

# Improving Teacher Pedagogical Competence Through Clinical Supervision In Buddhist Primary Schools Manjusri Pematang Siantar

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**Abstract.** This type of research is school action research. The aim is to determine the increase in teacher pedagogic competence through clinical supervision at Buddhist Manjusri Elementary School Pematang Siantar. To find out the magnitude of improvement experienced teachers were observed. An interviews were also conducted with teachers. Increasing teacher pedagogical competence is carried out in two (2) cycles. The results of the cycle I each teacher were still below the success indicator, still < 80. The results of the score obtained in Cycle II has met the success indicators, namely > 80. The results of the research show that: (1) There has been an increase in the pedagogical competence of teachers with the help of clinical supervision, (2) The results of the increase can be read through the results of observations where, in Cycle I total score was 294 an average of 58.8, while the results of observations in Cycle II total score was 442 an average of 88.4.

**Keywords:** pedagogical competence, clinical supervision

## 1. Introduction

The Indonesian National Education System emphasizes that the Indonesian Government can Improve the intellectual climate of the nation by pursuing and executing a national education system that fosters a deeper commitment to and faith in God Almighty, as well as virtuous morals. It is imperative for the national education system to ensure equitable allocation of opportunities for learning, enhance the integrity and pertinence of education administration, and operate with effectiveness in order to confront the evolving challenges of local, national, and global affairs. To meet the demands of the challenges of changing times, various kinds of efforts are needed both from the government and from the schools involved. The foundation of educational as well as learning endeavors is the notion that students are the ones who discover, construct, and develop knowledge. Learning is not something that is done to students; rather, it is an activity that students

engage in. Students do not receive knowledge from teachers passively but teachers must have creative abilities to develop students' abilities and competencies. A similar issue manifests itself at Manjusri Buddhist College Elementary School, where students continue to encounter numerous intimidating teachings. This occurs due to a variety of factors, which encompass the implementation of an educational approach that fails to inspire student engagement. Education is an essential component of the human condition because in education humans will automatically follow the Learning procedure in that education, this Learning procedure will give students knowledge, skills and changes in attitude (Soraya, Sinaga 2021).

Pedagogical competence is a competence or ability followed by expertise by teachers to understand students according to their age development stages. In addition to designing the implementation of learning and creating conditions that encourage students to develop their own unique abilities, pedagogical competence requires instructors to be capable of assessing students' own learning. The purpose of the things mentioned above is so that students are able and understand the level of potential or achievement they already have. Clinical supervision is an activity-based phase of the teacher development process. Clinical supervision assists educators in narrowing the disparity between their actual and desired instructional conduct (Cogan in Hariyono, 2019). Education cannot be separated from educational supervision activities, because times and technology are always changing. Apart from that, in accordance with the objectives, it requires a method of teacher ability and learning quality in accordance with the rules. Meanwhile, if teachers do not improve the caliber of their education, then teachers will be left behind and the victims of the teacher's lagging behind will be the students themselves. The ultimate goal of all the things mentioned above is to produce proficient graduates capable of having competitiveness in the field until finally entering a higher level of education. The Manjusri Buddhist Elementary School also does not routinely schedule clinical supervision. In fact, clinical supervision significantly contributes to enhancing the caliber of educators, where improving teacher quality will improve the enhancing both the quality of learning and student learning achievement this is indeed a long chain that cannot be broken. The school principal and teachers must first agree that the intention of oversight is to enhance the quality of teacher pedagogical competence .

## **2. Research Method**

This research was carried out at Buddhist Manjusri Elementary School in Pematang Siantar City, North Sumatra Province. The pre-cycle will be held on November 1 2022 and then Cycle I will be held in April 2023 and will be continued with subsequent cycles. The duration of the research will be approximately three (3) months. This form of research is known as school action research. Method of data collection include interviewing and observing.

## **3. Result and Discussions**

### **Description of Cycle I Result**

The cycle-specific observation scores of each instructor Analyses were conducted using the multiple of the obtained results for each indicator in each category by the corresponding category

score: 5 indicates very good quality, 4 indicates good quality, 3 indicates moderate quality, 2 indicates very poor quality, and so on. valued at 1 and the results obtained are as follows

**Tabel 1.** Cycle I Result

	Teacher Code					Total	Total Average
	Teacher_1	Teacher_2	Teacher_3	Teacher_4	Teacher_5		
<b>Average</b>	55	57	58	63	61	<b>294</b>	<b>58,8</b>
<b>Value</b>	50	51,81	58	57,27	55,45		
<b>Category</b>	Kurang	Kurang	Kurang	Kurang	Kurang		
	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>	<b>K</b>		

The conclusion is that the average number obtained by teachers during the implementation of actions in Cycle I was 54.8, meanwhile, if viewed based on grades, the scores obtained by each teacher were in the range below 65 or < 65. The summarized results indicated that none of the teachers (0%) fell within the Very Good (SB) category, none of the teachers (0%) fell within the Good (B) category, none of the teachers (0%) fell within the Fair (C) category, all five teachers (100%) fell within the Poor (K) category, and none of the teachers (0%) fell within the Very Poor (SK) category. The results of the interview also show that from Based on the aforementioned interview findings, it can be deduced that the teachers clearly said that they were still experiencing several difficulties in teaching activities, both through the teaching ability itself and also what could be seen through the basic competency (KD) achievements of the students. Alone. So, through the results of this interview, it was also concluded that improvement efforts were still needed in increasing teacher pedagogical competence, which would be facilitated by clinical supervision.

### Description of Cycle II Result

It is known that to achieve the Very Good (SB) category, many teachers have been able to achieve it at every stage of learning activities, while the lowest teacher achievement is in the Fair (C) category. For the observation assessment achievement category in the Poor (K) or very poor (SK) categories, there are no teachers who have it anymore.

**Tabel 2.** Cycle II Result

	Teacher Code					Total	Average
	Teacher_1	Teacher_2	Teacher_3	Teacher_4	Teacher_5		
<b>Total</b>	90	90	88	88	86	<b>442</b>	<b>88,4</b>
<b>Value</b>	81,81	81,81	80	80	78,18		
<b>Category</b>	Baik	Baik	Baik	Baik	Baik		
	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>B</b>		

The conclusions is that the average number obtained by teachers during the implementation of actions in Cycle II was 88.4, meanwhile if seen based on grades, the scores obtained by each teacher were in the range above 80 or > 80. The results of the recapitulation were that there were 2 teachers out of a total of 5 teachers (40%) teachers who meet the Very Good (SB) category, there are 3 teachers out of a total of 5 teachers (60%) who meet the Good (B) category, there are no

teachers (0%) who meet the category Fair (C), there are no teachers (0%) who are included in the Poor (K) category and there are no teachers (0%) who are included in the Very Poor (SK) category. Meanwhile, the results of the interview also showed that one of the teachers indicated that the teacher had experienced changes in ability and of course had increased competence. This could be seen from how the teacher was able to show his level of confidence in each interview question.

### **Comparison of the Observation Result Each Teacher from Cycle I and Cycle II**

After completing observation and supervision of each teacher in each cycle, namely Cycle I and Cycle II, the conclusion was obtained that the researcher did not need to carry out Cycle III. This is because in Cycle II the success indicators for action research have been achieved. As a conclusion of from implementation of actions in Cycle I and Cycle II, it is presented in the following

**Tabel 3.** Comparison of Cycle I and Cycle II

	Teacher_1	Teacher_2	Teacher_3	Teacher_4	Teacher_5
<b>Cycle I</b>	55	57	58	63	61
<b>Category</b>	C	C	C	C	C
<b>Cycle II</b>	90	90	88	88	86
<b>Category</b>	B	B	B	B	B

## **4. Conclusions**

Based on all the explanations above, and also based on observation data and also interview guidelines with teachers/research objects, the researcher concludes that this action research has been successful as shown through indicators of success. The indicators for the success of this research action are divided into three (3) important parts

1. change in teacher planning and presentation of learning : teacher are able to design and present learning that is more varied, interactive and appropriate to the characteristics of students, Teachers apply learning strategies that are more innovative and attract students' attention
2. Increased Student Interaction and Involvement: there has been an increase in student participation and active involvement in the learning procedures, teacher are able to create a classroom environment that supports discussion, collaboration and joint problem solving.

3. Increased ability to manage classes: The teacher succeeded in creating a conducive classroom atmosphere and overcoming potential distractions, There has been an improvement in time management, managing student behavior, and applying positive discipline.

The following series of conclusions answer the questions posed in the problem formulations

1. there has been an increase in the pedagogical competence of class I to class V teachers with the help of clinical supervision
2. This improvement can be seen through the implementation of action research in two (2) cycle
3. The results of the improvement can be seen through observation results, where in Cycle I the total score was 294 with an average of 58.8, while in Cycle II the total score was 442 with an average of 88,4
4. Interpretation of teacher observation results in cycle I, as many as 100% of the teachers observed were in the Poor (K) category, meanwhile the interpretation of teacher observation results in Cycle II stated that 2 (40%) teachers were in the Very Good (SB) category. ), and 3 (60%) teachers are in the good category
5. In accordance with the success indicators of action research, this research is said to be successful in cycle II

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