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CLINICAL AND ACADEMIC SUPERVISION FOR STRENGTHENING TEACHERS' PEDAGOGICAL COMPETENCE IN PRIVATE MADRASAH ALIYAH IN OGAN KOMERING ILIR

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ABSTRAK

Kompetensi pedagogik guru menentukan mutu perencanaan pembelajaran, interaksi kelas, penilaian, dan pengembangan peserta didik. Pada Madrasah Aliyah swasta di Ogan Komering Ilir, guru menghadapi penguasaan bahan ajar yang belum merata, keterbatasan media dan fasilitas pembelajaran, kesulitan memahami karakter peserta didik, serta kolaborasi pembelajaran yang belum konsisten. Penelitian ini mengkaji implementasi supervisi klinis dan supervisi akademik dalam meningkatkan kompetensi pedagogik serta upaya perbaikan yang menyertainya. Penelitian menggunakan pendekatan kualitatif jenis studi kasus pada tiga Madrasah Aliyah swasta. Data diperoleh dari kepala madrasah, guru, observasi, wawancara, dan dokumen institusi, kemudian dianalisis melalui reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi dengan triangulasi serta member check. Hasil menunjukkan bahwa supervisi klinis berlangsung melalui pertemuan awal, observasi kelas, dan diskusi umpan balik akhir, sedangkan supervisi akademik menekankan kunjungan kelas terjadwal, pembinaan, pengamatan pembelajaran, dan tindak lanjut. Keduanya mendukung penyusunan silabus dan perencanaan pembelajaran, pemilihan metode, pengelolaan kelas, pemanfaatan media, integrasi teknologi, serta respons terhadap karakter peserta didik. Respons kontekstual mencakup workshop, MGMP, pembinaan berkala, pemanfaatan kreatif media yang tersedia, dan pemecahan masalah kolaboratif. Penelitian menyimpulkan bahwa supervisi paling efektif ketika kolegial, diagnostik, berkelanjutan, dan diikuti pengembangan profesional terarah. Supervisor perlu memvariasikan teknik, memastikan tindak lanjut melampaui satu kunjungan, dan memperkuat komunitas belajar guru profesional.

Keywords:

Clinical Supervision; Academic Supervision; Pedagogical Competence; Madrasah Aliyah; Teacher Development

ABSTRACTS

Teacher pedagogical competence determines the quality of lesson planning, classroom interaction, assessment, and student development. In private Madrasah Aliyah in Ogan Komering Ilir, teachers face uneven mastery of teaching materials, limited learning media and facilities, difficulties understanding student characteristics, and inconsistent instructional collaboration. This study examines how clinical and academic supervision are implemented to strengthen pedagogical competence and what improvement efforts accompany them. A qualitative case-study approach was used across three private Madrasah Aliyah. Data were obtained from principals, teachers, observations, interviews, and institutional documents, then analyzed through data reduction, data display, conclusion drawing, and verification with triangulation and member checking. Findings show that clinical supervision operates through an initial conference, classroom observation, and a final feedback discussion, while academic supervision emphasizes scheduled classroom visits, coaching, observation of teaching, and follow-up. Both approaches support syllabus and lesson planning, method selection, classroom management, learning-media use, technology integration, and responsiveness to learner characteristics. Context-specific responses include workshops, MGMP participation, regular coaching, creative use of available media, and collaborative problem solving. The study concludes that supervision is most effective when collegial, diagnostic, continuous, and followed by targeted professional development. Supervisors should diversify techniques, sustain follow-up beyond one visit, and strengthen teacher learning communities.

A. INTRODUCTION

Teacher pedagogical competence shapes lesson planning, classroom interaction, assessment, learner development, and the use of learning resources. In Islamic secondary education, competence must connect subject knowledge with learner characteristics and the educational mission of the madrasah. Recent studies emphasize that pedagogical competence is demonstrated in teachers' capacity to design, manage, and evaluate learning, not simply in possession of subject knowledge (Siregar et al., 2023; Sukarno et al., 2023; Ananda, 2023). In the digital era, it also includes selecting technology and media according to pedagogical purpose rather than using devices for their own sake (Castañeda et al., 2022).

The dissertation underlying this article identified uneven pedagogical problems across three private Madrasah Aliyah in Ogan Komering Ilir. At one site, problems centered on mastery of teaching materials and non-linear teaching assignments; at another, limited media and facilities constrained instruction; at the third, teachers faced difficulty understanding learner characteristics and sustaining cohesive instructional collaboration. This variation shows why supervision should not function as a standardized inspection. A useful supervisory system must diagnose the source of a classroom problem and provide assistance that is appropriate to the teacher, subject, learners, and school context.

Supervision is one mechanism for connecting diagnosis with professional development. Recent madrasah studies describe supervision as guidance that combines planning, observation, feedback, and follow-up. Muslam (2024) shows that learning supervision should respond to differences in teacher backgrounds and competence, while Darno et al. (2023) frame clinical supervision as a managed process for improving

educator competence. Principal supervision is also frequently linked to workshops, training, and MGMP as follow-up strategies (Hardiyanti & Madjid, 2024). These studies support a developmental interpretation in which supervision helps teachers understand evidence from practice and transform it into an achievable improvement plan.

Clinical supervision is particularly relevant when a teacher has a specific instructional difficulty. Its logic is cyclical: clarify the concern, observe teaching, discuss evidence, and agree on improvement. Collaborative clinical supervision has been associated with improved pedagogical competence (Bali & Iriani, 2024). Coaching-oriented models similarly emphasize partnership, reflective questioning, and constructive feedback instead of command-and-control supervision (Gulo et al., 2026; Kustamaji & Abdurrahman, 2026). This orientation matches the dissertation's field accounts, where teachers communicated concrete classroom difficulties and expected school leaders to provide assistance rather than merely identify faults.

Academic supervision is broader and focuses on the quality of instructional planning, implementation, and evaluation. Madrasah research commonly identifies planning, classroom visits, individual or group coaching, and follow-up as its core elements. Evaluation studies show that supervision can produce both information about teacher performance and a follow-up program (Kuswandi et al., 2022). Other studies emphasize purposeful planning and teacher participation (Masang et al., 2024), systematic implementation from planning to follow-up (Izzah, 2024), the principal's strategic role and practical constraints (Azhar et al., 2024), and supervision techniques directed toward pedagogical competence (Annisa F et al., 2024).

Supervision is also relational. Teachers are more willing to reveal instructional difficulties when the supervisor is experienced as a professional partner. Broader evidence connects instructional leadership with teacher trust, efficacy, commitment, and satisfaction (Hallinger et al., 2025). Observation-based feedback can help teachers identify strengths and development needs (Poulou et al., 2023), while professional-development reviews increasingly favor collaborative and collegial learning environments (El Islami et al., 2022). Coaching is stronger when situated in actual teaching contexts (Yang et al., 2022), and reciprocal observation can transfer improvement goals into classroom practice when reflection and collaborative support are present (Flores et al., 2024).

The gap addressed here is the combined operation of clinical supervision, academic supervision, and pedagogical competence in private Madrasah Aliyah. Many studies focus on one supervisory approach or on professional competence in general. This article therefore examines: (1) how clinical supervision is implemented to improve pedagogical competence; (2) how academic supervision is implemented for the same purpose; and (3) what practical efforts accompany both forms of supervision. The analysis treats supervision as a school-based professional-learning system in which diagnosis, observation, feedback, follow-up, and collective learning are connected.

The distinction between clinical and academic supervision is useful analytically but should not create two isolated systems. Clinical supervision concentrates attention on a teacher's specific instructional problem and requires detailed observation and feedback, whereas academic supervision can cover a wider range of planning, implementation, assessment, and professional-development responsibilities. In practice, the dissertation shows considerable overlap: both approaches depend on communication, observation, guidance, and follow-up. The important managerial

question is therefore not which label is used, but whether the supervisory technique is proportionate to the problem and whether the teacher receives actionable support after evidence has been collected.

This combined perspective is particularly relevant for private madrasahs because professional-development resources and staffing patterns may vary from school to school. A supervision program can become a mechanism for allocating scarce development resources more intelligently: individual coaching can be directed toward a specific classroom difficulty, workshops can address a shared skill gap, MGMP can strengthen subject-based learning, and school-level planning can address recurring organizational barriers. Recent academic-supervision studies similarly stress the need to move beyond ceremonial visits toward systematic follow-up that changes instructional practice (Prasetiyo et al., 2025; Faiqoh et al., 2025).

B. METHOD

The study used a qualitative case-study approach with a descriptive-evaluative orientation. It examined supervision in natural school settings rather than testing a statistical relationship. The unit of analysis was the implementation of clinical and academic supervision for strengthening teacher pedagogical competence in private Madrasah Aliyah in Ogan Komering Ilir Regency, South Sumatra. The analysis reconstructed patterns of practice, compared accounts across school actors and sites, and interpreted supervisory activities in relation to instructional problems and improvement efforts.

Fieldwork covered MA Tri Bhakti At Taqwa in Kepayang, MA An Nur Tebing Suluh, and MA Nurul Ulum Muara Burnai. The dissertation records direct observations across the three madrasahs during 8-14 January 2024 and interviews with principals and teachers in the same period. Because the dissertation does not provide one consolidated number of interview participants, this article does not infer a sample size. Informants are reported by role - madrasah principals and teachers - and were selected purposively because they were directly involved in or knowledgeable about supervision and teaching.

Primary data consisted of words and actions obtained from principals and teachers. Secondary data came from administrative and institutional documentation, including school profiles, teacher records, organizational structures, supervision documents, learning documentation, and contextual records. Data collection combined observation, structured and unstructured interviews, and documentation. Interviews explored how supervision was organized, difficulties experienced in teaching, perceived assistance, and follow-up. Observation and documents were used to contextualize and cross-check interview accounts.

Trustworthiness was strengthened through prolonged engagement, triangulation, repeated questioning, peer discussion, member checking, and attention to credibility, transferability, dependability, and confirmability. Triangulation compared principal accounts with teacher accounts, observation, and documents; questions could also be repeated with different sources or at different times. Data analysis followed an interactive process of reduction, display, conclusion drawing, and verification. Patterns were examined within each school and across the three sites, then interpreted with recent literature from 2022-2026.

The researcher served as the primary instrument of inquiry and used interview, observation, and documentation guides to maintain focus while allowing questions to develop from field evidence. Documentary sources included information on school history, vision and mission, teacher conditions, organizational structures, learning administration, and supervision-related records. These materials were used to understand the setting and to check whether statements made in interviews were consistent with available institutional evidence. No numerical participant total is introduced here because the dissertation source does not consolidate that information in a form that can be reported confidently.

Analysis proceeded alongside data collection. Statements concerning the same issue were compared across principals, teachers, observations, and documents, then grouped into categories such as supervision stages, pedagogical problems, supervisory responses, follow-up, and perceived instructional change. Contradictory or incomplete accounts were revisited through repeated questions or comparison with another source. The final cross-site analysis looked for both common processes and site-specific differences, allowing the study to distinguish a general supervision cycle from the differentiated solutions required by each madrasah.

C. RESULT AND DISCUSSION

Findings

1. Clinical Supervision as a Diagnostic Three-Stage Cycle

Clinical supervision functioned as focused assistance for teachers with identifiable instructional difficulties. Principals acting as immediate school-level supervisors asked teachers about classroom problems, reviewed instructional materials, and gathered information about students, teaching tools, and the learning process. Supervision could be initiated because a teacher requested help or because a problem required more intensive attention. The approach was therefore diagnostic rather than uniform: different problems were expected to require different solutions.

The clinical process followed three phases. In the initial meeting, the supervisor established communication, clarified the teacher's difficulty, and discussed the planned observation. Teachers were informed before supervision so that the process could be open and deliberative. During classroom observation, the supervisor gathered evidence on teaching, instructional materials, media, classroom interaction, student response, and the relationship between planning and implementation. In the final meeting, supervisor and teacher discussed the evidence, identified weaknesses, considered alternatives, and encouraged self-evaluation and reflection. Field accounts also describe periodic checking after supervision, which connected feedback with subsequent performance. This three-stage structure is consistent with recent collaborative clinical-supervision research (Bali & Iriani, 2024).

2. Academic Supervision through Scheduled Classroom Coaching

Academic supervision used a similar developmental logic but was organized more broadly through scheduled classroom visits, coaching, and monitoring of the instructional process. Initial meetings sought to create a collegial atmosphere, discuss lesson plans and observation instruments, and select teaching skills that needed attention. Classroom visits then provided evidence, and follow-up addressed what

should change. The dissertation's conclusion specifically identifies scheduled classroom visits as a technique for observing learning and helping teachers solve classroom problems. Current studies likewise describe academic supervision as a planned cycle that combines observation, coaching, and follow-up (Izzah, 2024; Karliani et al., 2026; Fadhilah & Wasliman, 2026; Rahmadina & Mardiana, 2026).

3. Development of Pedagogical Competence

Both forms of supervision supported instructional planning. Teachers received guidance in preparing syllabi and lesson plans, selecting learning strategies, organizing introductory, core, and closing activities, and connecting planned instruction with classroom implementation. This is a key dimension of pedagogical competence because planning translates curriculum expectations into experiences for learners. Recent studies also associate academic supervision with stronger pedagogical planning and classroom practice (Prasetiyo et al., 2025; Faiqoh et al., 2025).

Supervision further addressed classroom management, method selection, media use, technology, and responsiveness to learner characteristics. Teachers were encouraged to use methods suited to learning goals and student needs, not simply to increase method variety. At MA An Nur Tebing Suluh, limited media and facilities led supervisors to encourage creative use of available resources. Field accounts indicate that teachers came to recognize that effective media did not require an LCD projector or sophisticated equipment. The principle was pedagogical appropriateness: simple resources can support learning when they are purposefully designed and used. This aligns with current conceptions of pedagogical and digital competence (Castañeda et al., 2022; Ernawati, 2024).

Technology was treated as one component of pedagogy rather than an end in itself. Teachers were encouraged to use information technology where it supported learning, while maintaining attention to objectives, content, learners, methods, and assessment. Recent school-based development research shows that contextual in-house training can improve digital lesson planning and active-learning practices among Islamic Religious Education teachers (Aliyah et al., 2026). Technology-supported supervision models also show potential for extending documentation and follow-up beyond physical classroom visits (Irmawanti et al., 2026).

4. Context-Specific Problems and Differentiated Responses

The school-specific evidence demonstrates why differentiation is essential. MA Tri Bhakti At Taqwa reported uneven mastery of teaching material and some non-linear assignments; the response included workshops or training, MGMP participation, schedule coordination, and periodic guidance. MA An Nur Tebing Suluh faced limited media and facilities; teachers were encouraged to use available media, expand references, and strengthen creativity. MA Nurul Ulum Muara Burnai reported difficulty understanding student characteristics and weak principal-teacher cohesion; the response emphasized individual approaches to learners, open identification of problems, and routine scheduled follow-up. Supervision therefore linked a diagnosis to a context-appropriate development strategy.

MGMP participation was especially important because it extended improvement beyond one supervisor-teacher conversation. Teachers could exchange materials, discuss subject problems, compare methods, and develop solutions with colleagues. The dissertation's conclusion also identifies class visits each semester, engaging learning

methods, classroom management support, teacher encouragement, and assistance with syllabi and strategies as continuing efforts. Supervision thus operated at two levels: individualized assistance for a specific problem and collective capacity building through professional forums.

Table 1. Teacher Problems and Supervisory Responses across the Three Madrasahs

Madrasah	Main problem	Supervisory response	Pedagogical focus
MA Tri Bhakti At Taqwa	Teaching-material mastery; non-linear assignments	Workshops, MGMP, schedule coordination, periodic guidance	Content mastery and planning
MA An Nur Tebing Suluh	Limited media and facilities	Use available media, build creativity, expand references	Media and resourceful teaching
MA Nurul Ulum Muara Burnai	Learner-characteristic difficulties; weak instructional cohesion	Individual approach; joint problem identification and scheduled follow-up	Learner responsiveness and collaboration

Source: Synthesized from the dissertation field findings.

A further finding concerns the way supervision linked planning documents to actual teaching. Guidance on syllabi and lesson plans was not useful when it remained an administrative correction; it became pedagogically meaningful when the supervisor connected objectives, content, methods, media, and learner activities with what happened in class. Teachers were assisted in selecting strategies that could develop student achievement and in organizing the learning process from opening activities through the core lesson to closure. This connection between planning and enactment is central to pedagogical competence because it turns formal curriculum requirements into a coherent sequence of learning experiences.

The feedback process also encouraged teachers to evaluate their own practice. The dissertation describes final supervisory discussions as opportunities for self-evaluation, self-exploration, and reflection on weaknesses that still required improvement. This is significant because sustainable professional change is unlikely if the supervisor remains the only person who interprets classroom evidence. When teachers participate in identifying the problem and judging the feasibility of alternative solutions, follow-up becomes a shared professional responsibility rather than an external order. Coaching-based academic supervision research supports this emphasis on constructive feedback and teacher reflection (Gulo et al., 2026).

Periodic follow-up distinguished developmental supervision from one-off monitoring. Field accounts mention principals checking progress after several weeks or approximately monthly, while the dissertation's final recommendations explicitly call for supervision to continue beyond a single classroom inspection. The practical implication is that an observation should end with a small number of agreed targets that can be revisited in subsequent teaching. Repeated attention allows the supervisor to

determine whether a recommended method, media choice, planning adjustment, or classroom-management strategy has actually become part of practice rather than appearing only during a supervised lesson.

Professional forums provided an additional layer of follow-up. MGMP participation was used to strengthen subject knowledge, exchange learning materials, discuss teaching problems, and expose teachers to alternative methods. Workshops and periodic coaching were particularly relevant where the problem involved content mastery or teaching assignments that were not fully aligned with the teacher's preparation. This finding is consistent with the wider professional-development literature, which emphasizes collaborative learning and sustained opportunities to work on authentic problems of practice rather than isolated training sessions (El Islami et al., 2022; Yang et al., 2022).

Analysis/Discussion

The findings support a developmental rather than punitive model of supervision. The useful sequence was not observation alone but diagnosis, evidence gathering, reflective feedback, and continuing assistance. This explains why collaborative clinical supervision and coaching models are relevant: they preserve rigor while increasing teacher agency (Gulo et al., 2026; Kustamaji & Abdurrahman, 2026). In resource-diverse private madrasahs, diagnosis is especially important because problems may arise from content mastery, facilities, learner diversity, or organizational relationships. A single checklist cannot adequately address all four.

The three-stage cycle can be understood as a learning architecture. The initial meeting creates clarity and professional safety; observation produces evidence; feedback converts evidence into a next step. If prior agreement is absent, observation can feel like surveillance. If feedback is absent, evidence does not become learning. If follow-up is absent, improvement goals may remain intentions. Observation-feedback studies show the value of specific performance information (Poulou et al., 2023), while reciprocal peer observation research demonstrates that reflection, collaborative culture, and partner support help transfer improvement goals into teaching (Flores et al., 2024).

Supervision and professional development should therefore be integrated. Workshops, MGMP, coaching, media development, and peer exchange were not separate programs; they were responses to needs identified through supervision. This resembles quality-management approaches in which supervision is planned, implemented, evaluated, and followed by developmental action (Fadhilah & Wasliman, 2026). It also reflects the repeated finding in madrasah studies that planning and follow-up determine whether supervision produces more than administrative compliance (Masang et al., 2024; Karliani et al., 2026).

A relational dimension is equally important. Collegiality allowed teachers to speak openly about uncertainty in teaching material, student behavior, or media use. This improves the quality of diagnostic information available to the supervisor. The broader instructional-leadership literature links leadership with teacher attitudes that make professional learning possible (Hallinger et al., 2025). Supervision management studies similarly emphasize organized but supportive processes (Rahmadina & Mardiana, 2026). Effective supervision is therefore technically disciplined and relationally respectful at the same time.

The findings also suggest a systemic view of pedagogical competence. Planning, methods, classroom management, learner understanding, media, technology, and assessment influence one another. Supervision should examine these connections rather than score each component independently. Digital competence is a useful example: technology adds value only when it supports a clear learning purpose. Contextual training and participatory digital supervision can extend teacher learning, but they should strengthen reflective professional relationships rather than automate judgment (Aliyah et al., 2026; Irmawanti et al., 2026).

For leadership practice, supervision should be prioritized according to need, scheduled transparently, focused on a manageable number of agreed indicators, and connected to one or two observable improvement goals. Follow-up can then be distributed through MGMP, peer coaching, workshops, and learning communities. This direction is consistent with research that links humanistic, communicative, sustainable supervision with teacher competence (Ribudiyanti et al., 2026) and with quantitative evidence that academic supervision and school leadership are associated with professional competence (Adham et al., 2024). The present study is limited to three private Madrasah Aliyah and does not quantify change in student outcomes, so future research should add repeated teacher-performance measures, student outcomes, and comparisons across institutional settings.

One practical implication is that supervision schedules should be differentiated without becoming arbitrary. Schools can maintain a transparent semester program while varying the intensity and technique used for individual teachers. A teacher with a specific classroom-management difficulty may need a short clinical cycle with focused observation; a group of teachers with similar planning needs may benefit more from a workshop and joint lesson review; a subject-mastery problem may require MGMP or mentoring from a stronger colleague. This approach preserves fairness through transparent procedures while recognizing that equal treatment is not the same as identical treatment.

The study also clarifies the role of resources. Limited facilities can constrain teaching, but the Ogan Komering Ilir findings show that supervision can help teachers distinguish between a resource shortage and a pedagogical design problem. Creative use of available materials may solve some difficulties, while other problems genuinely require institutional investment. A supervisor who observes practice closely can help make that distinction and can provide school leaders with evidence for resource decisions. In this sense, supervision links classroom-level professional learning with school-level management, rather than placing the entire burden for improvement on individual teachers.

Finally, the findings should be interpreted within the boundaries of the study. The three madrasahs provide rich evidence about processes and contextual variation, but they do not represent all private Madrasah Aliyah statistically. The research also concentrates on supervision practice and pedagogical competence rather than measuring long-term changes in student achievement. Future studies could follow teachers across several supervision cycles, combine observation rubrics with interviews and student outcomes, and compare principal-led supervision with external madrasah-supervisor models. Such designs would test whether the relational and diagnostic principles identified here produce durable changes across different institutional conditions.

D. CONCLUSION

Clinical and academic supervision strengthened pedagogical competence when supervision operated as a diagnostic, collegial, and continuous learning process. Clinical supervision followed an initial meeting, classroom observation, and final feedback discussion; academic supervision emphasized scheduled classroom visits, coaching, observation, and follow-up. Together, they supported planning, method selection, classroom management, media and technology use, and responsiveness to student characteristics. The three schools required different responses, including workshops, MGMP, periodic coaching, creative use of available resources, individual learner approaches, and collaborative problem solving. Supervisors should therefore diversify techniques, document specific improvement goals, and continue follow-up beyond a single visit. Teachers should sustain learning through reflection, peer collaboration, and purposeful technology use. Future research should examine longer supervision cycles, clearer outcome measures, and coaching or digital platforms for continuous supervision in resource-diverse madrasahs.

The central recommendation is to treat follow-up as part of supervision itself, not as an optional activity after supervision has been completed. Each visit should produce a clear improvement priority, an agreed form of support, and a time for reviewing progress. This makes supervision accountable to teacher learning and keeps evaluation connected to concrete improvement in classroom practice.

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