CLINICAL SUPERVISION THROUGH SELF-EVALUATION:
ENHANCING NOVICE TEACHERS’ TEACHING COMPETENCIES

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ABSTRACT

Tujuan penelitian ini untuk mengkaji apakah supervisi klinis melalui self-evaluation efektif untuk meningkatkan kompetensi guru baru dan untuk mengetahui bagaimana peningkatan kompetensi keguruan. Pengumpulan data dilakukan dengan tiga teknik yaitu kuestioneer, wawancara, dan observasi.


Key Words: supervisi klinis, self-evaluation, kompetensi keguruan
INTRODUCTION

Teacher is a key of the education factors because teacher is a human resource who is expected to create qualified and effective teaching-learning process. Richards (2002) says that it is the teachers themselves who ultimately determine the success of the program. The quality of graduates is also determined by the quality of the teachers.

In line with the ideas above teachers become the suspects of the diminished quality of education. Being aware of the facts, the improvement of students who take teaching practice of English is extremely needed. The program is expected to prepare the graduate to be highly skilled professionals.

Concerning with the decree no 19 in year of 2005 about the standard of national education, a teacher should be academically qualified as an agent of learning and should be healthy physically and mentally to be able to achieve the objective of the national education. While the competencies needed are pedagogical, social, personal and professional ones.

As education and teacher training institution, Tidar University is responsible to prepare the graduates to have those four competencies. Thus, teaching practice is implemented to facilitate and train their professional development. The students or trainees as novice teachers practice to provide two things, i.e. 1) pupils learn something and 2) trainees learn teaching. Of course this situation arouses a problem because they have dual functions, as a student and teacher. They are facilitating pupils to learn and they are learning anything. In this case they have to do the learning for themselves.

Teaching practice sets out to equip the novice teacher basic technical competence. It covers an introductory understanding of the EFL subject matter, mastery of basic classroom teaching
process, as well as training of teaching skill

The quality of teaching is achieved not only as a consequence of how well teachers teach but through creating contexts and work environment that facilitate good teaching. Richards (2002) says that the factors which influence the effectiveness of teaching English as a second language are institutional factors, teacher factors, teaching factors, learner factors.

Along with this idea, teaching practice for students of English Education Department as trainees or novice teachers should provide them to carry out effective teaching which covers three factors, i.e. teacher, teaching, and learner factor. So the existence of school as an institution is neglected because the trainees as novice teachers are not permanent teachers there. They do not involve in any policies which is intended to support short or long term program of school.

Trainees as novice teachers try to gain new skills, knowledge, and attitudes to improve their teaching performance. They also engage with a lecturer and a senior teacher as supervisors to create professional decision they must make to ensure that learning takes place effectively. The program includes the effective management of teaching and learning processes in English as a foreign language classroom as well. Management means the creation of positive pedagogical environment which facilitates learning (Nunan and Lamb, 1996).

The facts show that the need to excel in any profession is already a must and should not be taken lightly or postponed. So language teachers also have to take on the responsibility for their own professional concerning with the belief that says “the best people will survive and in the end, succeed”.

Teacher development is not different from personal development and as such can only self-initiated, self-directed, and self-evaluated. No one else can do it for us, though other people
can be indispensable in helping us to do it. The ability to reflect on oneself is often taken for granted. Teachers are assumed to be able to evaluate their performance in teaching.

However, during teaching practice high school teachers and lecturers have not empowered trainees as novice teachers well. It means teaching planning, teaching practice in classroom and supervising is dominated by the teacher and lecturer as supervisors.

Supervision is done by high school teachers and lecturers so far. Supervision is usually identical with evaluation in which novice teachers tend to reject it. The supervisors tend to be more active to comment rather than listen to what the novice teachers feel during the practice. Their comment is usually focused on the inappropriate teaching. Consequently, the novice teachers feel to be incompetent and it often discourages them for the next practice. They tend to reject have objection to such comment.

Guiding to teach effectively, the supervisors have not helped the novice teachers well. It does not suit with what the novice teachers need and sometimes feedback is expected by the novice teachers for the sake of the following practice is not given soon after the teaching.

The result of teaching practice observation done by the team which comprises the lecturer and senior high school teacher shows that guiding and supervising done by the supervisors have not been done optimally. Teachers of high school are happy when the students have innovative teaching and it inspire them to their language teaching, however they think it becomes a burden form to supervise when the novice teacher cannot do as it is expected.

Based on the facts above of among trainees and novice teachers, high school teacher and lecturers as supervisors need to provide democratic atmosphere. The purpose of this study is to assess whether clinical supervision through self-evaluation is effective in improving novice teacher’s teaching competencies and
to know the improvement of novice teachers' teaching competencies after having self-evaluation.

REVIEW OF RELATED LITERATURE

Clinical Supervision

Supervision is used in counseling, psychotherapy, and other mental health disciplines as well as many other professions engaged in working with people. It consists of the practitioner meeting regularly with another professional, not necessarily more senior, but normally with training in the skills of supervision to discuss casework and other professional issues in a structured way. This is known as clinical supervision (Wikipedia, 2009)

Clinical supervision is a formal process of professional support and learning which enables individual practitioners to develop knowledge and competence, assume responsibility for their own practice. It provides the opportunity to develop expertise, to find new ways of learning, and to gain professional support which is particularly important for someone who works. The concept of clinical supervision is also used in many disciplines, such as psychology, social work, education, medical, and so forth.

Clinical supervision aims to motivate the practitioner. It is usually client-centered and focused on guarding standards. Organizations or institutions also benefit from improved service through the use of evaluation system, new learning opportunities, improved staff, and improved efficiency and effectiveness.

Clinical supervision is also important as a tool to support with elements of clinical governance in quality improvement, performance management, and systems of accountability and responsibility. It provides a structured approach to have better reflection on clinical practice. This can lead to improvements in practice.
In clinical supervision in workplace peer supervision is needed. It develops a structured forum for peer that works well for the whole team in terms of learning process, frequency of meeting, and required outcomes. It is also important to consider how to use available resources to suit individual supervisory needs. In short, clinical supervision needs a carefully structured process of an evaluation and outcomes to measure success.

Traditional supervision which is identical with evaluation is avoided because the novice teachers tend to reject it. To revitalize teaching practice (PPL) since 2006, Faculty of Education and Teacher Training applies clinical supervision which emphasizes face to face meeting of supervisors and novice teachers and focus on the teaching skill. Although it uses a term of clinical, supervision and guidance are not only an effort of checking appropriateness but also improvement and development of teaching competencies.

**Self-Evaluation**

Evaluation is an essential part of the teaching process. It gathers information which will enable a teacher to assess the effectiveness of the instruction provided and learning achieved. This evaluation must be fed into the evaluation process so that less successful aspects of the instruction are addressed and rectified and successful aspects may be enhanced. Information to assist the process of evaluation may be obtained from four sources: reflection and self-evaluation by the instruction, the opinion of people receiving the instruction, the views of the tutors in teaching school and the views of a colleague observing the teaching as feedback (Pillar, -)

Feedback is provided when the seniors or support staffs assist in a session and are asked by the leading instructor or member of teaching school or the support service after the session
curriculum, teaching material, or teaching method. He/she make use of any resources to cope with the deficiencies.

To be able to do what is mentioned above a teacher needs to be professional. Nowadays qualification of a professional language teacher has changed and develop, however the core components of teacher knowledge according to Richards (2002) include the following:

- Practical knowledge: the teacher's repertoire of classroom technique and strategies
- Content knowledge: the teacher's understanding of the subject of teaching English as a second/foreign language e.g. pedagogical grammar, phonology, teaching theories, second language acquisition, as well as the specialized discourse and terminology of language teaching
- Contextual knowledge: familiarity with the school or institutional context, school norms, and knowledge of the learners, including cultural and other relevant information.
- Pedagogical knowledge: ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise
- Personal knowledge: the teacher's personal beliefs and principles and his or her individual approach to teaching
- Reflective knowledge: the teacher's capacity to reflect on and assess his or her practice.

Those core of teachers' knowledge become the source of teacher competencies as stated on the decree number 19 in the year of 2005 about the qualification of teacher competency which includes pedagogical, social, personal and professional. The following chart describes which teacher competencies refer to the core knowledge.
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<tr>
<th>TEACHER COMPETENCY</th>
<th>CORE KNOWLEDGE</th>
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<tr>
<td>Professional</td>
<td>Practical knowledge</td>
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<td>Pedagogical</td>
<td>Content knowledge</td>
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<td>Social</td>
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<td>Reflective knowledge</td>
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**Conceptual Framework**

Novice teachers are the ones who are untrained of teaching effectively. Richards (2002) says that their perception of classroom is relatively simpler than the ones who are experienced. They are also less able to select crucial elements to plan a lesson. In teaching learning process they lack of knowledge about how to manage students and classroom while delivering teaching materials in order to lead an effective teaching. There is a complex of activities, i.e. manage the classroom, the students, memorize the teaching material and manage how to convey idea as clearly as possible.

Self-evaluation is defined as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future. When the novice teachers assess their own progress and when they do so against known and challenging quality standard, then there is a lot to gain.

Self-evaluation is beneficial in term of learning how to teach well. It is a potentially powerful technique because through self-evaluation on novice teacher teaching practice they might enhance self-efficacy and increase intrinsic motivation. Self-evaluation sets higher goal and commit more personal resources or effort. The
combination of effort and goal become achievement. It might result in self-judgment and affect self-reaction. All those processes contribute to an upward of better teaching competencies.

Concerning with the characteristics of novice teacher above, they need supervisor in this case senior teacher and lecturer or supposed colleagues to have self-evaluation. The role of supervisor can be mental professionals in supervisory skills. Supervision in this case refers to planned periods of time that supervisor and supervisee spend together discussing the work and learning the progress. Supervision provides performance evaluation, monitor priorities of workload, and self-evaluation. It also facilitates to assess the supervisors-supervisee relationship and professional development.

The following chart describes how self-evaluation contributes to teaching practice in terms of learning process.

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  goal  
  |     | effort
  |     |     |
  |     |     | achievement
  |     |
  |     | Self-evaluation
  |     | Self-Judgment
  |     |
  |     | Self-reaction
  |     |
  |     | Self-confidence
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METHOD

This paper presents an evaluation of teaching practice called Program Pengalaman Lapangan abbreviated as PPL. It is actually one of intra-curricular programs of the Education and Teacher Training Faculty of Tidar University. The program is aimed to prepare the students to have four teacher competencies, i.e. pedagogical, professional, personal and interpersonal.

The teaching practice implemented for the students is using clinical supervision approach. Clinical supervision is applied through self-evaluation. After the students as novice teachers finish teaching they have to assess their own practice and they share the results of assessment as self-evaluation with the supervisors.

Such a program is evaluated and the analysis of the data is presented in a descriptive passages. I do not use numerical data and statistical calculation, so it is assumed to be a qualitative study of an educational program.

Subject

The subject of this program evaluation was all students who take teaching practice. They were students who were mostly from semester seven. However some of them may have studied in the Faculty of Education and Teacher Training less than three years, especially those who had already taken Diploma One or Two program in another institution, they continue studying to take Sarjana degree. All of them were assumed to be novice teachers because they were untrained and lack of teaching experience.

The subjects were students of English and Indonesian Department. Who practice teaching in SMAN 1 Magelang, SMAN 5 Magelang, and SMA Kristen "El Shadai". There were four students of English Department as novice teachers in each school.
Setting

The practice takes place in state and private Senior High Schools (SMA). In this study, I only study teaching practice in SMAN 1, SMAN 5 and SMA Kristen El Shadai.

There were three steps to practice teaching that the novice teachers should follow. The initial step was observation, in which supervisors and novice teachers met discussing about curriculum, syllabus, teaching methodology, assessment, and evaluation. The next step was observation. The novice teachers should be able to hold self-evaluation of their own teaching practice. The supervisors observed the novice teachers’ teaching practice and supervised their self-evaluation. The final step was discussing the result of self-evaluation. Supervisors created intimate atmosphere to share opinion in order that the novice teachers felt free to review their practice and the result of observation.

The student taught English using current curriculum that is called KTSP (Kurikulum Tingkat Satuan Pendidikan) The teaching itself covers two cycles. They are spoken and written. While the teaching-learning process implemented four steps, English teaching that consists of Building Knowledge of the Field, Modeling of the Text, Joint construction of the Text, and Independent Construction of the Text.

Data Collecting Method

Data were collected using three techniques, they were questionnaire, interview, and observation.

Before observation, the novice teachers were given a reflection sheet as questionnaire that they had to fill in after the observation. Questionnaire was used to get the data of self-evaluation about the teachers’ lesson. The questionnaire contained two columns where the novice teachers had to write about what things could improve after the lesson and what they liked and
disliked about the lesson. The first covered indicators of assessment for teaching practice as reflection proposed by Wallace (Mitayani, 2002). They included personal qualities, command of language, planning, implementation, and evaluation.

Observation was done by the novice teachers themselves as self-evaluation and the supervisors. The senior high school teacher and the lecturer observed in the classroom while the novice teachers practiced teaching. The finding during observation was valuable to give feedback in discussion. In line with clinical supervision during discussion session observers tended to listen to the result of novice teachers' self-evaluation and confirmed and gave input in the form of comments and suggestion.

In interview, the supervisors and the novice teachers became the interviewees. I needed to confirm about the improvement of novice teachers. Interview was used to confirm the observers’ note and the result of novice teachers’ self-evaluation.

Data Analysis

The data collected was qualitative information. The written data was got from self-evaluation and spoken data was got from interview. The analysis of data used qualitative model. The general procedures to analyze consisted of collecting, reducing, and analyzing data. In analyzing data the first step was studying whether clinical supervision through self-evaluation improved novice teachers’ competencies. The next step was describing the improvement of their competencies. Analysis was continued to decide the conclusion based on the analysis.

DISCUSSION

This analysis tried to present whether clinical supervision through self-evaluation was effective to improve novice teachers’
teaching competencies. The second analysis described the improvement of novice teachers' teaching competencies after having self-evaluation.

**Analysis of Clinical Supervision through Self-Evaluation.**

It shows that novice teachers get difficulties to evaluate their own teaching. Among the sources of anxiety they worry is the fear of negative evaluation.

Firstly, they paid a lot of attention to the supervisors’ feedback. They worried about supervisors’ response towards their performance. Then the supervisors convinced them that in clinical supervision they would not judge what they performed. They could utter their own self-evaluation of their own performance and the supervisors listened to their evaluation rather than giving comments. They did not worry any more about it after the first practice. In discussion they shared their thought, happiness, worries together with the supervisors. So self evaluation functioned as metacognitive strategy to lower anxiety and could be used for effective training.

Maslow theory about needs comprises physiological, safety, love, and esteem self-actualization fits with this condition. Need for love and belongingness of the supervisors enhance novice teachers’ motivation to get high achievement. In this training, high achievement refers to the need to have competencies in which the source is the core components of teacher knowledge. These core components of competencies consist of:

- **Practical knowledge**: the teacher’s repertoire of classroom technique and strategies
- **Content knowledge**: the teacher’s understanding of the subject of teaching English as a second/foreign language, e.g. pedagogical grammar, phonology, teaching theories, second language acquisition, as well as the specialized discourse and
terminology of language teaching

- Contextual knowledge: familiarity with the school or institutional context, school norms, and knowledge of the learners, including cultural and other relevant information.
- Pedagogical knowledge: ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise
- Personal knowledge: the teacher’s personal beliefs and principles and his or her individual approach to teaching
- Reflective knowledge: the teacher’s capacity to reflect on and assess his or her practice.

When the novice teachers felt secure at school to have teaching practice, they were more eager to learn and improve competencies in an environment that was comfortable and secure, both physically and psychologically.

Positive emotion and attitude could make teaching practice more effective and enjoyable. Self-evaluation helped the novice teachers lower anxiety. When they were trained to evaluate their own performance in class, they began to view themselves more objectively, and they really wanted to share what they thought of themselves with their peers and supervisors and their peer and supervisors’ positive feedback on their performance added their self encouragement.

This implies that when the peer and supervisors gave feedback they should try to praise the novice teachers as trainees of teaching practice, accept, discuss, refer to, or communicate understanding of past, present or future feeling of them in non-threatening way.

Self-evaluation contributed to a better learning because novice teachers were aware of setting high goals and committed more personal to have an effort during observation to do self-
evaluation. When setting goals and effort were combined it resulted in achievement. This achievement is the one that is evaluated by novice teachers using self-evaluation. It reflects what they have achieved and affect them to judge about their own teaching practice. Approaching the final practice these; goals, effort, achievement, self-judgment affected betterment of self-confidence and teacher competencies.

The Improvement of Teacher Competency

The first step of analyzing data was studying the questionnaire of the self-evaluation on teaching practice. The results showed when the novice teachers were asked about how they felt during the first observation four novice teachers felt nervous, 2 felt little bit nervous and 2 felt Ok or no difference. Those six novice teachers who felt nervous tried to hide their feeling in front of the students in classroom. All of them were afraid of making mistakes in front of senior high school students who were adolescents, but the supervisor only found one novice teacher who looked so relaxed or confident, the rest 5 novice teachers looked very nervous. So in supervisors’ opinion there were three of them who looked Ok or confident.

For the second and the third observation they were less anxious, on and on they could relieve their anxiety. In the fourth practice it seemed they were becoming more conscious of their teaching skills. The more teaching experience they had, the more confident they became. When they were confident to teach, thus their competencies of being teachers improved.

Besides the result of self-evaluation above, the facts show that the personal quality which reflects personal competency of teacher improves. The Novice teachers try to have better personal beliefs and principles and his or her individual approach to teaching. They improved anything to have better belief and
principles in order to be example teacher.

Based on the self-evaluation / class observation sheet for command of language that includes correctness in term of structure, vocabulary, register and pronunciation and the other indicators, i.e. implementation which includes classroom management, presentation technique, teaching aids and language testing, these forms showed better result day after day. This is presented by self-evaluation, the novice teachers were aware of having better professional competence.

The improvement of novice teachers’ pedagogical competency was reflected by the observation / self-evaluation sheet on the column of command of language, planning, and evaluation. They had better Contextual knowledge: familiarity with the school or institutional context, school norms, and knowledge of the learners, including cultural and other relevant information. Pedagogical knowledge: ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise. And reflective knowledge; the teacher’s capacity to reflect on and assess his or her practice.

While interpersonal competence improvement was reflected on the betterment reflection of ability to respond to constructive evaluation from others. This aspect trained the novice teachers as members of a society to communicate and get along with others effectively.

CONCLUSION

In terms of clinical supervision, novice teachers can convey their own self-evaluation of their own performance and the supervisors listen their evaluation rather than giving comments. In discussion they share their thought, happiness, worries together with the supervisors. Positive emotion and attitude can make teaching practice more effective and enjoyable.
Self evaluation functions as metacognitive strategy to lower anxiety and can be used for effective training. Self-evaluation helps the novice teachers lower anxiety. In clinical supervision, supervisors do not judge what the novice teachers perform but they maintain the intimate relationship to share the result of observation.

Self-evaluation is beneficial in term of learning and it is a potentially powerful technique because through self-evaluation on novice teachers might enhance self-efficacy and increase intrinsic motivation. Self-evaluation set higher goal and commit more personal resources or effort. The combination of effort and goal become to achievement. It might result in self-judgment and affect self-reaction. All those processes contribute to an upward of better teacher competencies and self confidence.

Based on the finding above, it proves that clinical supervision through self-evaluation contributes positively toward the improvement of teacher competencies. The results of the analysis become the basis of giving recommendation to continue the program. English Department, Faculty of education and Teacher Training in Tidar University should maintain the program in order to produce graduates who become trained novice teachers of English with sufficient competencies.

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