

The Principal's Efforts to Improve English Teachers' Teaching Skills Through Clinical Supervision at MTsN 2 Aceh Utara

¹. Mardiana, ². Hendri Jaya, ³. Kholid Musadad

¹. Universitas Islam Negeri Sultanah Nahrasiyah Lhokseumawe, ². Institut Agama Islam Darul Fattah Lampung, ³. Islamic University of Madinah

¹. mardianajbn@gmail.com, ². hendrijaya21@gmail.com,
kholidmuhammad642@gmail.com

ABSTRACT

This study is based on the importance of the principal's role in professional development of teachers so that the learning process becomes more effective, interactive, and in line with the demands of the times. The purpose of this study is to describe the principal's efforts in improving the teaching skills of English teachers through clinical supervision at MTsN 2 Aceh Utara. This study uses a descriptive qualitative approach with Miles, Huberman, and Saldana's (2014) interactive analysis model data analysis technique, which includes data reduction, data presentation, and conclusion drawing. The results show that clinical supervision is carried out in three stages, namely planning, implementation, and follow-up evaluation. In the planning stage, the principal prepares a supervision schedule, identifies teachers' needs, and determines success indicators. In the implementation stage, the principal observes classes, conducts reflective discussions, and provides constructive feedback. Meanwhile, in the evaluation and follow-up stage, training, continuous mentoring, and periodic monitoring and evaluation are carried out. Clinical supervision has been proven to have a positive impact on improving teachers' pedagogical competence, utilizing more innovative learning media, and increasing interaction between teachers and students. This study recommends the importance of continuing clinical supervision as a strategy for developing teacher professionalism in madrasahs.

Keywords: Principal, Teaching competence, English teacher, Clinical supervision

INTRODUCTION

Education plays a very important role in shaping the character and competence of students, including in the mastery of foreign languages such as English, which is an essential skill in the era of globalization. The role of English teachers in equipping students with international communication skills is vital, as they are responsible for instilling the basics of language skills and building students' confidence in actively using English (Sawalmeh & Dey, 2023). One of the main factors determining the success of the learning process is the quality of teaching. Teachers who have high pedagogical competence and professionalism will be able to create a learning atmosphere that is communicative, interactive, and relevant to the needs of students (Murkatik dkk., 2020).

In this context, improving the teaching quality of English teachers is very important, especially to adapt teaching methods to technological developments and competency-based learning approaches. Therefore, principals have a strategic role in improving teachers' teaching skills through clinical supervision, which is an individualized, focused, and collaborative approach to supervision. (Sunardi & Satori, 2024). Through clinical supervision, principals can help teachers analyze the learning process, identify strengths and weaknesses, and design concrete and sustainable improvement strategies (Said, 2025).

Several studies have shown the important role of clinical supervision in improving teachers' professionalism and learning quality. (Sutrisno, 2021) found that clinical supervision with a collaborative approach significantly improved the planning and implementation of learning in junior high schools. (Etiyaningsih dkk., 2023) argue that clinical supervision by school principals can improve teacher professionalism after the pandemic. (Fauzi, 2020) states that clinical supervision has an impact on improving teacher professionalism through systematic observation and feedback stages. Meanwhile, research (Dewi dkk., 2024) in madrasahs shows that clinical supervision by madrasah principals contributes significantly to improving teacher performance. However, most of these studies still focus on improving teachers' competencies in general and have not specifically examined the improvement of English teachers' teaching abilities in the context of madrasah tsanawiyah.

In addition, studies that comprehensively integrate the stages of clinical supervision, from planning and implementation to evaluation and follow-up in the context of English language learning, are still limited. Therefore, this study is novel in its focus on specifically analyzing the efforts of school principals in improving the teaching abilities of English teachers through clinical supervision in madrasahs.

As educational leaders, school principals have a significant responsibility in improving the quality of learning in schools. The role of school principals in improving the quality of education has a major impact on the success of educational institutions (Sabila dkk., 2023). One strategy that can be implemented is clinical supervision. Clinical supervision is a direct and systematic coaching process to help teachers improve their teaching competence. Through clinical supervision, the principal can provide guidance, input, and constructive evaluation to teachers so that they can develop more effective learning strategies. Clinical supervision also serves as a means of reflection for teachers in assessing the effectiveness of the learning methods used and finding solutions to problems encountered in the teaching process (Babo & Syamsuddin, 2022).

Clinical supervision is professional guidance provided to teachers to help them improve the quality of their teaching, according to their individual needs. Experts such as Daresh (1989) dan (Goldhammer 1969) argue that clinical supervision is an effective strategy for developing teacher professionalism in learning. The clinical supervision process is carried out in a structured manner through a series of systematic stages, which include planning, direct observation of teaching activities, and rapid and objective analysis of the observation results.

Based on preliminary observations conducted by researchers at MTsN 2 Aceh Utara, it was found that the teaching abilities of English teachers still need to be strengthened in several aspects, such as variety of learning methods, use of technology-based media, and active student involvement in speaking practice. In several learning activities, the methods used still tend to be conventional and teacher-centered, so that student participation is not yet optimal. In addition, reflection on the learning process has not been carried out systematically, so that improvements in learning are still incidental. These initial findings indicate the need for targeted and sustainable coaching strategies to improve the quality of English language learning.

Clinical supervision in schools is an important tool in efforts to improve the teaching skills of English teachers. However, the effectiveness of clinical supervision in improving the quality of learning still requires further study. There are a number of obstacles encountered in its implementation, such as teachers' lack of understanding of the objectives of supervision, time constraints, and minimal follow-up after supervision. Therefore, this study aims to analyze how the principal implements clinical supervision and its positive impact on improving the teaching skills of English teachers at the school.

Clinical supervision is important because it not only serves as an evaluation tool, but also as a dialogical and collaborative professional development process. Unlike administrative supervision, which tends to focus on document completeness, clinical supervision focuses on actual classroom learning practices and provides direct feedback to teachers. In the context of English language learning, which requires active interaction and the use of communicative strategies, the clinical supervision approach is relevant in helping teachers to continuously reflect and improve. Thus, the urgency of this research lies in the importance of presenting a systematic and contextual coaching model to address the challenges of improving the quality of English language learning in madrasahs.

The purpose of this study is to gain a deeper understanding of the principal's strategy in improving the quality of English teachers' teaching through a clinical supervision approach. Clinical supervision is a professional coaching process between the principal as supervisor and teachers that focuses on improving teaching and learning activities. This process is carried out through face-to-face meetings that specifically discuss teachers' teaching performance based on classroom observations (Babo & Syamsuddin, 2022).

RESEARCH METHOD

In this study, researchers used a descriptive qualitative approach to gain an in-depth understanding of the principal's efforts to improve English teachers' teaching skills through clinical supervision (Agustianti dkk., 2022). which includes data collection, data condensation (selection and simplification of important data), structured data presentation so that patterns are easy to understand, and drawing and verifying conclusions to ensure the validity of the findings. The research location was set at MTsN

2 Aceh Utara, as one of the state madrasahs that shows commitment to developing the quality of English language learning through a humanistic and sustainable supervision approach.

The main informants in this study consisted of the principal, English teachers, and other parties involved in the clinical supervision process. Informants were selected purposively because they were directly involved in the implementation of clinical supervision. The principal was selected as the supervisor, English teachers as the recipients of supervision and implementers of learning, while other related parties were involved to support data triangulation and strengthen the validity of the study. Data collection techniques were conducted through interviews, observations, and documentation. Interviews were conducted with school principals and English teachers to obtain data on the planning, implementation, and follow-up of clinical supervision. Observations were conducted during supervision activities and the learning process in the classroom. Documentation was carried out by reviewing the supervision program, schedule, and activity reports during the research period.

RESULTS AND DISCUSSION

Based on the results of research conducted through observation, interviews, and documentation analysis, it was found that the principal at MTsN 2 Aceh Utara had implemented various clinical supervision strategies to improve the teaching abilities of English teachers. These efforts included the stages of planning, implementation, evaluation, and follow-up of clinical supervision.

During the planning stage, the principal developed a supervision program that took into account the actual needs of teachers in the field. This was reinforced by the results of interviews with principals who stated that:

“I conduct supervision not only to evaluate, but more to help teachers understand their strengths and weaknesses in teaching. Therefore, before conducting supervision, I always discuss with the teachers first about their needs in the classroom.”

In addition, observations of supervision documents show that the principal has developed a structured and flexible supervision schedule and established success indicators that include the use of communicative learning methods, the use of learning media, and the active involvement of students in English language learning (Pranita dkk., 2019).

During the implementation stage, clinical supervision was carried out through direct observation in the classroom. The principal observed the English teachers' learning process, starting from the opening activities, delivery of material, interaction with students, to the closing of the lesson. Based on the results of the observation, it was found that teachers began to apply a variety of learning methods, such as group discussions and role plays, to increase students' courage in speaking English (Babo & Syamsuddin, 2022). This finding is reinforced by the statement of one English teacher who said:

“After being supervised, I became more aware of how to manage the class and choose appropriate methods. Feedback from the principal helped me notice small things that I had not noticed before.”

After observing the class, the principal held a reflective discussion with the teacher. This discussion was conducted in a dialogical and open manner, where teachers were given the opportunity to convey the obstacles they faced during the learning process. The principal then provided constructive and solution-oriented feedback, particularly regarding teaching strategies and classroom management.

During the evaluation and follow-up stage, the principal conducted further monitoring to ensure that there was an improvement in the English teachers' teaching skills. Based on the interview results, the principal said that:

“Supervision does not stop at observation alone. I always follow up with small training sessions or mentoring, especially for teachers who still have difficulty implementing new methods.”

The documentation results show that follow-up supervision is carried out through internal training, learning development workshops, and ongoing mentoring for teachers. In addition, re-observations and evaluations of student learning outcomes are conducted as indicators of the success of clinical supervision. This evaluation can use assessment instruments, field notes, and other documentation collected during supervision (Mbelu Ranjawali dkk., 2019).

From the results of the study, it can be concluded that the principal's efforts to improve the teaching abilities of English teachers through clinical supervision at MTsN 2 Aceh Utara included the following three stages:

Table 1. Principal's Efforts to Improve English Teachers' Teaching Skills through Clinical Supervision

Efforts of the Principal	Description
Planning	Developing a supervision program, setting schedules, determining success indicators, coordinating with English teachers
Implementation	Class observation, discussion of observation results, feedback
Evaluation and Follow-up	Conducting regular training and workshops, providing ongoing assistance to teachers experiencing difficulties, and conducting regular monitoring and evaluation

These findings indicate that clinical supervision conducted by the principal at MTsN 2 Aceh Utara not only includes observation and feedback, but also joint reflection with teachers in order to improve learning practices. This is in line with the concept of clinical supervision proposed by Cogan (1973) in (Handayani dkk., 2024), where supervision is viewed as a systematic coaching process through the pre-observation, classroom observation, and post-observation conference phases to provide feedback that helps develop teachers' teaching competencies.

Clinical supervision is one of the strategic approaches used by school principals to improve the quality and professionalism of teachers, including English teachers (Mastuti dkk., 2022). At MTsN 2 Aceh Utara, the principal acts not only as an administrator of

education, but also as an active partner in helping teachers develop their teaching skills. Through clinical supervision, the principal strives to create a collaborative, open, and continuous improvement-oriented coaching environment (Dodo, 2024). This process is carried out through three main stages, namely: planning, implementation, and evaluation and follow-up (Marwati dkk., 2019; Murtafi'ah & Al Rosid, 2024; Sulfahri dkk., 2023).

1. Clinical Supervision Planning

This stage is the main foundation for designing targeted supervision. Principals not only develop programs administratively, but also strive to understand the real needs faced by teachers in the field.

a. Identify Teacher Needs

The first step taken was to engage in direct dialogue with English teachers. Through informal meetings and formal forums, the principal gathered information about the obstacles teachers often faced, such as difficulties in choosing appropriate methods, challenges in creating a communicative classroom atmosphere, and limitations in utilizing modern learning media. This approach was carried out in a familial and open manner so that teachers felt comfortable expressing their problems. The results of this needs assessment served as a reference in designing a supervision program that was truly contextual and applicable.

b. Preparation of an Adaptive Supervision Schedule

Clinical supervision is scheduled flexibly so as not to interfere with teaching and learning activities. The principal considers various factors such as teachers' teaching schedules, extracurricular activities, and the teachers' own readiness. The schedule is dialogical, meaning that it is agreed upon with the teachers so that they do not feel burdened. Supervision is carried out periodically, such as every semester or every quarter, so that each teacher has enough time to be evaluated and given constructive feedback.

c. Determination of Success Indicators

To ensure that supervision is focused and effective, the principal establishes several indicators that will be the focus of observation. These indicators include:

- (1) Learning Planning: The extent to which lesson plans are well-prepared and relevant to curriculum outcomes.
- (2) Teaching Methods and Techniques: Do teachers use communicative and active approaches that are appropriate for the characteristics of MTs students.
- (3) Classroom Management: The ability of teachers to create a comfortable, orderly, and enjoyable learning environment.
- (4) Use of Learning Media: Utilization of teaching aids, including technologies such as video, audio, learning applications, and LMS.
- (5) Evaluation and Assessment: How teachers assess student learning outcomes holistically through tests, assignments, interactive quizzes, or portfolios.
- (6) Student Engagement: The level of student participation during the learning process, whether in discussions, speaking practice, or group work.

The principal also openly communicated the purpose of clinical supervision to teachers, so that they understood that this process was not about judging, but rather about mutual learning and development.

2. Implementation of Clinical Supervision

The implementation stage is the core of the clinical supervision process carried out by the principal. At MTsN 2 Aceh Utara, the principal not only performs administrative duties but is also directly involved in classroom learning activities as a form of professional assistance for English teachers. In this stage, the principal acts as an observer and dialogical partner who provides space for teachers to develop optimally.

a. Class Observation

The principal conducted direct observations in the classroom to observe how English teachers delivered material, interacted with students, and managed the learning process. The focus of the observation was not only limited to teaching techniques, but also included the extent to which the classroom atmosphere supported active student engagement. These observations aimed to provide a complete picture of the teachers' teaching practices and open up space for objective and supportive evaluation.

b. Student Activities and Engagement

During the observation process, the principal paid close attention to student engagement in the learning process. This included student participation in discussions, their ability to answer questions in English, and their courage in expressing their opinions. Teachers who were able to facilitate a participatory learning environment were assessed as having developed a communicative and student-oriented approach.

c. Variations in Learning Methods and Media

The principal also observes the diversity of methods used by teachers in teaching, such as the use of group discussions, presentations, role plays, and project-based learning. In addition, the use of learning media is also an important indicator, whether teachers utilize technology, interactive videos, learning applications, or other visual aids to support the teaching process. The use of appropriate media can help students understand the material more easily and enjoyably.

d. Time Management and Classroom Atmosphere

Teachers' ability to manage time and maintain classroom atmosphere is also a concern. The principal assesses whether time allocation is used effectively, whether classes run orderly, and how teachers create a safe, comfortable atmosphere that encourages students to speak in English.

e. Joint Reflection and Feedback

After the observation process, the principal held a reflective meeting with teachers to discuss the findings in the field. This dialogue was conducted openly and respectfully. Teachers were given the opportunity to share their teaching experiences, including the obstacles they faced. Next, the principal provided constructive feedback and suggestions, with the aim of encouraging teachers to try new, more effective approaches.

3. Evaluation and Follow-up

Clinical supervision does not stop at the observation and discussion stage. Evaluation and follow-up are important steps to ensure that the coaching process has a real impact on the teaching practices of English teachers.

a. Professional Development Training and Workshops

As a follow-up, the principal organized training and workshops designed to improve the competence of English teachers. The training material covered various aspects, ranging from active learning strategies, integration of digital

technology in the classroom, to teaching approaches based on the independent curriculum. Through these activities, teachers were encouraged to be more confident in exploring new learning methods that are relevant to the characteristics of madrasah students and the times.

b. Ongoing Assistance

The guidance approach taken by the principal is not a one-time thing, but rather an ongoing process. Teachers who face challenges in implementing new methods receive more intensive assistance. In this assistance, the principal acts as a facilitator who is ready to help teachers develop alternative strategies, make improvements, and evaluate learning outcomes on a regular basis.

c. Periodic Monitoring and Evaluation

Monitoring and evaluation are conducted periodically as part of efforts to ensure the sustainability of teaching quality improvement. The principal conducts follow-up observations in classrooms, conducts informal interviews with students, and reviews student learning outcomes as indicators of the effectiveness of the supervision that has been carried out. In addition, this evaluation also serves as a moment of reflection for teachers to continue to improve and innovate. Through this process, a culture of continuous improvement grows naturally within the educational community at MTsN 2 Aceh Utara.

The Positive Impact of Clinical Supervision on the Teaching Abilities of English Teachers

The results of the study indicate that clinical supervision implemented by the principal at MTsN 2 Aceh Utara has a significant positive impact on improving the teaching abilities of English teachers. Some of the positive impacts found include:

1. Improved Pedagogical Competence: English teachers have gained a better understanding of various effective, communicative, and innovative learning strategies, enabling them to increase student participation in learning.
2. More Varied Use of Learning Media. With clinical supervision, teachers are more encouraged to utilize various learning media, including digital technologies such as interactive applications and online learning platforms, which help clarify the material and increase student engagement.
3. Increased Teacher-Student Interaction: Teachers become more responsive in answering questions, providing feedback, and meeting students' learning needs, thereby creating a more active, dynamic, and enjoyable classroom atmosphere.

Table 2. The Positive Impact of Clinical Supervision on the Teaching Abilities of English Teachers

Impact of Supervision	Description
Pedagogical Competence	Improving teachers' understanding of effective and communicative learning strategies.
More Varied Learning Media	Teachers are more motivated to use various media, including digital technology.
Teacher-Student Interaction	Teachers are more responsive to students' questions and learning needs.

This study shows that the implementation of clinical supervision by the principal at MTsN 2 Aceh Utara has had a positive impact on the professional development of English teachers. Structured and continuous supervision not only improves teachers' teaching skills but also contributes to improving the overall quality of English language learning. Thus, clinical supervision is an effective strategy in supporting the improvement of education quality at this school..

Based on the interaction patterns identified in the findings, the principal's approach at MTsN 2 Aceh Utara tends to be collaborative-reflective, where the principal and teachers work together dialogically in analyzing the learning process and formulating follow-up improvements. This approach supports teachers' reflection on their practices and strengthens the professional learning community, in contrast to a fully directive approach that emphasizes supervisor guidance without joint reflection. These findings are consistent with the characteristics of clinical supervision, which emphasizes collaboration, feedback, and reflection as the core of the professional learning process for teachers (Sutrisno, 2021).

The results of the study indicate that the implementation of clinical supervision by the principal at MTsN 2 Aceh Utara has a significant positive impact on improving the teaching abilities of English teachers. The structured and continuous approach not only improves technical aspects of teaching but also encourages the overall professional growth of teachers (Fil Khiyam & Natania, 2023; Firmansyah dkk., 2025; Tukiyo dkk., 2024). Some of the main impacts that have been identified include:

1. Improvement of Pedagogical Competence

Clinical supervision provides a shared learning space for principals and teachers to strengthen their understanding of appropriate and relevant teaching strategies. Through observation and reflective dialogue, English teachers are encouraged to design more structured lessons, implement active and communicative teaching approaches, and conduct appropriate evaluations of student learning outcomes. This process makes teachers more confident and professional in managing their classrooms.

Improvements in the teaching abilities of English teachers at MTsN 2 Aceh Utara through clinical supervision were not only evident in terms of teaching techniques, but also in the strengthening of pedagogical aspects and overall teacher professionalism. Through structured guidance, teachers began to adopt a variety of learning strategies that were more communicative, creative, and oriented towards active student participation, such as the use of project-based learning methods, role play, and the use of digital technology in the learning process. The classroom environment became more dynamic, interactive, and enjoyable, which had a direct impact on increasing student motivation and engagement.

In addition, clinical supervision encourages teachers to engage in continuous self-reflection. Teachers use feedback from the principal to improve classroom management, develop more focused lesson plans, and develop appropriate evaluation methods. This activity not only shapes teachers to be more responsive to students' needs, but also fosters a professional culture among teachers. Supervision is no longer seen as control, but as a collaborative space to grow and develop together in improving the quality of English language learning in madrasas. Overall, the impact of clinical supervision on the teaching abilities of English teachers at MTsN 2 Aceh Utara has proven to be significant. Teachers have become more reflective, innovative, and responsive to student needs. This has not

only improved the quality of English language learning but also helped create a dynamic educational ecosystem that is adaptive to the changing times.

2. More Optimal Use of Learning Media

The clinical supervision implemented by the principal at MTsN 2 Aceh Utara not only focuses on improving general pedagogical competence, but also specifically encourages English teachers to be more creative and effective in utilizing learning media. In the context of foreign language learning, the use of appropriate media plays an important role in strengthening understanding, facilitating language practice, and increasing student interest in learning.

The implementation of clinical supervision at MTsN 2 Aceh Utara has clearly encouraged English teachers to be more creative and adaptive in selecting and using learning media. Teachers have begun to venture beyond conventional teaching patterns and explore a variety of digital media such as educational videos, interactive applications, infographics, and online quizzes. This approach not only increases the appeal of learning, but also strengthens students' understanding through visual media and enjoyable hands-on practice.

Supervision also helps teachers tailor media to student characteristics and teaching materials. Teachers are guided to choose relevant media, for example, using conversation videos for speaking, or animations for grammar, so that the learning process becomes more effective and contextual. In addition, teacher-student interaction also increases; teachers are more sensitive to students' learning needs and are able to create a comfortable, inclusive, and collaborative learning atmosphere..

With the ongoing support of the principal through empathetic and focused supervision, teachers become more reflective and professional in designing learning activities. This not only enriches the learning experience of students, but also fosters a culture of innovative and adaptive learning in the madrasah environment.

3. Improving Teacher Responsiveness to Student Needs

Through a systematic clinical supervision approach implemented at MTsN 2 Aceh Utara, English teachers began to show an increased responsiveness to students' needs in the learning process. The principal, as supervisor, provided space for teachers to reflect on the approaches they used when dealing with students' questions, difficulties in understanding the material, and dynamics that arose in the classroom.

With this guidance, teachers become more alert in providing support when students show confusion or need additional explanations. An inclusive and responsive classroom environment is created, encouraging students to be more open, actively ask questions, and not hesitate to express their learning difficulties. Teachers who are able to respond to students' needs quickly and appropriately create a comfortable and empowering learning atmosphere.

4. Increasing Student Engagement in Learning

One of the main objectives of clinical supervision is to guide teachers in improving student participation in learning. In English classes, the principal provides feedback on the techniques used by teachers and encourages them to try more participatory strategies, such as group discussions, interactive games, role plays, or problem-based methods.

Through these activities, students become more active in using English directly, both verbally and in writing. This not only increases engagement, but also strengthens students' understanding and language skills in real-life contexts. Teachers also become more skilled at creating lively, interactive classrooms that encourage students to not only be recipients of material, but also active participants in the learning process.

Clinical supervision plays an important role in increasing student engagement by equipping English teachers with the ability to build more empathetic and communicative relationships. Teachers become more sensitive to the emotional and academic needs of students, creating a warm, open, and supportive classroom atmosphere. This makes students more confident to interact, ask questions, and actively participate in learning activities, including when making mistakes, which are an important part of the foreign language learning process.

In addition, teachers receive direct guidance on classroom management techniques and interactive learning strategies. They are guided to apply methods that encourage active student participation, such as group discussions, language games, role play, and problem-based learning. This approach is balanced with question-and-answer techniques that stimulate critical thinking and effective time management and classroom dynamics. As a result, learning becomes more lively and participatory, where students are not only listeners, but also key players in the learning process.

The English learning environment at MTsN 2 Aceh Utara has become more dialogical and enjoyable. Teachers act as facilitators who encourage exploration and collaboration, while students are becoming more confident in speaking and thinking independently. The two-way interaction established through clinical supervision has had a positive impact on increasing student motivation, understanding of the material, and overall academic achievement.

The findings of this study are also in line with previous studies showing that clinical supervision can improve the quality of learning through collaboration between supervisors and teachers. For example, a study (Sutrisno, 2021) found that a collaborative approach to clinical supervision can improve the quality of learning for teachers in public junior high schools. However, the uniqueness of this study lies in its context, which was conducted in public madrasahs based on the Merdeka Curriculum, where clinical supervision focused on supporting the implementation of more independent and contextual learning in accordance with the characteristics of the latest curriculum (e.g., emphasis on literacy, numeracy, and Pancasila student profiles), resulting in more specific recommendations for the development of English teachers in this context (Rasyid dkk., 2023).

CONCLUSION

This study concludes that clinical supervision conducted by the principal at MTsN 2 Aceh Utara consistently contributes to improving the teaching abilities of English teachers through a collaborative and reflective approach. The main findings of this study indicate that the effectiveness of clinical supervision lies in the dialogical process, constructive feedback, and continuous follow-up that encourages teachers to reflect on and improve their teaching practices. The scientific contribution of this study lies in strengthening the clinical supervision model in the context of public madrasahs based on the Merdeka Curriculum, particularly in improving the teaching skills of English teachers, which until now has been limited to specific studies at the madrasah level. Thus, this study provides theoretical and practical implications for the development

of more contextual academic supervision oriented towards improving the quality of learning.

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