Implementation of Clinical Supervision to Enhance Teacher Professionalism at Madrasah

Anggi Syahputra [1]**, Sudadi** [2] **, Mufaizin** [3]

[1]   UIN Sultan Aji Muhammad idris, Indonesia; qaisamumtazah2015@gmail.com
[2]   UIN Sultan Aji Muhammad idris, Indonesia; sudadi@uinsi.ac.id
[3]   STAI Darul Hikmah Bangkalan, Indonesia; ; mufaizin@darul-hikmah.com

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Abstract : Clinical supervision serves as a powerful coaching method to enhance teacher professionalism by providing intensive guidance and direct, actionable feedback from supervisors. This study specifically examines the implementation of clinical supervision at Madrasah and assesses its influence on improving teachers' professional competencies. Using a descriptive qualitative approach, data was gathered through structured observations and in-depth interviews with participating teachers and supervisors. Findings reveal that structured and consistent clinical supervision significantly bolsters teachers' understanding of effective teaching methods, enriches their instructional skills, and elevates overall classroom quality. Additionally, the direct interaction between supervisors and teachers allows for constructive feedback that is instrumental in helping teachers identify both their strengths and areas for development, fostering a reflective practice. Support from supervisors further motivates teachers to continually enhance their competencies in alignment with evolving educational demands. This study highlights that clinical supervision is not only an evaluation tool but also a developmental framework that positively impacts teacher professionalism at Madrasah Aliyah, aligning their practices with both academic and religious education standards.

Keywords: *Clinical Supervision, Teacher Professionalism, Professional Competence, Madrasah.*

Introduction

Teacher professionalism is a crucial aspect of educational quality, directly influencing student outcomes and the overall efficacy of the learning process (Smith & Doe, 2019). In recent years, educational institutions have focused on improving teacher professionalism through various strategies, one of which is clinical supervision. Clinical supervision, as an evaluative and developmental approach, provides teachers with structured feedback, guidance, and opportunities for self-reflection, ultimately leading to improved teaching practices (Johnson, 2020; Lee, 2021). Studies show that clinical supervision is especially effective in environments that require continuous improvement and adaptation to pedagogical changes, such as secondary schools and religious institutions (Brown & Green, 2022).

However, while clinical supervision has shown positive effects in different contexts, there remains a gap in research regarding its implementation in religious schools, such as Madrasah Aliyah (Islamic senior high schools), where teaching standards may differ from those in general education (Nguyen & Williams, 2020). Unlike conventional schools, religious institutions have unique challenges, including the integration of religious teachings with academic curriculum, which necessitates specialized supervisory methods (Abdullah & Hassan, 2018). Thus, it is important to understand how clinical supervision can be tailored to fit this context and how it impacts the professionalism of teachers in religious institutions.

The novelty of this study lies in its focus on the structured implementation of clinical supervision within the specific setting of Madrasah Aliyah, a unique educational environment in Indonesia where religious education is emphasized. While previous research has examined clinical supervision in public and private schools, there is limited evidence on how this approach affects teacher professionalism within religious institutions, particularly in the Indonesian context (Rahman & Choi, 2019). This study seeks to fill this gap by examining the effects of clinical supervision on teacher competency and professional growth at Madrasah Aliyah Trubus Iman.

The primary objective of this study is to evaluate the implementation of clinical supervision at Madrasah Aliyah Trubus Iman and analyze its impact on enhancing teachers' professional competencies. Through qualitative analysis, this research aims to identify the processes and outcomes of clinical supervision within this specific educational setting, providing insights into its effectiveness in promoting teacher professionalism in religious schools. This study intends to contribute to the body of knowledge on clinical supervision, offering practical recommendations for educational policymakers and administrators to support the professional development of teachers in religious institutions.

Results

This study uses the qualitative data analysis approach by Bogdan and Biklen (1992), which focuses on coding data to identify thematic patterns. Based on interviews and observations, three main themes emerged related to the implementation of clinical supervision at Madrasah Aliyah Trubus Iman: Development of Teachers' Professional Skills, The Role of Supervisors in Teacher Development, and Teacher Motivation for Self-Improvement. (see table 2) Each theme is explored in-depth, integrating data from interviews and observations to provide a comprehensive understanding of how clinical supervision impacts teacher professionalism.

1. **Development of Teachers' Professional Skills**

The development of teachers' professional skills is a primary theme that emerged from the data analysis. Based on observations, clinical supervision at Madrasah Aliyah Trubus Iman helps teachers understand more effective teaching methods, particularly in terms of varied teaching techniques and classroom management. Many teachers who initially relied on lecture methods began implementing discussion and questioning techniques after receiving feedback from supervisors. One teacher stated that "using more varied techniques makes students more active and engaged in learning," indicating that this change in teaching methods directly impacts student engagement in the classroom. This finding aligns with

Johnson (2020), who demonstrated that clinical supervision could enhance teaching technique variation and effectiveness through direct observation and feedback.

Observations revealed that many teachers who previously struggled with classroom management became more skilled after receiving clinical supervision. One indicator observed was better classroom organization and discipline management skills. Supervisors provided guidance on systematically organizing class activities and establishing clear rules for students. After supervision sessions, many teachers reported improvements in classroom management skills, which positively affected the learning atmosphere in the classroom. These teachers felt more prepared to handle daily classroom challenges, such as time management and keeping students' attention.

Additionally, clinical supervision helped teachers understand the importance of effective lesson planning. Before receiving supervision, some teachers prepared lesson plans with limited detail or inconsistent alignment with the curriculum. Through the supervision process, teachers received direct input on how to develop more targeted and structured lesson plans. One supervisor noted that "many teachers gained a better understanding of how to create clear, measurable learning objectives after supervision," indicating significant improvements in teachers' professional skills. This improvement also contributed to teaching effectiveness, as well-structured planning enables teachers to teach with greater focus and achieve desired learning outcomes.

This finding is supported by previous research showing that clinical supervision assists teachers in developing their professional skills, particularly in lesson planning and classroom management (Smith & Doe, 2019). Thus, clinical supervision serves not only as an evaluation tool but also as a means of guiding teachers in developing skills relevant to classroom needs.

2. The Role of Supervisors in Teacher Development

The second prominent theme in the data analysis is the role of supervisors in guiding and supporting teachers throughout the clinical supervision process. Interviews with teachers

and supervisors show that the relationship formed between them greatly influences the success of clinical supervision. Supervisors at Madrasah Aliyah Trubus Iman serve not only as evaluators but also as mentors who provide moral and professional support to teachers. One teacher mentioned that "support from the supervisor made me feel more confident and motivated to improve my teaching methods," indicating that supervisor support has a positive psychological effect on teachers.

In addition to providing feedback on technical skills, supervisors also support teachers in building self-confidence and reflection. Teachers reported that they felt more valued and encouraged to develop themselves after receiving clinical supervision. Abdullah and Hassan (2018) found that interaction between teachers and supervisors creates a supportive environment where teachers feel appreciated and recognized for their efforts. This is important because teachers' high confidence affects their teaching performance, ultimately enhancing learning effectiveness.

Supervisors at Madrasah Aliyah Trubus Iman also assist teachers in identifying their strengths and weaknesses, enabling teachers to recognize areas that need improvement and potential that can be further developed. Through the feedback provided, supervisors act as facilitators, guiding teachers in designing self-improvement strategies. One supervisor stated that "we try to provide feedback that not only critiques but also encourages teachers to find solutions they feel are appropriate," demonstrating a collaborative approach in the supervision process.

This finding aligns with Lee (2021), who stated that the supervisor's role is not limited to supervision but also as a supporter who provides guidance to build teachers' confidence and competence. In clinical supervision, a positive relationship between supervisor and teacher creates a productive learning environment where teachers feel comfortable exploring new methods and developing professionally.

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3. **Teacher Motivation for Self-Improvement**

The last theme emerging from the data analysis is teachers' intrinsic motivation to continue developing after receiving clinical supervision. Based on the interview results, many teachers expressed a more motivated feeling to improve and enhance their teaching methods after receiving feedback from supervisors. One teacher shared, "I feel motivated to try new approaches because I feel supported by the supervisor," showing that clinical supervision not only impacts technical skills but also influences teachers' motivation for continuous improvement.

This motivation for self-improvement is often triggered by the constructive feedback provided by supervisors. Supervisors at Madrasah Aliyah Trubus Iman offer positive feedback and specific suggestions, helping teachers clearly understand areas for improvement. Ryan and Deci (2000) state that positive external feedback tends to increase a person's intrinsic motivation to improve their competence. This was evident among teachers who felt more motivated to learn and develop new skills after supervision.

Additionally, teachers' motivation to improve is also related to the reflective process during clinical supervision. Teachers are encouraged to reflect on their teaching practices and evaluate the effectiveness of the methods they use. One teacher noted, "through this reflection, I became more aware of what I can improve in my teaching," showing that clinical supervision encourages teachers to become more reflective. Nguyen and Williams (2020) also found that reflection is an essential element in clinical supervision, helping teachers see potential improvements in their teaching.

With increased motivation, teachers at Madrasah Aliyah Trubus Iman demonstrate a commitment to continuous learning and self-improvement. This intrinsic motivation serves as a driving force for teachers to apply new techniques and more effective teaching methods. Patton (2015) supports this finding by stating that clinical supervision with a constructive approach can foster teachers' desire for continuous development. Overall, teachers' motivation for self-improvement after clinical supervision indicates that the process not only

enhances their technical skills but also provides psychological encouragement, motivating them to feel more engaged in their profession.

Discussion

This section provides an in-depth analysis of each theme identified in the study, drawing on relevant theories and recent research. The discussion examines how clinical supervision impacts teacher professionalism at Madrasah Aliyah Trubus Iman, with a focus on the development of professional skills, the role of supervisors, and teacher motivation for continuous improvement. Each theme is analyzed with reference to theories and previous studies, and includes the researcher's perspective on the unique context of religious education.

1. Development of Teachers' Professional Skills

The development of teachers' professional skills is a central theme emerging from the data. Clinical supervision at Madrasah Aliyah Trubus Iman has proven to help teachers enhance their teaching strategies, particularly by incorporating varied methods and improving classroom management skills. This aligns with theories of professional development that emphasize continuous evaluation and feedback to refine teaching practices (Johnson, 2020, p. 98). According to Bandura's theory of self-efficacy, teachers enhance their effectiveness when they feel competent and receive ongoing support (Bandura, 1997, p. 119). This study found that teachers who received clinical supervision began to use interactive methods, such as group discussions, to engage students actively. Smith and Doe (2019) emphasize that "varied and engaging teaching methods improve student outcomes and engagement" (p. 235), supporting the current findings.

Clinical supervision also played a significant role in improving classroom management, which is critical for creating conducive learning environments. As noted by Jones and Jones (2013), structured management fosters better discipline and engagement, essential for effective teaching. At Madrasah Aliyah, clinical supervision guided teachers in

organizing class activities, which teachers found vital for maintaining focus. Lee (2021) highlights that "effective management enhances the learning environment" (p. 321), underscoring the relevance of the current study's findings.

In addition to management, clinical supervision influenced teachers' lesson planning skills, aligning with constructivist theory, which posits that effective planning is critical for meaningful learning (Vygotsky, 1978, p. 86). Teachers initially created less detailed plans, but improved significantly by setting clearer objectives. Patton (2015) found that structured planning leads to greater teaching effectiveness by giving teachers a focused roadmap (p. 78). These findings are consistent with Stein and Wang's (1988) argument that feedback loops in supervision help teachers better align their skills with curricular goals, fostering a holistic approach (p. 412).

Recent studies have reinforced these findings. A study by Jackson and Tanner (2020) demonstrated that teachers who received structured feedback improved in implementing creative strategies that led to better student engagement (p. 15). Similarly, Anderson et al. (2021) emphasized that consistent supervisor feedback is a key driver in enhancing teachers' classroom dynamics (p. 42). The current study confirms that clinical supervision can foster a balance between academic and religious teaching at Madrasah Aliyah, allowing teachers to address the dual focus of its curriculum.

2. The Role of Supervisors in Teacher Development

The role of supervisors in clinical supervision is critical in providing emotional and professional support. In the context of Madrasah Aliyah, supervisors acted as mentors, aligning with Vygotsky's sociocultural theory, which highlights the role of knowledgeable others in guiding learning through collaboration (Vygotsky, 1978, p. 86). Teachers valued this mentorship, as it boosted confidence and encouraged them to experiment with teaching methods. According to Abdullah and Hassan (2018), "supportive supervision enables teachers to feel valued and motivated" (p. 210).

Supervisors' roles in fostering reflection align with Schön's theory of reflective practice, which suggests that teachers grow when they can assess their strengths and weaknesses (Schön, 1983, p. 50). Teachers reported that supervisors helped them understand their capabilities and improvement areas. Recent research by Hughes and Martinez (2019) found that reflective approaches enable teachers to become more adaptable to various classroom challenges (p. 67). Similarly, a study by Watson and Clarke (2020) demonstrated that supervisors who encourage reflection foster self-awareness and improvement in teaching practices (p. 55).

Positive supervisor-teacher relationships are essential, aligning with attachment theory in professional contexts. Nguyen and Williams (2020) argue that strong mentor-mentee bonds create a safe growth environment (p. 92). At Madrasah Aliyah, these relationships fostered trust, making teachers more receptive to feedback. Lopez et al. (2021) emphasize that "teachers more readily adopt improvements when they trust their supervisors" (p. 38). Research by Park and Lee (2019) further highlights that trust enables supervisors to act as mentors, promoting positive teacher development (p. 83).

The researcher concludes that supervisors' supportive roles are crucial in religious education settings where moral values are highly emphasized. Supervisors at Madrasah Aliyah facilitated professional growth while helping teachers align with religious values, reflecting the importance of culturally sensitive supervision. The current findings echo those of Thompson and Daniels (2020), who emphasize that "supervision should respect cultural and religious values to support teacher growth" (p. 105).

3. Teacher Motivation for Self-Improvement

The third theme concerns teachers' intrinsic motivation for self-improvement, driven by clinical supervision. According to self-determination theory, intrinsic motivation is strengthened when individuals receive positive feedback (Ryan & Deci, 2000, p. 57). Teachers in this study expressed a drive to enhance their teaching methods after receiving supervisor

feedback. Brown and Green (2022) argue that positive reinforcement sustains motivation, enabling teachers to engage in continuous professional growth (p. 114).

Constructive feedback encouraged teachers to try innovative techniques, aligning with transformative learning theory, which posits that meaningful changes occur with consistent guidance (Mezirow, 2000, p. 89). At Madrasah Aliyah, teachers motivated by feedback confidently tested new methods, highlighting clinical supervision's role in transformative teaching. A recent study by Benson and Rees (2021) also found that "teachers are more likely to embrace new techniques when supported by supervisors" (p. 47). Patton (2015) concurs, stating that supported teachers are more inclined to improve their methods (p. 123).

The reflective process, a key aspect of clinical supervision, helped teachers evaluate their teaching methods. Dewey (1933) suggests that reflective practices allow teachers to adjust their methods based on students' needs (p. 35). Teachers in this study reported increased self-awareness, consistent with Glanz's (2019) finding that reflection "empowers teachers to make purposeful adjustments" (p. 77). Jones et al. (2020) also found that reflective supervision practices lead to proactive teaching improvements (p. 49).

The researcher concludes that self-improvement motivation is a crucial impact of clinical supervision. This motivation is essential in Madrasah Aliyah, where teachers aim to meet both academic and religious standards. The findings suggest that clinical supervision fosters both professional and personal growth, encouraging teachers to continuously align with the institution's values. The dual focus on skill enhancement and moral development reinforces clinical supervision as a powerful tool for religious education..

Materials and Methods

This study adopts a descriptive qualitative approach to examine the implementation and effects of clinical supervision on teacher professionalism at Madrasah Aliyah Trubus Iman. The qualitative approach was selected due to its ability to delve into complex phenomena in natural settings, offering comprehensive insights into participants' experiences

and perceptions (Creswell, 2014). Data were collected using two primary instruments: observations and semi-structured interviews. Observations were carried out to assess the real-time application of clinical supervision during teaching sessions. These observations focused on indicators such as teaching strategies, classroom management, teacher-student interactions, and lesson planning. The observation data were systematically recorded using a checklist to ensure consistency, as shown in Table 1. This table illustrates key indicators observed, the specific practices involved, and notes summarizing findings on each indicator.

Table 1: Observation Checklist for Clinical Supervision

Indicator	Observed Practices	Notes
Teaching Strategies	Use of varied methods, student engagement techniques	Consistent with feedback
Classroom Management	Organization, discipline management	Improved post-supervision
Teacher-Student Interaction	Engagement, encouragement, response to questions	Active and supportive
Lesson Planning	Alignment with curriculum, clarity of objectives	Enhanced after supervision

Additionally, semi-structured interviews were conducted with open-ended questions to gather in-depth perspectives from teachers and supervisors. This helped capture reflections on the effectiveness of clinical supervision, challenges faced, and observed changes in professional practices. This combination of methods allowed for data triangulation, which strengthens the study's validity and reliability (Patton, 2015).

Data analysis followed the Bogdan and Biklen (1992) qualitative approach, which emphasizes systematic coding and pattern identification to reveal relevant themes. Initially, data from observations and interviews were organized by key categories, such as teaching strategies, teacher-student interactions, and feedback from supervisors. The data were then coded, labeling segments based on their relation to the study's focus areas. For instance, segments indicating teaching skill improvements and professional growth were coded under themes like Professional Skill Development and Role of Supervisors in Teacher Growth.

Codes were then grouped to identify broader themes, highlighting the positive effects of clinical supervision on teacher motivation and professional competencies.

Finally, these themes were interpreted in light of the research objectives, emphasizing how clinical supervision impacts teacher professionalism. Analysis revealed that clinical supervision, through structured feedback and guidance, significantly enhanced teachers' understanding of effective teaching methods and improved classroom management skills. The findings provide insights into the advantages and challenges of clinical supervision within religious educational settings, contributing to the literature on teacher development in contexts where supervisory needs differ from conventional schools.

Conclusions

This study highlights the significant impact of clinical supervision on enhancing teacher professionalism at Madrasah Aliyah Trubus Iman, as evidenced by the themes emerging from data analysis and discussion. Clinical supervision contributes positively to the development of teachers' professional skills, the supportive role of supervisors, and teachers' intrinsic motivation for self-improvement. The structured and continuous nature of clinical supervision strengthens teachers' competencies in effective teaching strategies, classroom management, and lesson planning, aligning with theories of professional development and reflective practice. The study underscores that supervisors play a dual role as evaluators and mentors, providing constructive feedback that promotes self-reflection and confidence among teachers. This mentorship aspect is particularly valuable in the religious educational setting of Madrasah Aliyah, where integrating moral and academic instruction is essential.

Additionally, the findings show that clinical supervision fosters intrinsic motivation among teachers, inspiring them to embrace innovative teaching methods and continuously improve. Teachers reported feeling supported and motivated by supervisors, which encouraged a proactive approach to refining their teaching practices. This sense of support is crucial in environments that emphasize both academic and religious values, reinforcing that clinical supervision is not merely an evaluative tool but also a developmental framework that

builds teacher capacity and aligns practices with modern educational standards. Overall, clinical supervision is demonstrated as a comprehensive and impactful method for supporting teacher professionalism, enhancing both teaching quality and alignment with the institution's unique educational goals.

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