

# Clinical Supervision and Its Impact on Pedagogical Competence of Vocational School Teachers

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## ABSTRAK

Guru harus memiliki kompetensi untuk menyelenggarakan pendidikan yang berkualitas. Oleh karena itu, kualitas pembelajaran guru di kelas sudah menjadi tugas dan tanggung jawab guru. Penelitian ini bertujuan untuk menggali informasi tentang pengaruh supervisi klinis dan efikasi diri terhadap kompetensi pedagogik guru. Lokasi penelitian berada di Sekolah Menengah Kejuruan Negeri. Penelitian ini menggunakan metode survei dengan teknik analisis jalur dan pendekatan kuantitatif kausal, dan sampel penelitian adalah 72 guru dengan menggunakan teknik simple random sampling atau simple random sampling. Guru yang menjadi objek penelitian ditentukan dengan menggunakan rumus teknik sampel dari Slovin. Teknik analisis data dilakukan dengan menggunakan statistik deskriptif dan inferensial dengan terlebih dahulu melakukan uji prasyarat analisis yaitu analisis normalitas populasi dan regresi. Temuan penelitian menunjukkan bahwa keberhasilan kepala sekolah dalam proses supervisi klinis akan menentukan kompetensi pedagogik guru. Guru yang berkompeten dapat belajar dengan baik dan meningkatkan motivasi belajar siswa untuk berprestasi dan menghasilkan siswa yang berprestasi di bidangnya. Supervisi klinis ini dapat dilakukan jika dilakukan dengan cara yang benar dan tepat. Kepala sekolah sebagai supervisor dalam pelaksanaan supervisi klinis harus mengedepankan kebersamaan, dimana masalah yang dihadapi guru merupakan masalah bersama yang harus diselesaikan bersama.

## ABSTRACT

Teachers must have the competences for the implementation of quality education. Therefore, teachers' quality of learning in the classroom has become the teachers' duty and responsibility. This study aims to explore the information about the effect of clinical supervision and self-efficacy on teacher pedagogic competence. The research site is at State Vocational High Schools. This study used a survey method with path analysis techniques and a causal quantitative approach, and the sample was 72 teachers using a simple random sampling technique or simple random sampling. The teacher who became the object of the research was determined using the sample technique formula from Slovin. The data analysis technique was performed using descriptive and inferential statistics by first doing the prerequisite analysis test, namely population normality and regression analysis. The study's findings show that school principals' success in the clinical supervision process will determine teachers' pedagogical competence. Competent teachers can learn well and increase student learning motivation to achieve and produce students who excel in their fields. This clinical supervision can be performed if carried out in the right and proper way. The school principal as a supervisor in the implementation of clinical supervision must promote togetherness, where the problems faced by teachers are joint problems that must resolve together.

## 1. INTRODUCTION

Teachers as implementing education must have the ability (competence) for the implementation of quality education. Therefore, teachers' quality of learning in the classroom has become the teachers' duty and responsibility. For the quality of learning to be guaranteed, pedagogic competence, namely the ability to create a learning process, manage and organize the class, is the main asset for teachers (Anugraheni, 2017; Susanto et al., 2020). Meanwhile, the DKI Jakarta Teacher Competency Test, which was conducted independently in 2019, showed 54; this result is still lower than the average results of the DKI Jakarta and National UKG results achieved in 2015 of 62.58 and 56.69. The decline in the 2019 UKG results indicates that DKI Jakarta's teachers' quality has decreased; this can impact the decrease in the rate of learning carried out by teachers and decreased student learning achievement. Many factors cause suboptimal student learning achievement, one of which is the improper learning process. The inaccurate learning process can result in very poor student motivation to learn (Rahayu et al., 2017). Improper learning processes and lack of student motivation can be caused by teachers who teach not having

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adequate pedagogical competence. Pedagogic competencies include teacher understanding of the learning process when designing and implementing learning, evaluating learning outcomes, and developing students (Mawardi, 2019). Thus, teacher pedagogical competence is very important in the learning system because it can increase teachers' professional competence in teaching (Baharun, 2018). If the teacher already has pedagogical competence, the teacher can organize learning material that will be conveyed properly to students with various techniques (Widiyanto & Wahyuni, 2020). Therefore, to improve the quality of Indonesian education, must improve teachers' quality, one of which is by increasing the pedagogical competence of teachers (Tyagita & Iriani, 2018).

In improving pedagogical competence, supervision is needed to add insight and stimulate teachers in improving and enhancing the learning process (Suparmi, 2019). Control is important for its existence to supervise every person's pattern and performance to effective and efficient activities in the institution concerned (Basuki, 2020). The type of supervision that can do is clinical supervision. Clinical supervision is a form of coaching provided to teachers to improve the teaching and learning process to enhance students' quality of learning and development (Sari et al., 2017). Clinical supervision can be carried out well if supported by a competent supervisor who can create relationships and assistance, understand teacher needs, help develop skills, observe and analyze performance, and respond to teacher performances and provide advice and advice (Nurcholih, 2017). The Principal carries out supervisors in clinical supervision. The Principal must foster teachers to be sensitive and care about the development of education science and encourage teachers to be innovative in developing the quality of learning (Sitopu, 2020).

Implementing clinical supervision can be marked by teachers' increased ability to plan, implement, and evaluate the learning process. Increasing teachers' knowledge can improve learning quality and achieve student learning outcomes as expected (Kartini & Susanti, 2019). To maintain the quality of education and runs effectively, clinical supervision must be carried out regularly (Babuta & Rahmat, 2019). Based on the results of observations from previous research, the implementation of supervision has not gone well. Many schools carry out clinical supervision only as a formality and tend to be administrative (supervision is carried out not in detail). Even when supervision takes place, the supervisor does not explain the findings during the learning process (Andani et al., 2017; Rasto & Mulyani, 2017; Wahyudi et al., 2019). They see that clinical supervision has not been optimally implemented in many schools. The 2015 West Jakarta Vocational School Teacher Competency Test amounted to 58.82 with the educational competence all teachers throughout Jakarta West, amounting to 56.49, indicates the low pedagogical competence of teachers in West Jakarta Region Vocational High Schools. Based on these findings, this study aims to explore the information about the effect of clinical supervision and self-efficacy on teacher pedagogic competence of SMK teachers in West Jakarta. It is hoped that the results of this study will help supervisors or principals and vocational school teachers increase their pedagogical competence to produce a quality learning system.

## 2. METHODS

The method used in this research is a survey using a quantitative approach and path analysis to analyze the data. This method is used to determine the effect between variables of the inter-variable testing process (Sugiyono, 2017). The research location was conducted in State Vocational High Schools, spread across 8 Districts in West Jakarta. The implementation time lasts for about five months. The population to be studied is teachers with State Civil Servants (PNS) of Public Vocational Schools (SMK) in West Jakarta with affordable populations in 5 districts. The sample is determined randomly using a drawing technique (simple random sampling)—determination of the sample of teachers who will be the objects to be studied using the Slovin formula. So, the sample in this study was 72 civil servant teachers to be explored. Due to the research limitations, the sampling was only conducted in 5 schools (1 school was used as a research trial location), namely SMKN 45 (trial), SMKN 9, SMKN 11, SMKN 13, and SMKN 17.

## 3. RESULT AND DISCUSSION

### Results

Based on the data obtained in the field, which is then processed statistically into a frequency distribution list, the number of pedagogic competence classes according to the Struges rules is obtained, eight classes. The class with a minimum score of 123, a maximum score of 171, so that the score range is 47. Based on the results of the calculation of descriptive statistics, it is obtained that work engagement data has an average (mean) value of 148.6 with a standard deviation (SD) of 10.46 where the variance

value is 109.46, the median value is 149, and the mode is 143. The data grouping from the distribution of pedagogic competence data can be seen in Table 1.

**Table 1.** Data Distribution of Pedagogical Competences

No.	Range	F
1	123-129	3
2	130-136	7
3	137-143	13
4	144-150	15
5	151-157	18
6	158-164	13
7	165-171	3

Based on the data obtained in the field, which is then statistically processed into a frequency distribution list, the number of classes for clinical supervision according to the Sturges rules is obtained, eight classes. The class with a minimum score of 119 and a maximum of 174 with a score range of 55. Based on the calculation of descriptive statistics, work engagement data had an average (mean) value of 144.67 with a standard deviation (SD) of 11.093. The variance value of 123.07, the median value of 144.5, and the mode of 141. The data grouping is in the form the distribution of clinical supervision data can be seen in Table 2.

**Table 2.** Data Distribution of Clinical Supervision

No.	Range	F
1	119-126	5
2	127-134	7
3	135-142	18
4	143-150	23
5	151-158	11
6	159-166	6
7	167-174	2

Based on the calculation of the normality test of the X3 Pedagogic Competence data distribution on Clinical Supervision, the Kolmogorov-Smirnov value is 0.939, so the estimation error for the regression equation Y over X1 shows Asymp. Sig (2-tailed) or P-value = 0.939 > 0.05 (5%) data is declared to be normally distributed because the Kolmogorov-Smirnov value is more than  $\alpha = 0.05$ . Therefore, the error in the estimation of the regression equation Y on X1 has a normal distribution. The path coefficient of pedagogic competence on clinical supervision obtained from the results of the calculation of SPSS version 26 is presented in Table 3.

**Table 3.** Coefficient of Pedagogic Competency Pathways for Clinical Supervision

Model	Coefficients			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	70.903	13.438		5.276	0.000
X1	0.538	0.093	0.570	5.804	0.000

It is known that the value of  $\alpha = 70.903$  and the value of  $\beta = 0.538$ . So that the Pedagogic Competence regression equation for Clinical Supervision is  $X^2 = 70.903 + 0.538 X1$  Based on the results of the significance test of the Pedagogic Competence regression equation (X1) is presented in Table 3, it is known that F-count 33.682 with a significance/probability level of 0.000 < 0.05, the regression model can be used to predict the Pedagogic Competence variable or in other words, there are the influence of the variable Clinical Supervision on Pedagogic Competence. The regression equation's linearity aims to determine the relationship between the free variable Clinical Supervision (X1) with the dependent variable. The calculation of the linearity of the Pedagogic Competence (X2) regression equation on Clinical Supervision (X1) is presented in Table 4. Based on this table, it is known that the Sig. Deviation from

linearity is 0.250, which is greater than 0.05; it can be concluded that there is a linear relationship between Pedagogic Competence and Clinical Supervision.

**Table 3.** ANOVA of Upper Regression Linearity

Statistics		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	5524.583	37	149.313	2.259	0.009
	Linearity	2524.812	1	2524.812	38.197	0.000
	Deviation from Linearity	2999.771	36	83.327	1.261	0.250
Within Groups		2247.417	34	66.100		
Total		7772.000	71			

The Correlation Coefficient test aims to determine the level of closeness of the relationship between variables expressed by the correlation coefficient ( $r$ ). The basis for making this test decision is if the significance value is  $<0.5$ , then it is correlated if  $> 0.5$  is not correlated. Based on the results of data analysis, the Pearson correlation value is (correlation coefficient) 0.570, where the correlation is moderate, which has a positive effect (because it is not minus). It can be concluded that there are a positive correlation and influence between Pedagogic Competence and Clinical Supervision. Hypothesis testing in this study to explain the direct effect of Clinical Supervision on Pedagogic Competence. Before the path analysis is carried out, the correlation coefficient between variables is calculated. The result is the calculation of the correlation coefficient between Clinical Supervision ( $X_1$ ) and Pedagogic Competence ( $X_2$ ), which is obtained t-count ( $r_{12}$ ) of 0.570. The hypothesis to be tested to explain the effect of clinical supervision on pedagogic competence:  $H_0: \beta_{31} < 0$ ,  $H_1: \beta_{31} > 0$ ,  $H_0$  is rejected, if t-count  $>$  t-table. From the path analysis calculation, the direct effect of clinical supervision and pedagogical competence has a path coefficient of 0.425 and a t-count of 4.457. The t-table value is 2.61. Therefore, t-count is greater than the t-table, so  $H_0$  is rejected, and  $H_1$  is accepted; thus, clinical supervision directly affects pedagogic competence.

## Discussion

This study's results support previous studies' results, which show that the implementation of clinical supervision can help develop teacher pedagogical competencies (Kusmayadi, 2018; Sukemi, 2020). In the implementation of supervision, supervisors who the Principal generally carries out have a very important role. In implementing clinical supervision, the Principal must become an innovator and motivator for developing classroom management. Besides, as the Principal, he must build an atmosphere of openness in discussing the shortcomings experienced by teachers and helping teachers to fix any existing deficiencies (Handayani & Sukirman., 2020; Jumingan, 2019; Sani, 2020). The optimal implementation of clinical supervision will help teachers develop their pedagogical competence in making lesson plans (Mulyaningsih, 2020). using learning media that is not only by the teaching material but also attracts students to be passionate about learning (Mulyaningsih, 2020; Yusron, 2019). A sign of clinical supervision implementation's success is the increased ability of teachers to plan, implement, and evaluate the learning process (Fauzi, 2020). Of course, clinical supervision's success in developing teacher pedagogical competencies does not occur immediately but requires continuous guidance to achieve what is expected in improving teacher quality (Tiknoto, 2019). A teacher who has good motivation, confidence, and skills result from good clinical supervision. In implementing clinical supervision, teachers are guided by supervisors by correcting teacher shortages during teaching. The teacher is also motivated by the supervisor to be more enthusiastic in teaching; this motivation makes the teacher believe that the teacher can develop himself. A leader who has high expectations for his employees will provide appropriate advice and training to become motivated to complete the task well and achieve the goal. The employee will get an achievement.

Based on the Skaalvik theory, teachers' self-efficacy believes that teachers have to plan and carry out an activity to achieve predetermined educational goals (Skaalvik & Skaalvik, 2011). Teachers who have high self-efficacy will have positive consequences, including increased student motivation and achievement, successful classroom management, and teachers who can work together with students with many difficulties (Dwiutami, L., & Wardi, 2015). Likewise, the belief that someone has will motivate (motivate) to work even better and self-efficacy on pedagogic competence. Teachers will experience an increase in teaching competence if the teacher has strong beliefs and motivation. The teacher will work in totality to achieve the expected goals if a teacher believes that his teaching ability is good. According to Nana Sudjana's theory, clinical supervision is professional guidance provided by supervisors to improve teacher teaching competencies in managing classes or what is called pedagogic competence (Sudjana,

2019). During the supervision implementation, the supervisor pays attention to the teacher's activities while teaching and notes what is missing and corrected in class. The supervisor discusses with the teacher, looking for solutions to make the teacher even better at teaching and mastering the class. Based on the description above, clinical supervision has a positive direct impact on pedagogic competence.

#### 4. CONCLUSION

Based on the analysis and discussion above, clinical supervision can help develop teacher pedagogical competencies. With the optimal implementation of clinical supervision, teachers can be more open to their deficiencies. With the Principal's guidance and motivation, teachers can correct existing deficiencies and are motivated to be more active in developing their abilities. The school principal as a supervisor in the implementation of clinical supervision must promote togetherness, where the problems faced by teachers are joint problems that must resolve together. To improve the quality of education in Indonesia, teachers must upgrade themselves by doing many activities, especially in education. When carrying out their duties as educators in schools, teachers always prepare themselves for the equipment needed when teaching. Prepare yourself to carry out duties as an educator not only before the supervision but at any time. Teachers who always prepare themselves will have no difficulty facing challenges in any condition, especially when teaching.

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