

The Mediating Role of School Culture in the Influence of Clinical Supervision on MTs Teachers in Situbondo Regency, East Java, Indonesia

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ABSTRACT

Purpose of the Study This study aims to investigate and analyze the mediating role of school culture in the influence of clinical supervision on teachers' pedagogical competence at Islamic Junior High Schools (MTs) in Situbondo Regency, East Java, Indonesia. Employing a quantitative approach with an explanatory research design, the study uses a survey method to address the research problem and objectives. The questionnaire was constructed based on the main variables: school culture, clinical supervision, and teachers' pedagogical competence. Data were collected from a sample of 100 teachers selected through random sampling from MTs across Situbondo Regency. The data analysis was conducted using the Partial Least Squares (PLS) method with SmartPLS software. The results of the hypothesis testing show that clinical supervision has a significant positive effect on teachers' pedagogical competence, indicating that higher levels of supervision lead to greater pedagogical capabilities. Clinical supervision also significantly affects school culture, suggesting that more effective supervision enhances the overall school culture. Moreover, school culture itself significantly influences teachers' pedagogical competence, meaning that a strong school culture contributes to better teaching practices. Additionally, school culture mediates the relationship between clinical supervision and pedagogical competence, indicating that clinical supervision indirectly improves pedagogical competence through its impact on school culture. These findings highlight the important roles of both clinical supervision and school culture in enhancing teachers' pedagogical competence, with school culture serving as a critical mediating factor.

Keywords: School Culture, Clinical Supervision, Teacher Pedagogical Skills

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INTRODUCTION

Improving the quality of education has become a key concern for the government in order to develop a high-quality human resource base. The responsibility for producing such qualified human resources lies with professional educational personnel in schools (Dermawan, Abid, and Werdati 2021). Thus, one of the efforts to improve the quality of education is to enhance the quality of teachers in mastering the learning process.

Effective education requires collaboration between school principals and teachers to create an optimal learning environment (Ulfa, Thoyib, and Ratnawati 2021). Teachers are not only responsible for delivering knowledge but must also master instructional methods and possess adequate supporting tools (Pahi et al. 2020). Teachers are not only responsible for delivering knowledge but must also master instructional methods and possess adequate supporting tools.

Teachers are expected to possess ideal personality traits in accordance with psychological and pedagogical requirements (Efrizal, Firmayanti, and Ekowati 2022). A teacher's pedagogical authority is not primarily determined by innate talent or granted as a gift without effort, but rather is the result of persistent, purposeful, and continuous effort by the teacher and those involved in the educational process – particularly the school principal, who acts as both an administrator and a supervisor. The principal's role is essential in advancing and improving instruction, thereby enabling teachers to teach effectively and, in turn, allowing students to learn successfully.

A teacher is an individual responsible for providing guidance and support to students in their physical and spiritual development, with the aim of helping them attain maturity and become capable of fulfilling their roles as servants of God, as stewards (khalifah) on earth, as social beings, and as individuals who are able to stand independently (Suardi, Nursalam, and Israpil 2023). Teachers are a highly dominant component in improving the quality of education, as they are directly involved in the learning process at school. To ensure a high-quality learning process, teachers must also be of high quality and professional, which requires the continuous enhancement of their pedagogical competence.

Pedagogical competence refers to the essential ability that a teacher must possess to understand students' characteristics from moral, emotional, and intellectual perspectives (Supartingsih, Abdullah, and Nurkolis 2024). This highlights the need for teachers to master learning theories and principles, as students inherently possess diverse characters, traits, and interests. Furthermore, teachers must be able to optimize students' potential to actualize their abilities in the classroom and must also be capable of conducting assessments of the learning process. Consequently, strong teaching performance is required (Wahyuningsih 2021). To enhance teachers' potential in the learning process, guidance from school principals and supervisors is required through supervisory activities.

Therefore, the teaching profession must continuously grow and develop to enable teachers to perform their roles professionally. One of the key approaches to enhancing the capabilities of teaching personnel is through supervision. Among those assigned the responsibility of conducting supervision is the school principal, who is thus also referred to as a supervisor. In this role, the principal provides professional assistance and guidance to teachers who may lack sufficient professional competence in teaching.

Supervision is essential as a means to assess the quality of teachers in carrying out teaching and learning activities. However, the aspects addressed in supervision are often general in nature, as teachers are typically not involved in the planning of supervisory activities, even though they are the ones who will receive follow-up based on the results of the supervision.

As the highest authority in the school, the principal must have a clear understanding of educational needs, particularly in relation to the implementation of supervision (Rosyid 2021). All teacher-related needs, including those concerning instruction and curriculum, should be the principal's central focus in order to achieve optimal learning outcomes. Therefore, it is essential for the principal to have a solid understanding of the foundations of supervision, including both clinical supervision and educational supervision (Sulani, Liana, and Khairiah 2022). Therefore, school principals need to critically examine the foundations of planned supervision not merely as a formality to fulfill educational requirements, but as a primary objective in enhancing school quality. In their role, principals must have a thorough understanding of the essential foundations required by teachers for the effective implementation of supervision.

This concerns the supervisory method employed, specifically clinical supervision. Clinical supervision is a type of supervision carried out by the school principal to support and guide teachers (Hasibuan, Daulay, and Witarsa 2024). This type of supervision is a form of professional support provided systematically to teachers based on their specific needs, with the aim of guiding them and enhancing their professionalism in carrying out the teaching and learning process.

Many teachers encounter difficulties or challenges in delivering instruction in the subjects they teach. These difficulties may arise from the inherent characteristics of the subject

matter, which can be challenging for teachers to comprehend, or from technical and methodological issues that hinder students' understanding of the learning materials. Supervision conducted by school supervisors serves as an effort to assist teachers in addressing these challenges, with the ultimate goal of improving the quality of instruction.

As a clinical supervisor, the school principal is not only responsible for carrying out clinical supervision tasks but must also demonstrate accountability for those responsibilities. While responsibility refers to the effort to complete assigned duties properly within a specified time frame, accountability goes beyond this obligation. Accountability is the condition in which an individual is evaluated by others based on the quality of their performance in achieving the objectives for which they are responsible. In other words, the success of clinical supervision in promoting teacher professionalism largely depends on the principal's level of accountability. To achieve a high level of accountability in implementing clinical supervision, principals must possess adequate knowledge and skills related to clinical supervision itself.

Clinical supervision is expected to play an active role in enhancing teachers' pedagogical competence. Although teachers may have fulfilled the formal educational requirements for pedagogy, they still require ongoing professional development, particularly in the form of in-service education, to support their professional growth. One way to achieve this is through clinical supervision, which is anticipated to contribute significantly to the improvement of teachers' pedagogical skills.

Many teachers face problems or difficulties in delivering instruction in the subjects they are assigned to teach. These challenges may stem from the complex nature of the subject matter, which can be difficult for teachers to fully grasp, or from technical and methodological issues that hinder students' understanding of the learning materials. Clinical supervision conducted by school supervisors serves as an important effort to assist teachers in addressing these challenges, with the aim of improving the overall quality of teaching and learning.

Clinical supervision is a form of professional collegial support provided to teachers experiencing instructional difficulties, enabling them to address these challenges through systematic stages—including the planning phase, the observation phase of teaching behavior, and the analysis and follow-up phase. Previous studies have identified clinical supervision as an effective method (Singerin 2021; Wahyuningsih 2021; Yani, and Usman 2022) It has been shown that clinical supervision is effective in enhancing teachers' pedagogical competence through direct observation and constructive feedback.

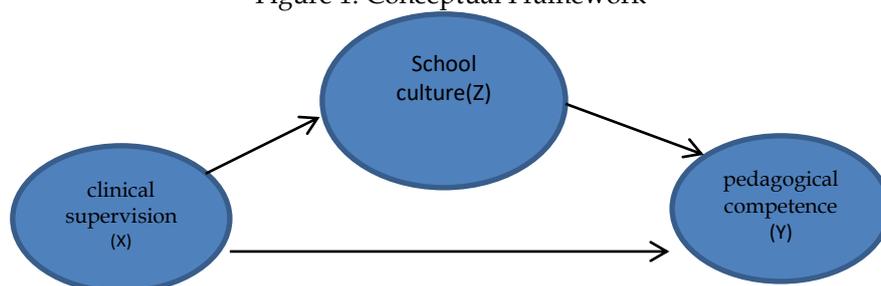
A previous study by Kavanagh, Conrad, and Dagogo-Jack (2020) found that clinical supervision can enhance teachers' pedagogical competence by providing emotional support and helping to restore teachers' confidence. Research by Imamah, Umah, and Septiana (2025) also contributes to this area; however, prior studies have not specifically examined school culture as a mediating variable in the relationship between clinical supervision and teachers' pedagogical competence.

Previous research on clinical supervision and teacher pedagogical competence has been extensively conducted, but few studies have explored the mediating role of school culture in the relationship between clinical supervision and teacher pedagogical competence. Research by Smith (2018) showed that clinical supervision can improve teacher pedagogical competence, but did not explore the role of school culture in this relationship. Research by Johnson (2020) found that school culture can influence teacher pedagogical competence, but did not investigate the role of clinical supervision in this relationship. Research by Lee (2019) showed that clinical supervision can improve teacher pedagogical competence through increased teacher motivation, but did not explore the role of school culture in this relationship. Research by Davis (2017) found that school culture can influence teacher performance, but did not investigate the role of clinical supervision in this relationship. Research by Brown (2020) showed that clinical supervision can improve teacher pedagogical competence through improved teaching skills, but did not explore the role of school culture in this relationship. Research by Taylor (2019) found that school culture can influence teacher pedagogical competence through increased teacher collaboration, but did not investigate the role of clinical supervision in this relationship.

Therefore, this study aims to fill the research gap by exploring the mediating role of school culture in the influence of clinical supervision on teacher pedagogical competence.

This study offers a novel contribution by exploring the role of school culture as a mediating variable in the relationship between clinical supervision and teachers' pedagogical competence. While previous research has demonstrated the effectiveness of clinical supervision in enhancing pedagogical competence, this study introduces a new dimension by considering the influence of school culture as a factor shaping that relationship. Thus, the study contributes to a deeper understanding of how clinical supervision can improve teachers' pedagogical skills through its impact on school culture, while also providing new insights into the role of school culture in enhancing the effectiveness of clinical supervision. Specifically, this research aims to analyze the mediating role of school culture in the influence of clinical supervision on teachers' pedagogical competence. The conceptual framework of this study is as follows:

Figure 1. Conceptual Framework



METHOD

This study aims to obtain empirical evidence and contribute to the theoretical development of school culture, clinical supervision, and teachers' pedagogical competence. In light of the research problems and objectives, an explanatory research approach using a survey method was employed (Haryanti 2019). The questionnaire was developed based on the research variables, namely school culture, clinical supervision, and teachers' pedagogical competence. The population of this study includes all teachers at Islamic Junior High Schools (MTs) across Situbondo Regency, East Java, Indonesia. The research sample consists of 100 respondents, specifically teachers from MTs in Bungatan and Mlandingan sub-districts. According to Frankel and Wallen (2019), The minimum sample size for descriptive research is 100 respondents; therefore, the researcher used 100 respondents as the reference. Data analysis was conducted using the Partial Least Squares (PLS) approach with the SmartPLS software. PLS is a component-based or variance-based structural equation modeling (SEM) technique.

The bootstrapping procedure produces a t-statistic value for each relationship path that is used to test the hypothesis. The t-statistic value will be compared with the t-table value. Research using a 95% confidence level, so the precision level or limit of inaccuracy (α) = 5% = 0.05, the t-table value is 1.96. If the t-statistic value is smaller than the t-table value (t-statistic < 1.96), then H_0 is accepted and H_a is rejected. If the t-statistic value is greater than or equal to the t-table value (t-statistic > 1.96), then H_0 is rejected and H_a is accepted (Ghozali, 2021). SmartPLS also generates coefficient values for each dimension. This way, we can see which dimensions have the greatest and which have the least influence.

RESULT AND DISCUSSION

1. Results of Data Quality Testing (Outer Model)

There are four criteria used in data analysis with SmartPLS to assess the outer model: Convergent Validity, Discriminant Validity, Composite Reliability, and Average Variance Extracted (AVE).

a. Convergent Validity

The convergent validity of a measurement model with reflective indicators is assessed based on the correlation between the estimated item scores/component scores and the construct, as computed using PLS software. An individual reflective measure is considered high if it correlates above 0.70 with the construct it measures. In this study, a loading factor threshold

of 0.70 is applied. Based on the table below, all outer loading values exceed 0.60, indicating that all research items meet the criteria. The outer loading results are presented in Table 1 below:

Table 1 Outer Loadings

	Pedagogical Competence (Y)	School Culture (Z)	Clinical Supervision (X)
X_1	0,634	0,700	0,702
X_10	0,867	0,861	0,896
X_11	0,807	0,818	0,893
X_12	0,840	0,865	0,907
X_2	0,884	0,910	0,930
X_3	0,863	0,785	0,880
X_4	0,765	0,799	0,865
X_5	0,751	0,751	0,792
X_6	0,785	0,799	0,860
X_7	0,741	0,757	0,821
X_8	0,732	0,772	0,809
X_9	0,868	0,864	0,894
Y_1	0,850	0,756	0,827
Y_2	0,921	0,897	0,872
Y_3	0,905	0,895	0,855
Y_4	0,864	0,774	0,838
Y_5	0,838	0,771	0,814
Y_6	0,896	0,854	0,812
Z_1	0,890	0,897	0,850
Z_10	0,811	0,896	0,864
Z_2	0,658	0,731	0,703
Z_3	0,789	0,855	0,806
Z_4	0,857	0,874	0,832
Z_5	0,819	0,864	0,849
Z_6	0,853	0,870	0,825
Z_7	0,647	0,705	0,617
Z_8	0,834	0,882	0,871
Z_9	0,841	0,856	0,822

Source of Data: Processed Primary Data (2025)

Based on the results of data processing using SmartPLS, Table 1 indicates that the outer model values representing the correlations between constructs and their indicators meet the criteria for convergent validity. The estimation results from the outer loading test using PLS demonstrate that all items are valid, as each factor loading value exceeds the threshold of 0.60, thus, it can be concluded that each indicator used in this study can adequately represent the construct being measured. Therefore, the results of this study are reliable and can be used as a basis for drawing accurate conclusions.

b. Evaluating Reliability dan Average Variance Extracted (AVE)

The criteria for validity and reliability can also be assessed through the reliability value of a construct and the Average Variance Extracted (AVE) for each construct. A construct is considered to have high reliability if its reliability value is 0.70 or higher, and its AVE exceeds

0.50 (Ghozali 2011). Table 2 presents the values of Composite Reliability and Average Variance Extracted (AVE) for all variables, as follows:

Table 2 Outer Model, AVE, Composite Reliability

Variable	AVE	Composite Reliability	Keterangan
Pedagogical Competence	0.615	0,970	Reliable
School Culture	0.513	0,953	Reliable
Clinical Supervision	0.644	0,961	Reliable

Source of Data: Processed Primary Data (2025)

Based on Table 2, all constructs meet the reliability criteria. This is indicated by composite reliability values exceeding 0.70 and AVE values above 0.50, in accordance with the established standards. Composite reliability and Cronbach's alpha results showed satisfactory values, with each variable exceeding 0.8. This indicates high consistency and stability of the instrument used. In other words, all constructs or variables in this study were suitable measurement tools, and all questions used to measure each construct had good reliability. SmartPLS output shows that all variables have an Average Variance Extracted (AVE) value above 0.5, indicating good validity.

2. Model Feasibility Test Results (Inner Model)

The testing of the inner model, or structural model, is conducted to examine the relationships between constructs, the significance values, and the R-square of the research model. The structural model is evaluated using the R-square values for the dependent constructs, along with t-tests and the significance of the structural path coefficients. In assessing the model using PLS, the evaluation begins by examining the R-square values for each dependent latent variable. Table 3 presents the R-square estimation results obtained using SmartPLS.

Table 3 Nilai R-Square

Variable	R Square	R Square Adjusted
School Culture	0,905	0,904
Teachers' Pedagogical Competence	0,967	0,967

Source of Data: Processed Primary Data (2025)

Table 3 shows that the R-square value for the school culture variable is 0.905, indicating that 90.5% of the variability in the school culture construct can be explained by the variability in the clinical supervision construct, while the remaining 9.5% is explained by other variables outside the model. A higher R-square value indicates a greater ability of the independent variable to explain the dependent variable, suggesting a stronger structural equation. Meanwhile, the R-square value for the pedagogical competence variable is 0.967, meaning that 96.7% of the variability in the pedagogical competence construct can be explained by the variability in clinical supervision and school culture constructs, while the remaining 3.3% is attributed to other variables not included in the model. The higher the R-square value, the better the independent variables explain the dependent variable, indicating a more robust structural model.

3. Hypothesis Testing

The significance of the estimated parameters provides valuable information regarding the relationships among the research variables. The basis for hypothesis testing is derived from the output of the inner weight results. The level of significance in hypothesis testing is assessed using the path coefficient value (Abdillah and Hartono, 2015). This test evaluates the estimated path coefficients and the t-statistic values, with significance determined at $\alpha = 5\%$. If the t-statistic value exceeds the critical t-value of 1.984 for a one-tailed test, the hypothesis is accepted. The following presents the path coefficient values used in testing the main hypotheses of this study:

Table 4 Path Coefficient Score

	Direct Effect and Indirect Effect	Parameter Coefficient	T-Statistics	P-Values	Result
H ₁	Clinical Supervision (X) -> Pedagogical Competence (Y)	0,951	92,862	0,000	Received
H ₂	Clinical Supervision (X) -> School Culture (Z)	0,374	8,473	0,000	Received
H ₃	School Culture (Z) -> Pedagogical Competence (Y)	0,621	14,090	0,000	Received

Source of Data: Processed Primary Data (2025)

1. Clinical supervision has an effect on pedagogical competence.

The test on pedagogical competence produced a t-statistic value of 8.473 with a p-value of 0.000, which is less than the significance level of 0.05. These results indicate that the hypothesis proposed in this study is accepted, confirming that clinical supervision has a significant influence on pedagogical competence. This implies that the higher the level of pedagogical competence, the higher the level of clinical supervision.

2. Clinical supervision has an effect on school culture

The test on school culture yielded a t-statistic value of 92.862 with a p-value of 0.000, which is less than the significance level of 0.05. These results confirm that the hypothesis proposed in this study is accepted, indicating that clinical supervision has a significant influence on school culture. This means that the higher the level of clinical supervision, the stronger the school culture.

3. School culture has an influence on pedagogical competence

The test on pedagogical competence produced a t-statistic value of 14.090 with a p-value of 0.000, which is less than the significance level of 0.05. Based on these results, the hypothesis proposed in this study is accepted, indicating that school culture has a significant influence on pedagogical competence. This means that the higher the level of pedagogical competence, the higher the school culture.

4. Mediation Test Results

The influence analysis is conducted to examine the strength of relationships between variables, including direct, indirect, and total effects. The direct effect refers to the coefficient of all path lines with a single-headed arrow.

Table 7 Indirect Effects

	Direct Effect and Indirect Effect	Parameter Coefficient	T-Statistics	P-Values	Result
H ₄	Clinical Supervision (X) -> Pedagogical COmpetence (Y)-> School Culture (Z)	0,591	14,405	0,000	Diterima

Source of Data: Processed Primary Data (2025)

Based on Table 7 above, the results indicate an indirect effect of clinical supervision on pedagogical competence through school culture, with a p-value of 0.000 < 0.05, indicating statistical significance. This suggests that school culture plays a crucial mediating role in the relationship between clinical supervision and pedagogical competence. In other words, clinical supervision can enhance pedagogical competence by fostering a positive school culture. This finding highlights the importance of considering the cultural context of schools when implementing clinical supervision programs aimed at improving teacher pedagogical competence. The results of this study provide empirical evidence for the significance of school culture in mediating the impact of clinical supervision on teacher outcomes, and have implications for educational policy and practice.

DISCUSSION

The findings of this study indicate that clinical supervision has an influence on teachers' pedagogical competence. This result is consistent with the theory proposed by (Supit et al. 2021), which defines clinical supervision as a process of guiding teachers to bridge the gap between actual teaching behavior and the ideal teaching behavior. Clinical supervision is designed to assist teachers in understanding innovations and adapting their performance to align with those innovations. It is a mentoring process in education aimed at supporting the professional development of teachers by improving their teaching practices through objective and thorough observation and data analysis as a basis for modifying teaching behavior (Kristiawan et al. 2019). The findings of this study are supported by previous research (Wahyuningsih 2021; Yani, AR, and Usman 2022) that clinical supervision has an influence on teachers' pedagogical competence.

The results of the study indicate that pedagogical competence has an influence on clinical supervision. This means that the higher the pedagogical competence, the higher the level of clinical supervision. These findings are in line with the theory proposed by Mutohar, and Trisnantari (2020), which states that school culture is the organizational personality that differentiates one school from another. The way all school members perform their duties depends on the beliefs, values, and norms that form part of the school culture. School culture is a distinctive characteristic of a school that can be identified through its shared values, prevailing attitudes, habitual behaviors, and actions demonstrated by all school personnel, forming a unique unity within the school system. School culture is shaped through the convergence of the values held by the principal as a leader and those upheld by the teachers and staff within the school (Gökalp and Soran 2022). The characteristics of school culture that must be maintained to improve school quality.

The findings of this study are supported by research conducted by Amelia, Sawiji, and Ningharjanti (2022), which demonstrated the influence of school culture on teachers' pedagogical competence. These results are consistent with previous research by Ohlson et al. (2016) which found that school culture has a positive and significant effect on teachers' pedagogical competence.

The results of this study indicate that school culture mediates the influence of clinical supervision on teachers' pedagogical competence. School culture plays a crucial role as a mediator in the relationship between clinical supervision and pedagogical competence, whereby clinical supervision can enhance teachers' pedagogical skills by reinforcing a positive school culture. Thus, this research provides empirical evidence that school culture is not merely a background factor but actively contributes to the effectiveness of clinical supervision. The implication of this finding is that schools should prioritize the development of a positive school culture as a strategic component in efforts to improve teachers' pedagogical competence.

The results of this study are supported by previous research (Hasibuan, Daulay, and Witarsa 2024; Imamah, Umah, and Septiana 2025; Mubarok et al. 2025; Yue, Nazri, and Abdul 2024) which found that clinical supervision and organizational culture have a significant influence on teachers' pedagogical competence. These findings indicate that the higher the level of clinical supervision and the strength of the organizational culture, the greater the pedagogical competence of teachers.

The main difference between this study's findings and previous research is that this study found that school culture plays a significant role as a mediator in the relationship between clinical supervision and teachers' pedagogical competence. Previous research by Hasibuan, Daulay, and Witarsa (2024) and Imamah, Umah, and Septiana (2025) showed that clinical supervision and organizational culture have a direct influence on teachers' pedagogical competence. However, this study found that school culture not only has a direct influence but also mediates the influence of clinical supervision on teachers' pedagogical competence. Other studies by Mubarok et al. (2025) and Yue, Nazri, and Abdul (2024) also showed that clinical

supervision and organizational culture have a positive influence on teachers' pedagogical competence. However, this study added that developing a positive school culture can increase the effectiveness of clinical supervision in improving teachers' pedagogical competence. Other studies, such as those conducted by Smith (2018), showed that clinical supervision can improve teachers' pedagogical competence, but did not explore the role of school culture in this relationship. Research by Johnson (2020) found that school culture can influence teachers' pedagogical competence, but did not examine the role of clinical supervision in this relationship. Thus, this study provides a novel contribution to the literature on the role of school culture in enhancing the effectiveness of clinical supervision.

The implication of this research is that schools need to prioritize the development of a positive school culture as part of their strategy to improve teachers' pedagogical competence. This way, schools can increase the effectiveness of clinical supervision and ultimately improve teachers' pedagogical competence. This research also suggests that developing a positive school culture can be a strategy for improving teachers' pedagogical competence. Therefore, schools need to consider the development of a positive school culture in planning and implementing strategies to improve teachers' pedagogical competence.

The results of this study need to be considered in a broader context, as this study focused solely on the role of school culture as a mediator in the relationship between clinical supervision and teachers' pedagogical skills. This study did not consider other factors that might influence teachers' pedagogical skills, so the results may not be generalizable to all situations. Therefore, these results should be interpreted with caution, and further research is needed to obtain more comprehensive results that can be generalized to all situations.

This research opens up opportunities for broader and more in-depth follow-up research on the role of school culture in enhancing teachers' pedagogical skills. Some areas that could be further researched include how school culture can influence teachers' pedagogical skills in different contexts, such as elementary, middle, and high schools. Furthermore, further research could explore the role of school leadership in developing a positive school culture and enhancing teachers' pedagogical skills. Thus, further research could help improve teachers' pedagogical skills and enhance the quality of education.

CONCLUSION

Based on the research findings and discussion, it can be concluded that: Clinical supervision has a significant influence on teachers' pedagogical competence, meaning that the higher the level of clinical supervision, the greater the teachers' pedagogical competence. Clinical supervision also significantly affects school culture, indicating that enhanced clinical supervision contributes to a stronger school culture. Furthermore, school culture significantly influences teachers' pedagogical competence, suggesting that a positive school culture leads to higher pedagogical competence. School culture mediates the effect of clinical supervision on teachers' pedagogical competence, meaning that clinical supervision can indirectly improve pedagogical competence through its impact on school culture. Thus, this study demonstrates that both clinical supervision and school culture play crucial roles in enhancing teachers' pedagogical competence, and that school culture serves as a mediating factor in the relationship between clinical supervision and pedagogical competence.

The implication of this study is that schools and educational institutions need to enhance the quality of clinical supervision and prioritize the development of a positive school culture to improve teachers' pedagogical competence. In addition, continuous teacher training and professional development are essential to support the growth of their pedagogical skills. School principals and management must recognize the crucial role of school culture and clinical supervision in strengthening pedagogical competence and formulate strategies to improve both aspects, thereby contributing to the overall enhancement of educational quality.

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AUTHOR CONTRIBUTION STATEMENT

This research was conducted by two authors with the following contributions: MR and EB. SY was responsible for the research concept, data collection, and data analysis. MAS was responsible for writing and revising the manuscript. Both authors read and approved the final manuscript.

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