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Development of a Clinical-Based Academic Supervision Model for Islamic Religious Education and Character Education Teachers in Senior High Schools in West Sumatra Province

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ABSTRACT

The central issue addressed in this research is the lack of effectiveness and comprehensiveness in the implementation of academic supervision by Islamic Religious Education (PAI) supervisors in high schools in West Sumatra Province. This situation has implications for the performance of some PAI teachers in delivering quality and dynamic education towards professionalism. The objectives of this study are: (1) to develop a clinical-based academic supervision model for Islamic Religious Education and Character Education teachers in high schools in West Sumatra Province, and (2) to test the validity, effectiveness, and practicality of the developed clinical-based academic supervision model in these subjects. This research employed the Research and Development (R&D) methodology, following the model developed by Sivasailam Thiagarajan. The development procedure followed the 4-D stages. Data analysis involved both qualitative and quantitative techniques. The research successfully developed a clinical-based academic supervision model for Islamic Religious Education and Character Education teachers in high schools in West Sumatra Province. The test results of the model, including validity, effectiveness, and practicality assessments, indicated that the model is valid, effective, and practical for implementation.

Keyword

Supervision; Clinic; Islamic Education

Abstrak

Isu sentral dalam penelitian ini adalah belum efektifnya dan komprehensifnya implementasi supervisi akademik pengawas PAI SMA di Provinsi Sumatera Barat. Sehingga berdampak pada kinerja sebagian guru PAI dalam merealisasikan pembelajaran yang berkualitas dan dinamis menuju profesionalisme. Penelitian ini bertujuan untuk: (1) Mengembangkan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat, dan (2) menguji apakah model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat yang dihasilkan valid, efektif dan praktis diterapkan. Penelitian ini menggunakan metode penelitian pengembangan (R&D) yang mengacu kepada model yang dikembangkan oleh Sivasailam Thiagarajan. Prosedur pengembangan model tersebut menggunakan langkah 4-D. Analisis data menggunakan teknik analisis kualitatif dan kuantitatif. Penelitian berhasil mengembangkan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat. Hasil uji terhadap model, yang mencakup uji validitas, efektifitas, dan praktikalitas menunjukkan bahwa model ini valid, efektif dan

praktis untuk diterapkan.

Kata Kunci

Supervisi; Klinis; Pendidikan Agama Islam

INTRODUCTION

The implementation of teaching supervision in the subject of Islamic Religious and Character Education has shown suboptimal performance (Ismail, 2023; Munawar, 2019; Tambingon dkk., 2022). The supervisory process fails to encompass all teachers engaged in this subject matter. Additionally, the execution of supervision itself falls short of achieving its full potential. Effective communication between supervisory personnel and educators is notably absent, leading to hindered information exchange. Moreover, there is an observable disparity between the expected standards of supervisory competence and the actual proficiency exhibited by supervisors.

Subsequent to interviews with Islamic Religious and Character Education instructors, the findings corroborate prior research. Teachers' opinions align with the notion that supervisors exhibit constraints in allocating sufficient time for overseeing pedagogical undertakings pembelajaran (H. Rasyid, komunikasi pribadi, Desember 2020). Furthermore, teachers contend that supervisors tend to prioritize administrative aspects of instruction (Z. Zulkifli, komunikasi pribadi, Desember 2020). Alarmingly, a considerable proportion of educators remain unfamiliar with the identities of their assigned supervisors (Z. Zulkifli, komunikasi pribadi, Desember 2020).

The deficiencies in the supervisory process for Islamic Religious and Character Education in West Sumatra are discernible through various facets. Primarily, the supervisory activities manifest as routine, monotonous, and administrative visits, devoid of essential pedagogical elements such as classroom observations. Furthermore, the absence of a structured schedule for supervisory visits contributes to the challenges. In addition, a prevailing trend among supervisors is to concentrate disproportionately on identifying teaching shortcomings rather than fostering instructional enhancement. Lastly, a notable scarcity of substantive guidance from supervisors to their supervisees concerning their teaching efficacy further accentuates the observed shortcomings.

An interview conducted with a supervisor, namely Usman, has shed light on the concerns raised by teachers regarding the supervision process (U. Usman, komunikasi pribadi, 3 Januari 2021). He acknowledged that the current state of supervision has not reached its optimal execution due to a range of constraints that hinder its effective implementation. These constraints encompass issues related to the availability of time, considerable geographical distances between schools, competency-related concerns, and an overwhelming workload faced by supervisory personnel responsible for overseeing Islamic Religious and Character Education at the high school level.

The requirement to supervise over 40 teachers engaged in Islamic Religious Education and Moral Education surpasses the manageable capacity of their responsibilities. Consequently, these challenges have impeded the attainment of comprehensive and equitable supervision. As a result, the goal of effective supervision remains unrealized within this context (U. Usman, personal communication, January 3, 2021).

The aforementioned issue underscores the imperative to seek an alternative solution, which is proposing the clinical-based supervisory model designed for the

subjects of Islamic Religious and Character Education in high schools situated within the West Sumatra Province. This innovative model is envisaged as a comprehensive guideline, intended to furnish supervisors with a lucid framework for implementing efficacious supervision over educators specializing in the domain of Islamic Religious and Character Education.

Upon conducting an investigation into relevant literature, a number of preceding studies concerning academic supervision have been identified. However, it is worth noting that these studies have not specifically delved into the conceptualization and construction of a supervision model rooted in academic foundations.

The study conducted by Saleh (2012), titled "*Manajemen Supervisi Akademik (Studi Kasus di Dinas Pendidikan Kabupaten Bahari*" (Academic Supervision Management (A Case Study in the Education Office of Bahari District), yielded insights into the realm of academic supervision (Hakim et al., 2022). The study found that the planning of academic supervision follows a participatory approach, involving various stakeholders ranging from subject-specific supervisors, school-based supervisors, subject coordinators, to supervisory coordinators. This research predominantly examined the management aspects of academic supervision within the context of Bahari District. In contrast, the current study centers on the designing and implementing a teaching supervision model, called clinical-based supervisory model which is intended to increase the supervision quality toward the teachers of Islamic Religious and Character Education in West Sumatra.

A study by Malioy (2013), entitled "The Effectiveness of Clinical Supervision on Professional Competence Mastery of Counselors in Counseling," reveals a significant difference in the mastery of professional competence in counseling between subjects undergoing clinical supervision and those who do not. This research aligns with the author's investigation into various aspects of clinical supervision.

The research conducted by Yulianto dan Egar (2023), entitled "*Pengembangan Model Supervisi Berbasis Web*" (The Development of a Web-Based Academic Supervision Model) involves the creation of an E-Supervision application for elementary school principals in Bukit Tinggi. This study primarily centers around the utilization of information technology tools to facilitate efforts aimed at supporting the implementation of educational supervision.

The study conducted by Rasto and Mulyani (2017), titled "*Pengembangan Model Supervisi Akademik Untuk Meningkatkan Kualitas Pembelajaran Pada SMK Bidang Keahlian Bisnis dan Manajemen Di Kota Bandung*" (The Development of an Academic Supervision Model to Enhance the Quality of Teaching in Business and Management Vocational High Schools in Bandung City), encompasses the development of a supervision model characterized by a cyclic process comprising stages such as planning, evaluation, follow-up, and monitoring.

Saihu's research (2019), entitled "*Manajemen supervisi akademik Guru Pendidikan Agama Islam dan Budi Pekerti di Sekolah*" (Academic Supervision Management of Islamic Religious Education and Moral Education Teachers in Schools), examines the management of supervision and the approaches employed. The study underscores the significance of effective supervision management in achieving the optimal objectives of the supervision process.

Dalimunthe's study (2008) in the journal "Tabula Rasa," titled "*Model Pendampingan Kepala Sekolah dalam Melakukan Supervisi Akademik di SD Negeri 060915 Medan Sunggal*" (Principal Mentorship Model for Academic Supervision in State Elementary

School 060915 Medan Sunggal), yielded a mentorship model for school principals engaged in academic supervision in elementary schools.

Yunus's research (2016) published in the journal "Educational Management," titled "*Pengembangan Model Supervisi Akademik Berbasis Evaluasi Diri bagi Guru SMA*" (The Development of a Self-Evaluation-Based Academic Supervision Model for High School Teachers) resulted in the formulation of an academic supervision model grounded in self-evaluation for high school teachers.

All of these studies contribute valuable insights into the understanding of academic supervision, each with distinct focuses and approaches. In light of these considerations, this study introduces a unique research theme divergent from the aforementioned studies, specifically addressing the development of an academic supervision implementation model for Islamic Religious and Character Education the high school level in West Sumatra.

Drawing from the delineated problem background and identified gaps, the research formulation emerges as follows: How can the development of a clinical-based academic supervision model for teachers of Islamic Religious and Character Education at the high school level in West Sumatra Province be undertaken?

This research offers benefits in both theoretical and practical dimensions. Theoretically, this study enriches the understanding of Islamic education and knowledge particularly related to the clinical-based academic supervision model for teachers of Islamic Religious and Character Education at the high school level in West Sumatra Province. Moreover, the research provides insights into the supportive and inhibiting factors in implementing this supervision model, thereby contributing to the development of a clinical-based academic supervision theory within this subject area.

From a practical standpoint, the research yields advantages for supervisors of Islamic Religious and Character Education at high schools in West Sumatra Province. It furnishes a comprehensive guide for meaningful supervision implementation, serves as a reference for evaluation to enhance the quality of supervision, and imparts vital information to teachers in their pursuit of delivering quality education.

METHOD

This study is the development of clinical-based academic supervision for teachers of Islamic Religious and Character Education in Senior High Schools (SMA) in the Province of West Sumatra. This section will cover several aspects, namely research approach, research design, data sources, data collection techniques, and data analysis methods.

This study adopts a research and development (R&D) approach, which involves systematic research activities aimed at finding, formulating, improving, developing, producing, and testing the effectiveness of specific products, methods, strategies, or procedures (Gall dkk., 1996). The model used in this study is the 4-D model: defining, designing, developing, and disseminating. This model provides a structured framework for creating a model of academic supervision.

The implementation of the 4-D model is highly dependent on qualitative data collected from sources such as teachers and supervisors. This data includes the thoughts and perspectives of stakeholders involved in the model development process. The data

collection process involves several techniques, including observation, interviews, and documentation, which helps to improve the validity and reliability of the findings.

The data collected was analyzed using qualitative methods, following the principles of data reduction, data presentation, and conclusion drawing. The data was categorized and organized based on the research objectives. Triangulation was used to validate the data and ensure its credibility. To enrich the interpretation of the data, focus group discussions (FGDs) were conducted with the involvement of experts.

To validate the developed model, the data was subjected to validity, practicality, and effectiveness tests. Validation involved expert assessment, which was collected through questionnaires and focus group discussions (FGDs). The validity and usability of the model were evaluated quantitatively based on predetermined criteria and assessment systems.

To test the validity, practicality, and effectiveness, the researcher used the following formula:

$$\text{Nilai Validitas} = \frac{\Sigma \text{ skor per item}}{\text{skor maksimum}} \times 100$$

This study involved a series of sequential steps, from defining the problem to disseminating the research findings. The study was conducted over several academic semesters, from 2020 to 2022, and followed the research phases outlined in the 4-D model.

RESULTS&DISCUSSION

theoretical expositions of experts on learning supervision and clinical supervision, as presented by Sehartian (2000) and Arikunto (2004). Academic supervision for teachers based on a clinical approach involves personal and reflective methodologies with the aim of improving teaching practices and student learning outcomes. In this approach, supervisors work closely with teachers, engaging in classroom observations and in-depth discussions to identify strengths and areas for improvement. Through constructive feedback, joint analysis of teaching strategies, and collaborative problem-solving, the clinical supervision model encourages professional growth. This model emphasizes tailored guidance, mentoring, and the implementation of research-based strategies to address individual teaching challenges, which ultimately promotes effective and impactful teaching in the educational context

In the implementation of clinical-based academic supervision, there are three stages. In the initial meeting stage, there are activities, such as discussing the establishment of the relationship between the teacher and the supervisor, and making joint plans. In the final stage of clinical supervision, there are activities, such as analyzing the data from the observation, and meeting to discuss the results of the observation. The clinical observation procedure is called a "cycle" because the three stages are a continuous process. At the end of the third stage (feedback meeting), the input for the first stage (initial meeting) in the next cycle is already being discussed. The thoughts and responses of teachers in each cycle are collected through observation, interviews, and documentation.

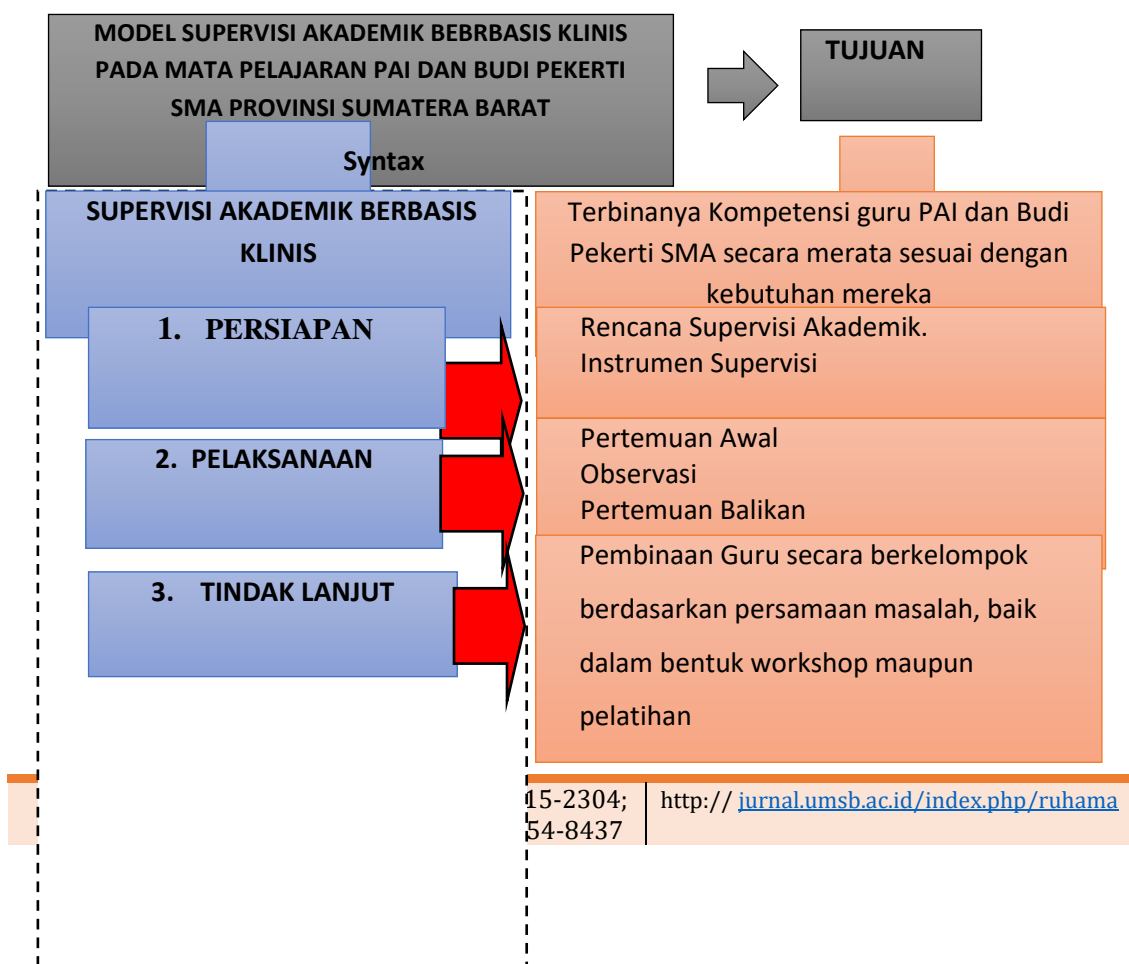
Supervisors' primary task is improving teacher performance, which assist teachers to meet the demands for a quality learning process. The ultimate aim of the process is a

high quality of education. In this regards, gradual approach is perceived very fundamental to help teacher becoming more effective during learning process. Supervision is provided to teachers to support students to succeed in learning. Its implementation is helping teachers to improve their instructional skills through a participatory approach. Kimbal Wiles in Syaiful Sagala states that supervision strives to improve teaching and learning situations, foster teacher creativity, provide support and involve teachers in school activities. Supervisions will also foster teachers' deep responsibility on the students' learning achievement. Burton suggests that supervision is a joint effort to study the factors that influence student learning performance and development.

Clinical supervision requires a more intense relationship between the supervisor and the teacher than traditional evaluation. Clinical supervision as a planned intervention in a simulated world, therefore, it does not only pay attention to teacher behaviors during their instructional process, but laso also related to assumptions, beliefs, goals that underlying the behaviors. Supervisors in the practice of clinical supervision can be carried by fellow teachers or school principals based on a mutual agreement, both related to teaching techniques and other matters. Therefore, the core of clinical supervision is the improvement of teaching with an intense, ongoing, and mature relationship between the supervisor and the teacher in line with the improvement of the teacher's professional practice that can guarantee the quality of learning services on an ongoing and consistent basis.

The Design

The design of the model clinical-based academic supervision for the subject of Islamic Religious and Character Education at the Senior High School level in the Province of West Sumatra is as follows:



The following are the characteristics of the model of clinically-based academic supervision for the subject of Islamic Religious and Character Education at the Senior High School level in the Province of West Sumatra:

- a. In principle, supervisors and teachers are equal and help each other in improving their abilities and professional attitudes
- b. The focus of clinical supervision is on improving teaching methods, not changing the teacher's personality.
- c. This characteristic emphasizes the importance of evidence-based feedback in clinical supervision. Supervisors provide feedback to teachers based on their observations of classroom teaching.
- d. It is constructive and provides reinforcement for successful patterns and behaviors rather than blaming and "punishing" unsuccessful behaviors.
- e. The stages of clinical supervision are continuous and are built on past experiences
- f. Clinical supervision is a dynamic process of giving and receiving where supervisors and teachers are colleagues in seeking common understanding in the educational process
- g. Each teacher has the freedom and responsibility to raise issues, analyze their own teaching methods, and develop their own teaching style.
- h. Supervisors have the freedom and responsibility to analyze and evaluate their own supervision methods, just as they would analyze a teacher's teaching methods.
- i. Teachers have the initiative and responsibility to improve their pedagogical competencies, which include the ability to manage learning.
- j. Supervisors and teachers are open to sharing their opinions and are based on mutual respect for each other's positions, and work synergistically to improve the quality of teacher learning.

Following the development of the supervisory model for Islamic Religious and Character Education teachers in West Sumatra's high schools, the next step involved conducting a validity test on the development products, comprising the Model Book and Model Guidelines Book for supervising Islamic Religious and Character Education teachers in West Sumatra's high schools. The aim of this validity test is to ascertain the validity of the developed products, serving as the basis for determining their suitability for use.

The development of a model must consider the quality that accompanies it. The quality of a model in developmental research is determined by several criteria, namely: validity, practicality, and effectiveness.

Uji Model

The validity test includes (1) instrument validation, (2) model language component validation, and (3) model writing component validation. The validation test indicates that the clinically-based academic supervision model developed by the author possesses a reliable level of validity, as evident in the table below.

Results of the Validation Test for the Clinical-Based Academic Supervision Model for Islamic Religious and Character Education Teachers in High Schools in West Sumatra Province

NO	Aspek Penilaian	Rata-rata	Persentase	Kategori
11	Incorporating clear development objectives into the model	4,80	96 %	Sangat valid
22	The development has encompassed essential aspects within the clinical-based academic supervision model for Islamic Religious and Character Education teachers.	4,40	88 %	Sangat valid
33	The programs offered within this clinical-based academic supervision model for Islamic Religious and Character Education teachers can be effectively implemented.	4,60	92 %	Sangat valid
44	This model provides numerous benefits for the execution of clinical-based academic supervision model for Islamic Religious and Character Education teachers.	4,80	96 %	Sangat valid
55	This model provides numerous benefits for the execution of clinical-based academic supervision model for Islamic Religious and Character Education teachers	4,80	96 %	Sangat valid
66	The design of the presented model possesses its own	4,80	96 %	Sangat valid

	distinct characteristics.			
77	The development of the model incorporates the vision, mission, and objectives of the clinical-based academic supervision model for Islamic Religious and Character Education teachers	4,60	92 %	Sangat valid
88	The quantity of integration implementation within this model is adequate for the understanding of supervisors in Islamic Religious and Character Education	4,40	88 %	Sangat valid
99	The planning in this model is easily accessible.	4,40	88 %	Sangat valid
110	The execution of this model is easily attainable.	4,80	96 %	Sangat valid
111	The evaluation of this model is easily achievable	4,60	92 %	Sangat valid
112	The follow-up actions in this model are straightforward.	4,60	92 %	Sangat valid
113	The accuracy of the steps within the developed clinical-based academic supervision model for Islamic Religious and	4,80	96 %	Sangat valid

	Character Education teachers is evident.			
114	The accuracy of the social system within the process of the developed clinical-based academic supervision model for Islamic Religious and Character Education teachers in this model is notable.	4,20	84 %	Sangat valid
115	The packaging of the model book is appealing	4,40	88 %	Sangat valid
	Jumlah	69,20	92%	

The Result of Validation Test Toward Language Component of Clinical-Based Academic Supervision Model

NO	Aspects	Rata-rata	Persentase	Kategori
11	Formal and standard Bahasa Indonesia	4,80	96 %	Highly valid
22	Questions are easy to understand	4,80	96 %	Highly valid
43	Instructions are easy to understand	4,80	96 %	Highly valid
	Jumlah	14,40	96%	

The Result of Validation Test Toward Writing Style Component of Clinical-Based Academic Supervision Model

NO	Aspek Penilaian	Rata-rata	Persentase	Kategori
11	Font size and type	4,80	96 %	Highly valid
22	Writing style and punctuation mark	4,60	92 %	Highly valid
33	Writing format	4,80	96 %	Highly valid

Jumlah 14,40 94,5%

Sedangkan nilai uji praktikalitas model supervisi akademik berbasis klinis pada guru pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat menunjukkan point 4.6 yang berarti sangat praktis.

The Result Practical Test of Clinical-Based Academic Supervision Model

N No	Aspek yang Dinilai	Nilai Uji Coba Praktikalitas Model
11	The clarity of the manual guidance of model of Clinical-Based Academic Supervision Model	5
22	Dapat digunakan untuk kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat.	5
33	Langkah-langkah model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat dapat diterapkan secara sistematis	5
44	Model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti tingkat SMA memudahkan bagi pengawas dalam melakukan supervisi	5
45	Dengan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat kegiatan pengawas lebih efektif dalam mengelola lembaga yang dipimpinnya.	5
66	Mudah dalam membuat perencanaan kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA	4
77	Mudah dalam mengorganisasikan kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA	4
88	Mudah dalam melaksanakan kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti	5

SMA		
89	Mudah dalam melaksanakan evaluasi supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA	4
110	Mudah dalam melaksanakan tindak lanjut supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA	4
Jumlah		46
Rerata		4,6

From an effectiveness testing perspective, the research data indicates that the clinical-based academic supervision model for Islamic Religious and Character Education teachers in high schools in West Sumatra Province is deemed effective.

Nilai Uji Efektivitas Model Supervisi Akademik Berbasis Klinis pada Guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat

NO	Aspek Penilaian	Rata-rata	Persentase
11	Keefektifan pemanfaatan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat oleh pengawas	4,80	96 %
22	Kemampuan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat dalam pencapaian tujuan pesantren	4,40	88 %
33	Kesesuaian langkah-langkah model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat dengan implementasinya dalam kegiatan supervisi	4,60	92 %

44	Kemampuan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat dalam mengembangkan perencanaan supervisi	4,80	96 %
55	Kemampuan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat dalam mengembangkan pelaksanaan supervisi	4,80	96 %
66	Kemampuan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat dalam mengembangkan evaluasi supervisi	4,80	96 %
77	Kemampuan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat dalam mengembangkan kegiatan supervisi	4,60	92 %
88	Kemampuan model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA di Provinsi Sumatera Barat dalam melibatkan civitas sekolah	4,40	88 %
99	Kemampuan model dalam merancang kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA	4,40	88 %
110	Kemampuan model dalam merancang kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA dalam	4,80	96 %

	merancang perencanaan supervisi		
11	Kemampuan model dalam merancang kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA dalam merancang pelaksanaan supervisi	4,60	92 %
1			
11	Kemampuan model dalam merancang kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA dalam mengimplementasikan supervisi	4,60	92 %
2			
11	Kemampuan model dalam merancang kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA dalam merancang evaluasi supervisi	4,80	96 %
3			
11	Kemampuan model dalam merancang kegiatan supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti SMA dalam tindak lanjut supervisi	4,20	84 %
4			
11	Kegiatan refleksi dan rencana tindak lanjut dapat dilakukan dalam model supervisi akademik berbasis klinis pada guru Pendidikan Agama Islam dan Budi Pekerti tingkat SMA	4,40	88 %
5			
	Jumlah	69,20	92%

Implication

The development of the clinical-based academic supervision model for Islamic Religious and Character Education teachers in high schools in West Sumatra Province has the following implications:

1. The approach used in implementing clinical-based academic supervision to enhance the performance of Islamic Religious Education teachers in West Sumatra Province should be tailored to the characteristics of the teachers, including their abilities, needs, interests, maturity, and personal traits.
2. The procedures for implementing clinical-based academic supervision to improve the performance of Islamic Religious Education teachers in high

schools in West Sumatra Province, particularly those related to initial meetings, observations, and feedback, should be intensified. This will enable teachers to address their shortcomings in teaching more effectively.

3. The techniques employed in clinical-based supervision to enhance the performance of Islamic Religious Education teachers in high schools in West Sumatra Province should encompass various supervisory activities. Supervisors should be able to fulfill their roles in diagnosing, assessing, planning, motivating, recognizing, and reporting on the progress of the teachers they supervise.
4. Other Islamic Religious Education supervisors in West Sumatra Province should consider the implementation of clinical-based academic supervision as an example and motivation to engage in similar activities with their assigned teachers.

Limitations

Researchers must be capable of presenting research findings by linking them to the development of the clinical-based academic supervision model implementation in Islamic Religious Education and Character Education subjects at the high school level in West Sumatra Province. However, this research was not without its limitations and challenges. Therefore, it is necessary to acknowledge these limitations, including:

1. This study was conducted in high schools located in the city of Padang and has not been tested in institutions with similar characteristics elsewhere.
2. The model can only be used by Islamic Religious Education supervisors who already understand the implementation of clinical-based academic supervision. Therefore, training to enhance the knowledge of Islamic Religious Education supervisors in this area is required for them to apply the model effectively.
3. Limitations in the researcher's use of research instruments, potentially resulting in some data not being captured.
4. The researcher's limitations in translating questionnaire forms and analyzing the available data.
5. The accuracy of interview results and documentation studies provided by supervisors and Islamic Religious Education teachers cannot be fully controlled by the researcher, especially concerning honesty and the possibility of responses not accurately reflecting the actual situation.
6. This research involves the development of a new theory and concept, so to complement the data, open-ended questionnaire methods should have been provided to respondents to support interview data. However, due to the COVID-19 pandemic, the researcher could not carry out this aspect to its fullest extent, limiting the model's development to the validation stage.

CONCLUSIONS

Clinical-based academic supervision for Islamic Religious Education and Character Education teachers in high schools in West Sumatra Province is currently conducted through direct approaches involving direct discussions and mentoring. In performing supervision, Islamic Religious Education supervisors initially introduce themselves by visiting schools where teachers work. Additionally, in terms of performance mentoring, which includes planning, implementation, and evaluation of teaching, it has been carried out. However, the implementation of clinical-based academic supervision for Islamic Religious Education and Character Education teachers in high schools in West Sumatra has not reached its maximum potential. While some aspects are in place, the supervision conducted does not fully address issues or provide solutions for teachers in these subjects in West Sumatra.

The clinical-based academic supervision model for Islamic Religious Education and Character Education teachers in high schools in West Sumatra Province has met the criteria of validity, practicality, and effectiveness.

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