



Integration of Clinical Supervision and Behavior in Improving the Quality of Teaching and Student Behavior in Educational Institutions

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ARTICLE INFO

Keywords: Clinic Supervision, Behavior, Education

Received : 1, December

Revised : 15, December

Accepted: 29, December

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ABSTRACT

Quality education is the key in forming individuals who have maximum potential to face life's challenges. In the 2003 National Education System, education is a conscious and planned effort to create a learning atmosphere that can develop students' potential optimally. This study aims to explore the integration of clinical superviso and behavioural approaches in improving the quality of teacher teaching and student behavior in educational institutions. The research method used is qualitative with a case study approach at MI Daarul Ilmi, Tangerang Regency. The results of the study show that the integration of clinical supervision and behavior approach has a positive impact on improving the quality of teaching and student behavior. Supervise clinics improve teachers' ability to manage learning in a more creative and effective way, while behavioral approaches help create a conducive classroom environment.

INTRODUCTION

The 2003 National Education System Law explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Law, 2003). From the law, it is reflected that education is a conscious effort of human beings to make the individual a good human being. Education can change a person from not knowing to knowing right and wrong. Good education is obtained from educational institutions that have a clear vision and mission, and of course, human resources in these educational institutions are a factor in the creation of good, quality, and competitive education with other schools (Pristiwanti et al., 2022). To realize the vision and mission of a quality school educational institution that is inseparable from the role of the principal. The principal is a teacher who is given additional duties. The role of the principal as a leader has functions and duties, namely as a leader, supervisor or supervisor (Julaiha, 2019). In his duties, a school principal must be able to provide encouragement and motivation to every element in the educational institution, both teachers, students, and education staff. Education today has an orientation towards the output produced in an institution such as good graduates in the institution (Purwaningsih et al., 2022). The output produced greatly affects the sustainability of the educational institution. It is appropriate for schools today to improve the quality of education so that the quality produced is able to compete and become a value in society.

In an effort to improve the quality of education, two elements that need to be considered in educational institutions are the quality of teaching carried out by teachers as educators and also attention to student behavior. The two are interrelated and affect the learning process in the classroom. Returning to the duties of a school principal as a supervisor, in carrying out supervision activities, sometimes the principal is only limited to providing the location of the shortcomings that occur in a teacher without providing optimal teacher coaching after supervision. Supervision or school principals must consider a good supervision model and in accordance with the teacher's mistakes in the school. Supervision in the field of education has many varieties, one of which is that a school principal can use supervision of clinical and behavioral models, this requires an effective approach to improve the performance of a teacher and the role of educational institutions must also be able to provide facilities in the development of positive behavior in educators. Educational supervision is a process or stage carried out by a supervisor or principal in assisting educators (teachers) in improving the quality of teaching and learning management. In educational institutions, supervision is not only focused on evaluating teacher performance, but supervision is carried out to improve the quality of the overall learning process.

Clinical supervision is a form of professional supervision and guidance that aims to improve the quality of teaching of educators through direct observation, reflection and feedback. Through clinical supervision, teachers are

expected to gain more insight into their teaching methods in the classroom, and develop more effective strategies in delivering subject matter. According to Jerry in (Mena et al., 2016), clinical supervision is supervision that focuses on improving learning in a structured cycle that starts from the stage of planning, intensive observation and analysis of learning aimed at improving the learning process. From this, it can be interpreted that with the existence of good quality or quality of learning, there is a need for a clinical supervision as a method to provide direction to teachers in improving learning in the classroom, finally there is an increase in student learning achievement. Meanwhile, behavior supervision focuses more on managing student behavior in the classroom. This approach aims to create a conducive learning environment by improving or reinforcing students' positive behavior through various specific techniques, such as strengthening positive attitudes and effective classroom management carried out by teachers. This behavior supervision is important to ensure that students can learn in an atmosphere that supports their social and emotional development. From this explanation, it is interesting for the author to question how the integrity of clinical supervision and behavior in improving the quality of teaching and student behavior in educational institutions?

THEORETICAL REVIEW

The Concept of Educational Supervision

The word supervision consists of two words, namely "super" and "vision" the meaning of super means position, superior, superior, greater or better. The word "vision" means the ability to realize something that is not really visible.

According to (Kristiawan, M., Yuniarsih, Y., Fitria, H., & Refika, 2019) supervision is the view of an expert in a certain field who knows something either wrong or in identifying problems in a field, a person who does supervision is commonly referred to as a supervisor. An education supervisor acts in accordance with the basis of scientific principles to improve the quality of education, a supervisor must have more ability in carrying out his duties as a supervisor.

According to Manullang in (Bahri, 2014), supervision is a process to implement what work has been carried out, by making assessments, correcting each implementation that has been carried out, whether it is in accordance with the planned plan or different in its implementation.

Supervision in educational institutions is more about providing services provided by leaders or principals to assist educators (teachers) in solving problems in the learning process in the classroom (Aisyah, 2019). It is hoped that with the supervision of educators (teachers) to become better individuals, capable in accordance with the development of their knowledge so that there will be effectiveness in the learning-teaching process, then the purpose of this supervision is to measure, assess the abilities of educators (teachers) so that a good solution can be found from the results of the assessment carried out by

supervisors on teachers and become a better improvement so that the educational goals in An institution is well realized.

Supervision Objectives

1. Improving the quality of teacher performance
2. Increase the effectiveness of curriculum implementation effectively and efficiently for the progress of students and future generations
3. Increasing the effectiveness and efficiency of facilities and infrastructure
4. Improving the quality of school management, especially the creation of an optimal working atmosphere (Prima, 2019).

Clinic Supervision

According to Daresh, Goldhamer and Cogan Dalam (Tanama et al., 2016) clinical supervision is a useful strategy in supervising learning as a form of improving teachers' professional abilities, the management of clinical supervision is carried out through a systematic cycle. Where this systematic cycle includes careful planning, observation, and assessment of the results of observations immediately and objectively about the management of clinical supervision in real life.

Supervise Behavior

The principles and goals of educational supervision are a partnership, objective, and constructive atmosphere (Hanif, 2016).

Behavior supervision focuses more on managing student behavior in the classroom (Ulyani et al., 2023). This approach aims to create a conducive learning environment by improving or reinforcing students' positive behavior through various specific techniques, such as strengthening positive attitudes and effective classroom management carried out by teachers. Supervision of this behavior is important to ensure that students can learn in an environment that supports their social and emotional development

Quality of Education

According to Ace and Tilaar in (Mena et al., 2016), the quality of education is the ability of education to empower each educational resource to improve learning ability optimally. Meanwhile, learning achievement is the success of a person's efforts after gaining learning experience or learning something. In the implementation of supervision, the characteristics of teachers faced by supervisors must be different. These differences can be seen in terms of age and maturity, work experience, motivation and ability of teachers, therefore, supervisors must apply an approach that is in accordance with the characteristics of the teachers they face. If the approach used is not suitable, the supervision activities may not run effectively.

METHODOLOGY

This study uses qualitative research with a case study approach at the Islamic educational institution MI Daarul Ilmi, Tangerang Regency. Qualitative research is research that emphasizes quality, and is a type of research whose

findings are not based on numbers (Sari et al., 2023). Qualitative research can be called natural research where in this study emphasizes processes and meanings that are not tested or measured (Putra et al., 2023) In addition, the position of researchers in this research is the main instrument (Auliya et al., 2020). The data obtained was obtained through observation, interviews and documentation involving teachers, students and principals. The collected data is then analyzed observantly by identifying emerging themes in classroom management, teaching and student behavior. The results of the analysis are associated with clinical supervision theories and behavioral approaches.

RESEARCH RESULTS

This study shows that the integrity of clinical supervision and behavior approach can have a positive impact on the quality of teaching and student behavior in the classroom. In educational institutions (schools), basically, the quality of students can be influenced by the role of teachers in the implementation of learning carried out by teachers as teaching staff. In the current curriculum or the independent curriculum, supervise the clinic model leads to coaching, providing direction, training, learning, and providing examples through teacher habituation as an example for students and the school environment, of course. In a proverb that says that one example is better than a thousand advice, the essence of this supervision integration emphasizes the role of teachers as an example for students, because example is one of the important factors.

The following are the main findings from the research that has been carried out:

1. Improving the quality of teaching
 - a. Teachers who received clinical supervision felt more motivated to improve their teaching techniques. With feedback from supervisors, teachers can identify strengths and weaknesses in their teaching and find new ways to manage the classroom and deliver the material effectively
 - b. New ways to manage your classroom and deliver material more effectively
 - c. The observation results show that teachers involved in supervising clinics tend to be more creative in using varied teaching methods and better at adapting teaching to the needs of students.
2. Positive student behavior
 - a. With the application of the behaviour approach, students tend to show more disciplined and structured behavior. Positive behavior reinforcement given to students who show good behavior, such as verbal rewards or points, encourages students to participate more actively in learning activities.
 - b. In addition, the consistent use of consequences for undesirable behaviors such as increasing or decreasing points has been shown to be effective in reducing student behavior disorders in the classroom.
 - c. Improvements in classroom management

- d. Teachers who received clinical supervision and used a behavior approach felt more confident in managing the classroom. They are better able to face opposition that arises from students with poor behavior and are better prepared to implement appropriate behavior management strategies.

DISCUSSION

The integration of clinical supervision and behavior approaches has a significant impact on improving the quality of teaching and student behavior in educational institutions. The clinical supervision approach provides space for teachers to continue to develop professionally. Through observation and feedback, teachers can improve the way they teach, and be more sensitive to students' learning needs. Clinical supervision is supervision that emphasizes improvement in teaching and has an intense relationship of sustainability between supervisors/principals and teachers in providing quality learning (Syukron et al., 2023).

On the other hand, the behavior approach provides a strong basis for teachers in managing student behavior. Reinforcement of positive behaviors and the application of consequences for negative behaviors provide a clear structure for students, which can ultimately create a more conducive classroom atmosphere. When teachers integrate these two approaches, they not only improve the quality of teaching, but also create an environment that supports the development of students' character. However, the challenge faced is the importance of consistency in the application of both approaches. Continuous supervision and training for teachers are urgently needed to ensure the success of this integration. Without a strong commitment from all parties, the desired results may not be achieved optimally.

Clinical supervision is a supervision that provides the right solution in providing professional teacher coaching in overcoming educational problems (Doda, 2023). Clinical supervision is an approach applied to assist teachers in developing their skills and knowledge in the context of providing effective and professional learning. In clinical supervision, the supervisor or principal acts as a partner who supports teachers as educators through classroom observation, joint reflection, and providing constructive feedback. This approach has various positive impacts on improving the quality of teachers in educational institutions, both in terms of professionalism, pedagogical skills, and teacher confidence.

Clinic supervision has a direct impact on improving teachers' teaching skills. With direct observation and feedback received afterwards, teachers can find out the strengths and weaknesses in their learning process. The impact of the supervision of this clinic is as follows:

1. Teachers get clear input on ways to improve learning methods
2. Teachers try and adapt learning strategies that are more innovative and in accordance with the needs of students
3. The long-term impact of this clinic supervision is to create a culture of continuous professional development in educational institutions.

Teachers will feel encouraged to continue to develop themselves by improving pedagogical competence, and improving their understanding of the curriculum

4. With the supervision of the clinic, teachers can reflect on their teaching practices, so that teachers understand the teaching style and the methods used are effective or not
5. The widest impact of improving the quality of teachers through the supervision of this clinic is on improving the performance, quality or quality of students. Teachers who are selective and confident in teaching can provide a better learning experience for students, because teachers who implement more effective and creative teaching strategies, students are more involved in the learning process.

The interconnection of clinical supervision and behavior approach can have a greater positive impact on two main aspects of education, namely the quality of teacher teaching and student behavior. These two factors cannot be separated, as student behavior is often influenced by the way teachers manage the classroom and direct the learning process. On the other hand, good student behavior also has a direct impact on teaching effectiveness. By applying the principle of behavior in teaching, it helps students to develop self-discipline skills, thereby creating a more effective and productive learning environment. The synergy between these two approaches not only improves the quality of teaching, but also helps shape more positive student behavior, improves the relationship between teachers and students and improves overall student motivation and achievement. With this integrated approach, educational institutions can build a solid foundation for students' academic and personal development.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion that has been carried out, it can be concluded that the integration of clinical supervision and behavioral approaches has a significant impact on improving the quality of teacher teaching and student behavior in educational institutions. The quality of good teaching is highly dependent on the teacher's ability to manage the classroom and deliver the material effectively. Through the supervision of the clinic, teachers get the opportunity to reflect and improve their teaching methods through continuous observation, feedback, and coaching. This encourages teachers to be more creative and innovative in managing the classroom which ultimately improves the quality of learning in the classroom.

On the other hand, the behavioral approach (behavior) applied by teachers, especially in the management of student behavior, creates a classroom atmosphere that is more conducive to students' social and emotional development. Reinforcing positive behaviors and applying consistent consequences to undesirable behaviors helps create a climate that supports an effective teaching and learning process. When these two approaches are applied synergistically, the results not only improve the quality of teaching, but also help

improve student behavior, build self-discipline and increase student motivation and achievement.

The importance of consistency in the implementation of clinical supervision and behavioural approaches, as well as ongoing support from principals and other stakeholders, are key factors in the successful integration of these two approaches. With proper supervision and the implementation of an effective behavioural approach, educational institutions can create an environment that supports students' academic and personal development, and prepares them for future challenges.

FURTHER STUDY

Although the integration of clinical supervision and behavioural approaches has been shown to have a positive impact on improving the quality of teaching and student behaviour, further research is still needed to further deepen our understanding of the effectiveness of these methods in a variety of educational contexts.

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