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Clinical Supervision by School Principals in Enhancing the Performance of Islamic Religious Education Teachers at Bakalan Nguntoronadi Wonogiri State Elementary School

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Abstract

The purpose of this study was to determine the extent of the principal's clinical supervision in improving the performance of Islamic Religious Education teachers at SD Negeri Bakalan Nguntoronadi Wonogiri. Clinical supervision is important to be done by the principal because it is to see the learning process of the teacher in the classroom. To achieve the objectives of this study, a qualitative approach was used with the principal and Islamic religious education teachers as the main informants. Data were collected through observation, structured interviews and documentation as well as the results of relevant literature. Data analysis uses interactive analysis, namely data collection, data reduction, data presentation, and inference. The results showed that, first, by instilling Islamic religious education teachers' understanding of clinical supervision, including basic concepts of clinical supervision, collaboration and shared learning, influence on professional development, and cultural and contextual perspectives. Second, the principal's clinical supervision strategies include: Identifying common needs and goals, classroom observation and feedback, creating a structured monitoring plan, developing lesson plans, periodic monitoring and evaluation, and training and professional development. However, this study found that Islamic religious education teachers do not participate in activities such as workshops, seminars, or other training that support the improvement of teaching skills. This is because the cost is borne by the teacher and there is no financial support from the local education office.

Keywords : Clinical Supervision, Principal, Islamic Religious Education Teacher

Introduction

At Bakalan State Primary School in Nguntoronadi Wonogiri, the teaching of Islamic Religious Education (PAI) plays a central role in the character development and spiritual values of the students. Learning is a process and not a result, so learning is a process activity and a very fundamental element in any type and level of education (Suryadi, 2018). Although the importance of PAI is widely recognized, the teaching of this subject is often faced with challenges in its teaching practice. The PAI teachers in this school, like many teachers throughout Indonesia, face various difficulties such as the different levels of religious understanding among students, the need to develop interesting and effective teaching methods, and a deep understanding of the relevant curriculum. Various educators, such as Mahmud Yunus, have said that mastering teaching methodology is far more important than teaching content (Ghani et al, 2018). A professional educator must not only master the subjects to be taught but also master the methodology of teaching. Teaching methodology teaches effective teaching techniques based on educational theories as well as didactics, methods, and pedagogy.

In this context, the role of the principal is crucial. As the educational leader in the school, the principal has the responsibility to ensure that the quality of PAI teaching is well maintained.

According to Mulyasa (2004), the principle is one of the components of education that plays the most important role in improving the quality of education (Suradi , 2018). From this opinion, it is clear that what determines the success of a school lies in the ability of the principal to carry out his duties. One of the approaches adopted to achieve this goal is through clinical supervision. According to Sahertian, clinical supervision is a form of supervision that is focused on improving teaching through a systematic cycle, in planning, observation, and intensive and careful analysis of real teaching performances and aims to make changes rationally (Sehertian, 2019). Supervision focused on improving teaching through clinical supervision by principals is a process of direct assistance and supervision of teachers' teaching practices. The Principal as a supervisor has the task of assisting and fostering teachers as their partners to be more professional in carrying out their duties by planning and implementing learning (Kristiawan et al, 2019). Clinical supervision is focused on improving the quality of teaching through a systematic cycle, in planning, observation and intensive and careful analysis of real teaching performances, and has the aim of making changes rationally (Kartini et al, 2019). This approach focuses less on performance evaluation and more on developing teacher professionalism. Through clinical supervision, principals can provide constructive feedback, support the development of PAI teachers' teaching skills, and facilitate the exchange of ideas and best practices between educators.

Not all principals have sufficient Islamic education backgrounds to provide effective supervision to PAI teachers. This may hinder the principal's ability to provide in-depth guidance on relevant teaching materials and methods. The principal is both a leader and a manager to determine the success or failure of the school (Nur et al, 2023). Effective clinical supervision requires a considerable investment of time and resources from the principal. However, in the context of an elementary school that may have a large number of PAI teachers and limited resources, the opportunity for thorough supervision may be limited.

The reality today is that many teachers are not professional in carrying out their duties and obligations. The real difference between PAI teachers and non-PAI teachers lies in the aspect of social competence and pedagogy. Social competence for PAI teachers is broader in scope than non-PAI teachers because PAI teachers are directly or indirectly required to be able to provide enlightenment not only to students at school but also to the community outside the school (Muchith, 2017). Most teaching methods used by teachers when teaching are only monotonous. In this case, Islamic Religious Education teachers as educators who are directly involved in the teaching and learning process must also be able to master educational technology. Optimization is done by; understanding the content of learning materials; adjusting the scope of learning strategies; and developing scientific insights (Amaly et al, 2021). So the methods used are not just lectures but use various methods according to the material presented and the needs of students. PAI teachers may have different understandings of the curriculum and optimal teaching approaches. Principals need to unify a clear vision and standards in this regard and facilitate discussions and training to ensure consistency in teaching. PAI teaching in primary schools often has to address differences in students' levels of understanding and interest in Islam. Principals need to ensure that PAI teachers have appropriate strategies to meet these challenges while maintaining a focus on equitable learning outcomes for all students.

The main purpose of clinical supervision is to improve the quality of Islamic teaching. This aspect requires assistance and guidance from an Islamic education supervisor, and this is where the implementation of clinical supervision is needed. Principals seek to improve teachers' understanding of teaching materials, develop innovative and effective teaching methods, and improve teachers' ability to manage the classroom well. In addition, clinical supervision also aims to strengthen teachers' commitment to the achievement of student learning outcomes,

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thus ensuring that Islamic religious education is not only cognitive content but also has a significant impact on the moral and spiritual aspects of students. Whether or not the goals of education are achieved depends largely on the skill and wisdom of the school principal as an educational leader. (Tanjung et al, 2021)

In the context of Bakalan Nguntoronadi Wonogiri State Elementary School, clinical supervision by the principal is not only an administrative obligation but also a strategic effort to strengthen the core of Islamic religious education in this school. As such, clinical supervision is expected to create a supportive learning environment for PAI teachers, increase their confidence in teaching, and ultimately, improve Islamic religious education outcomes for students. Evaluating the effectiveness of clinical supervision is sometimes difficult to do objectively. Principals need to develop an appropriate evaluation system to ensure that clinical supervision has a positive and measurable impact on improving the quality of PAI teaching.

Method

This research is qualitative. Sutama states that qualitative research is research that aims to describe and analyze natural phenomena, events, and social activities (Rangkuti, 2016). The subject of this research is Bakalan Nguntoronadi Wonogiri State Elementary School. Bakalan State Elementary School is an educational institution under the National Education Service and the school has only 31 students from grade I to grade VI. In this qualitative research, the key instrument in the research is the researcher himself (Creswel, 2016). Through this approach, the researcher describes the conditions that occurred at the time the research was conducted and then examines the causes of the conditions studied. Then the researcher will explain the monitoring, implementation and evaluation plan of the principal of Bakalan Elementary School. This research was conducted in Bakalan Elementary School with the informants in this study being the principal and teachers.

The data in this study were obtained through observation, structured interviews and documentation as well as the results of relevant literature. In analyzing the data, researchers used the Miles and Huberman analysis model called interactive analysis. This analysis is divided into several stages: data collection, data reduction, data presentation, and conclusion drawing. With interactive analysis techniques, the analysis process starts from data collection and continues until all data is collected (Miles et al, 2007).

Results

Islamic Religious Education Teachers' Understanding of Clinical Supervision

Based on the findings of data in the field, namely the principal at Bakalan Nguntoronadi Elementary School, Wonogiri, the understanding of clinical supervision can also be influenced by the school culture and the social context in which teachers work. In some environments, clinical supervision can be seen as a normative and formally structured process, while in other environments a more collaborative and flexible approach may be preferred. The understanding of clinical supervision by Islamic education teachers can be seen in the table below:

Table 1. Islamic Religious Education Teachers' Understanding of Clinical Supervision

Aspects of Teachers' Understanding of Clinical Supervision	Findings
Basic Concepts of Clinical Supervision	The majority of PAI faculty perceive clinical supervision as a process of guidance and

	feedback aimed at improving the quality of teaching, not just a performance evaluation.
Collaboration and Shared Learning	Teachers and PAI teachers who have a deep understanding of clinical supervision see it as an opportunity to work with the principal to develop more effective teaching strategies. They appreciated the shared reflection and open discussion to improve teaching practices.
Influence on Professional Development	Most PAI teachers consider clinical supervision an important part of their professional development and benefit from the guidance and advice to improve their teaching skills.
Cultural and Contextual Perspectives	Understanding of clinical supervision may vary according to school culture and social context. In some places, formal and normative approaches are dominant, while in others, more collaborative and adaptive approaches are preferred.

This table illustrates PAI teachers' diverse understandings of clinical supervision based on the main aspects that influence their perceptions of this process. These findings can serve as a basis for further understanding of how clinical supervision can be effectively applied to improve the quality of Islamic Education teaching in schools.

Strategic Supervision clinical Principal in improving the performance of Islamic Education teachers at Bakalan State Elementary School

Based on field findings regarding the strategies carried out by the principal of Bakalan Nguntoronadi State Elementary School, the principal plays an important role in improving the quality of education in schools, including in efforts to improve teacher performance, especially Islamic Religious Education (PAI) teachers. At Bakalan State Elementary School, the principal has a major responsibility in designing and implementing supervision policies that can improve the professional competence of PAI teachers, which in turn will improve student learning outcomes.

This strategic supervision includes a series of planned and systematic actions, which aim to support the development of pedagogical competence and professionalism of PAI teachers. The principal acts as a leader who not only supervises, but also provides support, guidance, and motivation so that PAI teachers can work more effectively. This involves various forms of interaction, such as coaching, performance evaluation, reflective meetings, and provision of resources needed by teachers. The following are the principal's strategies for clinically supervising Islamic religious education teachers.

Table 2. Principal's Clinical Supervision Strategy

Strategic Steps	Action
Mapping needs and shared goals	Group discussion to set specific learning objectives relevant to the national curriculum.

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Classroom Observation and Structured Feedback	Direct classroom observation using a prepared evaluation checklist followed by a feedback session with the teacher.
Preparation of the monitoring plan	This plan should include classroom observations, curriculum analysis, and evaluation of learning materials.
Lesson plan development	Develop annual learning plans based on needs analysis and learning standards
Periodic monitoring and evaluation	Evaluate the achievement of the teaching and learning objectives of Islamic Religious Education each semester.
Training and professional development	Learning technology training, classroom management workshops, or religious literacy seminars. However, not all teachers, including Islamic education teachers, always participate in these activities because they have their costs, making it burdensome for teachers.

This table is designed to provide a comprehensive picture of the steps that can be taken by the principal in implementing clinical supervision to improve the performance of Islamic Religious Education teachers at Bakalan Public Elementary School.

Discussion

Islamic Religious Education Teachers' Understanding of Clinical Supervision

Islamic Education teachers' understanding of clinical supervision is a reflection of how they interpret and integrate this concept into their daily teaching practices. Clinical supervision is a form of supervision implementation that is focused on efforts to improve the learning process carried out by teachers programmatically (Alam, 2022). In general, clinical supervision can be understood as a systematic process conducted by the principal to monitor and support the professional development and performance of PAI teachers. This understanding plays an important role in shaping PAI teachers' perceptions of the role of clinical supervision in efforts to improve the quality of teaching in schools. According to Asma Is Babuta, clinical supervision conducted by school supervisors has proven to be effective in improving teachers' pedagogical competence (Babuta et al, 2019).

For some teachers, clinical supervision may be perceived as an evaluation or supervision process conducted by superiors to assess their performance. The advantages of clinical supervision can be used to improve PAI teachers' ability to teach because the better the teacher teaches, the easier it is for students to receive lessons. The improvement of teaching methods results in students being more happy with the lessons they are participating in. The essence of clinical supervision is a mentoring process that aims to improve the professionalism of PAI teachers by emphasizing teaching performance (Sukarno et al, 2015). However, a deeper understanding of this concept shows that clinical supervision aims to provide continuous support, guidance, and constructive feedback to improve teaching abilities and student learning outcomes. This result is evident from the increase in the first cycle average of 133.67 to 161.33 in the second cycle. Research completeness also increased from 55.56% in Cycle I to 100% in Cycle II. So, the application of clinical supervision can improve teacher performance (Masmin, 2020).

Teachers who have a good understanding of clinical supervision tend to see it as an opportunity to collaborate with principals in designing and implementing more effective teaching strategies. Nyoman Putriasih stated in her research that cycle I teacher performance results are on planning to reach 74.0, implementation 73.5 and assessment reaching 74.9. In cycle II the research results increased to: on planning 87.3, implementation 88.1 and on assessment reached 88.0. So it can be concluded that the Implementation of Clinical Supervision Based on the Concept of Tri Hita Karana (THK) can Improve Teacher Performance (Putriasih, 2020). PAI teachers view clinical supervision as a process that allows for shared reflection, where they can improve their teaching practices through open discussion and constructive feedback. For some teachers, clinical supervision is also considered an integral part of their professional development. This understanding encourages them to take the initiative in improving their teaching skills, utilizing the principal's advice and direction as a guide for their career development.

Strategic Supervision clinical Principal in improving the performance of Islamic Education teachers at Bakalan State Elementary School

The principal at Bakalan State Primary School adopts a holistic clinical supervision approach to ensure that every Islamic Religious Education teacher can develop their full potential and positively impact student learning. It is argued that this approach enhances conceptual clarity and provides a framework that facilitates the choice of appropriate supervision objectives and methods, the assessment of trainee competence, and the evaluation of supervision efficacy (Gonsalvez et al, 2002). By implementing this holistic clinical supervision strategy, principals at Bakalan State Primary School can create a supportive environment for professional development and performance improvement for Islamic Religious Education teachers. /Although clinical supervision is seen as an important tool to make teachers develop professionally, it cannot be applied to all teachers (Bencherab et al, 2020). Through this structured and collaborative approach, it is hoped that the quality of religious instruction in schools can improve significantly, creating a sustainable positive impact on student learning and overall school achievement. Supervision identifies what happens in the classroom, emphasizing teachers' teaching performance, while evaluation also covers other areas such as teacher appearance, parent and peer relationships, attendance, punctuality and adherence to school policies (McHaney et al, 1992). According to Austin Musundire shows that clinical supervision strategies are in line with TQM empowerment principles, which are considered to have a positive influence on teaching quality (Musundire et al, 2019). The Principal's clinical strategic supervision is a very important approach to improving the performance of Islamic Religious Education teachers at the Public Elementary School Bakalan. Here are the steps that can be taken:

Principals conduct direct observation and mapping of Islamic Religious Education teachers' learning processes. This is not only for evaluation but also as an opportunity to provide immediate feedback that is constructive and supportive.KPrincipals need to hold meetings with all Islamic Education teachers to understand their challenges and needs in teaching. They can set clear goals to improve the quality of teaching and learning. According to Rosleny Baboclinical supervision conducted in schools can improve the quality of teacher learning in terms of developing learning tools, implementing learning, and reflecting on learning (Babo et al, 2022). Principals can also facilitate collaborative discussions between Islamic Education teachers at the regional office level to share best practices and effective teaching strategies.

Principals should plan a regular and structured supervision schedule for each Islamic Religious Education teacher. This plan should include classroom observations, curriculum analysis and evaluation of learning materials. Principals collaborate with Islamic Religious Education teachers to design a learning supervision schedule plan that is relevant and results-

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oriented. This includes setting clear learning objectives and innovative teaching methods. The principle of principal clinical supervision is constructive, helping teachers grow independently and not relying on supervisors (Maulidiansyah et al, 2023).

Principals should conduct periodic monitoring and evaluation so that the clinical supervision process does not stop at observation and reflection sessions, but also involves periodic monitoring and evaluation of the implementation of the agreed learning plan. Given this, the number of supervisors must be increased and supervisors who can implement clinical supervision must be available in all schools and education sectors (Kayıkçı et al, 2014). This helps to ensure that the recommended changes have a positive impact on teacher performance. Principals need to regularly observe Islamic Religious Education learning activities in the classroom through clinical supervision. Because most primary school supervisors know clinical supervision and use it in primary school supervision (Sarfo et al, 2016). Observation should therefore be conducted by paying attention to aspects such as teaching strategies, teacher-student interaction, and the use of effective learning methods. Principals should regularly monitor progress in the performance of Islamic Religious Education teachers. Periodic evaluation will help in assessing the effectiveness of supervision strategies that have been implemented. In carrying out effective academic supervision activities, principals need mastery of supervision competencies and indicators (Kholid, 2019).

Principals should also not forget that reflection and discussion should be a school culture. According to Peter P. Grimmt, working with colleagues helps teachers shape their perspective on their daily work **(**Grimmett et al, 1990)**.** So the impact of this attitude is very large, meaning that there is attention between the principal, fellow teachers and the Islamic education teacher himself. Principals should provide constructive feedback to teachers. Reflective discussions should be provided to help teachers improve their teaching practice**.** According to Peter P. Grimmt, the structure of collaborative group work allows teachers to try curricular learning innovations that they might not try individually (Grimmett et al, 2014). Besides that, the discussion has another purpose, which is to analyze strengths and challenges in teaching, as well as identify improvement strategies that can be implemented.

Training and Professional Development of Islamic Education teachers must be followed or obtained from the principal. According to Abebe, various teacher training, capacity building and work experience have a positive impact on the quality of education (Abebe et al, 2013). The principal provides opportunities for training and professional development related to Islamic Religious Education teaching methodology. A good principal is a principal who can facilitate the improvement of teachers' professional competence by organizing competency-based training, maximizing classroom supervision, and meeting the needs of facilities and infrastructure, especially those related to learning (Atstsaury et al, 2024). This includes workshops, seminars or internal training focused on improving teaching quality. The skills of Islamic Education teachers in managing classroom learning with several learning techniques will have a significant impact on the success of classroom learning. According to Berber N. Langelaan, successful programs combine active learning, collaboration and reflection and are often longitudinal, comprehensive and aimed at attitudes, knowledge and skills (Langelaan et al, 2024). Principals can identify appropriate training or workshops for Islamic Religious Education teachers. Support for professional development will help teachers expand their knowledge and skills. However, the principal of Public Elementary School Bakalan said that teachers, including Islamic religious education teachers, do not all participate in activities such as workshops, seminars or other training that support the improvement of teaching competence. This is because teachers incur their costs and there are no facilities from the National Education Office. For example, there are only limited seminars.

Conclusion

From the results of the study and discussion of the principal's clinical supervision in improving the performance of Islamic religious education teachers, two conclusions can be drawn. The first is to instil an understanding of Islamic religious education teachers towards clinical supervision, this includes; Basic Concepts of Clinical Supervision, Collaboration and shared learning, Influence on professional development and Cultural and contextual perspectives. Second, the principal's clinical supervision strategy includes; Mapping needs and shared goals, Classroom Observation and Feedback, Structured Monitoring plan preparation, Lesson plan development, Periodic monitoring and evaluation Training and professional development. However, this study found shortcomings, namely that not all teachers, including Islamic religious education teachers, participated in activities such as workshops, seminars or other training that support the improvement of teaching competencies. Because teachers bear the costs and there is no assistance from the National Education Office. For example, the seminars held are limited. This suggests that some further research needs to be done to complement this study. Therefore, the researcher suggests more in-depth research into the performance of school principals.

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