DYNAMICS AND THE CHALLENGES OF IMPLEMENTING CLINICAL SUPERVISION IN IMPROVING THE PROFESSIONALISM OF TEACHERS

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Abstract:
This study aims to identify challenges and dynamics in the implementation of clinical supervision to improve the professionalism of educators at MA Mukhtar Syafa'at school. The method used is a descriptive qualitative approach with data collection through in-depth interviews, direct observation, and documentation analysis. Key informants include educational supervisors, principals, and teachers. The results of the study indicate several major challenges in the implementation of clinical supervision, including differences in perception between supervisors and teachers regarding the purpose of supervision, lack of supervisor skills in providing constructive feedback, and high teacher workloads that limit participation in supervision. In addition, it was found that clinical supervision is often considered an administrative formality without providing a significant impact on teacher professional development. Observations also revealed that although the reflective approach has begun to be applied, its implementation is often inconsistent. This study recommends the need for ongoing training for supervisors to improve supervision competency, integration of clinical supervision with teacher work schedules, and development of supervision guidelines that are relevant to the local context. These findings are expected to provide strategic insights to improve the effectiveness of clinical supervision and support educator professionalism in a sustainable manner.

Abstract:
Penelitian ini bertujuan untuk mengidentifikasi tantangan dan dinamika dalam implementasi supervisi klinis guna meningkatkan profesionalisme tenaga pendidik di sekolah MA Mukhtar Syafa'at. Metode yang digunakan adalah pendekatan kualitatif deskriptif dengan pengumpulan data melalui wawancara mendalam, observasi langsung, dan analisis dokumentasi. Informan kunci meliputi pengawas pendidikan, kepala sekolah, dan guru. Hasil penelitian menunjukkan beberapa tantangan utama dalam pelaksanaan supervisi klinis, di antaranya perbedaan persepsi antara pengawas dan guru mengenai tujuan supervisi, kurangnya keterampilan pengawas dalam memberikan umpan balik konstruktif, serta tingginya beban kerja guru yang membatasi partisipasi dalam supervisi. Selain itu, ditemukan bahwa supervisi klinis sering kali dianggap sebagai formalitas administrasi tanpa memberikan dampak signifikan terhadap pengembangan profesional guru. Observasi juga mengungkapkan bahwa meskipun pendekatan reflektif mulai diterapkan, pelaksanaannya sering tidak konsisten. Penelitian ini merekomendasikan perlunya pelatihan berkelanjutan bagi pengawas untuk meningkatkan kompetensi supervisi, pengintegrasian supervisi klinis dengan jadwal kerja guru, serta pengembangan panduan supervisi yang relevan dengan konteks lokal. Temuan ini diharapkan

dapat memberikan wawasan strategis untuk meningkatkan efektivitas supervisi klinis dan mendukung profesionalisme pendidik secara berkelanjutan.

INTRODUCTION

Clinical supervision is one of the important methods in the professional development of educators, especially in the formal education sector (Etsula, 2024). In the modern context, the need for professional development is increasingly urgent to ensure the quality of relevant and impactful teaching (Brown et al., 2023). According to recent studies, clinical supervision provides a collaborative approach that allows educators not only to receive evaluation but also support for reflection and improvement of their practices (Yendol-Hoppey et al., 2023). This method has been proven effective in creating a learning environment that supports continuous growth.

However, in Indonesia, its implementation still faces various challenges, such as limited supervisor training and resistance to change (Kohn, 2024). Here, clinical supervision has become an integral part of efforts to improve the professionalism of educators, especially in the era of global educational transformation. Teachers are not only required to master traditional teaching methods but also to integrate technology and innovative approaches in learning (Lyu et al., 2024). In Indonesia, challenges to clinical supervision include resistance to reflection-based evaluation, limited supervisor training, and lack of adequate policy support (Waruwu et al., 2024). Meanwhile, global studies show that clinical supervision can improve teacher skills, such as critical reflection and adaptation to diverse student needs (Etsula, 2024). Effective implementation is crucial because it has a direct impact on the quality of national education and the readiness of educators to face the challenges of the 21st century (Rind et al., 2024). Therefore, this study is important to explore the dynamics and challenges of clinical supervision in the context of local education. In conclusion, this study is relevant to answer the need for transformation of educator professionalism.

Previous literature suggests that clinical supervision plays an important role in building educators' professional skills through a structured learning approach (Garin & Yendol-Hoppey, 2023). For example, research by found that clinical supervision encourages active engagement of educators and students in reflective learning (Tan et al., 2022). However, many studies focus on the medical sector, while in primary and secondary education, the literature is still limited. In addition, research on the adaptation of clinical supervision in multicultural or less supportive educational environments has not been widely conducted (Rahayu et al., 2024). Various studies have shown that clinical supervision is an effective strategy to improve teacher performance (Mwalabu et al., 2024). According to (Lyu et al., 2024),

this approach facilitates the development of teachers' reflective and collaborative competencies. In addition, (Manoharan et al., 2024)highlighted the importance of supervisor training to ensure objective and constructive evaluation. However, research in developing countries shows that the implementation of clinical supervision is often constrained by hierarchical cultures, resource constraints, and lack of supervisor skills (Meier et al., 2024). However, there is a paucity of literature discussing how clinical supervision approaches can be adapted to local cultural and institutional contexts (Aldaheri et al., 2023). This study aims to fill this gap by exploring strategies for adaptation and innovation of clinical supervision in MA schools (Gottschalk & Hopwood, 2022). By examining the implementation of clinical supervision across contexts, this study is expected to provide new insights into how this method can effectively enhance educator professionalism (Philip & Arrowsmith, 2021).

This study aims to answer two main questions related to the implementation of clinical supervision in MA. First, this study identifies the challenges faced in its implementation, such as limited resources and conceptual understanding. Second, this study explores how to implement clinical supervision effectively to improve the professionalism of educators through structured strategies, supervisor training, and ongoing evaluation.

The focus is to explore the dynamics of implementation, supporting factors, and challenges faced in the implementation of clinical supervision in MA schools. Some aspects studied include the role of supervisors, educators' responses to supervision, and expected outcomes in improving professional skills. In addition, this study will also identify the most relevant supervision mechanisms in the local educational context. Thus, this study not only seeks to understand the impact of clinical supervision but also provides recommendations for its implementation in the field.

Effective clinical supervision requires a holistic approach, from intensive training for supervisors to changing the paradigm of work culture in educational institutions (Jacobsen et al., 2024). According to research (Pino-Yancovic et al., 2022), a collaborative approach between teachers and supervisors is one of the best strategies to overcome resistance to evaluation. In addition, studies show that strengthening supervisor capacity through specific training can increase the effectiveness of clinical supervision (Davidsson & Stigmar, 2021). This study proposes a supervision model that is more adaptive to local challenges, with a focus on strengthening critical reflection and developing professional collaboration (Javed, 2023). Thus, the results of this study are expected to be able to provide concrete solutions to improve the quality of clinical supervision, not only in Indonesia but also in other countries facing similar challenges (Paluttri, 2024).

Based on early literature, clinical supervision has great potential to enhance educator professionalism through an approach that focuses on practice development. However, its success depends on the readiness of educational institutions in providing resources and training for supervisors. A study by (Lin &

Chen, 2023)showed that active engagement between supervisors and educators can create a more adaptive and supportive learning environment. The initial hypothesis of this study is that clinical supervision, if implemented well, can significantly improve teaching practices in Indonesia. The implication is that the findings of this study can be the basis for more effective educational policies in supporting educator professionalism (Morfaki et al., 2024)

RESEARCH METHODS

The research methodology used in this study is a qualitative method with a descriptive approach, which aims to deeply understand the dynamics and challenges of implementing clinical supervision in improving the professionalism of educators. This research was conducted through primary and secondary data collection (Teng et al., 2024). Primary data were obtained through in-depth interviews with key informants, such as educational supervisors, principals, and educators, to explore their experiences, views, and obstacles they face in implementing clinical supervision (Nasution, 2023). Interviews were conducted in a semi-structured manner to allow exploration of relevant issues according to the research context. In addition, researchers also used direct observation techniques in the field to observe the clinical supervision process, from the planning, implementation, to evaluation stages, in order to directly understand how supervision is applied in improving the competence of educators (Bohannon et al., 2024).

Secondary data were collected through documentation, such as supervision reports, official guidelines, and policies related to the development of professionalism of educators (Harduf & Berkovich, 2024). Data analysis was carried out using thematic analysis techniques, where the data obtained was organized, coded, and categorized into main themes relevant to the research objectives. Data validity was maintained through triangulation of data sources, namely by comparing information from various parties and data collection techniques (Esrar et al., 2023). The analysis process was carried out iteratively, by combining empirical findings from the field with clinical supervision theory and the concept of educator professionalism. This methodology is expected to be able to provide a comprehensive picture of the supporting and inhibiting factors in the implementation of clinical supervision, as well as provide strategic recommendations to improve the professionalism of educators.

RESULTS AND DISCUSSION
Differences in Perception Between Supervisors and Teachers

Differences in perception between supervisors and teachers regarding the goals and benefits of clinical supervision can create gaps in the understanding and expectations of both parties towards the process, which in turn affects the effectiveness of supervision implementation. Supervisors, as the party tasked with providing guidance and evaluation, often have a more focused view on administrative aspects and improving the quality of teaching in general. Thus, these

differences in perception can create gaps in the understanding of both parties regarding the goals of supervision. which will be explained from the interview data that has been obtained with the supervisor as follows:

The results of interviews with school supervisors indicate that "School supervisors see clinical supervision as a tool to assess teacher performance and improve the quality of learning," while teachers consider it as professional support. However, the lack of communication of the purpose of supervision often makes teachers feel that the focus is more on evaluation than coaching, causing discomfort. This gap indicates the need for effective dialogue between supervisors and teachers to align expectations and improve the professionalism of educators. This gap in understanding indicates the need for more effective dialogue between supervisors and teachers so that clinical supervision can run according to the expectations of both parties and improve the professionalism of educators (interview source, January 1, 2025)

The results of the interviews showed differences in views between supervisors and teachers regarding clinical supervision. Supervisors see it as a tool to assess teacher performance and improve the quality of learning, while teachers consider it a form of professional support. However, the lack of clear communication regarding the purpose of supervision often causes discomfort on the part of teachers, who feel that the focus of supervision is more on evaluation than coaching. This results in supervision not fully running according to the expectations of both parties. Therefore, with the exposure of the interviews above, it is necessary to have this documentation which will function as clear evidence regarding the process and results of supervision. The following is the form of documentation:

source: documentation based on interviews

Based on the results of interviews with supervisors, it is known that they view clinical supervision as a tool to assess teacher performance and provide feedback to improve the quality of learning. However, on the other hand, teachers see clinical supervision as an opportunity to get professional support and coaching. This is reinforced by the statements of several teachers who feel uncomfortable receiving

feedback, especially when supervision is felt to emphasize assessment rather than coaching.

From the results of interviews and documentation that have been conducted, researchers found significant differences in views between supervisors and teachers regarding the goals and benefits of clinical supervision. Research found by (Cuyvers et al., 2021)revealed that supervisors often view clinical supervision as a tool to assess and monitor teacher performance, while teachers consider clinical supervision as an opportunity to get support and professional development (Osiesi et al., 2023). These differences in views cause tension that can reduce the effectiveness of supervision (Nguyen et al., 2024). In addition, a study by (Kolodny & Breitborde, 2022)found that some teachers felt that clinical supervision focused more on evaluating their performance than developing teaching skills, while supervisors felt that the goal of supervision was to improve the quality of learning, but often could not communicate these goals clearly. Therefore, differences in perception between supervisors and teachers regarding the goals and benefits of clinical supervision can hinder the effectiveness of supervision implementation in improving the professionalism of educators. such as interview data obtained with sources (Zhang et al., 2024).

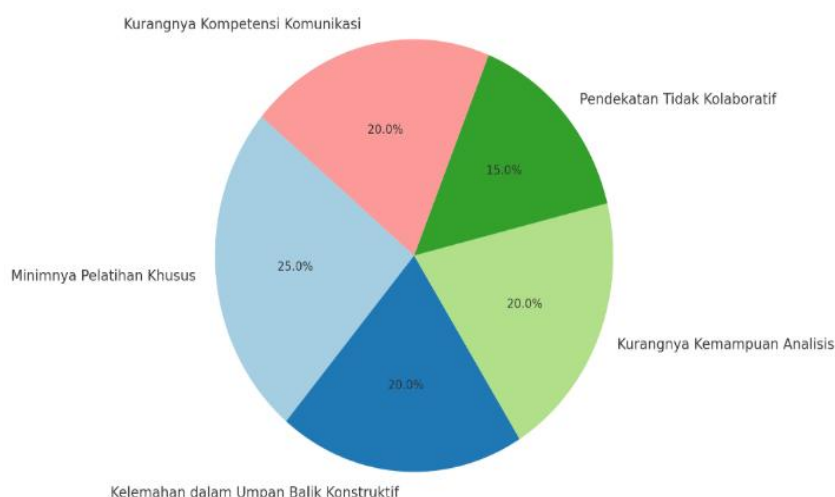## Lack of Supervisory Skills in Supervision

Supervision clinical , which aims guide direct teacher to increase quality learning, often constrained by the lack of skills and training supervisor . Research show that Lots supervisor No understand principle supervision clinical in a way in depth , so that the supervision process tend evaluative , not nature coaching . One of the constraint main is weakness supervisor in give bait come back constructive . Feed come back often considered No relevant , too general , or No give solution concrete , so that fail motivate teachers or help they repair shortcomings . As a result , supervision clinical lost his role in develop teacher professionalism and improving learning . Based on interview data , the problems This obtained from experience direct supervisors in the field . which will be explained from the interview data that has been obtained with the supervisor as follows:

Based on the results of the interview with the supervisor, he stated "Supervisors face challenges in clinical supervision, especially when providing constructive feedback". And he also explained that "Lack of training makes feedback often general and non-specific, so that teachers have difficulty understanding concrete steps to improve teaching methods". This hinders the optimization of supervision in supporting teacher professional development. Additional training is needed so that clinical supervision is more effective in improving the quality of learning. Therefore, additional training is needed for supervisors so that clinical supervision can have a significant impact on improving the quality of learning. (interview source, January 1, 2025)

Based on the interviews, supervisors admitted that clinical supervision often faces obstacles, especially in providing constructive feedback. The main problem is the lack of adequate training for supervisors, so that the feedback given tends to be general and non-specific. As a result, teachers have difficulty understanding the

concrete steps that need to be taken to improve the quality of their teaching methods. To overcome this problem, additional training for supervisors is needed. The training should focus on the skills of providing specific, targeted, and relevant feedback. The following is a form of explanation of the chart of the Lack of Supervisor Skills in Supervision:

Diagram 1. Lack of Supervisory Skills in Supervision

Based on the study chart and the results of interviews with supervisors, it was found that many supervisors face obstacles in implementing clinical supervision effectively due to a lack of adequate skills and training. This lack of competence includes weaknesses in providing constructive feedback, minimal analytical skills towards the learning process, and a lack of understanding of collaborative approaches that can support teacher professional development. This indicates the need for more targeted efforts to improve supervisors' skills in implementing clinical supervision, so that the objectives of supervision as a coaching tool can be achieved optimally.

From the results of interviews and charts that have been conducted, researchers Study by (Cruz et al., 2021)found that 35% of supervisors in secondary schools in the United States reported that they felt under-trained in providing feedback that could encourage improvements in teaching practices. Other research by shows (McGuire et al., 2024)that supervisors who do not have the right feedback skills tend to fail to encourage teachers to implement significant changes in teaching, because the feedback given is too general and not focused on specific areas of development. Therefore, Supervisors who are under-trained in clinical supervision often fail to provide effective constructive feedback, thereby reducing the positive impact of supervision in improving the quality of teacher learning (Rothwell et al., 2021).

Teachers' Time and Workload Challenges

Many teachers complain about the lack of time to participate in clinical supervision due to their high workload. High workload is one of the main obstacles for teachers in participating in clinical supervision, which should function as a means of their professional development. Many teachers complain about the lack of time due to large administrative demands, such as compiling learning materials, filling out reports, and fulfilling additional obligations outside of teaching duties. In addition, a busy teaching schedule often makes it difficult for them to take the time to be actively involved in the clinical supervision process which requires in-depth observation, discussion, and evaluation. In some cases, clinical supervision is considered an additional burden because its implementation is not integrated with the teacher's work needs or schedule. As a result, teachers often feel that supervision is only a formality without having a significant impact on the quality of their learning or professional development. In fact, effective clinical supervision can be a tool to help teachers identify their strengths and weaknesses, and formulate relevant improvement strategies.

Based on interviews with MA teachers, "MA teachers complain that clinical supervision is difficult to do because of the high workload, such as administrative tasks and busy teaching schedules". And he also explained that "They feel that supervision is more like a formality without significant impact because it is not integrated with the work schedule. Teachers hope that there will be adjustments so that clinical supervision is more effective, according to needs, and supports their professional development" For that, he hopes that there will be adjustments so that clinical supervision can be more effective and in accordance with the needs and work schedules of teachers. (interview source, January 1, 2025)

Based on interviews with MA teachers, clinical supervision faces major challenges due to the high workload of teachers. Administrative tasks, such as preparing learning tools and filling out reports, as well as a busy teaching schedule, make it difficult for teachers to optimally participate in clinical supervision. This condition often makes supervision considered a formality without a significant impact on professional development. This indicates the need for adjustments in the clinical supervision system to make it more relevant and useful. As a solution, clinical supervision must be designed to align with teachers' schedules and needs. The following is an explanation of the Teacher Time and Workload Challenges chart:

Diagram Tantangan Waktu dan Beban Kerja Guru

- **Penentuan Tugas dan Kewajiban**
Guru menentukan berbagai tugas yang harus diselesaikan, baik mengajar, menilai, maupun administratif.
- **Tantangan Berkelanjutan**
PrMeskipun ada upaya untuk mengelola waktu dan tugas, tantangan tetap ada dan memerlukan penyesuaian berkelanjutan..
- **Prioritas Tugas dan Pengelolaan Waktu**
Guru memprioritaskan tugas-tugas dan mencoba mengelola waktu seefisien.
- **Stress dan Kelelahan**
Beban kerja yang tinggi dan keterbatasan waktu dapat menyebabkan stres dan kelelahan, mempengaruhi kesejahteraan guru..
- **Keterbatasan Waktu**
Waktu yang terbatas untuk menyelesaikan banyak tugas menjadi tantangan besar bagi guru..

Based on the study chart and the results of interviews with related parties, it was found that the lack of supervisory skills in supervision is one of the main obstacles in implementing learning. Supervisors often face difficulties in providing effective guidance to educators, especially in the aspects of planning, implementing, and evaluating learning. This is due to the lack of special training provided to supervisors, so that their competence in using modern supervision approaches, such as clinical or collaborative supervision, is not optimal.

From the results of interviews and documentation that have been conducted, the study researchers (Muhajirah, 2023)found that the lack of supervisor skills in supervision has a significant impact on the quality of learning implementation (Walid et al., 2024). Based on the data obtained, many supervisors are still limited in implementing effective supervision methods, such as collaboration-based supervision or reflective approaches, which should be able to improve educator competence (Morales et al., 2023). The main factors underlying this problem are the lack of relevant professional training and the lack of supervisor understanding of the dynamics of learning needs in the field (Anselmann, 2022). In addition, documentation shows that supervision is often only carried out as a formality without having a direct impact on improving the quality of education (Lauri et al., 2021). Therefore, the results of this study underline the importance of developing continuous training programs to improve supervisors' skills, so that they can make more optimal contributions in supporting the achievement of educational goals (Hoang et al., 2024).

CONCLUSION

Based on the results of the study through interviews, observations and documentation studies regarding the Dynamics and Challenges of Implementing Clinical Supervision in Improving the Professionalism of Educators in MA schools, researchers can conclude as follows: First, differences in perception between supervisors and teachers regarding the purpose of supervision hinder its effectiveness, where supervisors see it as an assessment tool, while teachers

consider it as professional support. This gap requires better communication between the two. Second, the limitations of supervisors' skills in providing constructive feedback are also an obstacle, because supervisors are less trained in providing specific and relevant feedback. Third, the high workload of teachers, such as administrative tasks and busy teaching schedules, makes it difficult for them to follow clinical supervision optimally. To overcome this problem, more structured training is needed for supervisors, a more flexible supervision approach, and adjustments so that clinical supervision is more integrated with the teacher's work schedule. These efforts are expected to increase the effectiveness of supervision, support teacher professional development, and improve the quality of learning.

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