Clinical Supervision, Learning Management, and Information Technology on Teacher Performance

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Abstract

Learning innovations in schools occur in the school system, which includes existing components. Among them is the school education system, which consists of curriculum, rules, and organizational management of learning resource centers. Teacher performance can be seen and measured based on the specifications or competency criteria that every teacher must have. This research is included in the category of literature research, namely first, by noting all findings regarding consumption motivation in general in each research discussion obtained in the literature and sources. In the era of digital technology disruption, the idea of learning facilitated by teachers is more related to digital technology because most students are more interested in paying attention to the essential things, so information and communication technology-based learning is needed to support the professionalism of a teacher. The performance of clinical supervision is for the improvement and development of the teaching and learning process in total, such as improving the quality of teacher teaching, fostering the growth of the teaching profession in a broad sense, including the provision of facilities that support the smooth teaching and learning process, improving the quality of teacher knowledge and skills, providing guidance and coaching.

Keywords: supervision, learning management, technology, teacher, performance

1. Introduction

Teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that every teacher must have. Regarding teacher performance, the behavior in question is the teacher's activities in the learning process. Concerning teacher performance, the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 39 paragraph 2, states that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training as well as conducting research and community service, especially for educators at universities. Another explanation explained in Law Number 14 of 2005 Article 20 (a) concerning Teachers and Lecturers is that the standard of teacher work performance in carrying out their duties, teachers are obliged to plan lessons, carry out quality education processes, and assess and evaluate learning outcomes. The teacher's main task is realized in teaching and learning activities, which are a form of teacher performance.

Learning innovations in schools occur in the school system, which includes existing components. Among them is the school education system, which consists of curriculum, rules, and organizational management of learning resource centers. In addition, what is more important is that innovation is carried out in the learning system (which plays a role in it is the teacher) because the teacher directly conducts learning in the classroom? The success of learning is essentially the responsibility of the teacher.

Clinical supervision influences learning innovation. Clinical supervision is a technology for improving learning, achieving goals, and combining school needs with personal growth (Yusriadi et al., 2022). Clinical supervision has distinctive characteristics; it is a technology to improve teaching, is a deliberate intervention into the teaching process, and is a systematic effort, but it requires flexibility and continuous methodological changes (Mills & Gay, 2019).

In addition to clinical supervision factors that affect learning innovation, learning management factors also affect learning innovation. One form of the invention in learning is the implementation of the 2013 curriculum. In implementing the 2013 curriculum, the learning process consists of planning, performance, and assessment. The teacher's main task in implementing the 2013 curriculum is to plan to learn, implement learning, and assess or monitor learning outcomes.

Information technology influences learning innovation. One of the benefits of information and communication technology as a source of learning materials, especially in learning in schools, is the process of digitizing educational resources (Nurman et al., 2022). The educational process has spawned various teaching and learning initiatives by utilizing the internet as a medium for penetrating space and time. Using information and communication technology in schools will add innovations in learning and teaching.

Every teacher, of course, must be able to appear professionally. Teacher professionalism is a must for improving the quality of teachers in Indonesia. In Law Number 14 of 2005 concerning Teachers and Lecturers, it has been mandated that teachers are professional positions, namely positions that require students; therefore, the government needs to give proper awards to teachers. The professionalism of the teacher position is expected to improve the quality of education in the school system so that it can improve the quality of graduates.

Clinical supervision is a form of professional supervision carried out by the principal within the scope of carrying out the task of learning leadership, namely running the school wheels so that it runs well and all teachers can devote their energy to carrying out academic functions that are their respective responsibilities.

2. Method

Research design

Within the framework of conducting data collecting, researchers are required to identify sources and places within which these data sources may be located and investigated. Compared to a study conducted in the field, library research encompasses a far broader region of data collecting and does not even acknowledge the existence of physical limits. The research site serves as a baseline for the situation in which the study is carried out. Before discussing the location of the study, it is best first to highlight the distinctive features of library research. This will allow one to differentiate the scope of library research from those of other types of study, such as field research.

Several essential traits characterize the study of literature. To begin, this study focuses on primary sources of information in the form of text or numbers rather than primary sources of information in the form of events, people, or other items. Second, the data are already compiled, so the researcher does not need to perform any further work beyond interacting directly with the sources already housed in the library. Third, the information that can be found in a library is almost always considered to be a secondary source of data. This means that the researcher acquires the information from a second-hand source rather than the original report from a first-hand source in the field. Fourth, the state of the data in the library is not dependent on location or time since this cannot be separated. This study is of the qualitative kind. Following the purpose of this thesis investigation, the kind of research being conducted falls within the rubric of library research. These data were acquired via documentation procedures by reading (text reading), examining, researching, and recording material relating to the issues covered in

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this work. The data were derived from various primary and secondary sources and were used to collect the data.

Data collection technique

Data collection techniques, in this particular instance, the author will identify discourse from books, papers or articles, magazines, journals, the web (internet), or other information related to the title of writing to look for things or variables in the form of notes, transcripts, books, newspapers, and magazines, and so on.

After then, the following actions were carried out: 1) Collecting the existing data via various sources such as books, papers, and online publications (web); 2) Analyzing the data so that researchers may conclude the investigated issue. There is no specific reference in collecting data when using this method. Not only are the data collected used as research results, but not simply the data collected is used as research results because the human mind provides work guidance that is systematically and appropriately related to the object of study. Consequently, specific methodologies are required to ensure that the study's findings are objective and systematic.

Both symbolic verbal data collection and the gathering of manuscripts that still need to be evaluated were utilized as research instruments in this data collection. The initial research instrument was symbolic verbal data collection. Researchers can employ recording technology, such as photocopying and other similar tools, to compile this data.

Second, the data card may be used to record the outcomes of the data that has been collected, which makes it simpler for researchers to explain the information that has been received in the field. In addition, the data card also offers a solution to a problem that may arise. It is possible to utilize the data card as an alternative to the first instrument when it is difficult to use. However, this comes with the drawback of spending a considerable amount of time in the area where the data source is located.

When it comes to data gathering, the first thing that needs to be done is to select the location of the search for data sources. Examples of such sites are libraries and research centers. Following the place selection, the next step is searching for the necessary research data. Because the primary responsibility of the researcher is to comprehend the significance of the information found in the library source, the researcher will examine the data that is then gathered in the field.

Data analysis technique

The data analysis model developed by Miles and Huberman served as the basis for the methodology used in this thesis. In this paradigm, actions for qualitative analysis are carried out in an interactive and ongoing manner until it is determined that adequate progress has been made. According to Kaelan, analyzing the data used in this library study takes place throughout two phases. First, the analysis that is done at the time of data collection is intended to capture the essence or core of the focus of the study that will be carried out through the sources that have been collected and are contained in the verbal-linguistic formulation; this process is carried out aspect by aspect following the research map. Second, the analysis done after the data have been collected is intended to determine whether or not the focus of the study has changed.

Second, after the procedure for collecting the data has been completed, the information should be reanalyzed after it has been gathered in the form of raw data, which has to have its link with the other pieces of communication established. Since the information collected only provides solutions to some of the issues brought up in the research, it is vital to reevaluate the clarified data. The actions of data reduction, data presentation, and deriving or verifying those conclusions are included in this model's data analysis activities.

In this first phase, the data reduction process involves selecting, focusing, simplifying, and abstracting raw data before transforming it into written records. 1) The purpose is to carry out the results, which will then serve as the focal point of the study. 2) Display of data; in this stage of the research process,

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the data that has been reduced is exhibited to offer an understanding of the data and to decide the further actions that a researcher will need to complete the research process. 3) In conclusion, once the data have been reduced, conclusions are produced or taken from the data that have been researched. Discoveries from the study carried out are given based on these conclusions. Displaying the data and then returning to it will create conclusions, and so on, to achieve the most significant amount of results possible. However, these findings may still be reexamined and decreased in another way.

3. Result and Discussion

Teacher performance

Clinical supervision influences professionalism. Clinical supervision has distinctive characteristics: understanding the working relationship between teachers and supervisors and assuming that supervisors know more than teachers (Cahaya et al., 2022; Gustina & Sweet, 2014; Johnson, 2001; Karim et al., 2021; Yusriadi et al., 2020). One of the principles of clinical supervision that becomes the foundation for action is that the object of study is the real professional needs of teachers that they experience (Gelderman et al., 2016; Shamsudin & Hassim, 2020; Yusriadi & Farida, 2019).

In addition to clinical supervision factors that affect professionalism, learning management factors also affect professionalism. In learning management, one of the reasons that the evaluation of learning outcomes needs to be carried out is one of the characteristics of professional educators (Klassen & Vereecke, 2012; Zacharias et al., 2021). In addition, Law Number 14 of 2005 concerning Teachers and Lecturers states that one of the teachers' professional obligations is to plan lessons, implement quality learning processes, assess and evaluate learning outcomes, and improve and develop academic qualifications and competencies on an ongoing basis in line with developments—science, technology, and art.

In the era of digital technology disruption, the idea of learning facilitated by teachers is more related to digital technology because most students are more interested in paying attention to the essential things, so information and communication technology-based learning is needed to support the professionalism of a teacher.

Information technology influences teacher professionalism. Teacher professionalism in utilizing technology is a demand for teachers in the digital era. Reviewing professional ability can be interpreted as the competence of educators to master, use and implement various resources to support teaching and learning activities, such as the competence to have broad knowledge and adapt information and communication technology according to the development of the era. Concerning teacher professionalism, reviewing Government Regulation No. 74 of 2008 concerning educators, four skills must be possessed, including pedagogic, character, social and professional.

Teacher performance has certain specifications. Teacher performance can be measured based on specifications or competency criteria that every teacher must possess. Concerning teacher performance, the behavior in question is the teacher's activities in the learning process regarding teacher performance standards. The teacher's performance standards related to the quality of teachers in carrying out their duties (Tamsah et al., 2020): 1) working with students individually, 2) learning preparation and planning, 3) utilizing learning media, 4) involving students in various learning experiences, and 5) active leadership of the teacher.

Law of the Republic of Indonesia, Number 20 of 2008 concerning the National Education System Article 39, states that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for educators at universities.

Another explanation explains that Law Number 14 of 2005 concerning Teachers and Lecturers states that the standard of teacher work performance in carrying out their professional duties, teachers are

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obliged to plan lessons, carry out quality learning processes and assess and evaluate learning outcomes. The teacher's main task, which is realized in teaching and learning activities, is a form of teacher performance.

Another opinion states that a teacher must master four tasks of ability groups. The abilities that must be mastered by a teacher (Serrat, 2017) are 1) planning a teaching and learning program; 2) implementing and leading the teaching and learning process; 3) assessing the progress of the teaching and learning process; 4) building relationships with students. Meanwhile, based on Permendiknas Number 41 of 2007 concerning Process Standards for Secondary Education Units, it is explained that the workload of teachers includes the following main activities: 1) planning learning; 2) carrying out learning; 3) assessing learning outcomes; 4) guide and train students; 5) carry out additional tasks.

Factors affecting performance

The performance of clinical supervision is for the improvement and development of the teaching and learning process in total, such as improving the quality of teacher teaching, fostering the growth of the teaching profession in a broad sense, including the provision of facilities that support the smooth teaching and learning process, improving the quality of teacher knowledge and skills, providing guidance and coaching. In terms of curriculum implementation, selection and use of teaching methods, learning tools, teaching evaluation procedures and techniques, and so on.

Clinical supervision influences teacher performance. Clinical supervision is a performance development or teacher performance in managing the learning process. Implementation is designed to be practical and rational. Both the design and implementation are based on data analysis regarding classroom activities. Data and relationships between teachers and supervisors are the basis for programs, procedures, and strategies for fostering teacher-teaching behavior in developing student learning (Gregory et al., 2019).

One of the goals of performance appraisal is to determine the skills and abilities of individuals, in this case, a teacher (Yusriadi & Cahaya, 2022). In addition to clinical supervision factors that affect teacher performance, learning management factors also affect teacher performance. A teacher as a learning management leader functions to make decisions related to planning, implementation, and assessment or evaluation activities.

Information technology influences teacher performance. The relationship between information technology and teacher performance is based on the Theory of Reasoned Action (TRA), which states that someone will use information technology if the technology is valuable and can improve performance. It is also based on the Technology Acceptance Model (TAM), which states that using information technology can improve performance (Saptutyningsih et al., 2020). Information systems and information technology can be used effectively by contributing to performance so that a member of the organization can use and operate the technology properly (Maryam et al., 2021).

Innovative teachers or educators can look for new ideas and experience a continuous implementation process, not stopping at one time but continuing. The ability of a teacher to translate experience and adapt to the times that occur is essential to give birth to innovation in carrying out their duties to improve the teacher's performance in order to support the achievement of these educational goals.

Learning innovation influences teacher performance. Ten factors can improve teacher performance, both internal and external factors. Among the ten factors, encouragement to work, responsibility for assignments, and teaching skills can be associated with a teacher's innovation spirit. In this opinion, there is no specific word for innovation. In addition, the aspects that are assessed in determining a teacher's performance according to the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 16 of 2009, a subject teacher must have the ability to create innovative works.

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In addition to the professionalism factor that affects the teacher's performance, the professionalism factor also affects the teacher's performance. Teacher professionalism is essential in improving teacher teaching performance; this aspect needs special attention in improving teaching quality. The professionalism of a teacher or professional teacher is work carried out by someone who is a source of income for life that requires expertise, proficiency, or skills that meet specific quality standards or norms and requires professional education. Through professionalism, it is hoped that later it can produce more qualified teachers. A professional and qualified teacher can be seen through his performance; that performance is the result of work that a teacher can achieve in an educational institution or madrasa following his duties and responsibilities in achieving educational goals. Professional teachers mean teachers who meet the requirements of the teaching profession.

Based on preliminary research conducted by researchers, it is known that there are still many elementary school students in Central Mamuju Regency who get scores less than the standard or have yet to reach the average value that has been set. This is caused by the decline in teachers' performance during learning or teaching. The decline in teacher performance is caused by several things, including clinical supervision by the principal to teachers that have not been carried out routinely. In addition, teachers are indeed required to have an undergraduate qualification and be certified as educators. However, in reality, many special teachers at the Mamuju Tengah Elementary School are less professional in the teaching and learning process. They only provide the material; after that, they do the evaluation.

4. Conclusion

One of the causes is the teachers who have yet to be able to manage learning management and the absence of learning innovations in the classroom optimally. In fact, at the Elementary School in Mamuju Tengah, the teaching and learning process in the classroom takes place when the teacher is teaching; sometimes, most of the students have yet to be able to follow the learning optimally. Some students still need to achieve the competencies needed to attend further education materials. Also, some students have yet to learn to the level of understanding. Sometimes new students can learn (memorize) facts, concepts, principles, laws, theories, and other innovative ideas at the memory level. They have yet to be able to use and apply it effectively in solving everyday problems they experience.

At the elementary school in Central Mamuju, not all educators or teachers respond well to the existence of information and communication technology. Most of the gap is dominated by the capability factor in using technological tools for these teachers. Even some educators or teachers still consider information technology a minor role in education. Although we all understand that information technology cannot shift the vital function of educators in learning, the presence of information technology should be used optimally in achieving educational and learning goals.

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