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# Integrated Clinical Supervision Model: Efforts to Increase Teacher's Performance of Madrasah Aliyah

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**Abstract.** The aim of this research is to increase Madrasah Aliyah teachers' performances using the integrated clinical supervision model design, which is the development and modification of Cogan clinical supervisor model combined with lesson study concept. It begins with customized Spiritual Quotient training suits to diversity condition of Serang District and Serang city, Banten Province. The research methods used is Research and Development (R&D). The result can be concluded that integrated clinical supervisor is able to increase teachers' performances, it can be seen of the increasing average score of Teacher's Performance Assessment.

## 1. Introduction

Theory of learning supervision says that learners behavior in learning is influenced by a teacher, while teacher behavior is influenced by principal and supervisor [1-3]. This in line with Peter [4], said that the low motivation and teachers' achievement influence teacher profession, cannot be separated from the low contribution of school principals in fostering teachers in schools through supervision activities [5-7].

This thing happens because supervisor time is waste mostly on school administrative. Hence, the fact that supervisor did the supervision is only to evaluate teachers, and the center of supervision is the supervisor not on what the teachers' needed, so the teachers cannot achieve what their profession needed. Also, the feedback of academic supervision that commonly done is only giving direction, instruction, and not touching the deepest problem that teachers feel, so it is only on the surface not touching the soul of the teachers. Therefore, it is very needed the development of a supervising model that makes supervision more human to increase teachers' performances [8-10]. Integrated clinical supervision is able to be one the solution to increase teachers' performances with more human and to motivate the teachers [11-12].

Integrated clinical supervision model is a supervision model combined clinical supervision concept, Spiritual Quotient (SQ) concept, and Lesson Study concept. It is because the school supervision program offers clinical supervision model with lesson study supervise strategy [13-16].

The development of clinical supervision model from Cogan [17] and combine it with lesson study can be an alternative development model of supervision because the lesson study activities as the guidance of teacher performances have a very compatible step with the education quality assurance system. Lesson study is a strategy of empowerment of continuing educator profession through the principles of a colleague, mutual learning and learning community [18-21].

This integrated clinical supervision model also combines clinical supervision with the concept of SQ or spiritual intelligence. That is, by way of a supervisor before conducting supervision to the class, first trains the teachers with spiritual training of spiritual. Spiritual intelligence gives meaning to the worship of every behavior, intelligence that helps develop and build themselves intact [22].

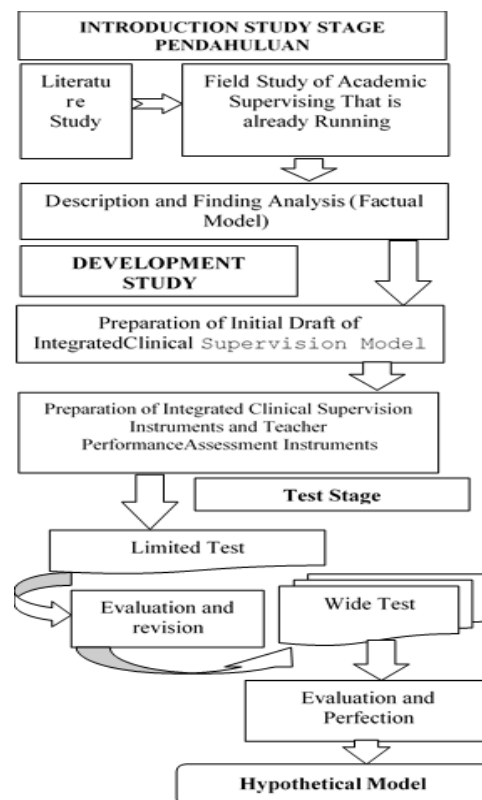


The implementation phase, procedure of integrated clinical supervision model of development result is designed through 5 (five) steps: 1) SQ training stage; 2) initial meeting stage and Plan; 3) observation stage of teaching and do; 4) stage of back meeting and see; 5) follow-up phase.

A teacher will be successful doing his job if he has the knowledge, attitude, and skill in doing his job and always teach with, by then the increase of teachers' quality performance, then the student's achievement will be increased.

## 2. Methods

The method that suits to be used in this research is research and development. According to Borg and Gall, "Education research and development is a process used to develop and validate education product" [23]. The ten steps that implied by Borg and Gall is modified into three steps by Sukmadinata [24], that is: 1). Introduction Study, 2). Model Development, and 3). Test Model. The schematic steps of this research can be described as below:

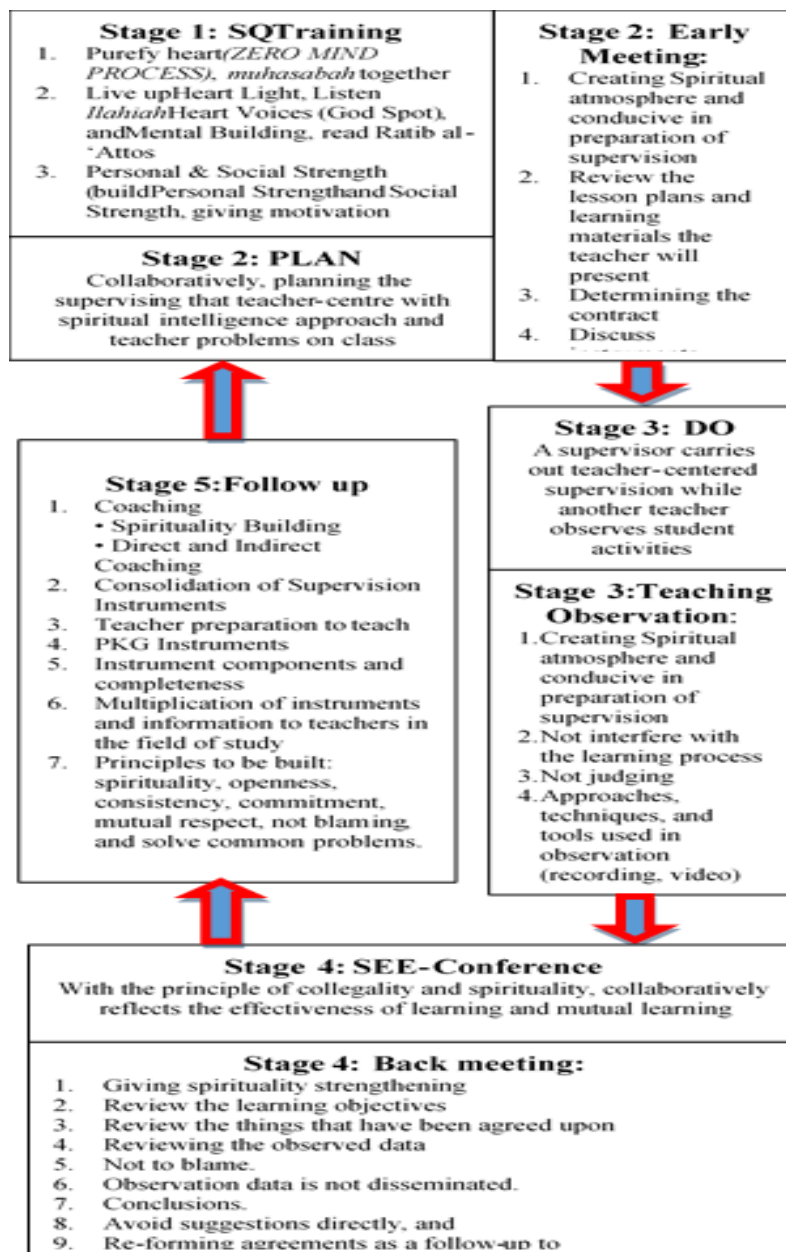


**Figure 1** The scheme of research steps Implementation

The research is in Madrasah Aliyah which located on Serang District and Serang City. Hence, this research is limited on four Madrasah Aliyah (MA), i.e.: MA Bismillah Barugbug Serang, MA Islamiyah, MAN I Serang City, and MAN II Serang City. The research is done on 4 teachers on each school. The reasons are: 1) the four MA has already represented the big city, semi city and village qualification, 2) based on early observation, on those four schools is less on using integrated clinical supervision model, the supervision is usually done in a conventional way.

## 3. Result and Discuss

Figure 2 Is a Hypothetical Model picture of Integrated Clinical Supervision:



**Figure 2** Integrated Clinical Supervision Hypothetical Model

These steps must be continuously carried out to achieve a good quality of education, as supervision is part of an internal quality assurance system that should not cease in a single cycle, but must be continuous or known by continuous improvement.

Integrated Clinical Supervision Model to Improve Teacher Performance the findings of the results of the limited trial and extensive trials provide an illustration that integrated clinical supervision can improve teacher performance, this can be seen from the constant increase in the average value of the Teacher Performances assessment results in each trial and t value of its results are always greater than t table in each trial, either on a limited trial or extensive trial. The following is a table of results of the Teacher Performance Assessment conducted in a limited trial and extensive trial:

**Table 1** Limited trial result of Teacher's Performance Assessment (TPA) in MA bismillah

Variable	N	Average	Std. Dev	t-value	df	Sig. (2-tailed)
TPA 1	4	56.2500	4.78714	10.614	3	.002
TPA 2	4	72.7500	2.06155			
TPA 2	4	72.7500	2.06155	9.127	3	.003
TPA 3	4	82.2500	3.20156			
TPA 3	4	82.2500	3.20156	8.878	3	.003
TPA 4	4	90.7500	4.34933			

**Table 2** Extensive Trial Teacher's Performance Assessment (TPA) in MA Islamiyah

Variable	N	Average	Std. Dev	t-Value	df	Sig (2-tailed)
TPA 1	4	42.50	6.455	6.453	3	.008
TPA 2	4	67.00	6.272			
TPA 2	4	67.00	6.272	7.242	3	.005
TPA 3	4	82.75	3.202			
TPA 3	4	82.75	3.202	6.023	3	.009
TPA 4	4	93.00	2.449			

**Table 3** Extensive Result Teacher's Performance Assessment (TPA) in MAN I Serang City

Variable	N	Average	Std	t-Value	df	Sig (2-tailed)
TPA 1	4	56.2500	4.78714	5.703	3	.011
TPA 2	4	73.7500	3.50000			
TPA 2	4	73.7500	3.50000	12.333	3	.001
TPA 3	4	83.0000	2.44949			
TPA 3	4	83.0000	2.44949	6.111	3	.009
TPA 4	4	92.5000	2.08167			

**Table 4** Extensive Result Teacher's Performance Assessment (TPA) in MAN II Serang City

Variable	N	Average	Std	t-Value	df	Sig (2-tailed)
TPA 1	4	51.2500	4.78714	9.181	3	.003
TPA 2	4	70.5000	1.73205			
TPA 2	4	70.5000	1.73205	5.653	3	.011
TPA 3	4	79.2500	3.30404			
TPA 3	4	79.2500	3.30404	5.468	3	.012
TPA 4	4	87.7500	4.03113			

While t table from degrees of freedom (df) 3 is 3.182, while t arithmetic of each pair of trials in table 1 are 10.614; 9.127; 8.787; table 2 are 6.453; 7.242; 6.023; table 3 are 5.703; 12.333; 6.111; and table 4 are 9.181; 5.653; 5.468.

According to the analysis on each table, it can be seen that t-value of table 1 is greater than t table, t-value of table 2 is greater than t table, t-value of table 3 is greater than t table, and t-value of t table 4 is greater than t table. On each table (limited and wide trials) t-value is always greater than t table. This shows that integrated clinical supervision able to increase teachers' performances.

The results of the study also found the phenomenon, that the teachers feel happy with the integrated clinical supervision process, they feel a strong spiritual atmosphere in every step of integrated clinical supervision, especially during Spiritual Quotient (SQ) training. They also carry out specific follow-up steps depending on the weaknesses of each teacher, so that the spiritual elevation, knowledge, and experience of the teacher is better. This has a positive impact on teacher performance. In line with the

published research results related to the development of clinical supervision model, it is found that the integrated academic clinical supervision model is valid and effective to improve teacher pedagogic competence [25-27].

Teachers also feel cared for by the principal as a supervisor so that motivation to teach them to be better again. Thus, the integrated model of clinical supervision can be one of the best alternatives for the implementation of supervision Madrasah Aliyah to increase teachers' performances in Madrasah Aliyah.

#### 4. Conclusion and Recommendation

Based on the results of research and discussion, then the conclusions of this study are as follows:

1. Findings from the results of the limited trial and extensive trials provide an integrated clinical supervision feature to improve teacher performance, this can be seen from the constant increase in the average value of the teacher's Teacher Performance assessment results in each trial and the value of t-value
2. of it results is always greater than t table in each trial.
3. Teachers claim to be happy with an integrated clinical supervision process, they feel a strong spiritual atmosphere in every step of integrated clinical supervision, especially during SQ training.

##### *Recommendation*

1. Recommendation to the user: The principal /madrasah as a supervisor at the school/madrasah level is very important to make a regularly and regularly planned supervision program. Therefore, the dissemination suggestion of integrated clinical supervision model can be done through Subject Teachers Forum on every district/city.
2. Recommendations to district/city / provincial supervisors, Ministry of Religious Affairs and Ministry of Education and Culture.

The researcher recommends related parties to be able to disseminate the integrated clinical supervision model developed in this study as an innovative model of supervision in improving teacher performance and the quality of education in general.

3. Recommendations to district/city / provincial supervisors, Ministry of Religious Affairs and Ministry of Education and Culture.

The researcher recommends related parties to be able to disseminate the integrated clinical supervision model developed in this study as an innovative model of supervision in improving teacher performance and the quality of education in general.

4. Recommendations for other researchers as further research material.

Researchers can develop and expand research by deepening the variables that have been researched and coupled with other variables so as to provide more comprehensive information in improving teacher performance. In fact, other researchers can also modify existing models with some appropriate variables to create an effective model for improving teacher performance.

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