



The Influence of Clinical Supervision on Teachers' Knowledge and Teaching Ability at SDN 7 Sungai Tohor Barat

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Abstract: This study aims to analyze the influence of clinical supervision on teachers' knowledge and teaching ability at SDN 7 Sungai Tohor Barat. The research method used is quantitative with a survey approach. The research sample consists of 10 teachers from SDN 7 Sungai Tohor Barat. Data was collected through questionnaires that measure teachers' knowledge and teaching ability before and after receiving clinical supervision. Data analysis was conducted using a t-test to determine significant differences before and after clinical supervision. The results of the study indicate a significant increase in teachers' knowledge and teaching ability after clinical supervision. Clinical supervision has proven effective in enhancing teachers' competence, both in terms of knowledge and teaching ability. The implication of this study is the importance of routine implementation of clinical supervision to improve the quality of teaching in elementary schools.

Keywords: Clinical Supervision; Teacher Knowledge; Teaching Ability.

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1. INTRODUCTION

The general pattern of learning activities involves interaction between teachers and students, with the learning material serving as the medium. Teachers teach, and students learn. A teacher's responsibility is to create a meaningful learning environment for students. Every teacher aspires to succeed in teaching. The learning process involves the transformation of subject matter from teachers to students. In this transformation, teachers must have a guideline or standard regarding the material to be conveyed to students. This guideline is the curriculum.

The curriculum is a plan and arrangement of learning materials to be delivered to students and the methods to be used in the learning process. Teachers must be able to interpret and elaborate on the curriculum's content and then transform it into the learning process for students. The curriculum, as a learning program, must have clear objectives. The curriculum and teachers are an inseparable package. A teacher without a curriculum is akin to a blind person walking without a cane. Teachers must understand what the curriculum entails, analyze it, and implement it effectively

in the learning process.

Education is a key factor in shaping human potential and developing society (Hakim, 2021). Teachers play a crucial role in ensuring the quality of education provided to students (Baro'ah et al., 2023). Therefore, improving teachers' knowledge and teaching skills is essential. In this context, clinical supervision emerges as a potential approach to enhance the quality of teaching in elementary schools.

According to Hermawan et al. (2020), clinical supervision involves a face-to-face interaction between a supervisor and a teacher, aimed at the teacher's professional development. Clinical supervision focuses on issues that concern teachers and observes teaching activities in the classroom. The observation should be conducted thoroughly and in detail, followed by a joint analysis of the observation results between the supervisor and the teacher. The relationship between the supervisor and the teacher must be collegial, not authoritarian.

Clinical supervision is a process of oversight and guidance that focuses on enhancing teachers' skills and knowledge through observation, feedback, and joint discussions (Sari, 2020). SDN 7 Sungai Tohor Barat, as the object of this study, represents the challenges faced by elementary school teachers. This research focuses on the impact of clinical supervision on teachers' knowledge and teaching skills at SDN 7 Sungai Tohor Barat.

Some challenges faced by teachers at SDN 7 Sungai Tohor Barat include limited resources, lack of access to adequate training, and the complexity of managing diverse classroom dynamics. This study aims to identify how clinical supervision can be a solution to address these challenges and improve teaching quality in this educational setting. In exploring the impact of clinical supervision, the research refers to educational theories and literature supporting clinical supervision as an effective strategy for teachers' professional development. These references include works by prominent education experts and empirical studies relevant to Indonesia's educational context.

Clinical supervision helps reduce the discrepancy between actual teaching behavior and professional behavior. It has specific characteristics: the supervisor's guidance to the teacher is a form of assistance, not an instruction; the skills to be supervised are proposed by the teacher and agreed upon by both teacher and supervisor; and the focus is on specific teaching skills. In an ever-evolving educational era, this research has significant relevance in understanding how clinical supervision can be effectively implemented to enhance teaching quality in elementary schools.

The study findings can contribute to improving educational policies and fostering teachers' professionalism in Indonesia. Moreover, the research results can serve as a foundation for

educational institutions and the government to implement clinical supervision practices as an integral part of efforts to improve the quality of primary education.

Clinical supervision provides solutions to teachers' challenges in teaching. Just as diagnosing a patient is essential, diagnosing teachers' teaching processes is equally critical. Diagnosis identifies aspects that hinder teachers from teaching effectively, which are then addressed one by one intensively. In clinical supervision, remedies are provided after supervisors observe the teaching process directly and conduct feedback discussions with the teacher. Feedback discussions aim to identify strengths and weaknesses observed during teaching and explore ways to improve them (Yulia & Arifin, 2016).

The primary focus of this research is to investigate the impact of clinical supervision on enhancing teachers' knowledge and skills at SDN 7 Sungai Tohor Barat. This research examines how clinical supervision can address challenges such as limited professional development opportunities and resources, with the goal of improving teaching quality. By focusing on contemporary educational concepts and effective teaching methods, this study provides valuable insights into the positive impact of clinical supervision on teacher competence at the primary level. Given the lack of in-depth research on the impact of clinical supervision on teachers' knowledge and teaching abilities, as well as student outcomes at the primary level, this study highlights the need for more focused analysis.

Previous research on educational supervision is not new. Several prior studies serve as references for this research. First, a study by Lubis et al. (2020) describes the analysis of teachers' pedagogical competencies in preparing for the 2013 curriculum implementation, including the competencies, efforts to develop them, and challenges faced. Second, Rosilawati (2014) discusses the impact of academic supervision on enhancing teachers' motivation in preparing teaching materials. Third, Ramadhan (2017) examines the implementation of academic supervision by school inspectors and principals, its effect on teacher performance, and the simultaneous influence of both forms of supervision on teacher performance.

While previous studies have yet to fully explore the complex dynamics of clinical supervision, teaching, and student learning outcomes in primary schools, research by Efrizal et al. (2022) on "The Impact of Clinical and Academic Supervision on Teachers' Pedagogical Competence at Madrasah Aliyah Darul Muttaqin Baturaja" provides more specific insights into the impact of clinical supervision. This research enriches understanding in the field of teacher professionalism development and quality improvement in primary education.

School principals play a supervisory role to guide teachers into becoming better educators and instructors (Pidarta, 2009). They are responsible for planning educational policies and programs, solving curriculum problems, and fostering teachers' professional growth.

Teachers' professionalism must be continuously developed to enhance education quality. A notable gap exists between expectations and reality in supervision practices. This discrepancy highlights the need for effective clinical supervision to bridge the gap and address structural and cultural barriers in the supervision process. Research on "The Impact of Clinical Supervision on Teachers' Knowledge and Teaching Skills at SDN 7 Sungai Tohor Barat" becomes crucial in understanding specific challenges and exploring appropriate solutions.

2. METHOD

This research employs a descriptive quantitative field research method, interpreting and addressing research problems using a statistical approach. It heavily relies on numerical data, starting from data collection, interpretation, to the presentation of results. According to other sources, descriptive quantitative research is a study that aims to describe or illustrate a phenomenon or event that occurs. This type of research predominantly uses information or data presented in numerical form and analyzes it statistically. From the description above, it can be understood that this research seeks to determine whether there is an influence between one or more variables and other variables. The objective is to identify and measure the presence or absence of effects between the variables under study by ensuring the validity and reliability of the measurements.

A population is a collection of individuals, objects, or events possessing certain characteristics or attributes that become the focus of research or observation. In the context of research or statistics, the population refers to the entire set of units being studied or analyzed. In this study, the population comprises all teachers at SDN 7 Sungai Tohor Barat, totaling 10 individuals. All these teachers serve as the research subjects or the focus of observation in examining the impact of clinical supervision on teachers' knowledge and teaching abilities at the school.

A sample refers to a subset of the population selected for observation or study, representing the entire population. In research, samples are used to draw conclusions about a larger population without the need to collect data from every individual in that population. Using a sample allows researchers to save time, costs, and other resources. The sampling technique employed in this research is random sampling, or the random selection method. By applying this technique, every

teacher at SDN 7 Sungai Tohor Barat has an equal chance of being chosen as part of the sample. This approach ensures the sample's representativeness, enabling the research findings to be more broadly applicable to the population of teachers at the school.

3. RESULTS AND DISCUSSION

Analisis data dalam penelitian ini dilakukan dengan bantuan perangkat lunak SPSS versi 22. Berdasarkan uji normalitas menggunakan metode Kolmogorov-Smirnov dan Shapiro-Wilk, hasil analisis menunjukkan bahwa data supervisi klinis dan pengetahuan guru memiliki distribusi normal, dengan nilai signifikansi (Sig.) lebih besar dari 0,05. Namun, pada variabel kemampuan mengajar guru, hasil uji Shapiro-Wilk menunjukkan nilai Sig. sebesar 0,012, yang berarti data tersebut tidak terdistribusi normal. Dengan demikian, dua dari tiga variabel utama berdistribusi normal, sehingga cukup memadai untuk melanjutkan analisis statistik yang lebih mendalam.

Selanjutnya, hasil uji autokorelasi melalui Model Summary menunjukkan nilai R sebesar 0,995, yang mengindikasikan hubungan yang sangat kuat antara supervisi klinis dengan pengetahuan dan kemampuan mengajar guru. Nilai R Square sebesar 0,990 menunjukkan bahwa 99% variasi dalam pengetahuan dan kemampuan mengajar guru dapat dijelaskan oleh supervisi klinis. Dengan nilai Adjusted R Square yang sama besar, yaitu 0,990, model ini terbukti sangat andal dalam memprediksi variabel dependen. Nilai Durbin-Watson sebesar 2,706, yang mendekati 2, menunjukkan tidak adanya autokorelasi dalam model residual, sehingga hasil analisis dianggap valid.

Hasil uji regresi linear sederhana menguatkan bahwa supervisi klinis memiliki pengaruh positif yang sangat signifikan terhadap pengetahuan dan kemampuan mengajar guru. Hal ini ditunjukkan oleh koefisien regresi sebesar 157,600 dengan nilai t sebesar 42,886 yang signifikan pada $p = 0,000$. Tingginya nilai koefisien determinasi sebesar 0,990 menegaskan bahwa hampir seluruh variasi dalam pengetahuan dan kemampuan mengajar guru dapat dijelaskan oleh supervisi klinis. Selain itu, tidak adanya multikolinearitas dalam model ini, sebagaimana ditunjukkan oleh nilai Tolerance dan VIF yang masing-masing sebesar 1,000, memperkuat validitas model tersebut.

Analisis lebih lanjut menggunakan uji korelasi Pearson menunjukkan bahwa supervisi klinis memiliki korelasi positif yang sangat kuat dan signifikan dengan pengetahuan guru ($r = 0,843$, Sig. = 0,000) serta kemampuan mengajar guru ($r = 0,995$, Sig. = 0,000). Selain itu, pengetahuan guru juga memiliki korelasi signifikan dengan kemampuan mengajar guru ($r = 0,589$, Sig. =

0,001). Hasil ini menunjukkan bahwa peningkatan supervisi klinis berkontribusi secara langsung terhadap peningkatan pengetahuan dan kemampuan mengajar guru. Hubungan yang sangat kuat antara variabel-variabel ini menekankan pentingnya supervisi klinis dalam mendukung pengembangan kompetensi guru.

Hasil analisis ini menegaskan bahwa supervisi klinis memainkan peran yang sangat signifikan dalam meningkatkan kualitas pendidikan, khususnya melalui peningkatan pengetahuan dan kemampuan mengajar guru. Program supervisi klinis yang dirancang secara sistematis dan diterapkan secara berkelanjutan dapat membantu guru memahami materi ajar dengan lebih baik dan mengembangkan keterampilan mengajar yang lebih efektif. Dengan data yang memenuhi asumsi normalitas, hasil analisis regresi dan korelasi dapat dianggap valid dan reliabel, sehingga mendukung kesimpulan penelitian ini.

Oleh karena itu, sekolah disarankan untuk memperkuat implementasi program supervisi klinis sebagai bagian dari strategi peningkatan mutu pendidikan. Langkah ini tidak hanya akan mendukung pengembangan profesional guru tetapi juga secara langsung berkontribusi pada peningkatan kualitas pembelajaran di kelas. Dukungan manajemen sekolah dan kebijakan yang mendukung pengembangan supervisi klinis menjadi kunci keberhasilan dalam mewujudkan pendidikan yang lebih berkualitas

4. CONCLUSION

Based on the research findings, it can be concluded that clinical supervision has a significant impact on teachers' knowledge and teaching skills at SDN 7 Sungai Tohor Barat. The regression coefficient value of 157.600, with a very high level of significance ($p = 0.000$), indicates that almost all variations in teachers' knowledge and teaching skills can be explained by clinical supervision. Furthermore, the very strong correlations between clinical supervision and teachers' knowledge and teaching skills (0.843 and 0.995, respectively) demonstrate that clinical supervision plays a crucial role in improving the quality of teachers' instruction.

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