



## Optimization of Clinical Supervision in Improving Teacher Professionalism at MTsN 1 Lhokseumawe

Sulaiman<sup>\*1</sup>, Nazar<sup>2</sup>, Nurhayati<sup>2</sup>

<sup>1</sup> Posgraduate Program, IAIN Lhokseumawe, Indonesia

<sup>2</sup> IAIN Lhokseumawe, Indonesia.

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received February 2025 Received in revised from February 2025 Accepted June 2025 Available online June 28, 2025</p> <p><b>Keywords:</b>  Clinical Supervision, Teacher Professionalism, Madrasah, Continuous Professional Development</p>	<p>This study aims to explore and analyze the optimization of clinical supervision in enhancing teacher professionalism at Madrasah Tsanawiyah Negeri 1 Lhokseumawe. In an era of rapidly evolving education, where the demand for quality teaching is increasingly critical, teacher professionalism emerges as a key factor in creating effective and high-quality learning processes. This research employs a qualitative approach using a case study method, allowing for an in-depth exploration of the various dimensions and nuances involved in the practice of clinical supervision. Data were collected through in-depth interviews, direct observations, and analysis of relevant documents, including supervision instruments and evaluation records. The findings reveal that clinical supervision at MTsN 1 Lhokseumawe is implemented in three main stages: preparation, observation, and analysis and evaluation. This process involves close collaboration between the head of the madrasah, the deputy head of curriculum, and the teachers, aimed at providing constructive feedback and supporting the development of pedagogical skills. The research findings indicate that clinical supervision serves not only as a performance evaluation tool but also as a means to enhance teaching quality and student learning outcomes.</p>

### 1. Introduction

The education sector is currently undergoing a remarkable digital revolution, where technology has transformed the learning landscape, opening new opportunities and offering more interactive and innovative teaching methods. With the development of various learning media available today, teachers are required to enhance their professionalism to maintain the stability of Indonesian education. The challenges in Indonesian education are not limited to technology and infrastructure but also encompass the quality of teachers as educators. Teacher professionalism is an essential component in determining the effectiveness of the learning process, making high-quality instruction crucial for improving students' academic performance or achievements (Sutiono, 2021).

<sup>\*</sup> Corresponding author.

E-mail address: [sulaiman80.aman@gmail.com](mailto:sulaiman80.aman@gmail.com)

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In the context of developing teacher professionalism, the Indonesian government has established regulations governing the implementation of educational supervision. Regarding the fulfillment of teachers' workload, based on the Minister of Education and Culture Regulation No. 15 of 2018, supervision serves as a critical instrument in evaluating and improving the quality of instruction (Fauzi, 2020). Conventionally, in the education sector, supervision is an approach focused on overseeing and monitoring teachers during the learning process, emphasizing compliance with specific standards, task execution, and established procedures. This type of supervision is more hierarchical and formal, with the primary role of the supervisor or overseer being to provide directives and evaluations, while teachers act merely as implementers (Ulfadilah et al., 2023). Subsequent efforts have shifted toward artistic supervision, which focuses on developing teacher professionalism through a creative, individualized, and reflective approach. In this case, the supervisor acts as a facilitator who guides teachers to enhance their teaching skills in a more innovative and professional manner, reflecting an artistic approach that emphasizes flexibility, creativity, and appreciation for individual uniqueness in teaching practices (Marius, 2020).

Therefore, one of the subsequent efforts undertaken is through clinical supervision, which is an activity focused on improving the quality of the teaching process in schools through direct observation and providing constructive feedback to teachers. This approach involves teacher development through direct observation and constructive guidance to bridge the gap between actual and ideal teaching practices. It is a planned and continuous process aimed at developing teachers' pedagogical skills as the primary actors in classroom learning. The supervisor acts as a partner providing support through a cycle of observation, evaluation, and collaborative reflection (Mudatsir et al., 2023).

Through clinical supervision, teachers can identify their strengths and weaknesses in teaching, receiving guidance to address their shortcomings and develop their potential. Fundamentally, the clinical supervision process involves feedback from prior academic supervision conducted by the supervisor. Based on these findings, teachers may still exhibit deficiencies in their teaching practices during follow-up actions, necessitating a mutually agreed-upon evaluation with the supervisor for the implementation of follow-up clinical supervision. Consequently, after clinical supervision is conducted, it is expected that teachers' professionalism will improve, enabling them to carry out the learning process in madrasahs correctly and effectively, yielding positive outcomes for their students (Jalilah et al., 2022).

Therefore, optimizing clinical supervision at MTsN 1 Lhokseumawe can serve as a strategic step to enhance teacher professionalism, which is a key factor in fostering a high-quality and effective teaching process for students in madrasahs. Professional teachers not only master their subject matter but also possess pedagogical skills, classroom management abilities, and an understanding of their students' development (Ulfadilah et al., 2023). To ensure teachers consistently maintain high professionalism, efforts are needed to enhance and sustain their professional competence.

Based on this, the study focuses on MTsN 1 Lhokseumawe, aiming to explore how clinical supervision can be optimized to ensure that every teacher receives adequate guidance and support. The goal is to achieve outcomes that extend beyond a single subject teacher, encompassing all subject teachers, thereby ensuring high-quality instruction in every classroom (Sari et al., 2024). Through a planned and structured clinical supervision approach, teachers at MTsN 1 Lhokseumawe receive the guidance, feedback, and support necessary to further develop their teaching skills and competencies, ultimately improving the quality of classroom instruction. This ensures that educators are always prepared to address challenges and stay updated with the latest developments in the education sector. Normatively, education at Madrasah Tsanawiyah Negeri 1 Lhokseumawe is striving to improve the quality of instruction in line with current curriculum demands, with clinical supervision being one of the efforts undertaken to enhance instructional quality in accordance with these

curriculum requirements.

## 2. Methodology

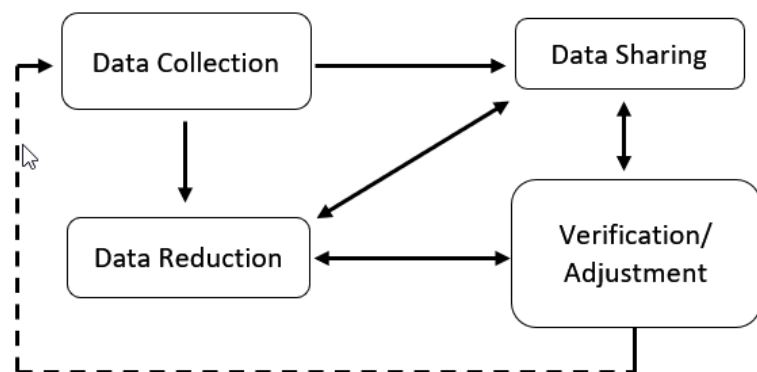
This research employs a qualitative approach using a case study method as its framework. The selection of the case study approach is based on the need to explore and understand in depth the optimization of clinical supervision within the context of enhancing teacher professionalism. This approach allows researchers to investigate various dimensions and nuances involved in the practice of clinical supervision, enabling a deeper analysis and a more comprehensive understanding of the observed phenomenon. The qualitative approach provides an appropriate framework for exploring perspectives, experiences, and contexts related to efforts to improve the quality of teacher instruction (Wilber et al., 2023). Qualitative research involves problem-solving using empirical data, requiring in-depth study to develop a model or theory based on the relationships found among the data (Nurpuspitasari et al., 2019).

This research approach is flexible and can be adjusted to developments and findings in the field during the research process. The qualitative approach in this study enables a specific exploration of the optimization of clinical supervision within the context of enhancing teacher professionalism, as well as achieving a holistic and contextual understanding of the studied phenomenon (Melati et al., 2024). Data were collected from primary and secondary sources. The subjects in this study include the principal of MTsN 1 Lhokseumawe, the deputy for curriculum, and four educators, as presented in Table 1 below:

**Table 1. Research Respondents**

No	Position	Sex	Amount	Field
1	Head	M	1	Education Management
2	Vice of Curriculum	F	1	Teacher
3	Teacher	F	1	Science Teacher
4	Teacher	M	1	Sport and Art Teacher
5	Teacher	M	1	Arabic Teacher
6	Teacher	M	1	Quran and HAdits Teacher
Amount			6	

Observation data, interview data, and documentation data in this study serve as tools for data collection. The data analysis method in this research employs a qualitative data triangulation strategy. According to Miles & Huberman's theory, as cited in (Majid, 2017), data analysis techniques can be conducted through data reduction, data display, and conclusion drawing or verification.



**Fig. 1. Model Miles dan Huberman**

### **3. Results and Discussion**

#### **3.1 Optimization of Clinical Supervision in Enhancing Teacher Professionalism at MTsN 1 Lhokseumawe**

The research findings indicate that clinical supervision is a form of supervision or oversight conducted by the Principal and the Deputy Principal for Curriculum at MTsN 1 Lhokseumawe. In this process, professional guidance is provided, tailored to the specific challenges faced by teachers. The purpose of clinical supervision is to find solutions to the problems teachers encounter, thereby addressing and improving issues in the classroom learning process.

Clinical supervision is an educator-centered approach designed to assist teachers in overcoming teaching challenges through a continuous reflective process (Riduan & Ramdhan, 2024). It is not merely an evaluative process but a form of collaborative development aimed at fostering continuous professional growth (Riduan & Ramdhan, 2024). The implementation of clinical supervision in this madrasah is not applied to all teachers but is targeted specifically at those who require guidance to address instructional difficulties. This aligns with the fundamental principle of clinical supervision, which should be conducted based on the specific needs of teachers rather than as a uniform approach applied universally (Jalilah et al., 2022).

In essence, clinical supervision involves specialized, collegial, and collaborative guidance, where the supervisor and teacher jointly identify problems and develop solutions. Furthermore, the key to the success of clinical supervision lies in the ability to build a professional relationship based on mutual trust between the principal and the teacher, enabling open and productive discussions and reflections (Sohif Maftahal Luthfi & Rahmat Hariyadi, 2024).

##### **3.1.1 Plan**

The preparation or planning stage of clinical supervision at MTsN 1 Lhokseumawe is carried out by the principal, assisted by the deputy for curriculum. This planning process involves teachers in scheduling and setting supervision objectives. The preparation activities begin with a coordination meeting at the start of the semester to determine the focus of supervision, such as strengthening innovative teaching methods or the use of technology in instruction. Thorough planning in clinical supervision has a significant impact on the success of the mentoring process. Collaborative planning, involving teachers at every stage, enhances their sense of ownership and commitment to the clinical supervision process (Ratnadi, 2022).

During the preparation stage, the principal provides self-evaluation instruments to teachers and conducts interviews to identify their needs and challenges. This approach aligns with research findings indicating that the use of self-evaluation instruments in clinical supervision increases teachers' awareness of their own teaching practices, thereby facilitating the identification of areas needing improvement. Self-evaluation also helps teachers reflect more deeply on their teaching practices and pinpoint aspects that require enhancement (Happyana, 2025).

##### **3.1.2 Observation**

At this stage, the principal, assisted by the deputy for curriculum, conducts classroom observations using assessment instruments that cover the overall learning process, specific teaching skills, and classroom atmosphere. The observation results are then discussed collaboratively between the supervisor and the teacher to formulate improvement steps. The classroom observation process in clinical supervision must be conducted with an objective and non-judgmental approach to build trust and openness (Riduan & Ramdhan, 2024).

The classroom observation process in clinical supervision at the madrasah, as previously agreed upon in the schedule, can be implemented effectively and in line with expectations. Teachers feel the benefits of the feedback provided by the supervisor, which helps them understand aspects that need improvement, such as varying teaching methods and managing student interactions. This

aligns with feedback theory, which states that effective feedback can enhance learning by providing clear information about performance and the necessary improvement steps (Sohif Maftahal Luthfi & Rahmat Hariyadi, 2024). Classroom observations followed by reflective discussions between the supervisor and teacher create a collaborative and supportive learning environment.

### **3.1.3 Analysis and Evaluation**

The analysis and evaluation in clinical supervision conducted at MTsN 1 Lhokseumawe are critical steps in the process of developing teacher professionalism. At this stage, observation results are thoroughly analyzed to identify strengths and weaknesses in teaching practices. The evaluation process is carried out systematically and periodically, encompassing the implementation of feedback reflection outcomes, which demonstrate the development of teachers' instructional practices as educators. This can be assessed based on several indicators measuring the behavior and characteristics of individual teachers as actors in education. The analysis and evaluation stage in clinical supervision must be conducted with a constructive and solution-focused approach. This process not only identifies areas needing improvement but also acknowledges and reinforces effective teaching practices (Moralita, 2022).

The evaluation results show that science subject teachers were able to find solutions to various challenges they faced due to effective communication and continuous monitoring by the principal and the deputy for curriculum. Despite constraints related to the timing of supervision implementation, the benefits obtained, such as improved use of learning media and the application of more innovative teaching methods, far outweigh the challenges. According to the teachers, effective evaluation in clinical supervision is one that is dialogic and reflective, enabling teachers to analyze their own teaching practices and develop action plans for improvement. Furthermore, it is stated that effective clinical supervision does not stop at identifying weaknesses but continues by providing concrete support for improvement (Riduan & Ramdhan, 2024).

### **3.1.4 Follow-up**

The follow-up stage of clinical supervision at MTsN 1 Lhokseumawe is a crucial step taken after conducting observations and evaluations of the teaching process. The primary focus of this stage is to ensure that the feedback provided during clinical supervision is effectively implemented by teachers. The follow-up actions include developing a detailed action plan, organizing training and workshops for enhancing relevant teaching skills, and establishing discussion groups to share best practices. Effective follow-up in clinical supervision involves two key aspects: providing concrete support for improvement and continuous monitoring of the implementation of those improvements. Concrete support may include specific training, individual mentoring, or the provision of necessary resources (Afifatun, 2022).

The follow-up process of clinical supervision at the madrasah also includes ongoing monitoring of teachers' progress in implementing new teaching strategies. The principal and the deputy for curriculum monitor post-supervision teacher development by conducting performance evaluations, providing feedback, and holding regular meetings to discuss progress. This aligns with the concept of continuous professional development, which emphasizes the importance of sustained support in transforming teaching practices. Continuous monitoring and support help teachers integrate new practices into their daily teaching routines (Febrina & Sesmiarni, 2024).

Teachers who have undergone clinical supervision also demonstrate increased awareness of the importance of learning media and resources available in their surroundings. They begin to understand that learning media are not limited to modern tools but also include objects in the environment that can be utilized as teaching aids. This is consistent with research findings indicating that effective clinical supervision encourages teachers to be more creative and innovative in utilizing

available resources to enhance instructional quality. Clinical supervision also helps teachers develop independence and creativity in addressing classroom challenges.

This aligns with the implementation of clinical supervision through a collaborative approach, where the principal, deputy for curriculum, and teachers work together to identify problems and find solutions. This collaborative approach fosters a sense of ownership and engagement among all parties involved in the supervision process, including teachers of subjects such as science, Qur'an and Hadith, Arabic, and physical education (PJOK). Effective clinical supervision is conducted within the context of professional collaboration, where supervisors and teachers have equal status in the learning process. This professional collaboration enables a more dynamic and productive exchange of knowledge and experiences (Nuraisah et al., 2022).

This creates a culture of mutual learning among teachers, ultimately enhancing the school's collective capacity to deliver high-quality instruction. A culture of mutual learning is one of the characteristics of a successful school in implementing clinical supervision. In such a culture, supervision is no longer viewed as an evaluative process but as an opportunity for collective learning and growth (Riduan & Ramdhan, 2024).

Further research findings indicate that to ensure the sustainability and long-term impact of clinical supervision at MTsN 1 Lhokseumawe, the principal and deputy for curriculum have developed a continuous monitoring and evaluation system. This system enables them to identify indicators requiring further intervention and provide support aligned with the school's internal capacity to implement clinical supervision, such as involving senior teachers as mentors or supervisors for their peers. This not only reduces the workload of the principal but also creates leadership development opportunities for senior teachers. Building the school's internal capacity for clinical supervision is an effective strategy to ensure sustainability and long-term impact (Karmah & Maryati, 2024). This strategy also fosters greater ownership and commitment from the school community toward continuous improvement processes.

#### **4 Conclusions**

The optimization of clinical supervision plays a significant role in enhancing teacher professionalism at MTsN 1 Lhokseumawe. Through a collaborative approach involving the principal, the deputy for curriculum, and other relevant parties, clinical supervision has successfully driven positive changes in the teaching practices of science subject teachers. This is evident in the use of more innovative learning media and the application of diverse teaching methods. Despite challenges such as limited time and resources, the positive impact of clinical supervision is clear, particularly in increasing teachers' awareness of the importance of learning media and the development of their teaching skills.

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