



Clinical Supervision to Improve the Performance of Elementary Teachers in Generation Alpha

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Abstract

Abstract: The purpose of this study was to describe the application of clinical supervision at the elementary school stage in Lampung Province. This research focuses on combining innovate approaches to clinical supervision with a focus on improving the performance of elementary school teachers in facing the unique challenges of Generation Alpha. The research was conducted in three areas of Lampung Province, namely elementary schools in Bandar Lampung City, Metro City and South Lampung Regency. The research was conducted with a qualitative approach. Sources of research data are school principals and teachers. Data collection techniques use interviews, observation, and documentation techniques. The results of research related to the problems experienced by elementary school teachers are the teacher's lack of interest in using learning media, students' disinterest in learning media, and the teacher's lack of mastery of technology, information, and communication (TIK). Provision of solutions by supervisors, namely in the form of skills training to develop teacher learning media, communicate learning media plans, and learning training based on TIK.

INTRODUCTION

Education is one of the processes for students in achieving life goals. This process requires the role of competent educators or teachers, especially in skills during the learning process. According to Nurzafira, et al. (2020), teachers are one of the keys to educational success in schools, especially in the pedagogic field which is expected to have high abilities and performance in transforming knowledge to students so that learning objectives can be successfully achieved. Thus, teachers are one of the determining factors for the quality of education in fostering and developing personality and potential in teaching skills.

Teachers sometimes still do not have the ability related to performance in teaching. Ansori, et al. (2016) stated that there are still many teachers who do not have motivation in efforts to improve professional performance. There are efforts that have the possibility of improving this, such as training or *workshops* in developing the quality of education. In addition, efforts can be made with the implementation of supervision which also has effectiveness in improving teacher performance.

Supervision is an activity carried out by supervisors in professional service as an effort to provide assistance to teachers to improve learning outcomes. Rosidin (2020) stated that supervision is a planned and systematic service both individually and in groups in helping teachers improve learning activities in achieving effective results. According to Suryani (2015), supervision is an activity that can improve teacher skills in teaching so as to produce quality learning. There is one component of supervision that is effective in guiding teachers based on their needs, namely clinical supervision.

Clinical supervision is a series of processes carried out directly by supervisors and teachers as an effort to improve and develop the profession. Nur Alam, et al. (2016) emphasis related to clinical supervision with other supervision is to find out the causes of weaknesses that occur in learning so that solutions can be found in solving or improving the weaknesses of the teacher. According to Ansori, et al. (2016), clinical supervision has differences with academic supervision. The difference is that academic supervision is a planned activity and initiative of the supervisor, while clinical supervision begins with

the awareness of teachers who have the initiative to supervise. Nurcholiq (2018) stated that there are two assumptions that are the basis for clinical supervision, namely, learning is a complex activity that requires careful observation and teachers want to be developed in a collegial way instead of using authoritarian methods.

The purpose of clinical supervision in general is to improve the learning process by teachers through the help of supervisors. Rosidin (2020) stated that there is a special purpose in the implementation of clinical supervision, namely providing objective feedback in the learning process by teachers on awareness and teaching skills, diagnosing and finding problem solving, developing skills with various learning strategies, and developing themselves in the profession independently.

Teachers in elementary schools are expected to have pedagogic competencies that are appropriate to children of primary school age. Purwandari (2013) stated that elementary school teachers should know, understand, and have, pedagogic competence in the implementation of the learning process in elementary school students. Elementary school is an important educational foundation, especially in the continuation of student education at the next level. According to Kharisma (2019), ideally, the criteria for elementary school teachers in generation alpha at least have knowledge of themselves and students, educator competence, knowledge of student content, *Universal Design of Learning* skills, being able to adapt related to curriculum changes, and technology-based learning.

Based on the explanation above, the implementation of clinical supervision to improve the performance of elementary school teachers is important to implement. The implementation of clinical supervision was carried out in SD Bandar Lampung City, Metro City, and South Lampung Regency. This is based on the principal and teachers at the school having problems in learning skills so they take the initiative to be given input and solutions related to solving the problems found. Supervisors as Doctoral students of Education and also with the help of academic leaders and lecturers at the University collaborate to help solve problems faced by teachers. The implementation of clinical supervision is expected to have a positive influence on the pedagogic ability of teachers so as to improve the quality of learning. Therefore, this research focuses on combining innovate approaches to clinical supervision with a focus on improving the performance of elementary school teachers in facing the unique challenges of Generation Alpha, a generation that has grown up with digital technology as a natural part of their lives.

METHOD

The study was conducted with a qualitative approach in describing the implementation of clinical supervision in elementary schools (SD). This research data is in the form of problems or obstacles owned by teachers in the learning process. The source of the research data is the principal and teachers who teach at the school. The implementation of this research was carried out in three locations in Lampung Province, namely elementary schools in Bandar Lampung City, Metro City and South Lampung Regency. There are 15 teachers who are used as data sources, namely each school consists of five teachers. There are ten teachers teaching in grade 5 elementary school and five teachers teaching in grade 6 elementary school.

Data collection techniques use interviews, observation, and documentation techniques. According to Miles & Huberman (1992), there are four stages of data analysis techniques, namely data collection, data reduction, data presentation, and drawing conclusions. The data collection was obtained based on the results of the researchers' interviews with teachers and principals. Data reduction is carried out in reducing or selecting data that does not have a conformity with the research focus. Presentation of data in the form of exposure based on observations and interviews in the form of obstacles owned by teachers and solutions or solutions. Finally, the conclusion was drawn based on the results and discussion of research related to the implementation of clinical supervision in SD Lampung Province.

RESULTS AND DISCUSSION

A. Result

In clinical supervision activities in elementary schools, problems and solutions were found. The two discussions are as follows.

- 1) Lack of Teacher Interest in Developing Learning Media

One of the problems in the use of learning media is teacher motivation. The large variety of learning media does not guarantee that teachers are motivated to use learning media. This can happen because teachers are less skilled in using it and also lack teacher creativity in developing learning media in the surrounding environment. It is still often found that the learning process is limited to lectures and makes the learning atmosphere monotonous and boring (Risa & Dias, 2018).

Teachers are still unable to utilize learning resources optimally. There are still teachers who rely on the old paradigm of teaching, where teachers feel the only source of learning for students. According to Nursafitri, et al. (2021) this happens to most teachers in Indonesia, the use of other learning resources is felt to be less than optimal. Learning resources that are already available and stay utilized, have also not been fully utilized for learning purposes. Even though there are many learning resources that can be used by teachers to help the learning process. In addition to utilizing existing learning resources, teachers are required to find and plan other learning resources, both self-designed and resources that have been held around schools and communities.

2) Student Disinterest in the Learning Media Used

There are still often found learning media that are not optimal conditions, such as; the number and components are lacking, the quality is poor, and the media is not easily accessible/accessible (Jayusman, 2019). The disinterest of students in the media is to show laziness and not enthusiasm to carry out the learning process if using certain learning media. So that if the media is forced to be used resulting in the student's position will be burdened, from feeling burdened students will not be interested because before utilizing the media, students must be faced with problems to use and understand the media used. Starting from that they will not be interested in the same media in the future. So that it will produce boredom, laziness and impose learning risks on students. Thus, ultimately learning objectives are inefficient and effective.

In addition, students' disinterest in the use of media does not only come from the state of the media itself, but comes from how teachers process learning materials to be delivered through the media. Not all learning media are suitable for use in learning materials. The compatibility between learning material and media will not necessarily produce a good learning process if educators do not deliver material through learning media well as well. Ayuliandari & Sylvia (2022) stated that the problem that occurs in the field is that students will feel less interested in utilizing learning media because it requires a long process to digest the learning material provided by the teacher.

3) Lack of Mastery of Teachers in Information and Communication Technology

In today's digital era, teachers are required to be able to utilize information and communication technology to carry out the learning process. However, there are still some teachers who maintain the traditional way of delivering learning materials. There are still teachers who think that using technology makes it difficult for them because they must be required to always be able to update knowledge from various sources. This problem is a challenge for teachers in facing technology-based education. Because to achieve the quality of education, the role of information and communication technology is considered very important in the world of education. Education of a nation is a benchmark for the ability of a nation (Harlina & Aryani, 2019).

Therefore, utilization is expected to improve the quality of our education. One way to utilize information and communication technology is through learning media in classrooms based on technology and information. According to Fitriah & Mirianda (2019), teachers as professional teaching staff must know and understand the importance of information and communication technology in learning at this time. It is hoped that with the use of information and communication technology, teachers can improve the quality of education in Indonesia

B. Discussion

Problem Solutions

To overcome these problems, a teacher must use learning media. Teaching media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological influences on students (Azhar, 2010). Therefore, before

teachers must equip themselves with knowledge about learning media, because many teachers do not understand about learning media.

Technology fever turned out to attack some of the teachers. There are some teachers who are afraid of electronic equipment, afraid of being electrocuted, afraid of short circuits, afraid of being wrong when pressing button presses, and so on. In addition, teachers are not enough just to have knowledge about media, but also must have the skills to choose and use these media well (Oemar, 1994). This is important because we know that students have different characteristics, both their interests, talents, motivations and learning styles. This is one of the teacher's considerations when choosing the learning media to be used, so that every characteristic of students can be touched by the teacher when delivering teaching material to students.

In teaching and learning activities that embrace active, creative learning to be effective and fun, teachers cannot detach themselves from learning media. Both in simple learning and learning using multimedia. Learning media is an important part of the implementation of education in schools, but the provision of learning media has been an obstacle or problem. Learning media is a means that is used or utilized so that teaching can take place well, get closer or smooth the way towards the planned goals. The benefits of each learning media depend on the willingness and ability of teachers and students to communicate and interact with the messages contained in the learning media used. Visual stimulus will provide a very rich atmosphere for learning (Marisa, 2012) and learning media is a prop to be very important to support the real context with society.

The rapid development of information and communication technology has an impact on changing learning patterns. Through information and communication technology students can obtain information and knowledge from various learning sources, including print media, media, films, learning videos, and the internet. The use of information and communication technology is also an innovative learning source and medium. It is hoped that the use of these resources and media can stimulate the thoughts, feelings, interests and attention of students in such a way that the learning process can run well. In addition, the learning process will be more effective because the use of information and communication technology as a source and medium of learning allows overcoming obstacles in the process of teacher communication with students (Dewi & Hilman, 2019).

The concrete solutions that can be bound to the problem are as follows.

1) Learning Media Development Workshop for Teachers

Training is needed to improve teachers' knowledge and skills in utilizing learning media, as well as forming a mental system for all teachers to utilize learning media professionally and form a mindset that learning media is important in teaching (Chusni, et al. 2021). The function of training is to assist teachers in acquiring knowledge and skills in producing and developing learning media. However, awareness to utilize media is very important, because there are teachers who have knowledge and skills of learning media but do not want to use it. Training can be done by forming a forum that invites learning media experts both from university academics, MGMP and representatives of exemplary teachers.

2) Communicate the plan of learning media utilization to students.

The spearhead of successful learning is the student. Therefore, there is a need for communication related to certain media utilization plans to students. Because in essence the purpose of using media is to make it easier for students to understand learning material as a learning subject. Not just to make it easier for teachers to teach. And there is a tendency for students to like or dislike certain learning media is very likely to occur (Purba, et al. 2020).

The purpose of communicating the plan for the use of learning media to students, namely first is that students can prepare themselves to utilize learning media by studying the subject matter that will be presented through learning media and preparing the facilities needed to participate in learning activities through these media, second is that teachers prepare more about the subject matter to be discussed and prepare the facilities needed so as not to become an obstacle when the use of learning media is carried out, and prepare a location that will be a place for the use of learning media.

3) Information and Communication Technology-Based Learning Training for Teachers

The use of information technology will make it easier for teachers to deliver the material taught, it can also increase learning more effectively and efficiently. So that with the existence of information technology and communication technology-based learning training for teachers can facilitate the world of Education in managing learning to be more flexible and efficient, now learning can be done anywhere and anytime. In preparing classroom management according to the demands of the 21st century, learning devices and media are needed that attract the attention of students or the digital generation. To be able to provide such learning services requires competence and skills. Teachers in presenting learning media based on technology and information.

CONCLUSIONS AND ADVICE

A. Conclusion

Based on the results of supervision described earlier, the following conclusions can be drawn. First, the lack of interest of teachers to utilize learning media. Second, students' disinterest in the learning media used. Third, the lack of mastery of teachers in information and communication technology. Efforts are made to overcome these problems in the following ways. First, skills training to develop learning media for teachers. Second, communicate the plan for the use of learning media to students. Third, information technology-based learning training and communication for teachers so that the learning atmosphere becomes active, creative, effective, and fun. Thus, the provision of various solutions can achieve three aspects of competence, namely knowledge, skills, and attitudes obtained by students in learning activities.

B. Suggestion

Teachers should have awareness and initiative independently to carry out clinical supervision in assisting their individuals in improving professional performance so as to create varied and interactive learning conditions. In addition, the implementation of clinical supervision requires better organized follow-up efforts by education providers. This is very necessary in knowing effective ways to have good quality learning. If there is no supervision or coaching of teachers, it is feared that they have low motivation regarding the ability of pedagogic skills. Thus, the school should be able to use and implement clinical supervision periodically in achieving good student learning outcomes and in accordance with learning objectives.

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