a collaborative approach between supervisors and teachers, can be a solution to improve teaching quality, particularly in lesson planning, implementation and evaluation. This study used a qualitative descriptive method to evaluate the implementation of clinical supervision in madrasah ibtidaiyah, with data collection through in-depth interviews, direct observation, and document analysis. The results showed clinical supervision contributed to significant improvements in teaching planning, learning methods, and student learning outcomes. However, obstacles such as supervisors' time constraints and resistance from some teachers are challenges. Supervision is conducted by the madrasah head and a trained team, with each teacher receiving supervision at least twice per semester. A more communicative approach is needed so that teachers are more open to supervision, in order to improve teaching quality to the maximum.

Keywords: *Clinical Supervision, Professional Development Strategy, Teaching Quality*

INTRODUCTION

The quality of education is the main foundation in shaping a competent and characterful generation, especially in the increasingly complex and dynamic era of globalisation. Madrasah Ibtidaiyah (MI), as an Islamic educational institution, has a strategic role in building solid Islamic values and providing quality education in both academic and character building aspects.

However, improving the quality of teaching in MI is often constrained by various challenges, such as limited effective supervision of teachers, which has an impact on teaching practices in the classroom.

Previous studies have shown that more in-depth and targeted coaching is needed in the context of madrasa education. Yunus (2022) in his systematic study, highlighted that educational supervision in madrasahs is still formal and administrative in nature, thus not touching on the pedagogical aspects and professionalism of teachers. In addition, Yusuf et al, (2020) also found that one of the main obstacles in improving teaching quality is the lack of an effective supervision system that can provide continuous support for teachers, especially in madrasahs with limited resources.

Clinical supervision emerged as a more structured and collaborative alternative to fostering teacher professionalism. Syarifuddin, (2023) in his research shows that clinical supervision can be an effective tool in improving teacher competence, especially since this approach is based on in-depth reflection and feedback. Clinical supervision emphasises collaboration-based coaching between supervisors and teachers, where this interaction is carried out in a planned and structured manner to improve teachers' competence in managing the learning process. This approach has been proven to improve teachers' skills in designing, implementing and evaluating learning more effectively.

The implementation of clinical supervision involves three main stages: (1) the pre-observation stage, where the supervisor and teacher discuss the learning objectives and strategies to be used; (2) the observation stage, where the supervisor directly observes the implementation of learning in the classroom; and (3) the post-observation stage, which focuses on providing feedback and reflection on the learning process that has been implemented. Research by Suryani et al, (2019) also emphasises that through these stages, clinical supervision does not only aim to evaluate teachers, but also to encourage continuous professional development with a more participatory approach.

MI Al Ihsan Berau, as one of the madrasahs committed to improving the quality of education, has implemented clinical supervision as part of the teachers' professional development efforts. Clinical supervision at MI Al Ihsan is expected to help teachers to better understand their strengths and weaknesses in teaching, as well as obtain relevant guidance for their professional development. Jannah et al, (2024) showed that the implementation of clinical supervision in Islamic madrasahs can improve teaching quality, especially when supported by adequate school management and proper training for supervisors.

This study aims to examine the implementation of clinical supervision in MI Al Ihsan Berau and evaluate how this method contributes to improving teaching quality. By analysing the clinical supervision process, this study is expected to provide a more comprehensive picture of its impact on improving teacher competence and classroom learning. This study is also expected to serve as a reference for other educational institutions that want to adopt clinical supervision methods as part of their strategy to improve education quality.

RESEARCH METHODOLOGY

This research uses a qualitative approach with a case study design, which aims to deeply understand the implementation of clinical supervision in Madrasah Ibtidaiyah (MI) Al Ihsan Berau. The qualitative approach was chosen because it allows researchers to explore complex social phenomena in more detail from the participants' perspective (Creswell, 2021). (Creswell, 2021) The case study design was chosen because it provides an intensive focus on one unit of analysis, namely clinical supervision at MI Al Ihsan. (Yin, 2000)

The research was conducted at MI Al Ihsan Berau, a madrasah that has consistently implemented clinical supervision. MI Al Ihsan was chosen as the research site because it has a commitment to teacher professional development and improving teaching quality. The research subjects consisted of 8 teachers, 2 supervisors, and 1 madrasah head who were directly involved in the clinical supervision process. The selection of subjects was purposive to ensure that they had direct experience with clinical supervision. (Patton, 2003).

Data were collected through three methods: In-depth Interviews, Participant Observation

and Documentation in the process Interviews and observations were conducted to explore subjects' experiences and perceptions related to clinical supervision. This approach provided flexibility for respondents to explain their views in depth.(Kvale, 2018)

Furthermore, the data was analysed using thematic analysis method (Braun & Clarke, 2006). The analysis process included data reduction, open and axial coding, and data triangulation. Triangulation was conducted by comparing the results of interviews, observations, and documentation to increase the validity of the results (Denzin, 2016). (Denzin, 2016) Data validity was maintained through source triangulation and member checking, where research results were confirmed to respondents to ensure accurate interpretation (Lincoln & Guba, 1985). (Lincoln & Guba, 1985). This method is expected to provide an in-depth understanding of the contribution of clinical supervision in improving teaching quality at MI Al Ihsan Berau.

Data analysis

Data analysis in this study was conducted through a qualitative approach with thematic analysis method, which aimed to identify the main patterns that emerged from the interview, observation, and documentation data. The data analysis process took place in stages and followed the steps proposed by Braun & Clarke (2006), namely familiarisation with the data, initial coding, clustering of themes, revision of themes, and reporting of main themes.

1. Familiarisation with Data

The first step in the analysis was to read and understand in depth all the data obtained from in-depth interviews, classroom observations, and clinical supervision documents at MI Al Ihsan Berau. The researcher transcribed the interview results and recorded any important information that emerged during observation and document review. This stage aims to gain a thorough understanding of the implementation of clinical supervision and its impact on the quality of teaching in the madrasah.

2. Initial Coding

After familiarisation, the coding process involved identifying specific phrases, statements or actions that were relevant to the research focus. Coding was done openly by labelling or coding data that reflected certain themes or concepts, such as "lesson planning," "classroom management," "teaching methods," "teacher resistance," and "constructive supervision." These codes were then used to group the data into more specific initial categories. These codes were then used to categorise the data into more specific initial categories.

3. Theme Grouping

After the initial coding, the next step was to develop main themes from the coded data. The themes that emerged included the positive impact of clinical supervision on lesson planning, teaching methods, classroom management, and student engagement in the learning process. In addition, obstacles in the implementation of clinical supervision, such as time constraints and resistance from some teachers, were also important themes identified. Clustering the themes was done by examining the interrelationships between the various codes and compiling more comprehensive themes.

4. Theme Revision and Refinement

Once the main themes were identified, the next stage was to revise and refine the themes to ensure that they accurately reflected the data. At this stage, the researcher re-evaluates the data to see if any themes overlap or need to be combined. For example, the theme "improvement of teaching skills" can be broken down into more specific subthemes, such as "classroom management" and "interactive methods," to describe concrete changes in teachers' teaching practices.

5. Reporting of Findings

The final stage in data analysis was the reporting of findings that focused on the key themes that had been identified. Each theme is explained with the support of relevant data from interviews, observations and documentation. For example, the theme of improved lesson planning is elaborated by quoting teachers' statements regarding changes in the preparation of lesson plans and how feedback from supervisors helped

them to plan more carefully and relevant to students' needs.

In this analysis, data triangulation is carried out to ensure the validity of the findings, by comparing the results of various data sources (interviews, observations, and documents) so as to produce a holistic and accurate picture of the implementation of clinical supervision at MI Al Ihsan Berau. (Denzin, 2010).

Overall, this analysis shows that clinical supervision contributes significantly to improving teaching quality, especially in terms of lesson planning, teaching methods, classroom management and student engagement. However, some barriers, such as time constraints and teacher resistance, need to be addressed with a more communicative and inclusive approach to maximise the impact of clinical supervision.

Discussion

The findings of this study indicate that the implementation of clinical supervision in MI Al Ihsan Berau has a positive impact on improving the quality of teaching, particularly in terms of lesson planning, teaching methods, classroom management, and student engagement. This finding is in line with various theories and previous research that emphasise the importance of clinical supervision as an effective teacher professional development strategy.

1. Improvement in Lesson Planning

The findings show that through clinical supervision, teachers at MI Al Ihsan Berau are more structured in preparing lesson plans. Previously, teachers tended to overlook important details in planning such as time allocation and variations in teaching strategies. However, with guidance from supervisors, teachers better understand the importance of careful planning so that learning objectives are achieved. This finding is in accordance with the theory of clinical supervision proposed by Goldhammer, (1969) where good planning is one of the keys to improving learning effectiveness. Clinical supervision assists teachers in developing a deeper understanding of how to develop relevant and contextualised lesson plans for students.

Previous studies by Sergiovanni and Starratt (2007) also showed that teachers involved in the clinical supervision process are more likely to pay attention to the planning process, especially in designing learning that suits students' needs. In the context of MI Al Ihsan Berau, clinical supervision encourages teachers to develop better lesson plans by paying attention to specific learning objectives and individual student needs. This is in line with research conducted by Thowiyah (2022) who found that clinical supervision contributes to improving teachers' skills in designing learning that is more systematic and in line with the curriculum.

2. Improved Classroom Teaching Methods

The implementation of clinical supervision in MI Al Ihsan Berau also had an impact on improving teaching methods in the classroom, where teachers began to apply more interactive methods, such as group discussions and simulations. Previously, teaching was often dominated by the lecture method which tended to make students passive. Clinical supervision encourages teachers to be more varied and creative in applying teaching strategies, which has a positive impact on student engagement in the learning process.

According to clinical supervision theory, one of the main objectives of this approach is to develop teachers' ability to manage the classroom in a more effective and interactive way (Gall & Acheson, 2011). The results of this study are also supported by research conducted by (Suryani et al., 2019) who found that clinical supervision can improve teachers' skills in applying teaching methods that are more varied and adaptive to students' needs. Teachers who get constructive feedback from supervisors are better able to implement innovative teaching strategies, thus increasing student motivation and participation in learning.

3. Improvements in Classroom Management and Student Discipline

Classroom management also improved after the implementation of clinical supervision. Teachers who previously had difficulties in maintaining student discipline, through guidance from supervisors, were able to implement more effective classroom management strategies. For example, the use of clear classroom rules and positive reinforcement has helped to create a more conducive learning environment.

These findings support research by Glickman, Gordon, & Ross-Gordon (Glickman et al., 2017)(Glickman et al., 2017), which states that clinical supervision can improve teachers' skills in classroom management, including maintaining student discipline and creating a supportive learning atmosphere. Clinical supervision not only focuses on the teaching aspect, but also helps teachers in overcoming classroom management problems. Research by Kyle Ingle (2009) shows that after undergoing clinical supervision, teachers tend to be more confident in managing the classroom and are able to minimise distractions that can hinder the learning process.

4. Student Engagement and Learning Outcomes

The results of clinical supervision also had a positive impact on student engagement in the learning process. Before the supervision, many students were not actively participating in learning. However, with the implementation of more participatory teaching methods, students began to be more involved in class discussions and group assignments. This is in line with research by Sitepu et al, (2023) which showed that clinical supervision can improve student engagement through the use of more interactive teaching methods. Better student engagement also has an impact on improving learning outcomes, which can be seen from the increase in grades and student understanding after clinical supervision is implemented.

5. Obstacles in the Implementation of Clinical Supervision

Although the positive impact of clinical supervision is clear, this study also found some obstacles in its implementation, especially related to time constraints and resistance from some teachers. This finding is consistent with research conducted by Robinson-Pant (2010) who found that supervisor time constraints were one of the main obstacles in the implementation of clinical supervision. In addition, resistance from teachers who feel uncomfortable with classroom observations indicates the need for a more humanistic and communicative approach from supervisors to make the supervision process more acceptable.

Overall, the results of this study indicate that clinical supervision is an effective tool in improving the quality of teaching at MI Al Ihsan Berau, although there are still some challenges that need to be addressed to improve the effectiveness of its implementation.

6. Theoretical Implications

Based on the findings of this study, there are several important theoretical implications in the context of clinical supervision as a strategy to improve teaching quality in Madrasah Ibtidaiyah, especially MI Al Ihsan Berau.

a. Clinical Supervision as a Teacher Professional Development Tool

The theory of clinical supervision proposed by Goldhammer et al. (1980) emphasises the importance of guidance based on collaboration between supervisors and teachers. The findings of this study reinforce the theory, showing that clinical supervision not only improves teaching methods but also enhances teachers' self- reflection. Clinical supervision helps teachers understand their weaknesses and strengths in teaching through direct feedback. Thus, this study supports professional development theory that emphasises the importance of collaborative evaluation in improving teachers' competencies.

b. Classroom Management as a Critical Aspect of Effective Learning

Good classroom management is the key to successful learning. This finding is in line with the theory proposed by Glickman et al. (2014), which asserts that clinical supervision can strengthen teachers' skills in classroom management. Through supervision, teachers can learn better classroom management strategies, such as the application of rules and positive reinforcement, which has implications for improving student discipline and a more conducive learning atmosphere.

c. Interaction between Clinical Supervision and Student Motivation

The findings also confirm the theory that clinical supervision can have an impact on students' learning motivation (Kholid & Suhartono, 2018). Teachers who implemented more interactive teaching methods after attending clinical supervision created a more engaging learning environment for students. This implies that improving teaching quality through clinical supervision also affects students' motivation and engagement in the learning

process.

d. Clinical Supervision as a Solution to the Problem of Monotonous Teaching Practices

Clinical supervision helps overcome monotonous teaching by encouraging teachers to use more varied teaching methods. This is in line with learning theories that emphasise the importance of variety in teaching strategies to increase student engagement. The findings confirm that clinical supervision can be an effective approach in enriching teachers' pedagogical skills.

e. Limitations of Clinical Supervision in Practice

Although clinical supervision showed many advantages, this study also revealed barriers to its implementation, such as time constraints and resistance from teachers. This enriches the theory on clinical supervision, which suggests that although this approach has a positive impact, external factors such as time management and buy-in from teachers need to be considered to optimise the implementation of clinical supervision (Robinson, 2010).

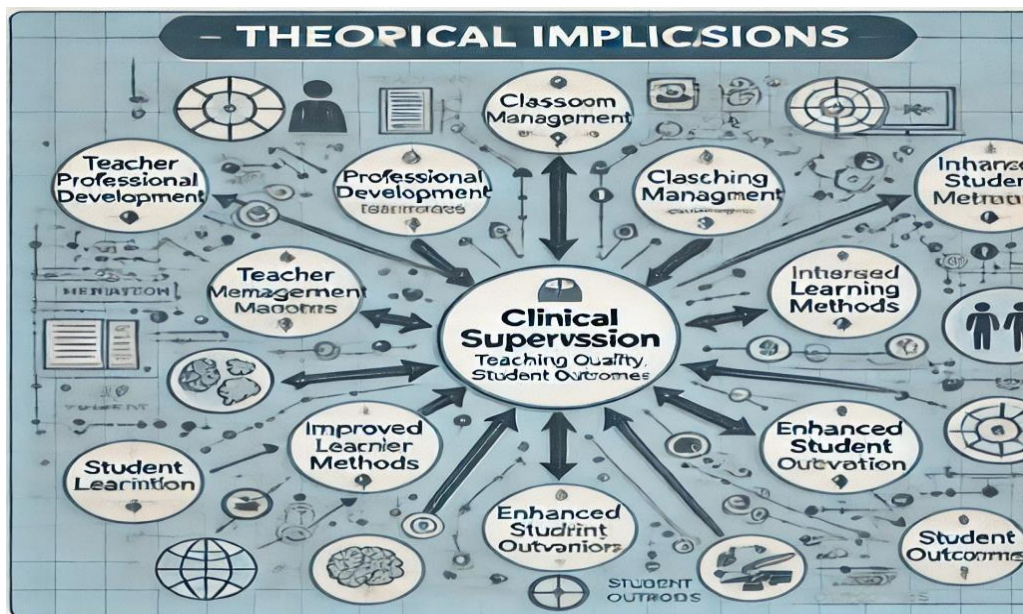


Figure 1 Chart of Theoretical Implications

The following theoretical implication chart shows the relationship between clinical supervision, teaching quality, and student learning outcomes. Clinical supervision is at the centre of the diagram, connected to teachers' professional development, classroom management, teaching methods, and student motivation, which ultimately impacts on improved lesson planning, interactive teaching methods, better student engagement, and positive learning outcomes. This chart helps visualise the impact of clinical supervision on teaching processes and outcomes at MI Al Ihsan Berau.

CONCLUSION

Supervision in education is a planned effort to help teachers improve the quality of teaching and learning. Clinical supervision is a form of supervision that is conducted intensively and collaboratively between supervisors and teachers. The clinical supervision process includes pre-observation, classroom observation and post-observation. Several studies have shown that clinical supervision is effective in improving teachers' teaching skills and competencies. In Islamic educational institutions, clinical supervision also aims to ensure that teaching is in line with Islamic values. However, the implementation of clinical supervision often faces challenges such as the availability of adequate time and supervisory personnel, as well as resistance from teachers.

At MI Al Ihsan Berau, the clinical supervision programme was well planned and showed positive impacts in improving the quality of lesson planning, teaching methods, classroom management, as well as student engagement and learning outcomes. Nevertheless, there are obstacles in the implementation of clinical supervision such as the limited time of supervisors and

resistance from some teachers. Therefore, a more humanist and communicative approach needs to be applied by supervisors to make teachers more open to this process.

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