



Leadership Supervision of Teacher Performance Management in the Learning Process in Secondary Schools

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ABSTRAK

Dalam penelitian sebelumnya kepala sekolah tidak melaksanakan tugas supervisi terhadap pengajaran guru secara maksimal dan supervisi yang dilakukan lebih bersifat birokrasi dan otokratis yang menekankan pada hierarki. Fakta lain 44% guru tidak menyukai supervisi yang dilakukan di kelas baik oleh kepala sekolah maupun wakilnya, 5,88% guru sekolah menengah tidak setuju dengan observasi pengajaran. Hal ini urgen untuk diteliti karena ada perbedaan antara teori dan realiti. Tujuan penelitian ini dilakukan untuk menganalisis pengaruh supervisi terhadap kinerja mengajar guru di sekolah menengah. Metode dalam penelitian kuantitatif. Subjek berjumlah 33 guru sekolah menengah. Teknik pengumpulan data dengan menggunakan seperangkat instrumen observasi belajar mengajar yang telah diadaptasi dan digunakan oleh semua sekolah untuk menilai, pengelolaan program pendidikan. Teknik analisis, kinerja mengajar guru diukur berdasarkan Rencana Pembelajaran Harian, perangkat induksi, penyampaian pengajaran, teknik bertanya, keterlibatan siswa, penguatan, pelatihan dan tugas siswa, pengecekan pelatihan dan tugas siswa, penutupan pembelajaran dan pengelolaan kelas sebelum dan sesudah supervisi klinis. Hasil, ditemukan dalam penelitian ini menunjukkan bahwa guru di sekolah mengalami kekurangan dalam perencanaan pembelajaran di kelas. Ditemukan bahwa Supervisi klinis juga membantu guru dalam meningkatkan proses belajar mengajar dengan lebih efektif sehingga pengajaran dapat meningkatkan penguasaan siswa. Kesimpulan, Supervisi klinis dapat dijadikan pedoman kepada guru dan siswa di sekolah menengah untuk meningkatkan ilmu pengetahuan. Implikasi penelitian, memberikan gambaran utuh dalam tentang supervisi klinis dalam meningkatkan persiapan dan pengetahuan siswa.

ABSTRACT

The principal did not carry out the task of supervising teacher teaching optimally and the supervision carried out was more bureaucratic and autocratic, emphasizing hierarchy. Another fact is that 44% of teachers do not like the supervision carried out in the classroom by both the principal and his deputy, and 5.88% of secondary school teachers do not agree with teaching observations. This is urgent to conducted research because there is a difference between theory and reality. This research aimed to analyze the effect of supervision on the teaching performance of teachers in secondary schools. Methods in quantitative research. The subjects were 33 secondary school teachers. The data collection technique uses a set of teaching and learning observation instruments that have been adapted and used by all schools to assess and manage educational programs. Analysis techniques, teacher teaching performance is measured based on Daily Learning Plans, induction tools, teaching delivery, questioning techniques, student involvement, reinforcement, student training, and assignments, checking student training and assignments, learning closure, and classroom management before and after clinical supervision. The results found in this research indicate that teachers in schools experience deficiencies in planning learning in the classroom. It was found that clinical supervision also helps teachers improve the teaching and learning process more effectively so that teaching can improve student mastery. Conclusion, Clinical supervision can be used as a guide for teachers and students in secondary schools to improve knowledge. The research implications provide a complete picture of clinical supervision in improving student preparation and knowledge.

1. INTRODUCTION

The Indonesian Ministry of Education has prepared guidelines for educational development by developing the curriculum until 2022 through the Education Development Master Plan. Educational Development is designed to ensure quality education for all students and focuses on developing students in terms of knowledge and understanding by including it in the curriculum and extracurricular activities (Bolton-King, 2022; Kim et al., 2023). Curriculum areas in secondary schools are divided into science, mathematics, languages, technical and vocational, and humanities (Ahmad et al., 2023; Josa & Aguado, 2021). Each field is led by a head of field who has a subject committee. The main task of teachers in each committee is to manage teaching and learning activities in the class based on annual and daily planning recorded in the Learning Implementation Plan book (Chaharbashloo et al., 2020; Mishra et al., 2020). Every teacher is obliged to record daily teaching objectives in a book and keep and maintain the book. To achieve the desires of the curriculum, schools as educational institutions have roles and responsibilities to achieve the goals outlined by the curriculum. One important component in schools is the teaching and learning process. Through supervision activities, learning implementation can be tracked and monitored to ensure its effectiveness (Husamah et al., 2022; Mishra et al., 2020). The principal as a teaching leader plays the role of teaching supervisor to ensure that what is expected by the Ministry of Education and Culture and parents can be achieved. Through a circular, the Expert has provided guidelines regarding the implementation of teaching supervision but has not provided a format regarding what must be supervised. The School Inspectorate introduced the Indonesian Education Quality Standards as guidelines for monitoring the teaching and learning process carried out in the classroom.

Good supervision includes providing guidance, direction, and telling what should be done, not looking for teacher mistakes. Supervision as the backbone of school effectiveness. Effective supervision requires good planning and is carried out continuously to ensure the achievement of the aims and objectives of teaching carried out by a teacher. Systematic teaching supervision can identify teachers' teaching strengths and weaknesses. The emphasis on student achievement, accountability, and competency impacts teacher performance assessments. The limited time factor causes school principals to provide less supervision over teaching at school. In this context, school principals only spend 25% of their time managing the curriculum and supervising teacher teaching (García-Lázaro et al., 2022; Luca et al., 2020). Meanwhile, 75% of his working time is spent on administration and student affairs. This is not much different from schools in New York, America, where a teacher who teaches five hours a day (900 hours a year) is only supervised once, and 99.9% of the time the teacher teaches without full supervision. Teaching supervision is intended to help teachers carry out more effective teaching to students (Julia et al., 2020; Xu et al., 2020). The research also found that the attitude of teachers who are not serious about teaching and the attitude of principals and headmasters who are not ready to carry out teaching supervision are obstacles that need to be overcome.

The results of previous research state that it is best to hold discussion sessions between supervisors and teachers to obtain input on the ongoing supervision process (Chugh et al., 2022; Muthanna & Alduais, 2021). Furthermore, through discussion, the teacher's weaknesses and strengths can be conveyed regarding the techniques, methods, approaches, and teaching tools used. The research results found that supervision practices with a clinical approach were less than satisfactory (Rozi et al., 2022; Tiwari, 2022). In other research, it was found that school principals did not carry out the task of supervising teacher teaching and that the supervision carried out was more bureaucratic and autocratic which emphasized hierarchy (Erani & Baris, 2022). Research states that 44% of teachers do not like the supervision carried out in the classroom by both the principal and his deputy (Uy et al., 2023). The results of the study found that 12.03% of primary school teachers and 5.88% of secondary school teachers disagreed with teaching observations. Teachers assume that the teaching supervision carried out by the principal only looks for teacher weaknesses. Supervision of the teaching and learning process fails to increase the honor and dignity of teachers and does not encourage teachers to be innovative and take initiative. Other reported that research on the effectiveness of clinical supervision as a method for improving achievement is inconclusive and does not provide a sufficient basis for relying on supervision to improve learning delivery (Ofei et al., 2020).

In the background of the development of teaching supervision, previous study states that instructional supervision is initiated by a group of administrators, principals, teachers, principals, and instructional leaders who wish to improve teaching practices (Gümüş et al., 2020; Sokal et al., 2020). More scrutiny on scientific management. In its supervision, it uses a democratic approach. Next, supervision begins to help teachers develop into thinking coaches who are always sensitive and skilled in interactive and cooperative approaches. At that time the supervisor acts as a co-worker. Discoveries and innovations in the curriculum have forced supervisors to involve themselves in oversight not only of new programs but also in staff development activities. The impact of the definition of clinical supervision began to be felt in

2018 to 2022. Literature regarding clinical supervision was only discussed in 2018. In 2018-2022, through group teaching and various group approaches, teachers began to interact with each other and supervisors. First, asked to help analyze classroom practices, the curriculum used, and interpersonal relationships. Finally, in 2018-2022, supervision will begin to focus on teaching development so that teachers can increase their professionalism. Clinical supervision, believes that for effective observation, data must be collected from teachers in the classroom to plan programs, procedures, and strategies to improve the teacher's teaching techniques. Other study define supervision as motivation to improve teaching (Biber et al., 2020). Supervision is a process where teachers are involved in teaching sessions to improve teaching and increase student achievement.

The impact of supervision on the teaching and learning process, according to previous study learning supervision carried out by the principal or his deputy can increase educational effectiveness (Labrague et al., 2020). This research also shows that schools that implement teaching supervision have a significant relationship with classroom management effectiveness. Other study found that supervision of classroom teaching by the principal can provide a lot of information that cannot be obtained in the administrative system (Atiah et al., 2020). Previous research found that teaching supervision received little attention from school principals because a lot of time was spent carrying out school administration tasks (Jan, 2020). Other study emphasized that teaching supervision carried out in schools can increase the level of teacher teaching development in addition to allowing teachers to make modifications to good and effective teaching practices (Sanusi et al., 2022). Apart from that, they also describe the practice of teaching supervision in schools as universal. Through effective supervision, teachers can improve their practices to help improve the level of teacher teaching in the classroom. Other study states that formative supervision is the basis for teachers to improve teaching methods (Marey et al., 2020). Supervision requires a lot of time to implement, but this activity is a valuable investment because it can help improve teacher teaching performance (Schildkamp et al., 2020; Weller et al., 2020). Other study as highlighted the results of his research on 17 school principals who were said to have successfully played their role as teaching leaders (Cruz-González et al., 2021). Effective supervision can help teachers improve the quality of their teaching. Supervision is a service to teachers for the advancement of teaching and indirectly students will receive benefits. The quality of teacher teaching has improved for students as a result of the effectiveness of teacher teaching. One of the assumptions in supervision is that without guidance and assistance, teachers have no opportunity to change (Mok & Staub, 2021; Ndukwe & Daniel, 2020). Previous study stated that 75% of teachers agree that supervision can improve the quality of teacher teaching (Pope et al., 2023). The results of this research also show that 82.5% of teachers agree that teaching supervision must pay attention to teaching techniques, questioning methods, induction tools, and two-way communication between teachers and students. Several effective supervision models can be adapted for supervision, namely the Intensive (clinical) Supervision Model and the Cooperative Supervision Model.

Intensive Surveillance Model (Clinical). According to previous study clinical supervision is rational and this practice is designed to improve teacher teaching in the classroom (Rees et al., 2020). Other study stated that clinical supervision refers to face-to-face meetings with teachers to improve practice and increase teacher professionalism (Keinänen et al., 2023). Clinical supervision is about establishing a formative focus in supervision assessment and protecting relationships in the critical analysis of teaching (Carrero-Planells et al., 2021; Coleman & Hyde, 2022). Previous study stated that clinical supervision aims to increase teacher professionalism by emphasizing improving teaching practices in the classroom (Rozi et al., 2022). Previous study uses the term cooperative supervision as a process of encouraging the development of teacher professionalism through systematic collaboration with colleagues (Schott et al., 2020). Another study stated that the relationship between mentor and mentee will reach a mature level if there is a reciprocal relationship (Tise et al., 2023). According to other study the goal of the cooperative approach is to solve problems through joint decision-making (Tang & Liao, 2021). Supervision encourages teachers to develop their ideas to maximize their sense of ownership. This shift can increase teacher experience in helping to improve the quality of teaching. Therefore, the quality of supervision is very important in classroom teaching. Quality supervision can only be perfected by school principals who master the science of effective supervision (Burbules et al., 2020; Marey et al., 2020). Other study shows that the effect of supervision, on the relationship between supervisors and teachers is better and positive (Roberts & David, 2020). He also stated that the maximum impact in supervision activities will be achieved through an attitude of compassion, honesty, and a relationship of mutual trust between the principal/principal and the teachers at the school.

Research must be carried out because there is a gap between theory, expectations, and reality. The theory states that the supervision carried out by the principal of the teacher will have an impact on the learning process becoming more effective, with the hope that the learning process carried out by the teacher will have an impact on increasing understanding and increasing students' knowledge. However, in reality,

the supervision carried out by the school principal is not yet optimal and the supervision carried out is only limited to fulfilling reports. These supervision models conflict with each other, weak teaching and supervision of teacher performance result in the clinical model not being maximized properly. In theory, it is also said that having clinical can help teachers and supervisors, but the reality in the field is that there are still many teachers who are not happy with the clinical model, and school principals instead work in administration and not supervision through the clinical model. So it is urgent to research to analyze the influence of clinical supervision on teacher performance processes in planning, learning aids, learning delivery and development tools, questioning techniques, student involvement, reinforcement, training, student assignments, assignments, ways of closing teaching, and analyzing teacher methods. in classroom management.

2. METHOD

The method in this research is a quantitative method (Johnson et al., 2020). The research subjects were 33 secondary school teachers from the city of Klaten. The indicators in this research measure teacher performance in the learning process using 10 measuring tools as research indicators, namely writing a Learning Implementation Plan, induction series, implementation, learning development, questioning techniques, student involvement, reinforcement, student practice and assignments, and practice checks. and tasks. , closing lessons, and classroom management. The researcher's data collection technique was by observing 33 teachers in four weeks. The research recorded all the advantages and disadvantages during the teaching and learning process sessions. The teaching and learning process observation instrument is taken from the Standard Assurance Instrument set by the School Inspectorate and is used by all schools to measure the teaching and learning process which is the 9th element in managing educational programs. This instrument measures 10 indicators through 59 items. Each item is prepared based on indicators and developed. The instrument is scored from 0 to 4. The scoring is by the Indonesian education quality standard instrument guidelines, namely 0 (none), 1 (very little), 2 (a small part), 3 (some), and 4 (most). The indicators and instruments used is show in Table 1.

Table 1. Research Instrument

Items	Indicator 1 (Lesson Design)
1	The teacher provides a lesson plan taking into account the student's abilities and abilities
2	The teacher provides a lesson plan that contains at least: learning objectives/outcomes (expressed in the form of treatment, can be measured and includes the knowledge and skills that need to be mastered)
3	The teacher provides a lesson plan that contains at least: activities (how to achieve the objective, in accordance with student abilities and time allocation)
4	The teacher provides a lesson plan that contains at least: making a written self-assessment (on the achievement of teaching and learning objectives to identify students' weaknesses and strengths and design and make improvements)
Items	Indicator 2 (Induction Set)
1	Teachers carry out induction sets that attract attention and stimulate pupils' interest
2	The teacher carries out an induction set that leads to students' mental readiness (as related to current lessons, current issues and the environment)
Items	Indicator 3 (Lesson Delivery/Development)
1	Explains concepts from easy to complex
2	Linking teaching to students' daily lives
3	Use appropriate language (language and terms).
4	Carrying out activities that demonstrate teaching improvement and development
5	Using time optimally
6	Use appropriate teaching and learning materials
7	Using effective teaching and learning materials
8	Using student-centered approaches and methods
9	Carry out activities according to the student's ability level
10	Carry out activities that take into account various intelligences (verbal-linguistic, musical, logical-mathematical, interpersonal, intrapersonal, visual-spatial, kinesthetic, naturalistic)
11	Carry out activities that involve various senses

Items	Indicator 3 (Lesson Delivery/Development)
12	Encourage students to acquire knowledge and skills independently without relying on teacher direction
13	Apply thinking skills
14	Implementing an integration approach across the curriculum (language, environment, science and technology, pure values, patriotism, unity, identity, health, family)
15	Flexible according to the situation
16	Continuous assessment in teaching and learning
Items	Indicator 4 (Teacher questioning technique)
1	Posing questions according to various cognitive levels (for example based on Bloom's taxonomy)
2	Arrange the questions from easy to difficult
3	Asking questions based on and reaching
4	Ask questions that have clear meaning and can be understood
5	Distribute questions to the whole class
6	Give students time to think
7	Pry answers from students
8	Shift the direction of the question to other students
9	Give appropriate responses to student answers
Items	Indicator 5 (Pupil Involvement)
1	Bring necessary equipment or materials (if applicable)
2	Make initial inventory
3	Take notes from the teacher's teachings (if applicable)
4	Express questions/opinions spontaneously
5	Make spontaneous referrals (if applicable)
6	Carrying out activities designed by the teacher
7	Interact actively with the teacher, other students and materials
8	Give appropriate responses to questions and exercises
9	Demonstrate the ability to carry out group work activities (if applicable)
Items	Indicator 6 (Affirmation)
1	Give verbal praise or gestures for good behavior
2	Vary the words, expressions or gestures of affirmation according to the students
3	Give appropriate warnings to students' negative treatment
Items	Indicator 7 (Exercises and Assignments)
1	Follow the student's abilities and abilities
2	Various types
3	Relating to the topic being studied
4	Emphasizes procedures and directions in making assignments
Items	Indicator 8 (Examination of Student Practice and Assignments)
1	Demonstrate student mistakes
2	Check the duration and frequency of the customer
3	Provide constructive reviews
4	Reward good work results
5	Ensure students make corrections
Items	Indicator 9 (Closing)
1	Make a cognitive closure (the formulation is carried out either by the teacher/student or makes an assessment orally/in writing)
2	Creates social closure (a reality that calms students' emotions and prepares them for the lesson to come)
Items	Indicator 10 (Class Management)
1	Ensure that there is an atmosphere that is conducive to teaching and learning (for example, lecture rooms are clean, the packaging and arrangement of furniture is appropriate to the activity)
2	Ensure student attendance for learning
3	Ensure students' willingness to learn
4	Realize and utilize subject angles
5	Ensure class rules are followed

Clinical Supervision Procedures. Discussions were held between supervisors and teachers immediately after the pre-observation was completed as proposed in the cooperative observation model. The aim is to ensure that the necessary information can be discussed together while remaining fresh in their minds. The focus of the discussion concerns indicators that have been mutually agreed upon, such as the strengths and weaknesses of teacher teaching. Post-observation was carried out after four weeks of pre-observation (Inceçay & Dikilitaş, 2022; Neçki et al., 2020; Soro, 2023). Data analysis technique. The data obtained were analyzed using SPSS statistical software version 25.0. This study used a paired t-test to determine the effect of clinical supervision on teacher teaching in the classroom. Apart from the t-test, effect size (d) is also used to explain the results of this research. Previous study suggested three effect sizes, namely small effect size (d = 0.20), medium effect size (d = 0.50), and large effect size (d = 0.80) (Anvari & Lakens, 2021).

3. RESULT AND DISCUSSION

Result

The research results show that the influence of Clinical Supervision on Teacher Teaching Performance is significant. Table 2 shows that the results of the paired samples t-test are statistically significant ($t(33) = -3.70, p < 0.05, d = 0.86$) and the effect size is large. This shows that the post-observation average (M = 88.24, SP = 7.19) is higher than the pre-observation average (M = 80.19, SP = 11.45) of teacher teaching as a whole.

Table 2. Pret-Observation T-Test Statistics On Post-Observation Teacher Performance

T-test statistics	N	Min	SP	dk	T	P
Pre-perception	33	80.19	11.45	32	-3.70	0.00*
Post-absorption	33	88.24	7.19			

Base on Table 2, the results of the paired samples t-test are statistically significant ($t(33) = -2.66, p < 0.05, d = 0.60$) and the effect size is moderate for H1. This shows that the mean (M = 3.61, SP = 0.34) after observation is higher compared to the mean (M = 3.33, SP = 0.60) before observing RPH writing among teachers as show in Table 3.

Table 3. Paired Sample T-Test Results on 10 Pre-Observation Learning Indicators with Post-Observation Performance

Hypothesis	Application	N	Minimum	SP	dk	t	p
H1	Pre	33	3.33	0.60	32	0.60	32
	Post	33	3.61	0.34	32	0.34	32
H2	Pre	33	3.19	0.72	32	0.72	32
	Post	33	3.58	0.53	32	0.53	32
H3	Pre	33	3.23	0.46	32	0.46	32
	Post	33	3.60	0.58	32	0.58	32
H4	Pre	33	3.33	0.49	32	0.49	32
	Post	33	3.68	0.32	32	0.32	32
H5	Pre	33	3.14	0.61	32	0.32	32
	Post	33	3.43	0.43	32	0.61	32
H6	Pre	33	3.28	0.64	32	0.43	32
	Post	33	3.63	0.45	32	0.64	32
H7	Pre	33	3.16	0.51	32	0.45	32
	Post	33	3.50	0.36	32	0.51	32
H8	Pre	33	2.93	0.62	32	0.36	32
	Post	33	2.93	0.54	32	0.62	32
H9	Pre	33	3.32	0.60	32	0.54	32
	Post	33	3.64	0.44	32	0.60	32
H10	Pre	33	3.22	0.61	32	0.44	32
	Post	33	3.65	0.95	32	0.95	32

Base on Table 3 show the induction set t-test ($t(33) = -2.54, p < 0.05, d = 0.62$) are statistically significant and the effect size is moderate for H2. The mean (M = 3.58, SP = 0.53) in the post-observation induction set was higher than the mean (M = 3.19, SP = 0.73) for the teachers before the observation. The

results of the delivery and development t-test were statistically significant ($t(33) = -2.90, p < 0.05, d = 0.71$) and the size of the effect was medium for H3. This shows that the mean ($M = 3.60, SP = 0.58$) of post-observation delivery and development is higher compared to the mean ($M = 3.23, SP = 0.46$) before teacher observation. The t-test results for the questioning technique are statistically significant ($t(33) = -3.48, p < 0.05, d = 0.85$) and the effect size of H4 is large. This shows that the mean ($M = 3.68, SP = 0.32$) of post-observation questioning techniques is higher than the mean ($M = 3.33, SP = 0.49$) of teachers before observation. The results of the paired samples t-test are statistically significant ($t(33) = -2.59, p < 0.05, d = 0.56$) and the effect size is moderate for H5. The mean ($M = 3.43, SP = 0.43$) of student engagement after observation was higher than the mean ($M = 3.14, SP = 0.61$) before observation when the teacher was teaching. The t-test results for student reinforcement were statistically significant ($t(33) = -2.60, p < 0.05, d = 0.64$) and the effect size was medium for H6. This shows that the mean ($M = 3.63, SP = 0.45$) of student reinforcement after observation when the teacher taught was higher compared to the mean ($M = 3.28, SP = 0.64$) after observation when the teacher taught. The results of the student training t-test were statistically significant ($t(33) = -3.78, p < 0.05, d = 0.77$) and the effect size was large for H7. This shows that the mean ($M = 3.50, SP = 0.36$) of post-observation student training is higher compared to the mean ($M = 3.16, SP = 0.51$) of pre-observation teachers. The results of the t-test to examine student training were statistically significant ($t(33) = -4.38, p < 0.05, d = 0.71$) and the effect size was moderate for H8. The mean ($M = 3.34, SP = 0.54$) of students' post-observation training tests was higher than the mean ($M = 2.93, SP = 0.62$) of teachers before observation. The closing t-test results were statistically significant ($t(33) = -2.60, p < 0.05, d = 0.62$) and the effect size was moderate for H9. This shows that the mean ($M = 3.64, SP = 0.44$) after the closing observation is higher compared to the mean ($M = 3.32, SP = 0.60$) before the teacher observation. The results of the t-test for classroom management are statistically significant ($t(33) = -2.51, p < 0.05, d = 0.55$) and the effect size is medium for H10. This research shows that the mean ($M = 3.65, SP = 0.95$) of classroom management after observation is higher than the mean ($M = 3.22, SP = 0.61$) before teacher observation. Overall research findings indicate that clinical supervision impacts teachers' overall teaching percentage. The highest increase in the percentage of teachers who got a score of 4 was in the teacher's questioning technique in item 3 (presenting focused and divergent questions) and Indicator 7 (student practice and assignments) in item 3 (related to the topic being studied) and number 4 (emphasizing procedures and instructions).

Discussion

The findings of this research show that there is an influence of clinical supervision on the process of teacher performance in teaching. This is in line with the results of research which states that teaching supervision carried out in schools can increase the level of teaching development (Shen et al., 2020). This supervision effect allows teachers to modify good and effective teaching practices. The findings of this research also show the influence of clinical supervision on classroom management by teachers in line with findings that state that schools that implement teaching supervision can increase the effectiveness of classroom management (Granberg et al., 2021; Mok & Staub, 2021). Formative supervision can help teachers improve teaching methods and subsequently improve teaching performance. This is also in line with research that states that supervision can help improve teacher teaching performance (Bjørndal, 2020). Previous research stated that most teachers view supervision from a positive perspective (Moè & Katz, 2020). The findings of this research provide implications for supervision to help teachers make personal changes in teaching. Observed teachers also indicated that supervision helped increase the level of teacher professionalism. Research found that teaching supervision can improve the quality of teaching and learning in the classroom (van den Bogerd et al., 2020). This research also shows several things that teachers need to pay attention to when using subject corners and also ensure students bring the necessary equipment or materials.

The findings in this research are in line with statement which states that it is best to hold discussion sessions between supervisors and teachers to get feedback on the ongoing supervision process Chugh et al., (2022). The teacher's weaknesses and strengths in terms of the techniques, methods, approaches, and teaching tools used can be conveyed through discussion. The results of this study contradict the research findings which found that supervision practices using a clinical approach were not effective (Collard et al., 2020). This is also not in line with research findings where the final process of observation was not carried out perfectly by the supervisor (Stahlschmidt & Stephen, 2020). There is a lot of literature that discusses the influence of teaching supervision in schools on the level of teacher teaching performance and this research finds that teaching supervision is still needed because teachers have not yet reached the level of perfection in teaching such as dynamic, knowledgeable and skilled teachers. Therefore, without guidance and assistance, teachers cannot change and improve the quality of teaching in line with the development of education in the world. The main aim of supervision activities is to improve the quality of teaching (Ghosn-

Chelala, 2020; van Kessel et al., 2020). The findings of this research indicate that clinical supervision activities can improve the quality of teacher teaching where the post-test average is higher than the pre-test average for all 10 teaching indicators and overall.

The implication of this research is to provide information that providing clinics in discussion groups between teachers can improve the learning implementation process. This has been practiced in this research with 33 teachers in junior high schools. The teachers are very enthusiastic in designing learning materials and assessments as well as compiling assessment and evaluation rubrics that teachers use during implementation and after completion of the learning implementation. This research also informs that clinics created for teachers are easier for the principal to control as the school leader. Principals can easily check teacher professionalism and more easily guide teachers during clinicals.

The limitation of this research is that it does not use students as subjects. Research is limited to analyzing teacher performance and supervision carried out by school principals on teacher performance in the learning process. In this research, data was not taken from students, so this research could be subjective. Suggestions, the same research should be carried out in the future by increasing the number of samples and involving students as subjects in further research. This research also recommends that further research take primary data using various data collection techniques so that subsequent findings can become recommendations for the government to implement good, regular, and clinical supervision for teachers who need assistance.

4. CONCLUSION

This research concludes that clinical supervision has a positive effect on teachers' learning implementation plans, induction sets, learning delivery and development, questioning techniques, student involvement, reinforcement, student training and assignments, inspection of training and assignments to be given, teaching closure, and classroom management. However, there are still many other questions that need to be considered in the Indicators that have an impact on teachers' overall teaching performance, especially the background and training received by teachers as well as teachers' perceptions of teaching and learning practices. The measuring instrument used in this research is a teaching and learning observation instrument taken from the Standard Assurance Instrument prepared by the school. The assessment of each item is very subjective so the researcher suggests that a more objective measuring instrument be used. Researchers also suggest that the research conducted should cover more schools and involve a larger number of teachers and students should also be involved in data collection.

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