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Analysis Of The Efforts Of Madrasah Principles In Improving Teachers Social Competence Through Clinical Supervision In MAS Muallimin Muhammadiyah Sawah Dangka

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Abstract

This study aims to analyze the efforts made by the head of the madrasa to improve the social competence of teachers through the application of clinical supervision at Mas Muallimin Muhammadiyah Sawah Dangka. A teacher's social competence has an important role in creating a conducive and effective learning environment for students. Therefore, the role of the madrasa head in improving the social competence of teachers is a critical factor in improving the quality of education. The research method used is the descriptive qualitative method. Data was collected through observation, in-depth interviews with madrasa heads and teachers, as well as documentation studies related to clinical supervision policies and programs that had been carried out. The results showed that the head of the madrasa at MAS Muallimin Muhammadiyah Sawah Dangka had implemented clinical supervision as a strategy to improve the social competence of teachers. Clinical supervision is carried out through several steps, such as studies documenting teacher condition data, class observations, joint reflection, group coaching, and follow-up. Through clinical supervision, principals provide constructive feedback to teachers and encourage them to develop their social competence. However, there are several challenges encountered in the implementation of clinical supervision, including teachers not being open about problems encountered, the lack of time available for clinical supervision, and the teacher's lack of consistency in implementing improvements as a follow-up to clinical supervision. Based on the findings, it is suggested that madrasa principals pay attention to and overcome the challenges faced in the implementation of clinical supervision. Madrasah heads also need to improve communication and collaboration with teachers to strengthen efforts to improve teacher social competence.

Keywords: Head Master, Teacher Social Competence, Clinical Supervision

Abstrak

Penelitian ini bermaksud untuk menganalisis upaya yang dilakukan oleh kepala madrasah dalam meningkatkan kompetensi sosial guru melalui penerapan supervisi klinis di Mas Muallimin Muhammadiyah Sawah Dangka. Kompetensi sosial guru memiliki peran yang penting dalam menciptakan lingkungan pembelajaran yang kondusif dan efektif bagi siswa. Oleh karena itu, peran kepala madrasah dalam meningkatkan kompetensi sosial guru menjadi faktor kritis dalam peningkatan kualitas pendidikan. Metode penelitian yaitu metode deskriptif kualitatif. Data dikumpulkan melalui observasi, wawancara mendalam dengan kepala madrasah dan guru, serta studi dokumentasi terkait kebijakan dan program supervisi klinis yang telah dilakukan. Hasil penelitian menunjukkan bahwa kepala madrasah di Mas Muallimin Muhammadiyah Sawah Dangka telah mengimplementasikan supervisi klinis sebagai salah satu strategi untuk meningkatkan kompetensi sosial guru. Supervisi klinis dilakukan melalui beberapa langkah, seperti studi dokumentasi data kondisi guru, observasi kelas, refleksi bersama, pembinaan kelompok, dan tindak lanjut. Melalui supervisi klinis, kepala madrasah memberikan umpan balik yang konstruktif kepada guru dan mendorong mereka untuk mengembangkan kompetensi sosial mereka. Namun, terdapat beberapa tantangan yang dihadapi dalam implementasi supervisi klinis, meliputi belum terbukanya guru menyampaikan masalah yang ditemui, kurangnya waktu yang tersedia untuk supervisi klinis, dan masih kurang konsistensi dari guru untuk menerapkan perbaikan sebagai tindak lanjut supervisi klinis tersebut. Berdasarkan temuan, disarankan agar kepala madrasah memperhatikan dan mengatasi tantangan yang dihadapi dalam implementasi supervisi klinis. Kepala madrasah juga perlu meningkatkan komunikasi dan kerjasama dengan guru dalam rangka memperkuat upaya meningkatkan kompetensi sosial guru.

Kata Kunci: Kepala Madrasah, Kompetensi Sosial Guru, Supervisi Klinis

Introduction

Competence possessed by the teacher is one of the factors that influence learning outcomes. One of the teacher competencies that determines the success of the student learning process is the teacher's social competence. This is because the social competence of teachers is needed in communicating with students. With good communication, the teacher can create an effective classroom atmosphere for the learning process and have an impact on student academic achievement. The essence of social competence is how a teacher communicates and socializes with students

effectively.¹ Social competence is ability Teacher to be able to adapt to the conditions of the work environment, work demands and the surrounding environment, and the ability to establish good communication and social interaction with students, teachers, madrasah heads, employees, even with community members.²

Based on the results of observations and interviews conducted with the Head of MAS Muallimin Muhammadiyah Sawah Dangka, the authors conclude that teacher interaction and communication is very low. This can be seen from the teacher's

interaction in the teaching and learning process which is still focused on the delivery of learning material. The second is seen from the lack of interaction and communication outside the classroom. The third is seen from the lack of teacher participation in participating in school activities.

Based on the results of research conducted by Suparman one of the efforts that can be made by the head of the madrasah to improve the social competence of teachers is through clinical supervision. Suparman stated that the social competence of each teacher can be strengthened by the guidance and coaching carried out by the head of the madrasah through clinical supervision activities.³ Clinical supervision, namely supervision specifically dealing with weak teachers in a very deep, thorough and intensive manner.⁴

Clinical supervision is an approach in developing teacher professionalism that has been proven effective. In clinical supervision, teachers receive direct guidance and reflection on their teaching practice by experienced supervisors or mentors. This approach allows teachers to identify their strengths and weaknesses in teaching, as well as provides them with opportunities to improve their social skills and effective teaching methods. As the research Azizudin (2020) concludes that clinical supervision is

able to support teachers' abilities in teaching at SMP Negeri 6 Mataram.⁵ Furthermore, it was also supported by Salma dkk. (2018) in her research which stated that teachers can understand their duties and responsibilities better after clinical supervision.⁶

Supervisors or supervisors are required to assist teachers by providing them with the support they need to fulfill their roles as educators and teachers. The madrasah head, who functions as supervisor, is tasked with increasing the capacity of teachers to supervise educational activities in the classroom and is essential for the growth and progress of the institution. As a result, he must carry out supervision properly and in line with the correct methods and approaches, as well as the guiding principles of supervision. The simple definition of supervision is action taken to assist and improve. To assist teachers and other school personnel in carrying out their duties successfully, supervision is provided in the form of organized coaching.

In some schools currently teachers who are unable to carry out instructional tasks or who are weak are subject to clinical supervision. To deal with unreliable teachers, clinical supervision is a general type of supervision that is carried out in depth, detail, and intensely. In practice, it is very different between ordinary supervision

and clinical supervision. The difference seems clear when supervision is usually carried out by supervision only discussing the evaluation results of what the teacher did, what the teacher said, and the teacher's teaching style. Whereas in clinical supervision a supervisor observes and interviews in depth the teacher who will be supervised. The way supervisors observe in clinical supervision is through hearing, feeling, seeing, and smelling. In addition, interviews were conducted so that supervisors could understand and be aware of teacher feelings and have personal insight into the challenges faced by teachers. so that these observations produce comprehensive or detailed information.⁷

This study aims to explore and identify the impact of clinical supervision on improving the social competence of teachers at MAS Muallimin Muhammadiyah Sawah Dangka. By understanding the benefits of clinical supervision and its impact on teacher social competence, it is hoped that it will provide a better understanding of the importance of developing teacher professionalism in improving the quality of education. By conducting this research, it is hoped that a better educational environment will be created at MAS Muallimin Muhammadiyah Sawah Dangka and contribute to increasing the social competence of teachers broadly. It is hoped

that the results of this study can be used as a basis for developing clinical supervision programs that are more effective and efficient in improving the social competence of teachers in other educational institutions.

Method

This study used descriptive qualitative method. This research was conducted at MAS Muallimin Muhammadiyah Sawah Dangka from 20 February 2023 to 25 May 2023. Data for this study were obtained through: 1) Observation of the implementation of clinical supervision; 2) Interviews with the head of the madrasah, deputy head of the madrasah and subject teachers, 3) Documentation study covering the madrasah supervision program. Data analysis techniques are carried out by: 1) data collection; 2) data reduction; 3) Data displays; and 4) Data verification.

The focus of this research is to observe and describe how the efforts of madrasah heads improve the social competence of teachers through clinical supervision activities. The phenomena that will be described include how to carry out clinical supervision, how to improve the social competence of teachers through clinical supervision, and the obstacles encountered during the implementation of clinical supervision.

Results and Discussion

Based on the research that has been done, the implementation of clinical supervision starting from the pre-conference, observation, and post-conference stages can be carried out quite well. The research was initiated by conducting a document study of the planning program for clinical supervision activities. The madrasah principal does not yet have a specific clinical supervision activity program, but there is already a planned agenda and schedule for clinical supervision activities which will be carried out three times in one semester.

The task of clinical supervision is to contribute to the development of teacher skills by reflecting on practical learning experiences and applying self-development principles and concepts.⁸ The goal of clinical supervision is to provide teachers with the skills they need to facilitate learning. The principal or supervisor must: (1) honestly provide feedback to the teacher about the learning that has been done; (2) diagnose and help teachers solve learning problems; (3) assisting teachers in developing their skills by utilizing learning strategies and models; (4) evaluating teachers for promotions and other decisions; and (5) assistance to develop good and positive personality towards continuous professional development.⁹

This clinical supervision activity starts from the preparatory stage by the head of the madrasah assisted by the deputy head of the madrasah in the field of curriculum. At this stage the Madrasah Principal requests data or notes regarding the teacher's condition. The Madrasah head stated that the priority for implementing clinical supervision was given to teachers who had problems managing the class, lacked interaction and concern for students and were unable to overcome these problems. After analyzing the teacher data, the Madrasah Head then schedules the initial meeting activities.

At the initial meeting stage, the Madrasah Head met with the teacher according to the scheduled schedule. The Madrasah head tries to create a relaxed atmosphere so that the teacher does not feel pressured and is open in providing information. The Madrasah head also explained that clinical supervision activities were activities that would help teachers to improve learning. According to Asmadin dkk, It is important to convey this so that teachers have an understanding of the importance of the educational supervision function in order to improve educational and teaching tasks. Then the teacher was asked to tell what problems they faced.¹⁰ Azizudin et.al also states that this can also

make teachers not hesitate to convey the problems they face.

Among the problems faced by teachers related to social competence is the problem of interaction with students. The teacher explained that some students were less focused and not interested in following the lesson. The teacher also mentioned several names of students who had very low motivation in attending class. When the teacher tells the story the principal tries to understand the problems and weaknesses faced by the teacher. Then the head of the madrasah offers a solution on how to fix the teacher's weaknesses. This solution plan is then mutually agreed upon and together with the teacher and head of the madrasah set an observation schedule.

The next stage is the observation stage. At this stage the principal and teacher try their best to create conditions as natural as possible. This is done so that students continue to behave normally as usual. At the time of observation the head of the madrasah did not bring writing instruments or observation files with the aim that students felt that this observation process was not a process of evaluating the teacher. During the observation, the principal of the madrasah tried to see and analyze the behavioral patterns of teacher interaction and communication with students.

All the findings obtained by the head of the madrasah were then analyzed. Some of the conditions found by the head of the madrasah related to the social competence of teachers include: the teacher tends to interact with students who sit at the front, the teacher still does not know and memorize some of the names of students, the teacher tends to be in front of the class so there is less interaction with students. From this analysis, the head of the madrasah outlines the problems found that the teacher does not communicate well with some students, so that some students are not interested in class.

After doing the analysis, then the head of the madrasah plans a return meeting or post-observation activities. This activity was held to discuss observational analysis and to produce learning improvement plans. At this stage the principal begins by asking the teacher's feelings after the observation. The Madrasah head becomes a good listener by giving the teacher the opportunity to first state the deficiencies that were felt during the observation process. After the teacher finished explaining his opinion, the head of the madrasah then expressed his opinion about the data he got based on the observations in the class earlier. One by one the data is presented accompanied by additional explanations covering what is already good and what still needs to be

improved. With regard to social competence, at this stage the madrasah head explains how the teacher's communication and interaction with students, as well as the effects of the weak process of this communication and interaction.

After the head of the madrasah conveyed the results of his analysis, the head of the madrasah invited teachers to discuss to find solutions to the shortage of teachers. The important thing that the principal does at this turning stage is to provide reinforcement and encouragement to the teacher so that the teacher does not feel like a failure, does not feel inferior, is hopeless, and loses the desire to improve himself. According to Fauzi (2020) this feedback meeting activity must be motivating for the teacher so that this clinical supervision activity benefits the teacher.

Increasing Social Competence Through Clinical Supervision

Clinical supervision is a model approach to work together with teachers to solve problems encountered in the learning process. Ahmad sabandi states that the implementation of clinical supervision enables good working relationships to be established through the principle of meaningful collegiality. Indicators of successful implementation of clinical supervision in improving teacher social

competence can be seen from the increased ability of teachers to manage the process of communication and interaction with students. Teachers who have tended to only communicate with a few students, are expected to be able to establish communication with all students. The establishment of good communication with these students will foster emotional closeness between teachers and students which will support the learning process.¹¹

Through clinical supervision, the Madrasah Principal will help teachers to self-reflect on their social competence and jointly evaluate and find solutions to correct these weaknesses. Through clinical supervision the Madrasah Principal can also provide reinforcement and motivation to teachers to stay focused on improving themselves. The following describes the types of teachers who teach in schools, namely professional teachers, critical teachers, teachers who are too busy, and teachers who are not qualified. In the application of clinical supervision for various categories or types of teachers are:¹²

1. Clinical supervision for professional teachers

Professional teachers are teachers who have a high level of abstraction and high commitment. His ability to teach shows that he has a great capacity for

creative thinking. Curricula, syllabus and lesson plans are designed and developed as learning tools. His involvement in all teaching and learning activities shows a high level of dedication. Non-directive supervision, or monitoring without the need for indirect problem solving, is used to manage this type of teacher.

Because teachers of this type are always updating their skills, and their professionalism continues to grow. She is not only able to inspire ideas, activities and supporting resources, but she also takes an active role in seeing plans through to completion. He is a doer and a thinker.

2. Clinical supervision for critical teachers

A teacher who exhibits critical behavior is a person who has low commitment and responsibility but has a high abstraction capacity. Likes to talk a lot and generate new ideas. On the other hand, he doesn't put much time or effort into carrying out the ideas he comes up with. Collaborative supervision techniques for clinical supervision can be used with teachers of this type. The combination of directive and non-directive supervision is a collaborative strategy.

Supervisors with a clinical approach must be keen to see this type

of teacher. It is necessary to thoroughly diagnose the teacher's condition to find the cause for this condition. Sometimes individuals who criticize a lot do not have the courage to speak first, or it could be because the criticism is a controversial teacher at school.

3. Clinical supervision for teachers is too busy

According to research conducted by Sahertia, the percentage of teachers who are too busy at school reaches 60-70%. Very high percentage of teachers of this type. Teachers of this type have high abilities and enthusiasm in the learning process. Teachers of this type have a strong desire to become professional teachers but often leave class for other reasons. In reality, the tasks performed are not tasks outside of school, but it fails to remember that the main responsibility of the teacher is to be an instructor in the learning process (including planning, implementing, and evaluating learning activities and outcomes, supervising and training students, and carrying out tasks other tasks related to the main task).

The best approach for this type is the collaborative approach. The teacher's main responsibility is the responsibility set forth in the teacher's task

implementation guidelines, as explained and understood by the supervisor. Carrying out additional tasks that are connected to the implementation of the main task is a secondary task that cannot beat the main task of a teacher.

4. Clinical supervision for low quality teachers (drop out)

Teachers with this type are teachers who are not qualified (drop out). Teachers in this category have low cognitive and low abstraction. Teachers do not care about increasing professional competence, only carry out independent responsibilities as a teacher and their responsibility towards the school is also very low. The teacher is present at school only to teach and not to do other activities, in other words this teacher is just taking a list of attendance. The strategy that can be applied is the directive strategy. The directive approach to problem solving refers to the direct approach. The teacher was immediately given more support and even discipline. The duties of a supervisor in the directive approach are explaining, serving, directing, giving examples, setting benchmarks, and strengthening.

Education and teaching are the main forms of direct clinical supervision. It is possible that this teacher lacks the

fundamental pedagogical, social, personality and professional abilities of a teacher. All of these skills need strengthening. Even if after the process of education and teaching and evaluation there is no progress, the position can be transferred to educational staff.

Constraints in the Implementation of Clinical Supervision

The implementation of clinical supervision carried out by the head of the madrasah to teachers has been carried out well, but there are still obstacles including:

1. Teachers are still not open in conveying the obstacles or problems encountered in the learning process.
2. Limited time to carry out each stage of clinical supervision. This is because the average MAS Muallimin Sawah Dangka teacher is an honorary teacher so the teacher only comes during his teaching schedule.
3. There is still a lack of consistency from teachers to implement improvements as a follow-up to clinical supervision.

Conclusion

This study aims to analyze the efforts of madrasah principals in improving teachers' social competence through clinical supervision at MAS Muallimin

Muhammadiyah Sawah Dangka. Based on the results of the study, it was concluded that the headmaster of the madrasah plays an important role in improving the social competence of teachers through clinical supervision. Madrasah heads must have a good understanding of social competence and be able to identify the needs for developing teacher social competence. Furthermore, through clinical supervision, madrasah principals can provide direct feedback to teachers and provide specific guidance and focus on aspects of social competence. The process of clinical supervision involves direct observation, reflection and discussion between the principal and the teacher. This helps teachers to identify strengths and weaknesses in their social competencies and plan relevant corrective actions. Then with the support and collaboration between the head of the madrasah and the teacher is very important in improving the social competence of teachers. Madrasah principals need to provide the necessary encouragement and resources to teachers, as well as create an environment that is conducive to the development of social competence. The results showed that there was a significant increase in the social competence of teachers after going through clinical supervision. The teachers showed positive changes in their social interactions,

conflict management skills, cooperation, and communication skills.

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