



A lesson study-based clinical supervision model for enhancing teacher performance

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Abstract

This study addresses the need for teacher support in understanding educational goals, curriculum, and active learning strategies, with supervisors playing a crucial role in guiding effective teaching. The study develops and implements a clinical supervision model based on lesson study to improve instructional performance at Simeulue Regency Public High School. Grounded in Total Quality Management principles, the model emphasizes continuous improvement. The primary objective was to evaluate the application and impact of this model on teaching quality. The research methodology involved expert validation and practical implementation of the model, with participants including teachers, vice principals, and principals from the eight schools in the region. Findings reveal that expert validators rated the model as valid and that its implementation resulted in significant improvements in teachers' instructional performance. The study highlights that structured supervision models, incorporating lesson study principles, can enhance professional development and teaching quality in schools. These findings offer valuable insights for educational leaders and policymakers seeking to improve instructional practices. Conducted as Research and Development (R&D), this study used a systematic model development process, including design, testing, evaluation, and revisions, based on the Dick and Carey development model. The results suggest that this clinical supervision model can effectively support teachers in achieving continuous professional growth, contributing to better learning outcomes.

Keywords: , Clinical supervision; lesson study; teacher; teaching performance

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1. INTRODUCTION

The Teachers play a crucial role in determining the quality of education, as they are responsible for translating the curriculum into actionable classroom activities (Strøm & Falch, 2020; McGuire et al., 2024). Their professionalism directly impacts the achievement of educational goals by fostering a classroom environment that enhances student motivation and success (Agustina et al., 2021; Renata et al., 2018; Suyatno et al., 2022). Therefore, teachers must be skilled in effective classroom management, which involves maintaining a positive learning environment while employing diverse teaching strategies (Duan et al., 2024; Li et al., 2024). Furthermore, teachers' ability to effectively communicate and engage students is crucial for optimal learning.

However, many teachers struggle with classroom management, and traditional teaching methods often fail to engage students actively. Previous training programs have not led to significant improvements in teaching performance, as they do not address teachers' core needs or provide ongoing support (König et al., 2023). Enhancing education quality requires monitoring the effectiveness and efficiency of teaching processes. Although Indonesia's education quality assurance system is outlined in Government Regulation No. 19 of 2005, the system needs stronger support through an effective educational supervision program.

Educational supervision is often neglected, with principals focusing more on administrative assessments rather than evaluating teaching effectiveness (Irmayani et al., 2018; Mwesiga & Okendo, 2018). Effective supervision can enhance educator professionalism through continuous feedback and guidance, ultimately leading to ongoing improvements in teaching quality. Therefore, redesigning supervision systems to address these gaps is crucial.

Supervision aims to support teachers in improving the quality of the teaching and learning process (Haris et al., 2018). A clinical supervision model was tested at Simeulue Regency Public High School to support teachers' professional development. However, despite various contributing factors, such as the curriculum and infrastructure, the core determinant of educational quality remains the effectiveness of the teaching and learning process, which depends heavily on the teacher's role.

While the current supervision program follows traditional models, it does not focus on quality management or the development of teaching strategies. This highlights the challenges still present in education, including those at Simeulue Regency Public High School. Principals, as professional education leaders, are responsible for supervising academic units and guiding teachers through monitoring, assessment, reporting, and follow-up activities. Clinical supervision can be an effective approach, as it encourages joint diagnosis and collaborative problem-solving between teachers and principals to address classroom challenges.

Despite its importance, clinical supervision often lacks sufficient attention from principals, and teachers may struggle to solve classroom issues effectively. Thus, clinical supervision plays a vital role in improving teacher professionalism and the quality of education (O'Brien et al., 2019). Collaborative efforts between teachers and principals, such as lesson study, can also foster continuous professional development. Lesson study, which involves teachers working together to design lesson plans, observe teaching practices, and reflect on the process, aligns well with the principles of collegiality and mutual learning (Vermunt et al., 2019). This approach could serve as a valuable alternative to traditional academic supervision models, as its stages align with education quality assurance processes, encompassing planning, performance, and reflection (Abbas et al., 2023).

1.1. Purpose of study

The objectives of educational supervision, it is possible to implement lesson study in educational supervision activities, especially in clinical management. Based on the above background, a supervision model can be developed in this study: the development of a Lesson study-based clinical supervision model in improving teacher teaching performance.

2. METHOD AND MATERIALS

This study employs a Research and Development (R&D) approach, which focuses on developing and validating educational products (Gall & Borg, 1989). The R&D method produces specific outcomes and evaluates their effectiveness. In this research, the educational product developed is a supervision model. The R&D process typically follows a cyclical pattern, beginning with the initial design of the product, followed by testing to identify weaknesses, making necessary revisions, and retesting until an ideal product is achieved. The final product is a well-designed and effective Lesson Study-based clinical supervision model. The research was conducted at SMA Negeri 1 Simeulue Regency in Aceh Province, which includes eight schools. The study involved teachers in the even semester through observations and trial activities. The development of the Lesson Study-based clinical supervision model followed a modified version of a development model. The Dick & Carey (2005) instructional design model was applied in the early stages of planning, involving the identification of learning objectives, the creation of designs, and the summative evaluation. The process of creating a learning module involves careful planning and thoughtful design. Throughout each stage of developing the supervision model, from assessment and testing to evaluation and revision, model components, learning tools, and research instruments were continuously adjusted to match the current context. As revisions were made to the model, corresponding changes were also made to the learning tools and instruments used in the research.

2.1. Participants

The population of the study included all teachers at SMA Negeri 1 Simeulue Regency, which consists of eight schools. From these schools, two teachers facing the most prominent learning challenges were selected as the sample. The research was supported by teachers, vice principals, and principals who participated in implementing the Lesson Study-based clinical supervision model.

2.2. Data analysis

The field evaluation phase involved testing the Lesson Study-based clinical supervision model to ensure it was valid and effective. According to Borg et al. (1993), formative evaluation consists of three stages: one-to-one evaluation, small group evaluation, and field evaluation. The research conducted the trial phase of the clinical supervision model, based on a lesson study, in a functional group or significant class test.

3. RESULTS

3.1. Validation stage

Expert validation was conducted to assess the validity of the Lesson Study-based clinical supervision model, focusing on its content, language, and the associated tools developed. The expert validation results served as the basis for revising and improving the model. The validation process involved four experts who evaluated the Lesson Study-based clinical supervision model.

3.2. Feedback and evaluation from linguists

The assessment carried out by the linguists evaluated aspects such as format, language, and content of the model. The revisions were made by following the feedback and recommendations from the linguists. The analysis of the expert validation data reveals that the average score for each assessment aspect was ≥ 3.41 , indicating a "valid" rating. Overall, the average score across all evaluation criteria fell within the "valid" category, suggesting that the model can be used with minor revisions.

3.3. Feedback and evaluation from design experts

The design experts assessed the format, language, and content of the model. Based on their feedback, the researcher made the necessary revisions. Data analysis from the expert validation indicates that each aspect of the design expert evaluation scored ≥ 3.37 , placing the model within the "valid" category. Thus, the model can be used with minor revisions based on the design experts' feedback.

3.4. Feedback and evaluation from material experts

The material experts' evaluation also reflected a positive outcome. Their assessments showed an average score of ≥ 3.29 , indicating that the model is "valid." Based on this, the model can be used with minor revisions.

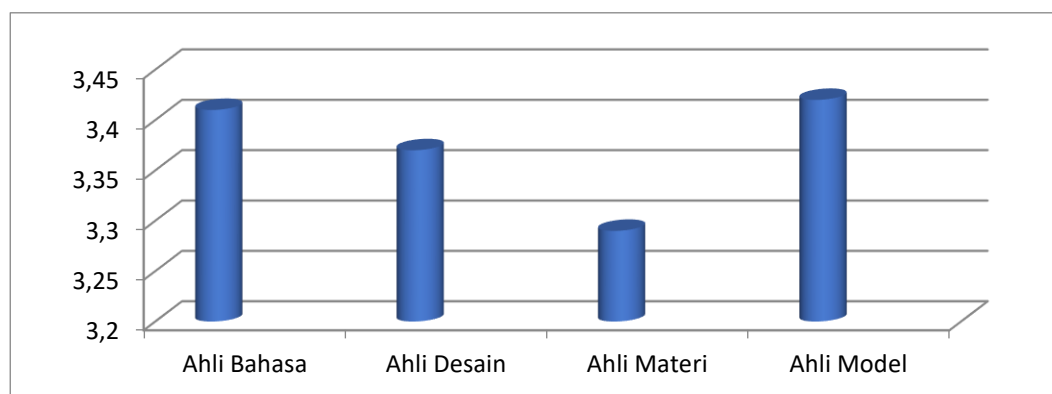
3.5. Feedback and evaluation from learning model experts

The analysis of feedback from the learning model experts revealed an average score of ≥ 3.42 , also falling within the "valid" category. This suggests that the model is considered valid and can be implemented with minor revisions.

In summary, the evaluation by the Linguist validators, Design Experts, Material Experts, and Learning Model Experts all produced average scores greater than or equal to 3.0, with the "valid" category indicating that the model is suitable for use with minor revisions. The distribution of these scores can be represented visually in a histogram, as shown in Figure 1:

Figure 1

Ratings and expert responses



The analysis of the expert validation data for the Lesson Study-based clinical supervision model revealed that the average scores for each assessment aspect from the four validators were all at or above the "valid" level. The validators' evaluations covered the format, language, and content of the learning implementation plan. Revisions were made based on the feedback provided by the validators, following their suggestions and instructions.

3.6. Trial results of the lesson study-based clinical supervision model

The model was tested in classrooms with two teachers who met the established criteria for validity. The trial took place in class XI with two teachers in each school, resulting in 16 teachers across 8 schools. This trial was conducted to assess the effectiveness of the Lesson Study-based clinical supervision model.

In efforts to enhance learning quality, school principals formed work teams at the school level. During observations, conditions in State Senior High Schools in Simeulue Regency, Aceh Province, revealed several issues: 1) Classrooms were taught traditionally, with students passively awaiting instruction; 2) Students did not typically review the material before lessons; 3) Students mainly listened to the teacher's delivery (teacher-centric); and 4) Student focus was not fully on the learning process.

To address these issues, a Lesson Study-based clinical supervision model was implemented in SMA Negeri schools in Simeulue Regency. This model fosters professional growth through collaborative and continuous learning assessments, promoting collegiality and shared learning to build a learning community. Lesson Study follows a three-step process: Plan (design), Do (implement), and See (reflect), aiming for continuous improvement in education.

In SMA Negeri, the Lesson Study-based clinical supervision model was implemented over one month to enhance the learning process. Success was measured through reflection activities, where the clinical

supervision model based on the Lesson Study was evaluated. The implementation process began with the planning stage, where learning was designed to be student-centered and aimed at encouraging active student participation. Effective planning was a collaborative effort among teachers, beginning with an analysis of learning challenges, including content delivery, teaching methods, and available resources.

Learning is an active process where students build their knowledge, not just passively receive information from the teacher. Effective learning involves: 1) Engaging students in activities that deepen their understanding; 2) Using diverse teaching methods and tools to inspire students; 3) Organizing the classroom with engaging materials; 4) Applying cooperative teaching methods; and 5) Encouraging students to problem-solve and express ideas freely.

The key challenge in SMA Negeri was developing effective learning scenarios to ensure the smooth implementation of lesson plans. This challenge was addressed through discussions among teachers, peers, and principals to improve lesson planning. Teachers must focus on recognizing students' difficulties, mastering teaching strategies, understanding the curriculum, presenting lessons effectively, and assessing student outcomes.

The second step, implementing (Do), involved teachers carrying out the lesson plans developed in the planning phase. This was aimed at testing the effectiveness of the designed learning scenarios. The trial lesson was taught by a mathematics teacher in class ten, with other teachers observing. The principal also participated in the observation process to guide the activities.

Observers focused on student interactions, engagement with learning materials, and teacher-student relationships, in alignment with the four competencies defined by Law No. 14 for teachers. Prior to the lesson, observers were briefed on the planned activities, reminded not to interfere, and provided with observation sheets to document their findings.

The third step, reflection (See), involved a post-lesson discussion between the teacher and the observers, guided by the principal. The teacher shared their impressions, followed by feedback from the observers. Common feedback included: 1) The teacher still maintained a "teacher-centered" approach, creating stiffness during lessons; 2) Students were not accustomed to active learning; 3) Teachers needed to be "friendlier" to encourage students to express their ideas.

The teacher's performance was evaluated based on their ability to manage the lesson using the Lesson Study-based clinical supervision model, with the observers' ratings showing good performance. Although the learning tools were not revised, they were still deemed effective for achieving success in the learning process. The teacher's ability to manage the lesson was considered excellent, with the overall rating exceeding the learning success threshold.

In the next phase, teachers met with peers and principals to plan additional lessons. While the trial was somewhat unsuccessful in engaging students fully, the use of varied media in the classroom was a positive aspect. One reason for the limited success was that the lessons involved complex concepts and mathematical calculations, which students with low motivation found difficult to follow. However, some students remained engaged, and the reflection activity highlighted areas for improvement.

Data was gathered through observations and discussions among principals, teachers, and peers. The validity of the data was ensured through reliability checks and triangulation. Reflection activities provided insight into the effectiveness of the Lesson Study-based supervision model, which was viewed favorably by the principal for improving teaching quality. Specifically, the model enhanced teachers' classroom management, content mastery, media development, and collaborative opportunities.

The teacher's ability to manage the learning process using the Lesson Study-based model showed a significant improvement, with a rating of 91.23, indicating outstanding performance. Students' engagement during lessons also improved, with immediate teacher intervention for any issues. The teacher's weaknesses were identified, allowing for improvements in subsequent lessons.

In conclusion, the Lesson Study-based clinical supervision model proved to be an effective approach for enhancing teaching quality. However, further testing with different schools and methods is recommended to ensure broader applicability. The triangulation process confirmed the model's potential for conducting clinical supervision in other schools.

4. DISCUSSION

The assessment conducted by the validator includes the format, language, and content of the learning implementation plan. When making revisions, the researcher follows the results of discussions and the validator's suggestions and instructions. The clinical supervision model based on lesson study is deemed appropriate. The average score for each aspect of the Assessment and Response from the Expert Validators reveals that the assessment of the Linguist Validators scored ≥ 3.41 (valid), the Design Expert scored ≥ 3.37 (valid), the Material Expert scored ≥ 3.29 (valid), and the Model Expert scored ≥ 3.42 (valid). This suggests that the assessment and feedback for the Model Experts are usable. The expert validation of the learning model developed shows that all validators gave an average score greater than or equal to the "valid" category for each aspect.

After completing the learning series in the trial, the authors highlight the success of the lesson study activities. Teacher attendance at meetings was excellent, including socialization activities, classroom observations, and reflection sessions. Teachers were able to dedicate time to reflection activities until about 15:30, demonstrating their commitment to collaborating to improve the quality of the learning process. Teacher participation in teaching simulations and reflections reached 95%. These reflection activities proved beneficial, as teachers began sharing knowledge and collaboratively solving learning challenges.

The implementation of the Lesson Study-based clinical supervision model at SMA Negeri 1 Simeulue Regency, Aceh Province, also demonstrated excellent attitude and commitment from the team. This is reflected in the team's attendance, preparation, and schedule management, all of which were well-executed. The support of the principal and the organizing team played a key role in advancing education at the school. The attitude of the subject teachers in preparing lesson plans (RPP) was commendable, and the resulting lesson plans were effectively applied in the classroom. Additionally, the teachers were well-prepared with media and student worksheets. Lesson plan implementation in the school has improved, as seen in the more organized class management and better teaching models, based on prior feedback from previous observations. Although slightly nervous, the model teacher confidently participated in the observed sessions and was open to receiving input from the observers during reflection discussions.

The observers also demonstrated excellent participation in the teaching simulation, following each step carefully, providing constructive feedback, and making valuable contributions to the model teachers' development. Students displayed a positive attitude toward the learning process, and their involvement contributed to a comfortable classroom environment that motivated them to learn. According to research by Kariippanon et al. (2018) and Serhan (2020), lesson study increases student engagement, with students actively participating in media usage, practice, group discussions, and responding to questions.

The role of clinical supervision in education is to assist the professional development of teachers through guidance, as noted by Hoque et al. (2020). A good learning model provides substantial support by helping teachers address challenges and gradually transferring responsibility to students as they become more capable. According to Nuha et al. (2018), a successful learning model offers significant assistance, encouraging interaction and collaboration among students and fostering a respectful learning environment. The teacher's role is to facilitate learning, guiding students to understand and interpret the material while accommodating their diverse abilities.

Collaborative activities between teachers, principals, and peers in supervisory roles allow for the gathering of comprehensive information on the challenges teachers face. This data is used to find solutions without

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intimidation, fostering positive interpersonal relationships and effective communication between supervisors and teachers, as highlighted by Singh et al. (2020) and Waizenegger et al. (2020).

Clinical supervision through lesson study is a highly effective method for improving teachers' teaching performance. It enables teachers and supervisors to discuss classroom challenges and find solutions collaboratively. Teachers alternate between being instructors and observers, which promotes mutual understanding and support, improving the overall quality of teaching. The process is designed to be non-judgmental and fosters an atmosphere of cooperation and camaraderie.

The lesson study-based clinical supervision model encourages professional growth by involving teachers in planning, doing, and reflecting during lesson study activities. Observers provide feedback, offer solutions, and help teachers improve their teaching practices. This model leads to better preparation and enhanced teaching performance, benefiting both students and teachers alike.

Through the lesson study-based clinical supervision model, teachers' professional competencies have improved, including their understanding of students, lesson design and implementation, learning evaluations, and the development of students' potential. Knowledge of subject materials, the curriculum, and the integration of life skills has been effectively applied. As a result, teachers' teaching performance and the overall quality of learning have shown significant improvement.

At SMA Negeri 1 Simeulue Regency, Aceh Province, the lesson study activities have fostered a better understanding of collaborative learning, encouraging teachers to reflect on their practices and develop lesson plans and supportive materials. The clinical supervision activities with a lesson study approach have brought about meaningful changes in both teaching and learning, leading to improved teacher performance. The author believes that this approach can overcome teachers' weaknesses by fostering reflection on their teaching behaviors and encouraging improvement.

Effective learning requires active, innovative, creative, and enjoyable teaching methods. During lesson study activities, teachers prepared comprehensive lesson plans, media, teaching aids, and worksheets to facilitate an engaging and effective learning environment. This preparation is essential for creating a conducive atmosphere for the learning process, which involves the emotional, mental, and physical engagement of students, as emphasized by Granger et al. (2025).

Emotional involvement helps students understand the relevance of the material, while mental engagement drives their motivation to learn key concepts. Physical participation enhances skills development and talent nurturing. These efforts contribute to achieving cognitive, affective, and psychomotor learning objectives. The lesson study activities at SMA Negeri 1 Simeulue Regency have been successful, supporting Abidin's (2014) view that a learning model should be realistic and allow students to apply their knowledge according to their psychological maturity and learning abilities..

5. CONCLUSION

The Lesson Study-based clinical supervision model can significantly enhance teachers' teaching performance. This improvement is evident in teachers' increased ability to manage classrooms through clinical supervision. In this model, teachers and supervisors engage in discussions about the challenges teachers face. Clinical supervision not only provides objective insights into teachers' weaknesses in implementing lessons, but it also creates a comfortable and communicative environment where teachers feel free to share classroom issues. Through these discussions, principals and teachers can collaboratively explore alternative solutions, leading to improved teacher professionalism and, consequently, better learning quality in schools.

The lesson study approach, with its clear benefits for teacher development, should be understood by educators and stakeholders. To fully leverage its advantages, it's important for schools to carefully consider how this approach can be implemented. The success of lesson study depends on a deep understanding of its purpose and the thoughtful application of its steps. When properly executed, lesson study can effectively improve the quality of teaching, student learning, and teacher performance. Furthermore, the lesson study-

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based clinical supervision model motivates teachers to reflect on their practices and enhance their teaching methods. This approach is expected to increase teachers' understanding of their students, improve lesson design and implementation, evaluate learning outcomes, and support the development of students' potential.

Conflict of Interest: The authors declare no conflict of interest.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

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