

IMPLEMENTATION OF CLINICAL SUPERVISION IN DEVELOPING TEACHER PERFORMANCE AT MI UMMU KALTSUM MAKASSAR CITY

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Abstract

This study aims to describe the implementation of clinical supervision in improving teacher performance at MI Ummu Kaltsum, Makassar City, identify supporting and inhibiting factors, and analyze its impact on teacher performance. This research employs a descriptive qualitative method with a phenomenological approach. Data were collected from primary sources through observation, interviews, and documentation, and from secondary sources including books, journals, and madrasah documents. The findings show that clinical supervision is implemented through three main stages: initial meetings to determine aspects of teacher behavior to be developed, classroom observation to objectively assess teacher performance, and feedback sessions to provide reinforcement and constructive input. Supporting factors include teachers' willingness to participate, support from the principal and supervisors, and a conducive working environment, while inhibiting factors involve time limitations, variations in teacher competence, and additional workload. Overall, clinical supervision has a positive impact on improving teacher performance, including mastery of subject matter, classroom management, use of instructional media, classroom interaction, and overall professionalism. The study concludes that clinical supervision serves as a guideline for teacher performance development, encourages professional reflection, and provides a reference for future research.

Keywords: Clinical Supervision, Teacher Performance, Learning



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INTRODUCTION

Humans need education in their lives. Education is an effort to enable individuals to develop their potential through the learning process.^{1,2} Educational activities are generally carried out at every level of education through teaching and learning activities. The teaching and learning process is a determining factor in achieving educational goals. Students and teachers play important roles in teaching and learning activities.

Education is the key to progress because it enables individuals to realize their potential optimally, both as individuals and as members of society.³ Low-quality teaching and learning processes indicate that interactions between students and learning resources, such as teachers and the learning environment, are not effective, resulting in less than optimal learning outcomes. Therefore, in the learning process, efforts should be made to ensure that the learning environment supports effective learning and is centered on both students and teachers.⁴

Teachers play a very important role in the implementation of the learning process because they are the “key persons” who interact directly with students during teaching and learning activities.⁵ Teachers must be able to create a conducive atmosphere so that students are willing to participate fully in learning activities, enabling the predetermined learning objectives to be achieved effectively and efficiently. Given the crucial role of teachers in determining the success of learning, teachers are required to demonstrate high performance, namely a set of work capabilities and performance in carrying out their duties, particularly in conducting activities related to the teaching and learning process professionally and in accordance with the ethics of the teaching profession.⁶

Teacher performance is closely related to their ability and motivation to carry out their duties properly and correctly. Teachers' ability and motivation to perform their duties can be developed through specialized training in accordance with the expected qualifications, both internally and externally.⁷ Within an educational setting, supervisors and madrasah principals need

¹ Munir Yusuf, “Manusia Sebagai Makhluk Pedagogik,” *Didaktika: Jurnal Kependidikan* 8, no. 1 (2019).

² Elizabeth Kristi, Alwizar Alwizar, and Kadar Yusuf, “Hakikat Manusia Dalam Perspektif Al-Qur'an,” *Risalah Jurnal Pendidikan dan Studi Islam* 8, no. 1 (March 2022), https://doi.org/10.31943/jurnal_risalah.v8i1.217.

³ Madyan Madyan et al., “Manajemen Kreativitas Untuk Guru Pendidikan Agama Islam Dalam Penerapan Paikem (Pembelajaran, Aktif, Inovatif, Kreatif Dan Menyenangkan) Di Kelas IX Sekolah Menengah Pertama Negeri 3 Kec Batang Asam Kab Tanjung Jabung Barat,” *E-BISNIS: Jurnal Ilmiah Ekonomi Dan Bisnis* 17, no. 2 (2024).

⁴ Yudho Ramafrizal and Teni Julia, “Kajian Model Pembelajaran Kooperatif Tipe STAD (Student Teams Achievement Division) Dalam Upaya Meningkatkan Efektifitas Proses Belajar Mengajar Akuntansi,” *Oikos: Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi* 2, no. 2 (2018).

⁵ Inge Kadarsih et al., “Peran Dan Tugas Kepemimpinan Kepala Sekolah Di Sekolah Dasar,” *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 2 (2020).

⁶ Lutphi Assagaf, “Penerapan Supervisi Akademik Di PAUD,” *Jurnal Al-Hikmah* 1, no. 1 (2020).

⁷ Mochamad Selamat, “Pengaruh Kompetensi Supervisi Manajerial Dan Supervisi Akademik Pengawas Sekolah Terhadap Kinerja Guru (Studi Deskriptif Kuantitatif Pada SMP Negeri Di Kota Banjar),”

to pay serious attention to efforts to utilize, advance, and continuously develop teacher performance in schools. The orientation of the madrasah principal's development efforts is directed toward improving teacher performance, which includes the growth of knowledge, broader perspectives, attitudes toward work, and teachers' skills in carrying out their duties.⁸ As stated in Law of the Republic of Indonesia Number 20 of 2003, CHAPTER XI, which states that:

*Educators are professional personnel whose duties include planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, particularly for educators in higher education.*⁹

Basically, the development of a teacher's personal quality should be the teacher's own responsibility. Therefore, efforts to improve teacher quality depend on the teachers themselves. This requires teachers to have an awareness of continuously and consistently improving the knowledge and abilities needed to develop the quality of their work as professional educators.¹⁰

This awareness will emerge and develop in line with the possibility of developing teacher performance. Therefore, the development of teacher quality is closely related to performance in improving students' motivation and learning achievement, thereby realizing the national education goal of educating the nation. The success of achieving educational goals cannot be separated from the role of teachers, as teachers are the central subject in the learning process. As stated by Hamid Darmadi, teachers are positioned at the forefront and in a central position in the implementation of the learning process.¹¹ In this regard, teachers will become the subject of discussion among many people, particularly in relation to their performance and the totality of their dedication and loyalty in carrying out their service.

To play these roles and carry out these duties, teachers are expected to possess a high level of professional competence. In this regard, in order to understand students well, teachers need to have the ability to diagnose their needs and to identify the most effective ways to help students develop according to their respective potential, while continuously providing new innovations in the field of education.¹² Dinn Wahyudin argues that innovation in the field of education needs to be continuously pursued because education cannot be separated from changes occurring in the society surrounding it. In the field of education, innovation activities need to be continuously improved in

Administrasi Pendidikan: Jurnal Ilmiah Mahasiswa Pascasarjana 2, no. 1 (2017).

⁸ Assagaf, "Penerapan Supervisi Akademik Di PAUD."

⁹ Asrul Asrul, Abdul Hasan Saragih, and Mukhtar Mukhtar, *Evaluasi Pembelajaran* (Medan: Perdana Publishing, 2022).

¹⁰ I. Made Sedana, "Guru Dalam Peningkatan Profesionalisme, Agen Perubahan Dan Revolusi Industri 4.0," *Jurnal Penjaminan Mutu* 5, no. 02 (2019).

¹¹ Assagaf, "Penerapan Supervisi Akademik Di PAUD."

¹² Sulistyani Puteri Ramadhani and M. S. Zulela, "Profesional Pedagogy Guru Terhadap Perubahan Pembelajaran Di Era Digital," *Jurnal Elementaria Edukasia* 3, no. 2 (2020).

order to meet the demands of changes and developments occurring in the wider society.¹³

The concept of clinical supervision was first introduced by Cogan and further developed by Goldhammer. The model consists of three main stages, namely planning, observation, and feedback analysis, which aims to help teachers improve teaching skills on an ongoing basis. Glickman, Gordon, and Ross-Gordon emphasize that effective clinical supervision can improve teacher professionalism, develop innovative learning methods, and create a better learning environment.¹⁴

In the context of education in Indonesia, teacher supervision is also regulated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states that:

Educators have responsibilities in planning, implementing, assessing, and developing learning.

Therefore, clinical supervision is one of the strategies that can be used to improve teachers' competence in meeting the demands of professionalism according to national standards. Clinical supervision is a series of activities that are the result of collaboration between the head of the madrasah as a supervisor and teachers who carry out learning process activities in the classroom with the aim of assisting teachers in improving their professional abilities aimed at developing the quality of the learning process.¹⁵ With this clinical supervision, it is hoped that teacher performance can be improved optimally so that it can improve the quality learning process and outcomes.¹⁶

Clinical supervision is designed to improve and develop teaching through teacher professional development. The advantages of clinical supervision can be used to improve teachers' ability to teach because the better the teacher teaches, the easier it is for students to receive lessons.¹⁷

Teacher performance is the main factor in the success of the learning process in schools. Teachers who have good performance can create effective learning and improve student learning outcomes. One of the efforts to develop teacher performance is through educational supervision, especially clinical supervision. Clinical supervision is an approach that emphasizes teacher professional development through collaborative and sustainable observation, reflection, and

¹³ Rakhmat Raafi, "Studi Implementasi Manajemen Kurikulum Sekolah Islam Terpadu Di SDIT Ihsanul Fikri Kota Magelang," preprint, Tesis, Universitas Muhammadiyah Magelang, 2020.

¹⁴ Fauzan Adhim, *Supervisi Dan Evaluasi Pembelajaran* (Malang: PT Literasi Nusantara Abadi Grup, 2024).

¹⁵ Lorensius Amon, Theresia Ping, and Soerjo Adi Poernomo, "Tugas Dan Fungsi Manajemen Pendidik Dan Tenaga Kependidikan," *Gaudium Vestrum: Jurnal Kateketik Pastoral*, 2021.

¹⁶ Selma Oktopiana, "Pelaksanaan Supervisi Klinis Dalam Mengembangkan Kinerja Guru Dalam Bidang Studi Pendidikan Agama Islam Di Mts. Muhammadiyah 1 Bandar Lampung" (Skripsi, UIN Raden Intan Lampung, 2019), <https://repository.radenintan.ac.id/7880/>.

¹⁷ Anwar Sewang and T. Mustapa, "Peningkatan Teacher Skills Melalui Supervisi Klinis Dengan Pendekatan Kooperatif Learning," *Indonesian Journal of Educational Science (IJES)* 3, no. 1 (2020), <https://doi.org/10.31605/ijes.v3i1.913>.

feedback.¹⁸

Madrasah Ibtidaiyah Ummu Kaltsum is committed to improving the quality of education through the development of teacher competencies. Based on the results of initial observations, it shows that teachers in general have carried out their duties and responsibilities well, but there are still opportunities to improve the quality of learning to be more effective, adaptive, and in accordance with the needs of students.

Systematic mentoring, reflective learning evaluation, and teacher professionalism practice are important aspects that need to be strengthened. In addition, the development of teachers' ability to utilize information technology and creative learning strategies are factors that support the success of education in madrasahs.

This condition emphasizes the need for a structured and sustainable coaching approach for teachers. Clinical supervision is present as one of the right strategies, because it is collaborative, reflective, and constructive. Through this supervision, teachers not only receive direction and guidance, but also evaluate their own teaching practices, so that they can identify strengths, weaknesses, and opportunities for improvement.

The implementation of clinical supervision at MI Ummu Kaltsum is expected to be able to increase teacher discipline, creativity, motivation, and professionalism. With the quality of teacher performance improving, the learning process can run more optimally, students become more active and involved, and madrasahs can realize education that is relevant to the demands of the times and student development. This research then focuses on how the clinical supervision process is carried out, its supporting and inhibiting factors, and its impact on teacher performance in the madrasah.

RESEARCH METHODS

This study uses a descriptive method with a qualitative approach that aims to describe in depth the application of clinical supervision in improving teacher performance.¹⁹ The qualitative approach was chosen because it allows researchers to obtain contextual, factual, and meaningful data according to real conditions in the field. The research was carried out at Madrasah Ibtidaiyah (MI) Ummu Kaltsum located in Biringkanaya District, Makassar City, South Sulawesi Province, with a focus on the process, implementation, and impact of clinical supervision on learning quality.

This research uses pedagogical, educational psychology, sociological, conceptual, and managerial approaches to obtain a comprehensive understanding. The research data is sourced from

¹⁸ Makawibang, "Peningkatan Kompetensi Guru Melaksanakan Penilaian Autentik Melalui Supervisi Klinis Di SD Negeri 2 Bobotsari Semester Genap Tahun 2021/2022," *Jurnal Pendidikan Widyatama* 20, no. 1 (2023).

¹⁹ Ardina Maharani, Ida Fitriyah, and Mukh Nursikin, "Pendekatan, Jenis, Dan Metode Penelitian Pendidikan," *Jurnal Dinamika Pendidikan Nusantara* 6, no. 2 (2025).

primary and secondary data. Primary data is obtained through direct observation, in-depth interviews with madrasah heads, teachers, and supervisors, and documentation of clinical supervision activities. Secondary data are obtained from official madrasah documents, scientific literature, and relevant previous research results. The main instrument in this study is the researcher himself supported by observation guidelines, interview guidelines, and documentation checklists.

Data analysis was carried out in a qualitative descriptive manner through the stages of data reduction, data presentation, comparative analysis, and conclusion drawn. The validity of the data was tested using the triangulation technique of sources, techniques, and time to ensure the credibility and validity of the research findings. Through a systematic and continuous analysis process, this research is expected to be able to produce an accurate and scientifically accountable picture of the implementation of clinical supervision in developing teacher performance at MI Ummu Kaltsum, Makassar City.

RESULTS AND DISCUSSION

The Process of Implementing Clinical Supervision in Developing Teacher Performance at MI Ummu Kaltsum, Makassar City

The implementation of clinical supervision at MI Ummu Kaltsum, Makassar City, is carried out systematically based on three indicators: the initial meeting, classroom observation, and feedback meeting. These three stages form an interconnected sequence that supports the development of teacher performance in terms of lesson planning, implementation, and evaluation.

At the initial meeting stage, the madrasah principal and teachers engage in a preliminary discussion regarding the objectives and targets of supervision. At this stage, teachers are given an explanation of the aspects to be observed and the instruments to be used. The initial meeting serves to create a conducive atmosphere, foster mutual trust, and provide teachers with an opportunity to optimally prepare their teaching materials.

The next stage is classroom observation, in which the madrasah principal or supervision team is directly present during the learning process to conduct observations. The main focus of the observation includes teachers' skills in opening lessons, managing the classroom, delivering learning materials, utilizing instructional media, and interacting with students. Classroom observations are conducted objectively without disrupting the learning process, so that the data obtained reflects the actual condition of teacher performance in the classroom.

The final stage is the feedback meeting. At this stage, the supervisor communicates the results of the observations to the teacher through a dialogical and constructive approach. Teachers are given the opportunity to reflect on their performance, after which the supervisor provides feedback regarding aspects that have been performed well and those that need improvement. The

feedback meeting is an important moment for building motivation, reducing teachers' anxiety about supervision, and encouraging continuous improvement in the learning process.

Based on these stages, the implementation of clinical supervision at MI Ummu Kaltsum has been carried out in accordance with the main indicators established. This process not only emphasizes the evaluation of teacher performance but also focuses on coaching and competency development so that teachers are able to conduct learning more effectively, professionally, and innovatively.

To understand the process of implementing clinical supervision, the researcher conducted interviews with the madrasah principal, madrasah supervisor, and several teachers. These interviews provided an overview of how clinical supervision is implemented at MI Ummu Kaltsum, Makassar City, starting from the initial meeting, classroom observation, and feedback meeting.

1. Initial Meeting

The initial stage in the implementation of clinical supervision is an important foundation that determines the success of the subsequent stages. At this stage, a shared understanding is established between the madrasah principal and teachers regarding the objectives, mechanisms, and benefits of the supervision to be conducted. An open and dialogical relationship is key to ensuring that teachers feel comfortable, are not under pressure, and are ready to participate actively in the coaching process. Through the initial meeting, the direction of supervision is determined, and professional trust among the parties involved begins to be strengthened.

2. Classroom Observation

After the initial agreement has been established, the clinical supervision process continues with the stage of direct observation of classroom teaching practices. This stage is crucial because it provides a real picture of the implementation of learning carried out by teachers. Through systematic observation, supervisors can obtain authentic data on teaching skills, teacher-student interactions, and the alignment of learning implementation with established standards.

3. Feedback Meeting

After the classroom observation process has been completed, the next equally important stage is the feedback meeting. This stage serves as a space for joint reflection between the supervisor and teacher to discuss the observation results openly and objectively. Through this meeting, teachers are given the opportunity to evaluate themselves, understand their strengths, and identify areas that still need improvement. The feedback meeting is not intended as a means of judging teachers, but rather as a professional learning forum that encourages continuous improvement. Therefore, the manner in which feedback is delivered is a key factor in ensuring that teachers feel valued, supported, and motivated to develop.

Based on the results of interviews and observations, the implementation of clinical supervision at MI Ummu Kaltsum, Makassar City, takes place through three main stages: the initial meeting, classroom observation, and feedback meeting. During the initial meeting, the supervisor and teachers establish communication, agree on the focus of supervision, and create a comfortable atmosphere. The classroom observation stage is conducted according to the scheduled time while the learning process is taking place, with attention to planning, implementation, and teacher-student interactions. Subsequently, the feedback meeting is conducted immediately after the observation by providing constructive feedback, emphasizing teachers' strengths, and offering suggestions for improvement. The overall process shows that clinical supervision at MI Ummu Kaltsum is structured, humanistic, and participatory, thereby having a positive impact on the development of teacher performance.

Supporting and Inhibiting Factors in the Implementation of Clinical Supervision at MI Ummu Kaltsum, Makassar City

The implementation of clinical supervision at MI Ummu Kaltsum, Makassar City, is not only determined by procedural stages but is also influenced by supporting and inhibiting factors that emerge in the field. Supporting factors play a major role in facilitating supervision activities, such as full support from the madrasah principal, teachers' openness to receiving guidance, and harmonious cooperation between the supervisor and the madrasah. Conversely, inhibiting factors are often related to limited time due to demanding teaching schedules, differences in teacher readiness, and facilities that are not yet fully adequate. These two factors interact with each other, meaning that clinical supervision requires effective implementation strategies so that the objectives of developing teacher performance can be achieved optimally.

1. Supporting Factors

The success of clinical supervision is inseparable from various factors that support the process. These factors serve as reinforcement to ensure that each stage of supervision can be carried out optimally, systematically, and continuously. Internal support from the madrasah, teachers' openness, and good cooperation among all parties are important foundations for creating a positive and constructive supervision climate.

2. Inhibiting Factors

Although clinical supervision provides many benefits for the development of teacher performance, its implementation cannot be separated from various obstacles that may hinder its effectiveness. These obstacles arise from both technical and non-technical aspects, including limited time, teachers' workloads, mental and professional readiness, and classroom conditions. Understanding these inhibiting factors is important so that the implementation of clinical supervision can be evaluated and improved more comprehensively.

Based on the results of interviews and observations, the implementation of clinical supervision at MI Ummu Kaltsum, Makassar City, is influenced by supporting and inhibiting factors. Supporting factors include full support from the madrasah principal, teachers' openness and cooperation, as well as good communication between supervisors and teachers, all of which contribute to the smooth implementation of supervision and the effectiveness of feedback meetings. Meanwhile, inhibiting factors, including limited time due to demanding teaching schedules, differences in teacher readiness, and classroom conditions that are not always conducive, require adjustments so that supervision can remain optimal. Overall, despite the existing obstacles, the presence of supporting factors enables clinical supervision to be implemented effectively and continue to contribute to the development of teacher performance

The Impact of Clinical Supervision on the Development of Teacher Performance at MI Ummu Kaltsum, Makassar City

The implementation of clinical supervision at MI Ummu Kaltsum, Makassar City, is not only carried out as a formal procedure but also has a significant impact on the development of teacher performance. This supervision aims to foster teachers' professional abilities comprehensively, ranging from lesson planning, mastery of subject matter, teaching methods, to the evaluation of student learning outcomes. The impact of clinical supervision is not only evident in the improvement of teaching quality but also in changes in teachers' attitudes, such as becoming more disciplined, creative, and open to feedback.

In addition, clinical supervision encourages teachers to reflect on their own teaching practices. Through direct feedback from supervisors and the madrasah principal, teachers can identify their strengths and weaknesses in managing the classroom. This process fosters professional awareness, increases motivation to improve teaching strategies, and strengthens collaboration among teachers. Thus, clinical supervision serves as an effective means of professional development to continuously improve teacher competence and has a positive impact on the quality of education at the madrasah.

Based on the results of interviews and observations, the implementation of clinical supervision at MI Ummu Kaltsum, Makassar City, has had a significant positive impact on the development of teacher performance. Teachers have become more disciplined, creative, and proactive in preparing and implementing learning activities, are able to manage classrooms more effectively, and adjust teaching methods according to students' characteristics. Constructive feedback from supervisors and the madrasah principal encourages teachers to reflect, address their weaknesses, and strengthen their existing strengths. The impact of clinical supervision is also evident in increased teacher motivation, self-confidence, and professional awareness, resulting in the overall development of teaching quality and teacher-student interactions at the madrasah.

The analysis of the discussion focuses on three main aspects, namely the implementation of clinical supervision, supporting and inhibiting factors, and its impact on teacher performance. These three aspects are interrelated and serve as important indicators in assessing the effectiveness of clinical supervision as a strategy for teachers' professional development. Thus, this discussion is expected to provide a comprehensive overview of how clinical supervision is implemented and contributes to improving the quality of learning at the madrasah.

The research findings show that the implementation of clinical supervision at MI Ummu Kaltsum, Makassar City, is carried out in a structured manner and makes a significant contribution to the development of teacher performance. The clinical supervision process, which includes the initial meeting, classroom observation, and feedback meeting, is consistent with the indicators of clinical supervision theory proposed by Joyce & Showers and is able to establish an effective coaching mechanism for teachers. The initial meeting is used to establish a shared understanding, determine the objectives of supervision, and build an agreement between teachers and supervisors. The observation stage provides a real picture of teachers' teaching practices in the classroom, while the feedback meeting serves as a medium for reflection and evaluation that encourages teachers to improve their performance.

The supporting factors identified, such as support from the madrasah principal, teachers' openness, and cooperation among members of the madrasah, are consistent with the theory that a supportive environment greatly influences the effectiveness of supervision. This support enables teachers to receive feedback positively, increase their motivation, and develop professionalism. Conversely, inhibiting factors such as limited time, differences in teacher readiness, and classroom conditions that are not always conducive indicate that the implementation of clinical supervision still requires time management and adaptive strategies to ensure that the objectives of improving teacher performance are achieved optimally.²⁰

The impact of clinical supervision on teacher performance is clearly evident from the results of interviews and observations. Teachers have become more disciplined, creative, and proactive in preparing and implementing learning activities. The use of constructive feedback encourages teachers to reflect on their teaching practices, address their weaknesses, and strengthen their strengths. This impact is consistent with the principles of clinical supervision, which emphasize observation-based guidance and direct evaluation to improve teachers' professional competence. Increases in teacher motivation, self-confidence, and professional awareness are also evident, resulting in more effective learning, better interactions with students, and a more conducive classroom environment.

²⁰ Rakhmat Raafi, "Studi Implementasi Manajemen Kurikulum Sekolah Islam Terpadu Di SDIT Ihsanul Fikri Kota Magelang" (Tesis, Universitas Muhammadiyah Magelang, 2020).

The urgency of implementing clinical supervision in developing teacher performance at MI Ummu Kaltsum, Makassar City, lies in its ability to provide deeper and more sustainable professional development compared to conventional supervision models. Clinical supervision does not merely focus on administrative aspects and assessment but emphasizes dialogue, reflection, and constructive feedback processes that encourage teachers to consciously improve and develop their teaching practices. Based on the research findings, clinical supervision has proven to be more effective in improving teachers' pedagogical, professional, and social competencies because it is implemented in a planned, humanistic, and participatory manner, enabling teachers to feel supported and motivated to improve their performance. Therefore, clinical supervision is a more relevant and contextual approach to teacher development in madrasahs compared to conventional supervision.

Thus, it can be concluded that clinical supervision is not merely an administrative procedure but a proven effective strategy for teacher development. The success of clinical supervision depends on a combination of systematic implementation of the supervision stages, support from school management, teacher openness, and adaptation to obstacles that arise in the field. The findings of this study reinforce the theory that clinical supervision can serve as an effective and sustainable means of teachers' professional development and contribute to improving the quality of education in madrasah.

CONCLUSION

Based on the discussion presented, it can be concluded that the implementation of clinical supervision at MI Ummu Kaltsum, Makassar City, is carried out through the stages of the initial meeting, classroom observation, and feedback meeting. This process is conducted in a structured and systematic manner, involving effective communication among teachers, the madrasah principal, and supervisors. Clinical supervision has been proven to help teachers understand the strengths and weaknesses in their teaching practices, thereby encouraging continuous improvement in their performance.

The main supporting factors include full support from the madrasah principal, teachers' openness, cooperation among members of the madrasah, and effective communication, all of which facilitate the implementation of supervision. Meanwhile, inhibiting factors, including limited time, differences in teacher readiness, and less conducive classroom conditions, require adjustments so that supervision can remain optimal. Despite these obstacles, the presence of supporting factors enables clinical supervision to be implemented effectively and contribute to the development of teacher performance.

Clinical supervision has a positive impact on the development of teacher performance, as reflected in teachers' discipline, creativity, proactiveness, and ability to manage classrooms and deliver learning materials effectively. Constructive feedback encourages teacher reflection, improvement of weaknesses, and strengthening of strengths. This impact also increases teachers' motivation, self-confidence, and professional awareness, thereby significantly improving the quality of learning and interactions with students.

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