

Clinical Supervision to Improve Teachers Teaching Performance in Secondary Schools: A Comprehensive Study

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Abstract: **Clinical Supervision to Improve Teachers Teaching Performance in Secondary Schools: A Comprehensive Study.** **Objective:** This study aims to evaluate the effect of clinical supervision on the teaching performance of teachers in secondary schools. **Method:** Quantitative research method with a combination of teaching and learning observation instruments and adapted from all school assessments. The subjects were 43 secondary school teachers. Data collection techniques use observation instruments. This instrument was developed from indicators used as a tool to measure teacher performance. The instrument is given a score from point 1 to point 5. The analysis technique uses SPSS Version 25.0 with measurements based on Learning Plans, induction tools, material delivery, questioning techniques, student involvement, reinforcement, training and student assignments, checking training and student assignments, closing learning, and classroom management before and after clinical supervision. **Findings:** The findings of this research help teachers in schools to know the strengths and weaknesses when teaching is delivered in class. Clinical supervision also helps teachers improve the teaching and learning process more effectively. Clinical supervision can also be used as a guide for high school students to increase their knowledge. **Conclusion:** Clinical supervision has a significant positive impact on teachers' teaching performance in secondary schools.

Keywords: clinical supervision, teaching performance, secondary school management.

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■ INTRODUCTION

In developing education in Indonesia, the Indonesian Ministry of Education has prepared guidelines for educational development from 2006 to 2022 with a Master Plan for Educational Development (Husamah, Suwono, Nur, & Dharmawan, 2022). Educational Development is designed to ensure quality education for all students and focuses on student development in terms of curriculum and extracurricular (Kim et al., 2023; Bolton-King, 2022). Curriculum areas

in secondary schools are divided into science, mathematics, languages, technical and vocational, and humanities (Ahmad et al., 2023; Josa & Aguado, 2021). Each field is led by a head of field who has a subject committee. The main task of teachers in each committee is to manage teaching and learning activities in the class based on annual and daily planning recorded in the Teaching Plan book (Mishra et al., 2020; Chaharbashloo et al., 2020). Every teacher is obliged to record daily teaching objectives in a

book and keep and maintain the book (Mishra et al., 2020). To achieve the desires of the curriculum, schools as educational institutions have roles and responsibilities to achieve the goals outlined by the curriculum. One important component in schools is the teaching and learning process. Through supervision activities, teaching and learning implementation can be tracked and monitored to ensure its effectiveness. The principal as a teaching leader plays the role of teaching supervisor to ensure that what is expected by the Ministry of Education and Culture and parents can be achieved. Through a circular letter, the Experts have provided guidelines regarding the implementation of teaching supervision but have not provided a format regarding what must be supervised. The School Inspectorate introduced the Indonesian Education Quality Standards as guidelines for monitoring the teaching and learning process carried out in the classroom.

Good supervision includes providing guidance, directing, and telling what should be done, rather than looking for teacher mistakes. Supervision is the backbone of school effectiveness (Luca et al., 2020). Effective supervision requires good planning and is carried out continuously to ensure the achievement of the aims and objectives of teaching carried out by a teacher. Systematic teaching supervision can identify teacher teaching strengths and weaknesses. The emphasis on student achievement, accountability, and competency impacts teacher performance assessments. The limited time factor causes school principals to provide less supervision over teaching at school. In this context, school principals only spend 25% of their time managing the curriculum and supervising teacher teaching (García-Lázaro, Conde-Jiménez, & Colás-Bravo, 2022). Meanwhile, 75% of his working time is used for administration and student affairs. This is not much different from schools in New York, America

where a teacher who teaches five hours a day (900 hours a year) is only supervised once, and 99.9% of the time the teacher teaches without complete supervision (Xu et al., 2020). Teaching supervision is intended to help teachers carry out more effective teaching to students (Julia et al., 2020). He also found that the attitude of teachers who were not serious about teaching and the attitude of principals and headmasters who were not ready to carry out teaching supervision were obstacles that needed to be overcome.

The research results stated that it would be best to hold a discussion session between supervisors and teachers to obtain feedback on the ongoing supervision process (Chugh et al., 2022; Muthanna & Alduais, 2021). Furthermore, through discussion, the teacher's weaknesses and strengths can be conveyed regarding the techniques, methods, approaches, and teaching tools used. The research results found that supervision practices with a clinical approach were less than satisfactory (Tiwari, 2022). In other research, it was found that school principals did not carry out the task of supervising teacher teaching and that the supervision carried out was more bureaucratic and autocratic which emphasized hierarchy (Erányl & Barýb, 2022). Research by Uy et al., (2023) states that 44% of teachers do not like the supervision carried out in the classroom by both the principal and his deputy. The results of the study found that 12.03% of primary school teachers and 5.88% of secondary school teachers disagreed with teaching observations (Haugland et al., 2020). Teachers assume that the teaching supervision carried out by the principal only looks for teacher weaknesses. Supervision of the teaching and learning process fails to increase the honor and dignity of teachers and does not encourage teachers to be innovative and take initiative (Rozi et al., 2022). Ofei et al., (2020) reported that research on the effectiveness of clinical supervision as a method for improving

achievement is inconclusive and does not provide a sufficient basis for relying on supervision to improve learning delivery.

In the background of the development of teaching supervision, Gümü° et al., (2020) state that teaching supervision is initiated by a group of administrators, principals, teachers, principals, and instructional leaders who want to improve teaching practices. More supervision on scientific management. In, supervision uses a democratic approach. Next, supervision begins to help teachers develop into thinking coaches who are always sensitive and skilled in interactive and cooperative approaches. At that time the supervisor acts as a coworker. The discovery and innovation in the curriculum have forced supervisors to involve themselves in supervision not only of new programs but also in staff development activities. The impact of the definition of clinical supervision began to be felt in 2018 to 2022. The literature on clinical supervision was not discussed until 2018. In 2018-2022, through group teaching and various group approaches, teachers began to interact with each other and supervisors first. asked to help analyze classroom practices, the curriculum used, and interpersonal relationships. Finally, between 2018-2022, supervision began to focus on guiding teaching so that teachers can increase their level of professionalism (Gümü°, Hallinger, Cansoy, & Belliba°, 2021). Sokal et al., (2020), as the father of clinical supervision, believe that for effective observation, data must be collected from teachers in the classroom to plan programs, procedures, and strategies to improve the teacher's teaching techniques. Marey et al., (2020) define supervision as motivation to improve teaching. Supervision is a process where teachers are involved in teaching sessions to improve teaching and increase student achievement.

The Impact of Supervision on the Teaching and Learning Process, according to Labrague et

al., (2020), Learning supervision carried out by the principal or his deputy can increase educational effectiveness. This research also shows that schools that implement teaching supervision have a significant relationship with classroom management effectiveness. Atiah et al., (2020) found that supervision of classroom teaching by the principal can provide a lot of information that cannot be obtained in the administrative system. Schildkamp et al., (2020) are of the view that teaching supervision must be able to answer the following questions: 1) What happens in the classroom?, 2) What do teachers and students do in the classroom?, 3) What are the actual learning outcomes?, 4) What should happen in the classroom if given overall direction, educational foundations, knowledge of how students learn and understanding of the content of the subjects being taught?, and 5) What is the meaning of the events and learning/teaching activities for teachers, students, and others - other?. These questions provide a broader concept of supervision. So the principal is responsible for monitoring the teaching and learning process in the classroom to ensure students receive quality teaching. Jan, (2020) research found that teaching supervision received little attention from school principals because a lot of time was spent carrying out school administration tasks. Sanusi et al., (2022) emphasized that teaching supervision carried out in schools can increase the level of teacher teaching development in addition to allowing teachers to make modifications to good and effective teaching practices. Apart from that, they also describe the practice of teaching supervision in schools as universal. Through effective supervision, teachers can improve their practices to help improve the level of teacher teaching in the classroom. Marey et al., (2020) state that formative supervision is the basis for teachers to improve teaching methods. The study also showed leaders felt teachers were unable to

accept them as a referral source as teaching supervisors. Teachers prefer to refer to fellow teachers for guidance rather than the principal. Effective principals recognize the importance of supervision and encourage improvement in teaching. Because teacher teaching supervision focuses on the quality of teaching, teacher evaluation can be used as a catalyst for teacher and school progress. Supervision requires a lot of time to implement, but this activity is a valuable investment because it can help improve teacher teaching performance (Weller, Naik, & San Diego, 2020). Cruz-González et al., (2021) have highlighted the results of their research on 17 school principals who were said to have successfully played their role as teaching leaders. The things that are focused on include ensuring the quality of teacher teaching through training and service, observing teacher teaching, encouraging teachers to observe their colleagues in teaching, and holding discussions with teachers in dealing with teaching problems. School success relies heavily on supervision as the main function of a school. Supervision aims to compile activities to determine the effectiveness of the school, especially in the teaching and learning process. Effective supervision can help teachers improve the quality of their teaching (Mok & Staub, 2021). Supervision is a service to teachers for the advancement of teaching and indirectly students will receive benefits. The quality of teacher teaching has improved for students as a result of the effectiveness of teacher teaching. One of the assumptions in supervision is that without guidance and assistance, teachers have no opportunity to change (Ndukwe & Daniel, 2020). Pope et al., (2023) stated that 75% of teachers agree that supervision can improve the quality of teacher teaching. The results of this research also show that 82.5% of teachers agree that teaching supervision must pay attention to teaching techniques, questioning methods, induction tools, and two-way communication between teachers

and students. Several effective supervision models can be adapted for supervision, namely the Intensive (clinical) Supervision Model and the Cooperative Supervision Model.

Intensive Surveillance Model (Clinical). According to Rees et al., (2020), clinical supervision is rational and this practice is designed to improve teacher teaching in the classroom. Keinänen et al., (2023) stated that clinical supervision refers to face-to-face meetings with teachers to improve practice and increase teacher professionalism. Clinical supervision is about establishing a formative focus in supervision assessment and protecting relationships in the critical analysis of teaching (Coleman & Hyde, 2022). Rozi et al., (2022) stated that clinical supervision aims to increase teacher professionalism by emphasizing improving teaching practices in the classroom. Clinical supervision encourages teachers to learn and practice the art of teaching which involves observing teachers while interacting with students Carrero-Planells et al., (2021) proposed five stages in carrying out clinical supervision, namely pre-observation conference, teaching observation, analysis and strategy, post-observation conference, and post-observation analysis. The pre-observation stage is important for framing the observation results which are discussed and agreed upon between the supervisor and the teacher being supervised. Teachers should get a clear picture of how the supervision process is carried out. The second phase involves monitoring the actual teaching that occurs in the classroom. In this phase, observations are made of the teacher who teaches, what is taught, and how the students react during teaching. At the end of the observation, the supervisor should leave the class in a way that does not disrupt classroom learning. The third stage aims to analyze the data and information collected so that it is more meaningful in planning the management strategy for the supervision

conference that will be followed. The fourth stage is a post-observation conference which aims to inform the observed teacher that the supervisor pays attention to what happens in the classroom while the teacher is teaching to encourage the teacher to improve his teaching methods. Finally, the fifth stage includes post-observation analysis to identify the strengths and weaknesses of supervision and modify supervision to make it more useful for all teachers. Supervisory practices are carefully studied for improvement on the part of administrators.

Cooperative Monitoring Model. Schott et al., (2020) use the term cooperative supervision as a process of encouraging the development of teacher professionalism through systematic collaboration with colleagues. Teachers can form groups consisting of two or three members voluntarily for the sake of developing teacher professionalism. Activities carried out in groups include observing each other, discussing the results of observations, and sharing information about developing teacher professionalism. The cooperative approach involves mentoring more experienced teachers toward new teachers. The main assumption of the cooperative approach is that the accompanying teacher is more knowledgeable and skilled in the areas of teaching, curriculum, and classroom management. Therefore they can help new teachers adapt and master new fields. Tise et al., (2023) stated that the relationship between mentor and mentee will reach a mature level if there is a reciprocal relationship. According to Tang & Liao, (2021), the goal of the cooperative approach is to solve problems through joint decision-making. Supervision encourages teachers to develop their ideas to maximize their sense of ownership. Discussions should be carried out so that the resolution of the problem can be agreed upon by both parties. In this way, planned supervision can provide a high commitment to teaching and can

help teachers overcome fear. This ensures teachers improve the quality of teaching through quality supervision. This shift can increase teacher experience in helping to improve the quality of teaching (Burbules, Fan, & Repp, 2020). Therefore, the quality of supervision is very important in classroom teaching. Quality supervision can only be perfected by school principals who master the science of effective supervision. Marey et al., (2020) in their research stated that elements such as knowledge, interpersonal skills, and technical skills need to be present in a supervisor to determine the effectiveness of the supervision process carried out in schools. Roberts & David, (2020) shows that the effect of supervision, on the relationship between supervisors and teachers is better and positive. He also stated that the maximum impact in supervision activities will be achieved through an attitude of compassion, honesty, and a relationship of mutual trust between the principal/principal and the teachers at the school.

It is urgent to research because there is a gap between one theory and another and it does not match expectations. Weak teaching and monitoring of teacher performance make the clinical model very helpful. However, in these expectations there are differences and different models, the theory says that having clinicals can help teachers and supervisors, but in reality, there are still many teachers who are not happy with clinicals, and school principals instead work in administration, and not supervision through clinicals. Therefore, it is urgent to investigate this research to evaluate the effect of clinical supervision on teachers' teaching performance based on writing Daily Learning Plans, induction tools, learning delivery and development, questioning techniques, student involvement, reinforcement, training, and student assignments, training inspections, and assignments. , teaching closure, and classroom management.

■ METHOD

Participants

The subjects in this research consisted of 43 teachers from secondary schools. Participants in this research were 43 teachers spread across several schools in the Jakarta area. Teachers are selected based on their respective strengths and weaknesses in their learning process. The respondents were asked for their willingness to participate in the research.

Research Design and Procedures

This research uses quantitative methods with research design through observation using observation instruments (Johnson, Adkins, & Chauvin, 2020). Teaching and learning performance consists of 10 indicators, namely writing learning implementation plans, induction series, implementation, learning development, questioning techniques, student involvement, reinforcement, student exercises, and assignments, examination of exercises and assignments, lesson closure, and class management. The data collection technique in this research is observation using instruments. Researchers observed 43 teachers in four weeks for pre-observation and recorded all strengths and weaknesses during teaching and learning sessions. The teacher was informed that the observation would be carried out twice, namely during pre-observation and post-observation. The teaching and learning process observation instrument is taken from the Standard Assurance Instrument set by the School Inspectorate and is used by all schools to measure the teaching and learning process which is the 9th element in managing educational programs. This research has a hypothesis using 10 hypotheses to answer research questions. H1: There is no significant influence of clinical supervision on teacher teaching performance, H2: There is no significant influence of clinical supervision on teacher teaching performance based on the induction

series, H3: There is no significant influence of clinical supervision on teacher teaching performance based on learning delivery and development, H4: There is no significant influence of clinical supervision on teachers' teaching performance based on questioning techniques, H5: There is no significant influence of clinical supervision on teachers' teaching performance based on student involvement, H6: There is no significant influence of clinical supervision on teachers' teaching performance based on reinforcement, H7: There is no significant effect of clinical supervision on teacher teaching performance based on training and student assignments, H8: There is no significant effect of clinical supervision on teacher teaching performance based on training exams and student assignments, H9: There is no significant effect of clinical supervision on performance teacher teaching based on teaching closure, and H10: There is no significant effect of clinical supervision on teacher teaching performance based on classroom management.

Instruments

This instrument measures 10 indicators through 59 items. Each indicator is described through a list of items given a score of 0 to 4. The scoring is by the Indonesian education quality standard instrument guidelines, namely 0 (none), 1 (very little), 2 (a small part), 3 (some), and 4 (mostly). The following are the indicators and instruments used. Clinical Supervision Procedures in Discussions are also held between the supervisor and teacher immediately after the pre-observation is completed as proposed in the cooperative observation model (Soro, 2023). The aim is to ensure that the necessary information can be discussed together while remaining fresh in their minds. The focus of the discussion concerns indicators that have been mutually agreed upon, such as the strengths and weaknesses of teacher teaching. Post-observation

was carried out after four weeks of pre-observation (Ynceçay & Dikilitaş, 2022).

Data Analysis

Data analysis technique. The data obtained were analyzed using SPSS statistical software version 25.0 (Nêcki et al., 2020). This study used a paired t-test to determine the effect of clinical supervision on teacher teaching in the classroom. Apart from the t-test, effect size (d) is also used to explain the results of this research. Anvari & Lakens, (2021) suggested three effect sizes, namely small effect size ($d=0.20$), medium

effect size ($d=0.50$), and large effect size ($d=0.80$).

RESULT AND DISCUSSION

The Effect of Clinical Supervision on Teacher Teaching Performance. Table 1. Shows that the results of the paired samples t-test are statistically significant ($t(33)=-3.70, p<0.05, d=0.86$) and the effect size is large. This shows that the post-observation average ($M=88.24, SP=7.19$) is higher than the pre-observation average ($M=80.19, SP=11.45$) of teacher teaching as a whole.

Table 1. Paired sample t-test statistics for the overall percentage of pre-observation teaching to post-observation performance

	<i>N</i>	<i>Min</i>	<i>SP</i>	<i>dk</i>	<i>T</i>	<i>P</i>
Pre-perception	43	80.19	11.45	32	-3.70	0.00*
Post-absorption	43	88.24	7.19			

* $p < 0.05$ (2-tailed)

The results of the paired samples t-test are statistically significant ($t(343)=-2.66, p<0.05, d=0.60$), and the effect size is moderate for H1. This shows that the mean ($M=3.61, SP=0.34$) after observation is higher compared to the mean ($M=3.33, SP=0.60$) before observing RPH writing among teachers (Table 1). The results of the induction set t-test ($t(43)=-2.54, p<0.05, d=0.62$) are statistically significant and the effect size is moderate for H2. The mean ($M=3.58, SP=0.53$) in the post-observation induction set was higher than the mean ($M=3.19, SP=0.73$) for the teachers before the observation. The results of the delivery and development t-test were statistically significant ($t(43)=-2.90, p<0.05, d=0.71$) and the size of the effect was medium for H3. This shows that the mean ($M=3.60, SP=0.58$) of post-observation delivery and development is higher compared to the mean ($M=3.23, SP=0.46$) before teacher observation. The t-test results for the questioning technique are statistically significant ($t(43)=-$

$3.48, p<0.05, d=0.85$) and the effect size of H4 is large. This shows that the mean ($M=3.68, SP=0.32$) of post-observation questioning techniques is higher than the mean ($M=3.33, SP=0.49$) of teachers before observation. The results of the paired samples t-test are statistically significant ($t(33)=-2.59, p<0.05, d=0.56$) and the effect size is moderate for H5. The mean ($M=3.43, SP=0.43$) of student engagement after observation was higher than the mean ($M=3.14, SP=0.61$) before observation when the teacher was teaching. The t-test results for student reinforcement were statistically significant ($t(33)=-2.60, p<0.05, d=0.64$) and the effect size was medium for H6. This shows that the mean ($M=3.63, SP=0.45$) of student reinforcement after observation when the teacher taught was higher compared to the mean ($M=3.28, SP=0.64$) after observation when the teacher taught. The results of the student training t-test were statistically significant ($t(43)=-3.78, p<0.05, d=0.77$) and the effect size was large

for H7. This shows that the mean ($M = 3.50$, $SP = 0.36$) of post-observation student training is higher compared to the mean ($M = 3.16$, $SP = 0.51$) of pre-observation teachers. The results of the t-test to examine student training were statistically significant ($t(43) = -4.43$, $p < 0.05$, $d = 0.71$) and the effect size was moderate for H8. The mean ($M = 3.34$, $SP = 0.54$) of students' post-observation training tests was higher than the mean ($M = 2.93$, $SP = 0.62$) of teachers before observation. The closing t-test results were statistically significant ($t(43) = -2.60$, $p < 0.05$, $d = 0.62$) and the effect size was moderate for H9. This shows that the mean ($M = 3.64$, $SP = 0.44$) after the closing observation is higher compared to the mean ($M = 3.32$, $SP = 0.60$) before the teacher observation. The results of the

t-test for classroom management are statistically significant ($t(43) = -2.51$, $p < 0.05$, $d = 0.55$), and the effect size is medium for H10. This research shows that the mean ($M = 3.65$, $SP = 0.95$) of classroom management after observation is higher than the mean ($M = 3.22$, $SP = 0.61$) before teacher observation.

Overall research findings indicate that clinical supervision impacts teachers' overall teaching percentage. The highest increase in the percentage of teachers who got a score of 4 was in the teacher's questioning technique in item 3 (presenting focused and divergent questions) and Indicator 7 (student practice and assignments) in item 3 (related to the topic being studied.) and number 4 (emphasizing procedures and instructions).

Table 2. Test results of 10 pre-observation learning indicators with post-observation performance

Hipotesis	Pencerapan	N	min	SP	dk	t	p
H1	Pra	43	3.33	0.60	42	-2.66	0.01*
	Pos	43	3.61	0.34	42		0.02*
H2	Pra	43	3.19	0.72	42	-2.54	0.01*
	Pos	43	3.58	0.53	42		0.032*
H3	Pra	43	3.23	0.46	42	-2.90	0.02*
	Pos	43	3.60	0.58	42		0.01*
H4	Pra	43	3.33	0.49	42	-3.48	0.00*
	Pos	43	3.68	0.32	42		0.00*
H5	Pra	43	3.14	0.61	42	-2.59	0.01*
	Pos	43	3.43	0.43	42		0.02*
H6	Pra	43	3.28	0.64	42	-2.60	0.01*
	Pos	43	3.63	0.45	42		0.01*
H7	Pra	43	3.16	0.51	42	-3.78	0.02*
	Pos	43	3.50	0.36	42		0.01*
H8	Pra	43	2.93	0.62	42	-4.43	0.032*
	Pos	43	2.93	0.54	42		0.02*
H9	Pra	43	3.32	0.60	42	-2.60	0.01*
	Pos	43	3.64	0.44	42		0.00*
H10	Pra	43	3.22	0.61	42	-2.51	0.00*
	Pos	43	3.65	0.95	42		0.01*

The findings of this research indicate that there is an influence of clinical supervision on teacher teaching performance. This is in line with

the results of research by Shen et al., 2020) which states that teaching supervision carried out in schools can increase the level of teaching

development. This supervision effect allows teachers to modify good and effective teaching practices. The findings of this research also show the influence of clinical supervision on classroom management by teachers in line with findings that state that schools that implement teaching supervision can increase the effectiveness of classroom management (Mok & Staub, 2021). Formative supervision can help teachers improve teaching methods and subsequently improve teaching performance (Granberg, Palm, & Palmberg, 2021). This is also in line with research that states that supervision can help improve teacher teaching performance (Bjørndal, 2020). Moè & Katz, (2020) in their research stated that most teachers view supervision from a positive perspective. The findings of this research provide implications for supervision to help teachers make personal changes in teaching. Observed teachers also indicated that supervision helped increase the level of teacher professionalism. Research by van den Bogerd et al., (2020) found that teaching supervision can improve the quality of teaching and learning in the classroom. This research also shows several things that teachers need to pay attention to when using subject corners and also ensure students bring the necessary equipment or materials.

The findings in this research are in line with Chugh et al., (2022) statement which states that it is best to hold discussion sessions between supervisors and teachers to get feedback on the ongoing supervision process. The teacher's weaknesses and strengths in terms of the techniques, methods, approaches, and teaching tools used can be conveyed through discussion. The results of this study contradict the research findings of Collard et al., (2020) which found that supervision practices using a clinical approach were not effective. This is also not in line with Stahlschmidt & Stephen, (2020) research findings where the final process of observation was not carried out perfectly by the supervisor. There is

a lot of literature that discusses the influence of teaching supervision in schools on the level of teacher teaching performance and this research finds that teaching supervision is still needed because teachers have not yet reached the level of perfection in teaching such as dynamic, knowledgeable and skilled teachers (van Kessel et al., 2020). Therefore, without guidance and assistance, teachers cannot change and improve the quality of teaching in line with the development of education in the world. The main aim of supervision activities is to improve the quality of teaching (Ghosn-Chelala, 2020). The findings of this research indicate that clinical supervision activities can improve the quality of teacher teaching where the post-test average is higher than the pre-test average for all 10 teaching indicators and overall.

Table 1 shows the paired sample t-test statistics for the overall percentage from pre-teaching observations to post-observation performance. A clear picture was found of changes in teachers' teaching performance after going through the clinical supervision process. From this table, it is clear that there is a significant increase in teachers' teaching performance after undergoing clinical supervision. In addition, Table 2 provides test results for 10 pre-observation learning indicators with post-observation performance. Through this analysis, researchers can evaluate the impact of clinical supervision on various aspects of teaching, such as lesson planning, material delivery, student engagement, questioning techniques, reinforcement, training, lesson closure, and classroom management. It was found from the results of the statistical analysis that clinical supervision had a significant influence on the teaching performance of teachers in secondary schools. The changes that occurred from pre-teaching observations to post-observations showed improvements in various aspects of teaching. For example, there has been a significant improvement in lesson planning,

where teachers can design lesson plans that are more structured and relevant to students' needs. Apart from that, in terms of delivering material, there is an increase in the teacher's ability to deliver material clearly and interestingly, thus increasing student involvement in the learning process. In addition, test results for indicators of questioning techniques were found to show that clinical supervision helps teachers improve their ability to ask questions that trigger critical and reflective thinking from students. This has an impact on increasing interaction between teachers and students, as well as strengthening student-centered learning processes. Likewise, the strengthening aspect also experienced a significant increase after going through clinical supervision, where teachers were able to provide constructive feedback and motivate students to learn better. The results of the analysis also showed that clinical supervision had a positive impact on students' training and assignments. Teachers who undergo clinical supervision tend to be more involved in providing relevant and meaningful assignments for students, as well as providing appropriate guidance in the learning process. Apart from that, aspects of learning closure and classroom management also experienced significant improvements after undergoing clinical supervision. Teachers can end learning with a clear summary provide direction for follow-up, and can manage the class more effectively to create a conducive learning environment. Thus, clinical supervision has a positive and significant impact on the teaching performance of teachers in secondary schools. Through a structured and in-depth clinical supervision process, teachers can improve their teaching practices, design more effective lessons, and create more engaging learning environments for students. The results of in-depth statistical analysis from Table 1 and Table 2 provide concrete evidence that clinical supervision is an effective approach to improving the quality of teaching and learning in secondary schools.

The implications of clinical supervision for teaching performance in secondary schools are significant and varied. Clinical supervision, as a method of professional development for teachers, plays an important role in improving teaching practices and ultimately improving student outcomes. By implementing effective clinical supervision practices, schools can create a culture of continuous improvement and support for educators. One of the main implications of clinical supervision is its impact on teacher growth and development. Through regular observation, feedback, and coaching provided during clinical supervision sessions, teachers have the opportunity to reflect on their teaching practices, identify areas for improvement, and receive targeted support to enhance their teaching strategies. This personalized approach to professional development can increase teacher efficacy, confidence, and job satisfaction. Additionally, clinical supervision can contribute to the overall quality of teaching and learning in secondary schools. By focusing on specific aspects of teaching, such as lesson planning, instructional delivery, student engagement, and assessment practices, clinical supervision helps ensure that teachers implement best practices in the classroom. This, in turn, can improve student achievement, as teachers are better equipped to meet students' diverse needs and create engaging learning environments.

One of the limitations of the study is the sample size and scope of the study. This study involved 33 secondary school teachers, which may not represent the entire population of secondary school teachers. Larger sample sizes from different schools and regions could provide a more comprehensive understanding of the impact of clinical supervision on teaching performance. Another limitation is the duration of the study. This research may have been conducted over a specific period, and the impact of clinical supervision on teaching performance may vary over time. Longitudinal studies that track

the impact of clinical supervision on teaching performance over time may provide more insight into the sustainability of observed improvements. Additionally, this research may focus on specific aspects of teaching performance, such as lesson planning, lesson delivery, and classroom management. Although these are important components of effective teaching, other factors that influence teaching performance, such as teacher motivation, student engagement, and school culture, have not been explored in depth. Future research could consider a more holistic approach to examining the impact of clinical supervision on teaching performance. Additionally, this research may rely on quantitative methods to assess teaching performance through observational instruments. Although quantitative data provide valuable insights, qualitative data, such as teacher reflections, student feedback, and classroom observations, can provide a deeper understanding of the impact of clinical supervision on teaching practice. Combining quantitative and qualitative approaches can provide a more comprehensive evaluation of teaching performance. Another limitation to consider is the potential for bias in self-reported data or observer assessments. Teachers may have provided responses that reflected positively on their teaching practices during clinical supervision sessions, thereby leading to social desirability bias. To mitigate these limitations, future research could combine multiple data sources, such as student achievement data, peer evaluations, and external observations. To address limitations and improve research on the impact of clinical supervision on teaching performance in secondary schools, several recommendations can be considered. First, expanding the sample size and diversity of participants could provide a more comprehensive understanding of the impact of clinical supervision across different school settings and teacher demographics. Conducting longitudinal studies to track the ongoing impact of clinical supervision

over time may provide insight into the long-term benefits of this professional development approach. Additionally, combining quantitative and qualitative research methods can provide a more holistic assessment of teaching performance and clinical supervision effectiveness. It is also recommended to explore additional factors that may influence teaching performance, such as teacher motivation, student engagement, and school culture, to gain a more nuanced perspective. Finally, replicating this research in a variety of educational contexts and settings could help validate the findings and identify potential variations in the impact of clinical supervision, thereby contributing to more robust and generalizable knowledge on this topic.

■ CONCLUSION

In conclusion, research on the impact of clinical supervision on secondary school teachers' teaching performance highlights the importance of professional development approaches in improving teaching practices and ultimately improving student outcomes. This study highlights the importance of clinical supervision in providing targeted support, feedback, and guidance to teachers to help them reflect on their teaching strategies, identify areas for improvement, and increase their overall teaching effectiveness. Through the implementation of clinical supervision, schools can create a culture of continuous improvement and collaboration between educators. By engaging in reflective conversations, observations, and feedback sessions, teachers have the opportunity to improve their teaching practices, overcome challenges, and refine their teaching techniques. This personalized professional development approach not only benefits individual teachers but also contributes to the quality of teaching and learning in secondary schools as a whole. The findings of this study underscore the positive impact of clinical supervision on various aspects

of teaching performance, including lesson planning, lesson delivery, student engagement, and classroom management. By focusing on these key areas, clinical supervision helps teachers create a more engaging and effective learning environment, leading to increased student mastery and academic achievement. However, it is important to be aware of study limitations, such as sample size, scope, and duration of the study, as well as potential bias in data collection methods. Addressing these limitations through larger sample sizes, longitudinal studies, and combined research methodologies may strengthen future research efforts and provide a more comprehensive understanding of the impact of clinical supervision on teaching performance. Given the study findings and limitations, several recommendations can be made to further improve the study of clinical supervision in high schools. These recommendations include expanding the sample size and diversity of participants, conducting longitudinal studies to track the ongoing impact of clinical supervision, incorporating a mix of quantitative and qualitative research methods, exploring additional factors that influence teaching performance, and replicating research in a variety of educational contexts. Overall, research on the impact of clinical supervision on teaching performance in secondary schools highlights the importance of ongoing professional development and support for educators. By investing in effective clinical supervision practices, schools can empower teachers, improve the quality of teaching, and ultimately create positive and impactful learning environments for students.

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