

## **Clinical Supervision's Role in Improving Teachers' Teaching Skills in Online Learning**

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### **Abstract**

The purpose of this study is to describe the role of clinical supervision in improving teachers' teaching abilities during online learning. This study is part of a school action research project that was carried out in two cycles (planning, action, observing, and reflecting). The instruments such as observation sheets and interviews were used. The online learning process was observed. The respondents of this study were science teachers at MTs Negeri 1 Prabumulih. The collected data was then analyzed using descriptive techniques. The findings show that after clinical supervision, teachers' teaching skills in online learning was improved. This study differs from previous studies because it tested teachers' teaching skills in online learning through the use of clinical supervision. This research helps principals and teachers improve teachers' online learning teaching skills in order to produce professional teachers.

**Keywords:** Clinical Supervision; Online Learning; Teaching Skill.

### **A. Introduction**

The occurrence of Covid-19 in the world, which, of course, has an impact on Indonesia, causes many things in daily life to change, both positive and negative aspects. The existence of this pandemic has had an impact on many sectors, including education. The learning system currently in use is unsuitable for use during a pandemic. Because, with new emergency policies, the education sector must also follow this rhythm. So that the policy can still be implemented and the educational process can continue. With the pandemic, the learning process in schools

will be completely halted. This is the point at which all aspects of the school must work together to implement the new policy. One way that this policy is implemented is through distance learning or online learning.

This online learning raises numerous positive and negative issues in its implementation. Because online learning is regarded as a novel practice in Indonesia's educational system, particularly in formal schools. The benefits of implementing learning include, among other things, students continuing to carry out learning as usual, students being able to do learning flexibly, which means that it can be done anywhere, which is in line with government policy that limits crowds and can be a way for teachers to learn. teachers who are technologically savvy aside from that, students can use as much time as they want to communicate with teachers (Djaswadi, 2021). However, there are some negative consequences, including students becoming less active, students' learning enthusiasm decreasing, signal constraints and students not experiencing direct learning experiences, and teachers being less varied in their teaching because they have not mastered IT, teachers only giving assignments without explanations, and teacher difficulties in assessing students' abilities.

Things that occur during online learning are the grounds for the requirement for instructor monitoring. So that instructors may gain an overview and the assistance they need to implement online learning. Supervision is not intended to frighten instructors; rather, it is a solution for teachers who have lost the ability to assess whether teaching approaches or ideas are suitable for use in the classroom. As a result, with supervision, it is one option for teachers to improve their teaching skills. Because teaching skills are one of the most crucial fundamentals for the classroom learning process.

The findings (Satang, 2021) at SMP Negeri 4 Walenrang, Luwu Regency, claiming that using a clinical supervision strategy might enhance the teaching skills of teachers at the school, encouraged this research. Furthermore, according to (MS & PUTRA, 2020), clinical supervision may be used to determine the optimal learning approach and in compliance with the learning objectives. According to (Amani et al., 2013), using clinical supervision can increase instructors' abilities to manage the learning process. Furthermore, study (Nuraini, 2022) reveals that following clinical monitoring during the epidemic, instructors' performance improves.

This research can serve as a reference for researchers carrying out this research. It can be observed from the findings of the four research that clinical supervision is an excellent option for providing improvement steps for teacher teaching abilities so that teacher professionalism and performance may enhance. Clinical supervision is required because it can assist instructors in analyzing and resolving issues that develop throughout the learning process. Furthermore, supervision is carried out to ensure ongoing continuity so that teachers constantly develop and increase the quality of the learning process. This attempts to create quality pupils while also increasing the competence of instructors to educate. The outcome of the learning process is determined by the teacher's teaching abilities.

The goal of carrying out supervision is to assist instructors grow their quality, not merely as a formality that must be done to meet the demands of superiors. Supervision is a coaching phase carried out by supervisors, hence there is a requirement for continual continuity. The purpose of monitoring is not to change the teacher's personality, but to improve the teacher's responsibilities. Clinical supervision is a technique through which teachers grow themselves in order to improve the learning process. In this example, the supervisor behaves as a coworker in spotting classroom concerns (Nurcholih, 2018). Apart from monitoring supervisors, they conduct talks with instructors to uncover difficulties they encounter, so that supervisors find it simpler to find problems experienced by teachers.

Teachers have been compelled to adjust to new settings as a result of the epidemic. When online learning was initially implemented on a large scale, teachers needed to enhance their teaching abilities in order to keep the continuous classroom learning process exciting for students. It was discovered that teachers were having difficulties integrating online learning. Many instructors are hampered by inconsistent signals, and some teachers continue to struggle with digital technologies. As a result, because the teacher does not vary the learning process, the learning process gets boring. Furthermore, instructors are still underdeveloped in terms of their ability to carry out the learning process. Many teachers, particularly in scientific education, face challenges in providing variation in their instruction. As a result, the teacher must step outside of his comfort zone in order to discover new ways to revitalize his teaching abilities. When pupils are required to practice learning, the instructor finds it difficult to give assistance.

The findings of our observations based on the evaluation of learning that took place at MTs Negeri 1 Prabumulih during the 2020/2021 academic year revealed the necessity for clinical supervision in the continuous learning process. It seeks not only to increase student learning results, but also to build and improve the quality of instructor teaching abilities in the classroom during the online learning process. Clinical supervision can also assist teachers in determining the best strategy to utilize in online learning. As a result, we think that the function of clinical supervision will result in an increase in teaching skills. Teachers can also improve the teaching skills they have learned.

Teachers' nine teaching talents are as follows: 1) Opening skills; 2) Questioning skills; 3) Reinforcement skills; 4) Variation skills. 5) Ability to explain; 6) Ability to guide small group discussions; 7) Class management abilities; 8) Small group and individual teaching abilities; and 9) Ability to finish the lesson (Nurcholih, 2018). Teachers' teaching skills improved with clinical monitoring and continuous coaching. Teachers become more efficient in locating and implementing learning techniques in the classroom, allowing them to be more diversified throughout online learning. As a result, instructors may not only utilize Whatsapp groups to carry out learning, but they may also use other programs to carry out online learning in class. As a result, it may be inferred that the instructor improved his teaching abilities by doing clinical supervision throughout the epidemic. This suggests that clinical supervision is an excellent way for instructors to enhance their teaching skills.

Before clinical supervision, instructors had a number of challenges, particularly when conducting lessons during the epidemic. Teachers are constrained in their teaching variants, especially when they rely solely on the Whatsapp platform to carry out learning. As a result, the job of clinical supervision is a bright point for instructors. Instructors benefit from the direction offered by both us and experienced teachers who serve as supervisors. This study's respondents also included us as research objects. So that we may be more flexible in presenting the difficulties encountered during online learning.

If the research (Salma & Usman, 2018) tries to explore how clinical supervision might increase teachers' professional competence. Meanwhile, the goal of this study was to determine the influence of clinical supervision in enhancing instructors' teaching skills. This study is novel since no prior research has examined instructors' teaching skills in online learning through the function of clinical supervision. The research provides an alternative option for education managers to improve teachers' teaching skills in online learning by conducting clinical supervision of teachers who need to be fostered, so that teachers do not have difficulty determining how to teach them in the hope of increasing teacher teaching skills during the online learning process.

## **B. Methods**

This is a school action research study, which outlines the partnership between us and teachers in enhancing teachers' teaching skills. This school action research was conducted in two stages (Amani et al., 2013). The indication in this study is an improvement in instructors' teaching skills, particularly during online learning. The purpose of this study is to identify the challenges that instructors at MTs Negeri 1 Prabumulih face during online learning, particularly in scientific disciplines. In this study, information was gathered from nine teachers. Meanwhile, the school principal is joined by the curriculum deputy head, who serves as the supervisor team in the supervision. The following steps are included in school action research. Planning: we and teachers determine the actions that must be taken to improve teachers' teaching skills in the learning process, such as implementing a) Coaching for teachers through school principals with clinical supervision sheets; b) Creating an efficient discussion to determine the situation in class; and c) Providing guidance to teachers to carry out the learning process. Implementation: Clinical supervision techniques are provided by us and instructors to the teachers who are the subject of action. Observation: we watch the object of action to determine the level of the teacher's teaching abilities in the learning process, as well as the consequences and influence of the teacher's activities in reaching the aim. We also make notes regarding scenarios that arise during the learning and discussion processes. Reflection: we analyze and assess the outcomes or repercussions of previous activities so that we and instructors can enhance teaching abilities and achieve the desired aim.

Interviews and observation were utilized to obtain data in this study. The observation approach was used to collect data on instructors' teaching qualities during the learning process. The goal of observation is to view the situation objectively in the learning process, the impediments encountered by the instructor, and the solutions for increasing learning. We utilized observation sheets to determine the extent to which instructors' teaching abilities improved following clinical supervision to gain a thorough picture of the activities carried out during the learning process. Meanwhile, the interview approach was utilized to collect data in the form of hurdles encountered by instructors, particularly in science courses, when carrying out online learning so that teachers' teaching abilities could be improved. Furthermore, we included students in data collection via interviews.

### **C. Results and Discussion**

Two cycle stages were used in this study to see the progress of teachers' teaching skills during online learning. The findings of this study were demonstrated in the teaching skills of instructors, with an improvement in learning implementation. Observations and interviews with instructors who took action were conducted throughout the first cycle, which consisted of four stages. The instructor designs the learning techniques and arranges the learning resources used in the first stage of the first cycle. We generated observation and interview sheets at this step, which were utilized to illustrate the teacher's teaching qualities throughout online learning (Sawitri, 2020).

The second step is the activity's execution, which is carried out using the instruments created in the previous stage. At this point, we began to monitor the instructor who had been assigned the action. The first sign indicates that the instructor is already competent in opening classes. The instructor has also demonstrated abilities in questioning, offering reinforcement, explaining, and leading small group and individual coaching. However, the teacher continues to demonstrate a lack of mastery in classroom management skills and makes modifications, as seen by observations, which suggest that instructors are still deficient in these abilities. As a result, the class is passive since the teacher has not thoroughly learned the subject. Furthermore, the teacher demonstrated that he was inept at implementing modifications in online learning, causing many pupils to lose interest in studying. However, the instructor is also very adept at bringing the learning in the classroom to a close (Anugrahana, 2020).

The observation stage is the third stage. At this point, we and instructor who had been assigned the activity had already discussed the previous stage's results. At this point, we and instructors have introduced clinical monitoring, and teachers' learning outcomes have begun to improve. Teachers are far more effective at delivering perspective at the start of learning and reinforcing learning. The teacher improved her class management and provided variation in the online learning process by using the learning technique.

The fourth stage is the stage of contemplation. At this point, the we offer input on the class observation activities. The instructor and we have a conversation to determine where the difficulties discovered in the previous step are so that the teacher may make immediate adjustments. As a result, teachers' teaching abilities have improved. At this stage, the we provide inputs that must be applied by the teacher in the online learning process, such as asking the teacher to re-determine the appropriate learning method, providing perception every time he opens the lesson, randomly assigning students to be given questions or small group or individual discussions, and do not be afraid to include stimulus in the middle of learning so that students do not get bored. Furthermore, teacher should include students more in online learning in order to pique students' enthusiasm in learning (Fitria et al., 2021).

Based on the first cycle's outcomes, which are still fairly good, it is required to hold supervision again in the second cycle. We planned supervision in this cycle based on the findings of interviews with students conducted following supervision in cycle I. The findings of these student interviews served as a model for designing supervision in cycle II. Students reported that they did not feel totally interested in prior learning since the teacher did not give variation. As a result, many kids are still disinterested in studying. We and the instructor then decide on the first actions to take in order to improve the teacher's teaching skills. At this point, we revise the design of the observation sheet and provides assistance to the instructor in order to offer an evaluation following the observation. In the second step, we and the instructor collaborated to create lesson plans for the learning process, as well as to aid the teacher in identifying the learning techniques and learning material to be utilized. In the third step, we observed instructors who had been given action by the principal. At this point, the teacher's teaching abilities have begun to develop. We also interviewed students, who stated that the learning they experienced was far more fascinating than the prior learning. This cycle concludes with the fourth stage. At this point, we and the principal offer input based on their observations. The instructor has improved in giving diversity during the learning process, which can be observed with an active learning environment because the teacher controls the class well by using suitable learning methods so that students are actively involved in learning. The teacher also includes students in delivering learning reinforcement at the end of the class (Isherwood, 1983).

Based on these findings, it is stated that clinical monitoring by instructors is required when online learning occurs. This is because some teachers' teaching skills have deteriorated as a result of online learning (Siahaan, 2020). Because instructors are perplexed about the type of learning process they wish to implement, particularly in scientific learning. Clinical supervision can help instructors plan and choose instructional tactics, resulting in an increase in teacher teaching skills after supervision (Susmadiana et al., 2021). Teachers get more excited about varying their teaching methods, selecting resources and teaching media. Teachers are also assisted

in developing lesson plans that are implemented online. This is a key element for instructors to remember as they continue to be monitored so that teachers are constantly assisted when they encounter difficulties in learning, not just online but also in person.

#### **D. Conclusion**

This demonstrates an improvement in teacher teaching skills following the inclusion of clinical supervision in online learning. Teachers who first encountered difficulties in the learning process were able to improve after using clinical supervision. This is demonstrated by the findings of observations and interviews. Supervision is an important tool for understanding the challenges that instructors confront during the learning process. Making lesson plans, determining the kind of evaluation, and determining the users of techniques, teaching materials, and learning media that are used in the learning process are all easier with instructor supervision. Of course, supervision is carried out with the goal of enhancing teachers' teaching abilities so that the product generated improves in step with the rising teaching skills of instructors.

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