

## Clinical Supervision Management Of School Supervisor Tirta Model To Increase Pedagogic Competence Of Junior High School Teacher

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### **Abstract.**

*This research is motivated by the weak pedagogic competence of teacher due to the lack of optimal clinical supervision carried out by school supervisors. This study aims to obtain an overview of the planning, organization, implementation, evaluation and barriers to clinical supervision of the TIRTA model of school supervisors to improve the pedagogic competence of junior high school teachers. This research is based on management theory and supervision theory. This study uses a descriptive method with a qualitative approach through interview techniques, observation and documentation in data collection. The results of the study indicate that: (1) Planning has been in accordance with planning theory and programs but has not received maximum support from school principals and infrastructure resources. (2) The organization has been in accordance with the theory of organizing but does not yet have an understanding of their respective duties and responsibilities. (3) The implementation has been in accordance with the implementation theory through socialization, coordination and motivation, but has not been supported by the commitment and competence of teachers. (4) the evaluation has been carried out through an assessment according to the instrument and the results of direct observation, but it has not been maximal in providing solutions to teacher problems. (5) Barriers to the implementation of supervision include professionalism and competence of supervisors, support for understanding and commitment to a quality culture.*

**Keywords:** Management, Clinical Supervision, Tirta Model, Pedagogic Competence

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### **I. INTRODUCTION**

In the learning process, teachers actually need to apply the principles of innovative modern pedagogic learning based on students in order to develop the interests and talents of students. Pedagogic competence is a reflection of the basic teaching abilities of a teacher shown in the learning process. An understanding of students includes an understanding of psychology and child development. Mastery of teacher pedagogic competence is one of the factors that can affect student learning outcomes. In the learning process, the teacher's task should not only be to teach to convey knowledge and skills, but the teacher must develop the personality of students in an integrated manner. Teachers are not only skilled in delivering teaching materials but also must be able to develop personality, develop character and develop the conscience of students. In government regulation number 74 of 2008 concerning teachers in Article 3 paragraph (2) it is stated that teacher competencies include pedagogic, personality, social, and professional competencies obtained through professional education. Paragraph (4) states: pedagogic competence is the ability of teachers to manage learning, and at least includes: (a) understanding of educational insights or foundations, (b) understanding of students, (c) curriculum or syllabus development, (d) learning design, (e) educational and dialogical learning implementation, (f) use of learning technology, (g) evaluation of learning outcomes, and (h) developing students to actualize their various potentials. According to Tilaar (2011: 242), pedagogic competence is one of the competencies that must be possessed by every teacher at any level of education.

This narrow discourse of teachers as professionals needs to be countered with the discourse of teachers as transformative intellectuals, in carrying out their pedagogical duties as drafters and executors. In other words, transformative teachers in carrying out their pedagogical tasks in addition to making plans also carry out plans. At the practical level, so far supervisory activities to improve teacher competence, specifically pedagogical competence, have not run optimally, although a number of instruments to support supervisory performance are available. Based on the results of the monitoring show that: (1) supervisors

rarely make visits; (2) Teachers, principals are considered subordinates; (3) the lack of ability in learning techniques compared to teachers and principals; (4) many do not have pedagogic competence because they do not come from teachers; (5) the number of schools that are not properly supervised due to inadequate travel facilities; (6) lack of frequency of coaching activities for teachers. The condition of teachers in schools in the process of teaching and learning activities of teachers still has many problems, especially related to pedagogic competence. The problems faced by teachers in learning are not mastering the characteristics of students, including: (1) inability to master the characteristics of the social and emotional aspects of learning morals of students, (2) lack of mastery of learning theories and educational principles of learning, (3) lack of mastery of development curriculum, (4) lack of potential development of students, (5) lack of effective communication with students, the quality of graduate students who are the main supporting factors are the quality of learning and the quality of teachers in addition to school management.

The quality of learning and the quality of teachers is one of the causes of the low quality of graduates in education units. One of the efforts that can be done to improve the pedagogic competence of teachers is through clinical supervision. According to Adam and Dickey (Sahertian, 2010:17), 'Supervision is a program that plans to improve teaching. The program is essentially an improvement in teaching and learning'. Clinical supervision is a form of clinical and managerial supervision services through interactive assistance and discussion activities related to the results of academic and managerial supervision. Implementation of integrated clinical supervision in collecting information data from interviews, documentation studies and field studies. Clinical supervision is carried out through the process of giving and receiving information in improving teaching activities and providing reinforcement to teachers based on observations and not on assessment decisions. The model that can be used in clinical supervision is the TIRTA Model (Goals, Identification, Action Plan, Responsibilities). This model was developed with the spirit of independent learning. This is to develop the potential of educators to be more independent in learning and teaching. To achieve the goal of supervision with the TIRTA model, management steps are needed. According to Arifin (Purwanto, 2008:7), 'management are activities to achieve the goals and main objectives that have been determined by using implementers'. Management according to Terry (1958) as quoted by Sukarna (2011: 10) divides four basic functions of management, namely Planning, Organizing, Actuating and Controlling. Based on the problems of teacher supervision and pedagogic competence, the focus in this study is how the management of clinical supervision of the Tirta model of school supervisors to improve the pedagogic competence of teachers in South Tangerang City which was studied based on supervision planning, organizing supervision, implementing supervision, evaluating supervision, and management barriers supervision.

## II. METHODS

This study uses a descriptive method with a qualitative approach. The location of this research was SMP Negeri 21, SMP Muhammadiyah 22, SMP Dharma Karya UT, South Tangerang City. The resource persons in this study were school supervisors, principals and subject teachers. School supervisors and supervisors who carry out clinical supervision of the TIRTA Model are also observers so that they automatically know everything related to the management of clinical supervision. Teachers as resource persons because they are supervised. Meanwhile, the data collection method used passive participatory observation, unstructured in-depth interviews, and documentation studies. The data analysis technique was carried out through four stages including data collection, data reduction, data presentation, and drawing conclusions or verification.

### **III. RESEARCH RESULTS AND DISCUSSIONS**

#### **1. Supervision Planning**

The planning for clinical supervision of the Tirta model of school supervisors to improve the pedagogic competence of junior high school teachers in South Tangerang City that the supervision program is formulated based on the results of a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) by school supervisors and principals. At the planning stage, school supervisors review relevant policies, analyze school conditions, formulate goals based on RPA (Academic Supervision Plan) and RPM (Managerial Supervision Plan), conclude data and information related to school situations and conditions, analyze data and instruments, formulate alternative programs according to school needs, and determine the steps for implementing clinical supervision activities. According to Terry (Sukarna 2011:10), Planning is selecting facts and connecting facts and making and using predictions or assumptions that will occur in the future by describing and formulating the activities needed to achieve the desired results.

Selection of facts, using future estimates or assumptions, and formulating the supervision activities needed to achieve the desired results as well as duties as school supervisors from planning to monitoring evaluation. This is in accordance with the PANRB Regulation No. 21 of 2010, Article 1 paragraph (3) that supervisors are tasked with formulating supervision programs, implementing supervision programs, evaluating the results of implementing supervision programs, and guiding and training professional teachers. Based on the results of research and theoretical studies that, planning for clinical supervision of the Tirta model of school supervisors to improve the pedagogic competence of junior high school teachers in South Tangerang City has been carried out through a supervision program based on the results of internal and external analysis involving the principal, vice principals, and senior teachers in each school. However, the planning for supervision of the Tirta model has not been maximally supported by the school principal's policy and the infrastructure resources needed to improve the pedagogic competence of teachers.

#### **2. Organizing Supervision**

In general, junior high schools in South Tangerang City already have an organizational structure, and each position has its own duties and responsibilities. School supervisors enable school organizations to carry out supervision activities in order to improve teacher pedagogic competence. In organizing supervision programs and achievement standards, both academic and managerial supervision, school supervisors involve the principal, vice principal for curriculum, vice principal for student affairs, vice principal for quality and senior teachers to participate in supervising through a decree. Implementing supervision in each school is accompanied by the main tasks and functions. Technically, the implementation of supervision in the daily activities of each school, the school supervisor delegates the implementation of supervision to the principal to determine the supervisor team.

Organizing according to Terry (Sukarna, 2011:36),

Organizing is the determination, grouping, and arrangement of the various activities needed to achieve the goals, the placement of people (employees), the activities, the provision of appropriate physical factors for work needs and the appointment of authority relationships, which are delegated to each individual, people in relation to the implementation of each expected activity. Organizing the supervision program is the determination, grouping, and preparation of various activities required for the implementation of supervision. Placement of personnel in the clinical supervision of the TIRTA model by delegating tasks, authorities and standards that must be achieved according to their respective duties. The organizing function in management becomes a single unit to achieve the planned goals, not just managing people, but human resources, budget resources, infrastructure resources as assets of the education unit. The organizing function in management is to facilitate coordination of the division of tasks according to school conditions, facilitate supervision, time and cost efficiency and maximize the duties and obligations of stakeholders. Based on the study of research results and the theory that, organizing clinical supervision of the TIRTA model of school

supervisors to improve the pedagogic competence of junior high school teachers in South Tangerang City has been carried out according to the supervision program, both managerial and academic supervision programs with principals, vice principals in curriculum, student affairs, quality sector and senior teachers along with their respective main duties and functions. However, in organizing the supervision program and the main tasks and functions, not all personnel have the readiness to carry out supervision activities.

### **3. Implementation of Supervision**

Implementation in management is the real action of planning and organizing the supervision program. The implementation of supervision at the South Tangerang City Junior High School is carried out 2 times in each semester for each subject teacher facilitated by the Banten Province LPMP. During these visits, supervisors provide guidance, training to subject teachers in planning, implementing, evaluating and assessing learning according to the developed curriculum. Supervisors in carrying out supervision by dissecting the teacher's objectives in learning, identification of problems in learning, action plans to be carried out and responsibilities as a form of commitment in implementing and achieving supervision goals. Each education unit is a maximum of 4 teachers who are supervised directly, the rest of the supervision is carried out by the school supervisor online.

Implementation according to Terry (Sukarna, 2011:82),

Implementation is to arouse and encourage all group members so that they will and try sincerely to achieve goals sincerely in accordance with the planning and organizing efforts of the leadership. School supervisors in raising enthusiasm and encouraging all teachers to try to improve the quality of learning and pedagogic competence, namely by conducting a joint study of the completeness of teachers in carrying out learning activities starting from the syllabus, lesson plans and learning models and techniques. The role of school supervisors in the implementation of clinical supervision is very basic and becomes important, as school supervisors according to Gregorio (Jelantik, 2018) supervisor functions, namely: 1) Inspection function inherent in school supervisors, 2) Research function to find a way out of the problems that arise. has been detected, 3) Training Function, regarding readiness to become resource persons in accordance with technological developments, 4) Guidance Function, as an effort to make improvements and 5) Assessment Function, as a reference for assessment standards and development of results to improve the quality of education.

Based on the study of research results and the theory that, the implementation of clinical supervision of the TIRTA model of school supervisors to improve the pedagogic competence of junior high school teachers in South Tangerang City has been carried out through socializing the supervision program every time they make a visit, coordinating with school principals, and providing motivation to teachers by conducting study and preparation of learning together with the teacher. However, the implementation of supervision at the South Tangerang City Junior High School has not run optimally in developing learning models and teacher pedagogic competencies due to the lack of support for teacher commitment and teacher competence for the subjects they teach.

### **4. Supervision Evaluation**

Evaluation as a form of supervision and assessment of the implementation of activities. Supervision according to Terry (Sukarna, 2011: 110), 'supervision is the process of determining what must be achieved, namely standards, what is being done, namely implementation, evaluating implementation, and if necessary making improvements, so that implementation is in accordance with the plan, that is, in line with the plan. standard (size)'. Evaluation according to Stufflebeam (quoted Putra SR, 2013: 73), 'evaluation is a process of describing, obtaining, and presenting useful information to formulate an alternative decision'. Supervision evaluation is the supervision of standards that must be achieved by controlling at the time of the process or through an assessment at the end of the process to obtain an overall picture of the success of the activities that have been carried out by referring to the achievement standards.

Evaluation of supervision by supervisors at SMP in South Tangerang City was carried out by clinical supervision of the TIRTA model of school supervisors to improve the pedagogic competence of junior high school teachers in South Tangerang City towards educators, teaching staff and school principals. Evaluation of educators, namely to subject teachers, is carried out directly and through assessment instruments regarding the study of learning plans such as syllabus, lesson plans and learning assessments/assessments. At the planning stage, what are analyzed are learning objectives, learning materials/materials, learning strategies applied, media and learning resources used, and assessment/assessment techniques carried out along with assessment instruments. Assessment of school principals includes supervision of the fulfillment of 8 national education standards in school development, development of school resources, and quality of learning. Managerial supervision to the principal is certainly related to the management of the principal in ensuring the quality of learning, the quality of teachers and the quality of student graduates.

Based on the study of research results and theory that, the evaluation of clinical supervision of the TIRTA model of school supervisors to improve the pedagogic competence of junior high school teachers in South Tangerang City has been carried out at the Pokjawas and school levels from the results of direct observation and through supervision assessment instruments on the fulfillment of education and learning standards that have been set, However, the evaluation of supervision at the South Tangerang City Junior High School has not been maximal in revealing objective facts and providing solutions to teacher problems due to the lack of supervision and coaching time, lack of supervisory competence and support for school development policies.

### **5. Supervision Barriers**

The implementation of clinical supervision of the TIRTA model of school supervisors to improve the pedagogic competence of junior high school teachers in South Tangerang City is still faced with several obstacles so that the process and expected results are not optimal. Competence, professionalism, workload, and commitment to professional duties as well as support for the implementation of education and learning activities of each school are still problems in efforts to improve and develop education and teacher competence through supervision. In general, the obstacles to implementing the TIRTA model clinical supervision of school supervisors to improve the pedagogic competence of junior high school teachers in South Tangerang City so that the results have not been maximized are as follows:

a. The size of the supervisor's workload. The limited resources of supervisors in the city of south tangerang with each supervisor accompanying 15 target schools so that it affects the effectiveness of the implementation of supervision with a wide range and high workload.

b. Lack of supervisory competence. Not all supervisors are competent in implementing clinical supervision, especially the Tirta model, and can provide competent problem solving solutions for teachers in carrying out the learning process according to process standards and curriculum.

c. Lack of support from the principal. The complexity of the principal's duties in addition to being a manager and entrepreneurship, as well as supervision. However, due to managerial complexity, the supervisory task is not optimal.

d. Weak quality culture. Lack of synergy and commitment of school residents in efforts to improve and develop the quality of education. Education and learning activities still seem limited to the loss of obligations.

e. Lack of understanding of teachers about supervision activities. Supervision activities are still considered as activities to find teacher mistakes, so teachers are less enthusiastic, especially the implementation of clinical supervision of the Tirta Model is a new thing.

f. Lack of infrastructure support. The lack of support for learning infrastructure hinders the teacher's learning process that has been designed in the syllabus and lesson plans.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### 1. Conclusion

Management of clinical supervision The TIRTA model has generally been implemented according to management theory through the stages of planning, organizing, implementing, and supervising according to the school supervisor's program in improving teacher pedagogic competencies that have been developed by the education unit, but are still hampered by the principal's policies, and lack of maximum support. resource. Specifically, they are as follows:

a. Supervision planning is in accordance with planning theory by formulating and establishing a supervision program involving supervisors, principals, vice principals, and senior teachers in each school. However, it has not yet received the support of the principal and learning infrastructure resources.

b. The organization of supervision has been in accordance with the theory of organizing according to the duties of each supervisor, principal and teacher, but the organization of the supervision program has not been maximally supported by the understanding of each task.

c. The implementation of supervision has been carried out according to the theory of implementation through socialization, through coordination and providing motivation. However, the implementation of supervision has not been maximized to increase the pedagogic competence of teachers due to the lack of teacher commitment and teacher competence to the subjects they teach.

d. Supervision evaluation has been carried out according to evaluation theory at the Pokjawas and school levels based on assessments through instruments and observations, but has not been maximal in providing solutions to teacher problems because it is hampered by supervisor competence and school policy support.

e. Barriers to the implementation of supervision include the lack of professionalism and competence of supervisors, support for understanding and commitment of teachers and principals to a culture of quality improvement in education and learning.

##### 2. Recommendations

Based on the conclusions, a number of recommendations can be put forward as follows:

a. To the South Tangerang City Education Office. The workload of each supervisor in the city of South Tangerang is currently too high so that the implementation of supervision is not optimal. For this reason, in an effort to improve teacher pedagogic competence through supervision, it is necessary to support supervisory resources, both in quantity and quality so that the supervision program can run effectively and can improve teacher pedagogic competence.

b. For Supervisors. The clinical supervision of the Tirta model is an activity to assist teachers in improving the pedagogic competence of teachers, thus requiring in-depth understanding from supervisors and building good emotional relationships with teachers. For this reason, supervisors should prepare themselves with their knowledge to provide guidance to teachers according to content standards and learning process standards, according to graduate standards and assessment standards, work professionally and build good communication with teachers and school principals according to their duties.

c. For Teachers. The clinical supervision of the Tirta model is also a form of assistance from school supervisors to teachers in improving their competence, not finding fault with teachers. For this reason, teachers need to build good communication with school supervisors so that they have a common perception so that supervision activities can be used as solutions to problems faced by teachers in carrying out learning activities.

d. For the Principal. Supervision activities to improve teacher pedagogic competence require the role of the principal as a leader, manager, supervisor, and motivator. For this reason, school principals need to carry out their roles well, strive to meet educational standards, build joint quality commitments, encourage and motivate educators to improve their competencies through supervision activities.

e. For other researchers. The results of the study are expected to provide benefits and develop the concept of clinical supervision of the Tirta model to improve the pedagogic competence of teachers, especially in junior high schools in the city of South Tangerang and other schools.

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