

Development of the Supervision Model Based on Clinical Approach to Increase Managerial Competence of School Principal

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Abstract In the context of educational supervision, the school quality development is extremely determined by the teachers, the principal, and the school supervisor. All of them have their task and roles. The purpose of this research is developing a Model of Managerial Competence Supervision for Principals with Clinical Approach School Based. The research procedures were conducted with stages such as planning and preliminary study, product design development, product try out, and the final product. These stages were conducted to know the appropriateness, practicality, and effectivity of the model. The results of data analysis on expert validation and the practicality by the school supervisors show a very high category. And the result of pretest and posttest data analysis on the limited and enlarged try out show a significant difference. This indicates that the supervision model with a clinical approach based is exceptionally proper to be applied in the implementation of managerial supervision.

Keywords Supervision Model, Clinical Approach, Principal's Managerial Competence

1. Introduction

School supervisor is essentially an educator whose role is to provide assistance services to the difficulties experienced by teachers and principals to improve their competence. The implementation of supervision in the learning process is thought to be able to update the teacher's professional abilities and improve the managerial competence of the principal.

Managerial supervision focuses on observing aspects of school management and the administration that function as supporting the implementation of learning. Managerial

supervision is usually done on school principals and education staff.

The findings of the field show that academic supervision gets more portion than managerial supervision activities. The justification hypothesis proposed is that academic supervision is seen as having a direct impact on improving the quality of learning, while managerial supervision is a supporting factor for academic achievement. Thus, academic supervision activities are seen as more important than managerial supervision activities.

Sonhadji and Huda [1] state that education is a system of a series of components such as students, teachers, education personnel, finance, curriculum documents, learning, mentoring, an assessment that interact with each other to achieve certain goals. For this reason, school education should be supported by a comprehensive and proportional system of implementation between academic and managerial activities [2].

Mantja [3] points out several obstacles to supervision in Indonesia, namely (1) inadequate guidance systems because guidance only emphasizes administrative aspects and neglects aspects of professionalism, (2) less supportive mental attitudes, such as rigid emotional relationships and less familiar between "superiors" and "subordinates", and (3) lack of coordination of coaching activities of the authorities in the field both vertically and horizontally.

Fathurrohman and Suryana [4] state that supervision issues are (1) the position of the school supervisor is in an unclear position so that the supervisory profession is not prestigious in front of the teacher and principal, (2) the competence of the school supervisor is low due to the recruitment process requirements with political interests, (3) the ratio that is not ideal between the number of supervisors and target schools, and the difficulty of the field of target schools, (4) the results of the 2007 supervisory competency test are very disappointing and the

lowest score is in managerial supervision and academic supervision competence as the main task of school supervisor

The school supervisor competency test data in 2016 shows that the national average is 41.49, while the principal competency test is 45.92 (Directorate General of Teachers and Education Personnel, Ministry of Education and Culture 2016). This proves that there is a big problem between the competence of the school supervisor and the principal. One of these problems lies in managerial competence.

Mastery of managerial supervision competencies for school supervisors is a must. Because in the Regulation of the Minister of National Education Number 12 of 2007 about School Supervisor Standards [5], it is clearly stated that the school supervisor's competency standards include 6 (six) competencies, namely (1) personality, (2) managerial supervision, (3) academic supervision, (4) education evaluation, (5) research development, and (6) social competence. School supervisor's managerial supervision of the principal is carried out to improve the managerial competence of the principal. In the Regulation of the Minister of National Education Number 13 of 2007 [6] concerning Standard Principals, there are 5 (five) competencies that must be possessed by a principal, namely competence (1) personality, (2) managerial, (3) entrepreneurship, (4) supervision, and (5) social.

From several constraints on managerial supervision as outlined above, it can be concluded that the low level of managerial supervision is caused by (1) the mental attitude of school supervisors and principals is not professional so that the pattern of coaching is less intense, (2) the recruitment pattern of supervisors prioritizes political interests so that the competence of school supervisors becomes inadequate, (3) the monitoring instrument for evaluating managerial performance of principals is irrelevant, and (4) the results of monitoring managerial performance evaluations are not followed up on school principals.

The description shows the low implementation of managerial supervision caused by the low understanding of the concept of managerial supervision and incomplete managerial supervision instruments. From these exposures, the researcher considered the need for a supervision model (consisting of guidelines for using assessment models and instruments) to improve principal managerial competencies and directly impact on improving the quality of education.

2. Method

2.1. Types of Research

This study aims to develop a supervision model based on

a clinical approach to improve principal managerial competence. The type of research used is R & D using the model of Borg and Gall [7]. In this development research, the development model of Borg and Gall [7] was simplified into 4 (four) steps, namely (1) planning and preliminary studies, (2) design development products, (3) product trials, and (4) final products. The following is a description of the activities of each step of development.

1. The planning and preliminary study phase is an initial investigation to obtain information on the implementation of managerial supervision and analysis the needs of three schools as the subject of the trial, namely SMP 1 Banyuwangi, SMP 1 Genteng 1, and SMP Bustanul Makmur Genteng.
2. The stage of product design development is done by designing a managerial supervision model based on clinical approaches and principals' managerial competency instruments according to the school's needs as the trial subject and fulfill the model development characteristics, namely syntax, social systems, reaction principles, support systems, instructional and companion impacts [8].
3. The product testing phase is carried out by the school supervisor as a user to find out the practicality and effectiveness of the product. The trials were conducted on a limited basis on three school principals, then trials were extended to 12 school principals.
4. The final product stage is the finalization of the guide to managerial supervision model based on the clinical approach and the managerial competency instrument of the principal after the revision process has been carried out on the results of the trial, expert input, and the school supervisor.

2.2. Data Type

Data obtained is in the form of quantitative data and qualitative data. Quantitative data in this development research consists of data on the feasibility, practicality, and effectiveness of the managerial supervision model based on the clinical approach. The qualitative data are in the form of responses and suggestions for improvement from the school's validator and supervisor. The data were then classified according to the aspects assessed.

2.3. Research Subject and Data Collection Techniques

The data subjects in this study were principals, school supervisors, experts in managerial supervision with several different, especially when the trials were limited and expanded. Data collection techniques in this study were carried out by validation, observation, and measurement. Data collection instruments in this study consisted of validation sheets, product implementation observation sheets developed, and instruments for measuring principal

managerial competence.

2.4. Data Analysis Techniques

The data analysis technique used in this research is qualitative data analysis techniques and quantitative data analysis techniques. Qualitative data analysis is used to process input data, responses, and suggestions for improvement by organizing data, describing, and choosing which one to use to refine the guidance model of the developed supervision. Quantitative data analysis is used to process data from product validation by experts, practicality by school supervisors, and product effectiveness. Data on product validity and implementation were analyzed using descriptive statistical analysis techniques by calculating percentages. While the model effectiveness test was done by inferential statistical analysis using the t-test. The results of the descriptive analysis are then converted to the table below.

Table 1. Guidelines for respondent response conventions

Percentage of Obtained Scores (%)	Effectivity
$X > 76$	Excellent
$50 < X \leq 75$	Good
$25 < X \leq 50$	Fair
$X \leq 25$	Poor

The results of the calculation of responses from respondents are calculated using the following equation:

$$\text{Response} = \frac{\text{number of values for each sub-variable}}{\text{maximum number of scores}} \times 100\%$$

3. Result and Discussion

3.1. Planning and Preliminary Study Phase

The planning and preliminary study stages in this study are preliminary investigations which aim to obtain information and careful observation of the implementation of managerial supervision that took place in three schools as research subjects, namely SMP N 1 Banyuwangi, SMP N 1 Genteng, and SMP Bustanul Makmur Banyuwangi.

Based on the results of observations, interviews, and documentation data on the three schools of research subjects, the problems that occurred were: (a) the implementation of managerial supervision of school supervisors to principals was still very low, or there is no implementation at all. Supervision of school supervisors is usually carried out in the academic field conducted by teachers in the classroom; (b) the duration of the visit of the supervisor is less than 3 (three) hours, in accordance with Education and Culture Minister Regulation Number 23 of 2013 concerning Minimum Service Standards that the supervisor's visit to the education unit is carried out once every month, and every visit is carried out for 3 hours

which is used to supervise and guide visits, in 2015/2016 and 2016/2017 school years ranged, the visits are only about 7-14 visits from 24 times that should have been done. Of the total visits, the 70% is monitoring activity, and 30% is coaching; (c) the supervision by the school supervisor seems to be more of a formality as a report and overrides the implementation of the correct supervision concept. The presence of school supervisors is very little accompanied by clear goals and targets; (d) the school supervisor supervises the principal only when evaluating the principal's performance. That is, school supervisors are not involved in assisting in the preparation of school work programs ranging from planning, monitoring the implementation, guidance, but directly to the assessment of the performance of the principal and giving the results of the decision that is excellent, good, fair, or poor.

From these findings, there are two main problems in implementing managerial supervision, namely (1) a rigid relationship between school supervisors and principals which implements managerial supervision becomes less intensive, (2) the absence of standard instruments that can be used to measure the achievement of principal managerial competencies. This needs analysis is deemed necessary to design a guidance model based on clinical approaches as an alternative solution to the two main problems above.

3.2. Product Design Development Stage

The development of managerial supervision product design adapted the clinical supervision aspects of Sergiovani's learning aspects which consisted of three stages, namely (1) initial meeting, (2) observation, and (3) feedback meeting. Because of the complexity of the principal managerial scope, the managerial supervision model based on the clinical approach is carried out through following stages: (1) planning, this stage is where supervisors and principals together should go through the following steps: a. Identify managerial problems to be supervised, b. Set indicators for managerial problems to be supervised, c. Set measurable goals and can be achieved, d. Identify stakeholder involvement, and e. set targets and time of achievement; (2) implementation, in this stage, the principal go through the following steps: a. Conduct managerial activities by the indicators, targets and targets to be achieved, b. Ensure that managerial activities involve trained stakeholders, c. Ensure the implementation of managerial activities according to procedures, and d. Determine the priority scale of implementing managerial activities; (3) monitoring and evaluation, this stage is where the school supervisor carries out the following steps: a. Collect data on the implementation of managerial activities, b. Clarifying the implementation of managerial activities, c. Verify the implementation of managerial activities, and d. Validate the results of the implementation of managerial activities; (4) follow-up, is a stage where school supervisors and principals collaboratively go

through the following steps: a. Map the performance achievements of principals' managerial competencies, b. Identify opportunities for improving the performance of managerial competency in the principal, c. Provide assistance to principals to improve managerial competency performance, and d. Set a new achievement target as an ongoing improvement effort.

The flow of the implementation of the supervision model based on the clinical approach to improve the competency of the principal is shown in the following figure 1.

Figure 1 shows that school supervisors and principals are in an alignment position. Both of them jointly carry out the stages in the supervision model based on clinical

approaches with their respective roles.

The procedure of the supervision model is based on a clinical approach, also follows the elements of model development proposed by Joyce, Weil and Calhoun [8], which include syntax, social system, reaction principle, support system, instructional impact and accompaniment impact.

Based on the results of the validation of three experts in the field of supervision and development, it is known that overall expert validation data on the supervision model based on the clinical approach is presented in table 1. **Table 1** shows the Expert Validation of the Supervision Model Based on Clinical Approaches.

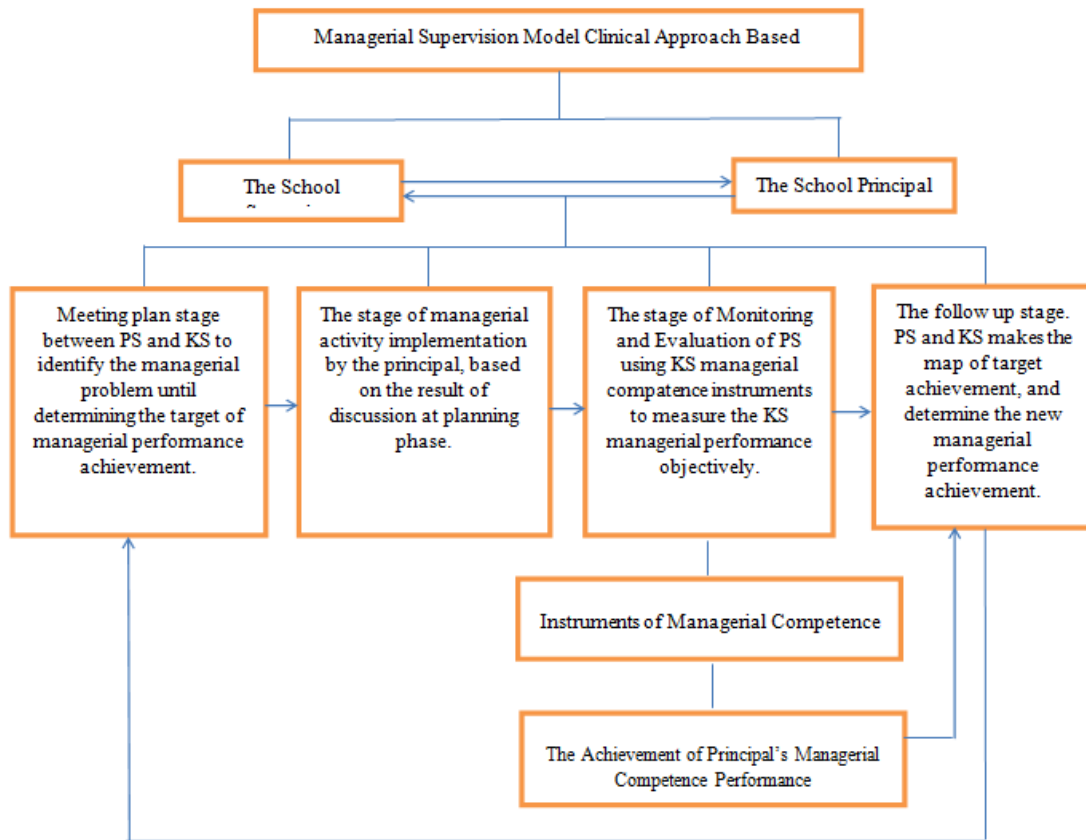


Figure 1. The flow of the Supervision Model Based on Clinical Approach

No.	Components	Score	Category
1.	Introduction	88,33	Excellent
2.	Content and Model Stages	86,66	Excellent
3.	Syntax	92,21	Excellent
4.	Social System	98,53	Excellent
5.	Reaction Principles	93,33	Excellent
6.	Supporting System	94,66	Excellent
7.	Instructional Impact and escort impact	87,99	Excellent
8.	The final part	93,33	Excellent
9.	Language	100	Excellent
The Whole Average		92,78	Excellent

Table 1 shows that the expert assessment of the product development model based on the clinical approach in this study is in an Excellent category. Besides all components of the model rated by three experts get Excellent grades. This indicates that from the feasibility aspect, the development of a clinical approach based supervision model is very feasible to be implemented in the implementation of managerial supervision.

While whole expert validation data towards instruments for the principal managerial competence instruments as a support system for clinical approach-based supervision model is presented in table 2.

Table 2. Experts Validation towards IKMKS Device

No.	Components	Score	Category
1.	Instruments of Principal's Managerial Competence	90,47	Excellent
2.	The Technical Direction of Filling IKMKS	88,88	Excellent
3.	Instruments of Data Collection and Supporting Information	89,99	Excellent
4.	Scoring Technique	89,99	Excellent
The Whole Average		89,83	Excellent

Table 2 shows that the result of expert validation towards instruments for the principal managerial competencies in a category Excellent. The highest assessment is given to component with value of 90,47 in category Excellent. While the component of technical direction is 88,88, IPDIP 89,99, scoring technique is 89,99. This indicates that component of IKMKS is very decent to be used for measuring the principal managerial competence achievement. However, in its implementation, in technical component needs to be corrected in aspect of compatibility for technical content and IKMKS, component of IPDIP required consistency, and scoring technique component aspects for determining the score of each item need to be reviewed so that it is relevant to the carrying capacity of increasing managerial competence of the principal.

3.3. Product Trial Stage

Product trial was conducted in two stages that are limited trial and extended trial. Limited group trial was done to three principals as trial subjects, and the extended trial was done to 12 principals. Limited trial and the extended trial was done by a school supervisor as a model user to test the practicality and effectiveness of the supervision model is based on a clinical approach and the principal managerial competence instrument.

Table 3 shows that the result of school supervisor observation towards the implementation of clinical approach-based supervision model is in a Excellent category. This signifies the implementation of clinical approach-based supervision model is very practical to be implemented.

Table 3. Presents data of school supervisor observation result in limited trial towards the implementation of clinical approach-based supervision model.

No.	Components	Score	Category
1.	Syntax	78,33	Good
2.	Social System	85,32	Excellent
3.	Reaction Principles	86,66	Excellent
4.	Supporting System	86,66	Excellent
5.	Instructional Impact and Escort Impact	90,66	Excellent
The Whole Average		85,53	Excellent

While the data result of school supervisor observation in limited trial towards the implementation of principal managerial competence instruments is presented in table 4. As follows.

Table 4. Result of school supervisor observation

No.	Components	Score	Category
1.	General Direction	97,77	Excellent
2.	IKMKS	88,33	Excellent
3.	Technical Direction of IKMKS	86,66	Excellent
4.	IPDIP IKMKS	86,66	Excellent
5.	Scoring Technique	88,33	Excellent
The Whole Average		89,55	Excellent

Table 4 shows that result of school supervisor observation towards the implementation of the principal managerial competence instrument is in the Excellent category. This indicates the school supervisor believes that the implementation of principal managerial competence instrument is very practical.

The effectiveness data of the clinical approached-based supervision model is obtained from the achievement of managerial competencies of 3 (three) principals through the IKMKS toolkit. Limited trial data consists of the initial assessment (*pretest*) and the final (*posttest*) managerial competence of the principal. The initial assessment is conducted without action, while the final assessment is conducted after the principal gets the supervision action as contained in the stages of the model.

Analysis towards limited testing result aims to describe the achievement value of managerial competence of three test subjects and average value before and after implementation of clinical approach-based supervision model is presented in table 5 as follows.

Table 5. Achievement Value and Average of Limited Test Manager Principal Managerial Competence

No	Name	Work Unit	Pretest	Postest
1	Samsuddin Ali	SJHS 1 Banyuwangi	78.82	87.94
2	Hartono	SJHS 1 Genteng	77.35	87.06
3	Dwi Wahyu H. Basuki	JHS Bustanul Makmur	76.18	84.41
Average			77,45	86,47

Table 5 shows that quantitatively, the value of limited test principal managerial competence experiences an improvement that is significant after conducted a clinical approach-based supervision model. This is shown simultaneously managerial competence of the Head of Banyuwangi Junior High School 1 for 78,82, State Junior High School 1 Genteng for 77,35, and Bustanul Makmur Junior High School Genteng for 76,18 before conduct a model action. And after the action of supervision models based on clinical approaches rose to 87.94, 87.06, and 84.41. Likewise, the average managerial competence of principals before the action of the supervision model was based on a clinical approach of 77.45, and after the action the supervision model was based on a clinical approach increasing to 86.47. This proves that the final score of the principal managerial competence achievement (86.47) is higher than the initial score (77.45) so that the implementation of a clinical approach-based supervision model can improve the managerial competence of the principal. Thus, the supervision model based on the relevant clinical approach is used to improve the managerial competence of the principal.

Table 6. Presents data of school supervisor observational data in the trial was extended to the implementation of a clinical approach based on the supervision model.

No.	Components	Score	Category
1.	Syntax	84,58	Good
2.	Social System	86,99	Excellent
3.	Reaction Principles	82,99	Good
4.	Supporting System	86,33	Excellent
5.	Instructional Impact and Escort Impact	86,33	Excellent
The Whole Average		85,44	Excellent

Table 6 shows that the school supervisor observation of the implementation of the clinical approach-based supervision model is categorized as Excellent. This indicates that clinical approach-based supervision model is very practical to implement.

While the data from the observations of school supervisors in the extended trial on the implementation of the instrument of managerial competence in the principal are presented in table 7. As follows.

Table7. Results of the school supervisor observation on the implementation of the instrument of managerial competence

No.	Component	Score	Category
1.	General Direction	93,88	Excellent
2.	IKMKS	84,05	Good
3.	Technical Direction of IKMKS	83,88	Good
4.	IPDIP IKMKS	81,25	Good
5.	Scoring Technique	91,24	Excellent
The Whole Average		86,86	Excellent

Table7. Shows that the results of the school supervisor observation on the implementation of the instrument of

managerial competence in the principal are categorized as Excellent. This indicates that the school supervisor believes that the practicality of the principal managerial competence instruments is very practical.

Data on the effectiveness of the clinical approach-based supervision model is obtained from the achievement of managerial competencies 12 (twelve) principals through IKMKS. The extended trial data for *pretest* and *posttest* principal managerial competence. The initial assessment is carried out without action, while the final assessment is conducted after the principal gets the supervision action as contained in the stages of the model.

Analysis of the data from the trial results was extended using the Wilcoxon statistical test. As a nonparametric statistical test, the Wilcoxon test only tests the final score of the average achievement of principal managerial competencies before and after the implementation of a clinical approach-based supervision model. And the results of the recapitulation of the results of the Wilcoxon analysis are presented in the following table 8

Table 8. Recapitulation of Wilcoxon Analysis Results in The Effectiveness of the Clinical Approach-based Supervision Model to Extended Trial

Variable	Asymp. Sig.	Description
Pretest-Posttest	0,002	Significantly Different

Table 8 shows that the significance is 0,002, meaning that significance is less than 0,05 that consists of average meaning from pretest and posttest are identical action (significantly different). The analysis result is strengthened with the statistic description of the average value of principals managerial competencies before and after the implementation of the supervision model based on the clinical approach in the extended trial is presented in table 9 below.

Table 9. Statistic Description of Average Value of the Effectiveness of the Clinical Approach-based Supervision Model to the Extended Trial

	N	Mean	Std. Deviation	Minimum	Maximum
Postest	12	83.9700	2.26636	80.00	87.35
Pretest	12	74.5342	2.32993	70.59	78.82

Table 9 shows that qualitatively the average value of principal managerial competence before the supervision model action is based on a clinical approach of 74.53 and after the clinical approach is based on an 83.97 supervision model so that the implementation of a clinical approach-based supervision model could improve the principal managerial competence. Thus, the relevant clinical approach-based supervision model is used to improve the managerial competence of the principal.

3.4.Product Revision

Based on expert validation result and field test by the school supervisor. Clinical approach-based supervision model and the instruments of managerial competence

instruments of the principal produced are stated to have fulfilled valid, practical, and effective criteria. Therefore, design of preliminary product that developed can be declared as final product. During the validation process, and field test (limited or extended) were done some revisions to the model and instrument that being developed. Revisions that were done are stated in this section.

3.4.1. Revision of Clinical Approach-based Supervision Model

- a. Usage of word *guideline* of the managerial supervision model must be consistent because, in the model book, there are many written *guidelines*.
- b. The writing of subchapter CHAPTER I the correct model book *Ratio* mean the reason. And it is better that the points for the compilation of the mo. Del book is specified.
- c. Scope section, point 1 are also described as in point 2.
- d. Indicators of managerial competence must be clearly illustrated in the anagerial supervision model guide.
- e. Solution for the managerial problems of the principal needs to be explicitly described in the model guide.
- f. One of the characteristics of clinical supervision is individual nature so that it is not possible to assist in solving managerial problems in the group.
- g. Instructional impacts and accompaniment impacts have not been seen.
- h. The closing part needs to be briefly presented in the book contents.

3.4.2. Revision of Principal Managerial Competence Instrument Devices

- a. The supervision target is the managerial activity of the principal so that managerial competence variable of the principal should be written in planning formulation rather than planning, management of students not managers of students, and so on.
- b. Description of managerial competence performance needs to be given a sign of which aspects are achieved, which aspects have not been achieved. The achievement of the principal managerial competence is seen in the contents of the instruments for collecting data and supporting information (IPDIP) as verification result by the school supervisor.
- c. The order in the technical instructions for filling in IKMKS and IPDIP must be adjusted to IKMKS to facilitate scoring.
- d. IPDIP must be designed based on IKMKS (it must not be written clearly) so that the validation of the IKMKS is objective.
- e. The weight of competence component and the weight of the items must be based on support od increasing the principal managerial competence.
- f. In the technique of scoring section calculating the weighted acquisition score (E.3) and determining the final achievement of KS managerial competence

(E.5), it should be emphasized that the content is only an example so it does not obscure the origin of the number in the column.

3.5. Final Product

The final product is the initial product or product design development that has through several revisions. This revision process was done in:

- a. Revision based on expert validation.
- b. Revision based on practitioner observation (school supervisor).
- c. Revision based on limited trials.
- d. Revision based on extended trials.

After through revision process of expert validation, practitioner, and trials, then the final product resulted by this research and development are:

- a. Guidelines of Clinical Approach-Based Supervision Model.
- b. Principal Instruments Managerial Competence Instrument consists of four completeness, that is: (1) Principal Managerial Competence Instrument (IKMKS), (2) Technical Guidelines for Filling in IKMKS, (3) Data Collection Instruments and Supporting Information, and (4) Scoring Techniques Achievement of Principal Managerial Competence.

The two final models (model and instrument) resulted, originally designed based on an analysis of the needs of school supervisors as product users. The urgency of the most urgent need is to be able to create an atmosphere of managerial humanist and democratic supervision, and the availability of instruments to achieve managerial competence in the principal. For this reason, the final product resulted must have benefits and meaning. The intended usefulness and meaning is the increase in managerial competence of the principal and management of school quality. And the implementation of the clinical approach-based supervision model has been proven to be able to improve the managerial competence of the principal. For this reason, for this final product to be more useful, dissemination must be conducted to the education actors more broadly.

4. Discussion and Conclusions

According to the research result, this development research has produced educational products in the form of supervision models based on clinical approaches and instruments of managerial competence in principals. This product has fulfilled the elements of validity, practicality and effectiveness based on expert validation and field trials. Referring to the development objectives of this study, the following is a study of products that have been produced and declared valid by experts, tested by practitioners,

conducted well, and have an effective impact in improving managerial competence of principals and school quality management.

The clinical approach-based supervision model as the main purpose of this study was validated by three experts by closed assessment and open suggestions in the descriptive form to determine the model feasibility. Validation is conducted in terms of the preliminary contents that contain rational, goals, objectives and scope. This expert view of the introductory content is expressed as a *Excellent* category. Likewise with theories that support the clinical approach based supervision model and the stages of the model as a reflection based on the clinical approach seen by experts as having Excellent category feasibility.

The argument of Joyce, Weil and Calhoun [8] that activities in designing model components give attention to syntax, social system, reaction principle, support system, instructional impact and accompaniment are also validated by experts. The three experts examined the model components above and provided descriptive suggestions for improving the model book. Based on these views and suggestions, improvements were made according to expert input. After going through this process, the component of the clinical approach based supervision model was categorized as *Excellent*. Therefore, the guidelines for the clinical approach-based supervision model is declared appropriate.

Expert validation towards the instrument of managerial competence instruments as a model support system is done in a closed and open suggestion. Expert open advice in the form of too many instruments and too detailed should be simplified by combining several instruments, that are general instructions made in a package with technical instructions. The instrument consists of four completeness, that is the principal managerial competence instrument, technical instructions, supporting data and information collection instruments, and scoring techniques. That is, general instructions are not a complete set of instruments and their existence to guide the workings of instruments. And from the results of expert validation, it is seen that the instruments of managerial competence of principal are expressed as Excellent categories. Thus, the instrument of managerial competence of principals is declared feasible to use.

Practicality is related to implementation level of supervision model based on clinical approach. The model implementation during field trials was observed in limited trials (three schools) and expanded trials (12 schools). When the trial was limited, the implementation of the model is 85.52 in *good* category. When the trial was expanded, the implementation of the model is 85.44 in *good* category. It is the indication of a clinical approach based supervision model. It is easy to implement. This is due to the managerial supervision model based on the clinical approach have (1) clear and easy to implement

syntax, (2) social systems related to the principles of clinical approach supervision, (3) humanist reaction principles related to the education approach, and (4) a relevant support system for measuring the achievement of principal managerial competencies. The implementation of the model in the field trial activities is proof that the supervision model based on the clinical approach is proper as the basis for developing the principal managerial supervision model.

The findings of this study are in line with the results of Sibirian, Pasaribu and Manullang [9] study who states that principals who receive clinical supervision services have better performance compared to principals who receive conventional scientific services and supervision services. While principals who received scientific supervision services performed better than school principals who received conventional supervision services. Research of Susilowati, Sarwi and Anni [10] also shows that the implementation of a school-based supervision model through discussions about the potential and weaknesses and difficulties of school principals in managing schools, *sharing* experiences, giving the ideas and solutions from effective school supervisors succeeded in optimizing the role of school supervisors as coordinators and counsellors for principal competency improvement.

Based on the explanation above, the supervision model based on the clinical approach is possible to optimize principal managerial competence improvement. The implementation of clinical supervision that places supervisors and principals in a parallel position benefits both parties. Principal managerial competence can improve together with the implementation of supervision with a clinical approach.

Effectiveness is related to achievement level of principal managerial competencies after the supervision model action is based on a clinical approach. The results of the implementation of the supervision model based on the clinical approach in the limited trial and expanded trials show that the clinical approach based supervision model is very effective in giving an impact on the improvement of principals' managerial competencies. It has been proved by the results of t-test on limited and expanded trials, and the final score of achieving managerial competence in schools is significantly higher than the previous score.

The implementation of clinical approach based supervision model in research development does not only have impact on the improving managerial competence of principals, but also has a *negative impact*. The accompanying impact that has been measured is a shift in the view of the principal who was initially negative towards the implementation of supervision to be positive. The school principal no longer sees supervision as a frightening activity, but instead becomes something that is needed because of the presence of school supervisors to assist the difficulties of school principals in managing schools. This could happen because the social system and

the principle of reaction done by school supervisors in implementing the supervision model based on clinical approaches appear humanist, open, democratic, and appreciate the achievement of the principal managerial competence as supervision target.

The second impact is the establishment of the principal's commitment to have managerial activities based on the procedure. Previously, most principals did not understand the scope of managerial competencies, which were their duties and responsibilities. The description of 16 competencies to 63 indicators, and described as 85 items of managerial activity, was only understood when the clinical approach based on the supervision model was implemented. Improving the understanding of managerial competence scope directly affects the strong will for principals to consistently do managerial activities based on procedures.

5. Suggestions

5.1. Suggestion of Utilization

The use of a clinical approach based supervision model in the implementation of supervision should pay attention to the following points.

- a. Education implementer, especially school supervisors and school principals, should implement a clinical approach based supervision model as managerial supervision activities and efforts to improve the principal managerial competencies.
- b. For schools, school members consist of principals, teachers, and education personnel should be able to understand the concept of correct supervision, so their views on supervision are positive. The implementation of supervision is no longer seen as an activity to find the mistakes but helps the school community in the task of classroom learning and school management.
- c. For the founders of the education foundation, they can utilize the supervision model product based on the clinical approach as implementation in the implementation of supervision to improve the managerial competence of the principal. While the product managerial competency instrument instruments of the principal can be used as a foundation assessment of the achievement of principals' managerial competencies.
- d. For Banyuwangi District Education Office, it can use the supervision model based on clinical approaches as a reference for implementing managerial supervision between school supervisors and school principals. Concerning the product model, systematically, the low implementation of managerial supervision can be overcome, and managerial competence of the principal can be improved. The product of the instrument for managerial competence of the

principal can be used as a benchmark for measuring the achievement of principal managerial competencies.

- e. For the Ministry of Education and Culture, products of the supervision model based on clinical approaches can be included in the school supervisor's work guide issued by the Ministry of Education and Culture's Directorate of Middle School Development. The work guidelines for school supervisors are prepared to guide the performance of supervisors so that they can properly carry out academic supervision and managerial supervision. Model products as an alternative for school supervisors in managerial supervision activities.

5.2. Suggestion of Dissemination

- a. Primary and secondary school supervisors can disseminate product models and instruments of managerial competency instruments for principals designed for this secondary school. The reason is both products can also be implemented in primary and secondary school level with adjustments to the description of managerial performance. Points of the description of managerial performance in IKMKS are designed for secondary school level. Based on this reason, the use of instrument for primary and secondary levels can adjust the description items based on the conditions at the primary and secondary levels.
- b. Educational organizing foundation can disseminate product models and instrument as the basis to improve the supervision of internal foundations, and also efforts to improve managerial competence of principals and quality of management.
- c. Education Department of Banyuwangi can facilitate the application of model products and instruments in all levels of MKPS, public/private Secondary School of MKKS, public / private K3S Primary Schools, and also Education and Culture Department of Banyuwangi in public/private high school MKKS and Vocational MKKS public / private.

5.3. Suggestion of Development

- a. A clinical approach based on the supervision model to improve the managerial competence of principals can be developed on the competencies of other principals. The competencies particularly the similar characteristics in the data collection process. For example, social competence, supervision, and entrepreneurial competence.
- b. A clinical approach based supervision model can be developed in the academic supervision model. The supervision model is based on a clinical approach related to school management and the principal as the

target of supervision while the academic supervision model relates to the learning process in the classroom and the teacher as the target of supervision.

- c. Instrument sets are produced to measure the achievement of principal managerial competencies. This instrument can be developed on the competence of principals in the areas of personality, supervision, entrepreneurship, and social. With this development process, the use of scoring technique components can be used to obtain data on the results of the principal's performance assessment (PKKS) as mandated by Permendiknas No. 28 2010 concerning the Assignment of Teachers as Principal.
- d. The supervision model with the clinical approach in the development based on clinical approach. Researchers of special education supervisor can develop this supervision model using other bases. For example, school-based, school self-evaluation, and quality report cards to improving the quality of education which can be developed through a various field of studies.

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