



IMPLEMENTATION OF TECHNOLOGY-BASED CLINICAL SUPERVISION TO ENHANCE TEACHER PROFESSIONALISM IN THE DIGITAL ERA

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Abstract:

This study aims to explore the effectiveness of clinical supervision conducted by school principals in enhancing teacher professionalism. Clinical supervision is an approach that involves systematic observation, evaluation, and reflection on teachers' instructional practices, with the goal of providing constructive feedback for improvement and professional development. This research employs a qualitative method with a case study approach in several elementary and secondary schools in the [name of the region]. Data were collected through in-depth interviews, classroom observations, and analysis of relevant documents. The results of the study indicate that clinical supervision, when conducted consistently and sustainably, can improve the quality of teaching. Teachers involved in the clinical supervision process showed improvements in lesson planning, teaching techniques, and reflective abilities. Additionally, better relationships between principals and teachers were established, positively impacting the overall school climate. Teachers felt more supported and motivated to continually develop themselves professionally. The conclusion of this study is that clinical supervision is an effective tool for fostering teacher professionalism. Well-implemented clinical supervision can result in more competent and confident teachers, ultimately contributing to the enhancement of educational quality. This study recommends training for school principals in clinical supervision techniques as well as policy support that strengthens clinical supervision practices in schools

Keywords: *Clinical supervision, teacher professionalism, school principals, teaching quality, education.*

INTRODUCTION

Education is a human endeavor (by educators) carried out with full responsibility to guide students towards maturity. The low quality of human resources is a fundamental problem that can hinder national development and economic growth. Structuring human resources through a quality education system, from basic to higher education, is essential. In the era of globalization, education must adapt to changes and developments, necessitating continuous improvement and development. Developing a quality education system is crucial as it indicates that the current education system is not yet capable of producing resources in line with societal developments and future generational needs. Teachers are key elements in the education system, especially in schools. Other components such as curriculum and infrastructure are less significant if the essence of learning, which is the interaction between teachers and students, is not of high quality. All other components, especially the curriculum, come to life when implemented by teachers. As agents of learning and developers of knowledge, technology, and art, as well as serving society, teachers interact with students for only a few hours each day, yet this has a significant impact on their psychological and intellectual development. If teachers truly perform their duties and functions with quality as educators (not just as instructors), education in schools will become the starting point for opening new horizons for students, serving as an important and decisive capital for their psychological and intellectual development.

Teachers play a very important and strategic role in planning, preparing, conducting, and evaluating learning activities. This is because teachers are the determinants of educational success through their performance at the institutional and experiential levels. Therefore, efforts to improve education quality must start with the aspects of teachers and other educational staff concerning their professional quality and welfare within a professional education management system. The success of education in schools depends on managing the educational staff. The principal is a crucial component in improving teacher performance. The principal is responsible for organizing educational activities, school administration, educational staff development, and the utilization and maintenance of facilities and infrastructure. As a leader, the principal significantly influences the school's progress. A leader must also have administrative abilities and commitment to their duties.

A good principal should strive to enhance teacher professionalism through professional development programs for educational staff. They should possess personality traits, abilities, and skills to lead an educational institution. This is important given the increasingly complex demands, authority, and tasks of principals, which require effective and efficient performance support in line with the times. SMP Nurul Jadid is a secondary education institution under the Nurul Jadid Islamic Boarding School in Paiton, whose principal is striving to foster professional teachers through clinical supervision. According to traditional concepts, supervision was conducted in the form of inspections or fault-finding, whereas modern views see supervision as an effort to improve teaching and learning situations, providing guidance to teachers to assist students better in the learning process. One approach to educational supervision being implemented at SMP Nurul Jadid Paiton is clinical supervision, which teachers expect. Clinical supervision is more collegial, collaborative, and involves ethical service skills in

assisting teachers. This approach is appropriate for supervisors to improve teacher professionalism. Clinical supervision involves oversight and control by the principal over educational staff, particularly teachers, to enhance professional competence and improve the quality of teaching through effective learning. One popular form of supervision is clinical supervision, characterized by the following: (1) Supervision is provided as assistance, not commands, allowing educational staff to maintain initiative, (2) Supervision aspects are based on teacher suggestions, reviewed with the principal as the supervisor for agreement, (3) Observation instruments and methods are developed jointly by teachers and the principal, (4) Observations and interpretations of results prioritize teacher interpretations, (5) Supervision is conducted in an open, face-to-face atmosphere, with the supervisor listening more and answering teacher questions rather than giving suggestions and directions, (6) Clinical supervision has at least three stages: initial meeting, observation, and feedback, (7) Reinforcement and feedback from the principal as a supervisor on positive behavioral changes resulting from guidance, (8) Supervision is ongoing to improve conditions and solve problems. In the implementation of clinical supervision at SMP Nurul Jadid Paiton, the principal's role is integral. This role involves continuous and sustained efforts by the principal to foster teacher professionalism at SMP Nurul Jadid. Therefore, every leader must possess the spirit and attitude to set examples and models for their subordinates, including principals who must be able to act as motivators and supporters to create effective learning conditions. Principals are required to influence teachers to perform their duties professionally, especially in guiding teachers in educational units. A leader must provide solutions in guidance, direction, and supervision, addressing specific issues in a gentle, unified, and wise manner, ensuring teachers feel secure and comfortable in their duties and responsibilities. Conversely, they must also issue warnings and reprimands if teachers do not perform according to established guidelines. Teacher professional competence is vital as it is a key factor in successful classroom teaching and learning processes. Therefore, teachers are the front line in achieving educational goals, given their roles as instructors, educators, and guides for students in learning activities. Professional teachers are needed to educate students to become reliable and independent successors.

RESEARCH METHOD

The type of research used by the researcher is a qualitative approach and a case study type. Data sources in this case study can consist of words and actions obtained from informants closely related to the research, as well as documents or other written sources, which serve as supplementary data. The data sources or informants in this research include: (1) The principal of SMP Nurul Jadid Paiton, and (2) Teachers of SMP Nurul Jadid Paiton Probolinggo

RESULT AND DISCUSSION

Building Awareness

Awareness means realization, a state of understanding, such as awareness of one's self-worth arising from being treated unfairly. It refers to what a person feels or experiences, like self-awareness, or someone's awareness of themselves. Terminologically, awareness can be defined as the emergence of attitudes of knowing, understanding, realizing, and taking action on certain activities to

achieve specific goals. According to Jung in Lilik, awareness has two main components: psychic functions and psychic attitudes. In addition to these two, there is another component in awareness, which is the persona, representing the way an individual consciously presents themselves to the outside world.

Based on this, awareness is a concept composed of several components that form the concept of awareness itself. Awareness is a fundamental element in experience, encompassing the knowing or recognizing of an object. Therefore, in every life experience a person goes through, there is always an element of awareness that is an important component consistently following every event that becomes part of a person's life experience. In every awareness, there is always an object that is recognized. According to Poedjawjatna, as quoted by Amos Neolaka, awareness is knowledge, consciousness, and knowing. It is being aware of or knowing about a state where the soul is awakened to something. Poedjawjatna emphasizes the existence of a gap factor in choosing between good and bad actions. This gap factor causes a person who is aware to become unaware, one who knows to become ignorant, one who is awake to seem asleep, unresponsive to something, with good and bad appearing the same, irrational, indifferent, and unaware of their behavior or actions.

The efforts of school principals in fostering teacher professionalism through clinical supervision involve building awareness in each teacher that their position is very important in education. A teacher carries the task of educating the nation's children and developing the potential of each student. To achieve this goal, it is necessary for teachers to continually upgrade their knowledge.

Enhancing Understanding

The learning tools needed to manage the teaching and learning process can include: syllabus, Lesson Plan (RPP), Student Activity Sheets (LKS), and modules. Lack of guidance and mentoring for teachers can lead to mistakes in creating these learning tools. This can also mean that the mistakes made by teachers in developing learning tools are due to insufficient mentoring and minimal training. The next step is to provide opportunities for the teaching staff at SMP Nurul Jadid to deepen their understanding of learning components, such as innovative teaching methods and models, among other things. This is carried out by conducting teacher workshops. The materials presented in these workshops include methods, models, and learning strategies. Understanding these aspects will demand that teachers can properly select and determine the appropriate teaching methods to be used in instruction. It should be understood that each teaching approach has different views on the concept and meaning of learning, views on teachers, and views on students. These differences result in varying strategies and learning models, which in turn cause the learning process to differ even if the learning strategies are the same.

Once every teacher has a high awareness of their respective duties and functions, the next step is to enhance their understanding so they can perform their duties and functions well and effectively. Good understanding will greatly assist teachers in developing standard competencies and basic competencies according to their respective fields. Caring is the glue of society. Caring is the trait that makes a person feel what others feel, knowing how it feels to be someone else, sometimes shown through acts of giving or involvement with others. A similar term to caring is solidarity. It is an integration shown by an individual or a group of

people with others. Referring to social bonds, there are several steps that need to be implemented to instill and foster the character of caring in students as follows: (1) Instilling Self-Care. Initially, caring for others grows from self-care. This care then extends to others around them if there is encouragement and motivation from teachers or parents. (2) Caring for Younger Students. In this case, teachers can encourage students to warn their younger classmates if they engage in dangerous activities. Another way teachers can approach this is by motivating students to express affection towards their younger classmates. Teachers should not allow students to act harshly towards younger students. If a student behaves this way, the teacher should reprimand and remind them to apologize. (3) Caring for Parents. Teachers should always remind students to show high care for their parents. (4) Caring for Classmates. Students should care about their classmates. Therefore, teachers must continually pay attention to student behavior in class. Some behaviors often exhibited by students towards their classmates include speaking disrespectfully, yelling, mocking, hitting, and swearing. Such behavior should be addressed and dealt with firmly.

CONCLUSION

Clinical supervision is a strategic and effective approach for school principals to enhance teacher professionalism. In practice, clinical supervision involves a series of systematic stages that include deep observation, evaluation, and reflection on teachers' instructional performance. Through clinical supervision, principals can provide constructive and specific feedback, helping teachers identify their strengths and areas for improvement in their teaching practices.

This process not only improves the quality of teaching but also supports the ongoing professional development of teachers. With clinical supervision, teachers become more open to receiving criticism and suggestions because the process is collaborative and aims to enhance their skills. Additionally, clinical supervision contributes to creating a positive school culture where communication between the principal and teachers becomes more effective and transparent. Overall, the implementation of clinical supervision by school principals significantly impacts the enhancement of teacher professionalism, which in turn contributes to the improvement of educational quality in schools. Consistent and continuous support through clinical supervision will result in more competent, confident, and well-prepared teachers who are ready to face challenges in the learning process.**

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