

Collaborative Clinical Supervision: A Pathway to Better Teaching Practices in Pesantren Islamic School

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Abstract: This study explores the implementation of collaborative clinical supervision as a pathway to improving teaching practices in Pesantren Islamic School focusing on Madrasah Diniyah Darul Hikmah Bangkalan. Clinical supervision is utilised as a structured and cooperative approach, enabling teachers to identify instructional challenges and enhance their professional skills through systematic stages of planning, observation, and feedback. Using a qualitative descriptive method, data were collected through direct observation, structured interviews, and documentation. The findings reveal that collaborative clinical supervision fosters significant improvements in teaching practices. Teachers demonstrated better classroom management, the ability to design effective lesson plans (RPP), the adoption of innovative teaching strategies, and enhanced preparation for learning assessments. The collaborative nature of the approach encouraged mutual support and professional growth among teachers. However, challenges such as time constraints, varying levels of teacher competence, and resistance to change were observed. This study concludes that collaborative clinical supervision is a highly effective strategy for fostering better teaching practices in primary schools. Its success hinges on careful planning, ongoing training, and consistent institutional support, which create a conducive environment for sustained improvement in teaching quality. The research underscores the value of collaboration in professional development efforts to ensure meaningful educational outcomes.

Keywords: Collaborative Clinical Supervision, Teaching Practices, Professional Development, Primary Education

Abstrak: Penelitian ini mengkaji implementasi supervisi klinis kolaboratif sebagai upaya untuk meningkatkan praktik pengajaran di Sekolah Islam Pesantren, dengan fokus pada Madrasah Diniyah Darul Hikmah Bangkalan. Supervisi klinis

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digunakan sebagai pendekatan terstruktur dan kolaboratif, yang memungkinkan guru mengidentifikasi tantangan pengajaran dan meningkatkan keterampilan profesional mereka melalui tahap-tahap sistematis perencanaan, observasi, dan umpan balik. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui observasi langsung, wawancara terstruktur, dan dokumentasi. Temuan menunjukkan bahwa supervisi klinis kolaboratif mendorong perbaikan yang signifikan dalam praktik pengajaran. Guru-guru menunjukkan kemampuan yang lebih baik dalam manajemen kelas, kemampuan merancang rencana pembelajaran yang efektif (RPP), penerapan strategi pengajaran inovatif, dan persiapan yang lebih baik untuk penilaian pembelajaran. Sifat kolaboratif dari pendekatan ini mendorong dukungan mutual dan pertumbuhan profesional di antara guru-guru. Namun, tantangan seperti keterbatasan waktu, tingkat kompetensi guru yang bervariasi, dan resistensi terhadap perubahan juga diamati. Studi ini menyimpulkan bahwa supervisi klinis kolaboratif merupakan strategi yang sangat efektif untuk meningkatkan praktik pengajaran di sekolah dasar. Kesuksesannya bergantung pada perencanaan yang cermat, pelatihan berkelanjutan, dan dukungan institusional yang konsisten, yang menciptakan lingkungan yang kondusif untuk perbaikan berkelanjutan dalam kualitas pengajaran. Penelitian ini menekankan nilai kolaborasi dalam upaya pengembangan profesional untuk memastikan hasil pendidikan yang bermakna.

Kata Kunci: *Supervisi Klinis Kolaboratif, Praktik Pengajaran, Pengembangan Profesional, Pendidikan Dasar*

Introduction

Primary education forms the foundation for building a competent and character-driven human resource. However, challenges in improving teaching quality remain a central concern in the education sector. Issues such as ineffective teaching methods, low professional competence among teachers, and inadequate supervisory support often hinder the achievement of expected educational outcomes. Addressing these challenges requires strategic interventions, and collaborative clinical supervision has emerged as a promising approach. This model focuses on individualised guidance and immediate improvements in teaching practices through systematic collaboration between supervisors and teachers.

Clinical supervision is designed to foster collaboration between supervisors and teachers to enhance teaching skills. It involves stages of observation, analysis, and evaluation, followed by constructive feedback, enabling teachers to reflect on and improve their practices (Ginting, 2024; Karmah & Maryati, 2024). This approach holds

significant potential for identifying strengths and weaknesses in teaching, offering tailored feedback for continuous improvement. However, implementing clinical supervision in Pesantren Islamic School particularly in resource-constrained settings such as Madrasah Diniyah Darul Hikmah Bangkalan, demands further investigation to ensure its local relevance and effectiveness. Challenges such as limited training for supervisors, teacher resistance to feedback, and a static teaching culture often impede its successful implementation.

Previous research highlights the effectiveness of clinical supervision in enhancing teaching quality. Husna (2023) demonstrated that clinical supervision effectively improves teacher performance and learning quality. Alam (2022) emphasised its importance in fostering teacher professionalism and overall educational quality. Ahlaq (2022) found that supervision based on Islamic values supports holistic educator development and enhances teaching quality. Similarly, Azizudin (2022) reported that well-planned and quality-focused supervision significantly improves teacher professionalism and performance in teaching.

Other studies underline the critical role of collaboration between supervisors and teachers in the success of clinical supervision. Sunardi and Satori (2024) highlighted its effectiveness in fostering teacher professionalism, which positively impacts educational quality. Salma (2022) noted that structured and supportive supervision programs better prepare teachers for the challenges of teaching, reinforcing their motivation and responsibility to grow professionally. This study focuses on the implementation of collaborative clinical supervision at Madrasah Diniyah Darul Hikmah Bangkalan as a strategy to improve teaching quality. It aims to evaluate the effectiveness of this approach, identify challenges in its implementation, and propose recommendations for further development. By addressing these issues, this research seeks to contribute meaningfully to improving primary education quality in Kuaro and similar contexts.

Research Method

This research adopts a qualitative descriptive method to explore the implementation of collaborative clinical supervision at Madrasah Diniyah Darul Hikmah Bangkalan. The focus is on understanding the processes, outcomes, and

challenges related to clinical supervision as a strategy for improving teaching practices. A case study approach was chosen to enable an in-depth analysis of this phenomenon within its real-world context. The study examines the experiences of teachers, supervisors, and school leaders to assess the supervision model's effectiveness and its potential for broader application in similar settings.

The participants in this study consist of 10 teachers, 2 school supervisors, and the principal of Madrasah Diniyah Darul Hikmah Bangkalan. Teachers were selected based on their active involvement in clinical supervision processes, while the supervisors were chosen due to their roles in guiding and evaluating teaching practices. The principal provided administrative perspectives that enriched the understanding of the institutional support and challenges involved in the implementation of clinical supervision.

Data were collected using three primary methods: observation, interviews, and document analysis. Observations were conducted during classroom teaching sessions to evaluate instructional methods and student engagement. Semi-structured interviews were held with all participants to gather their perspectives on clinical supervision, while lesson plans (RPP), supervision reports, and evaluation documents were analysed to provide a comprehensive understanding of the process.

Thematic analysis was employed to process the data, focusing on identifying recurring themes and patterns related to the stages and outcomes of clinical supervision. Coding was performed manually, ensuring that all data were systematically categorised. Triangulation was applied to validate findings by cross-checking information obtained from different sources and methods. This approach ensured the reliability and credibility of the study's conclusions. Below is a visual representation of the data analysis process:

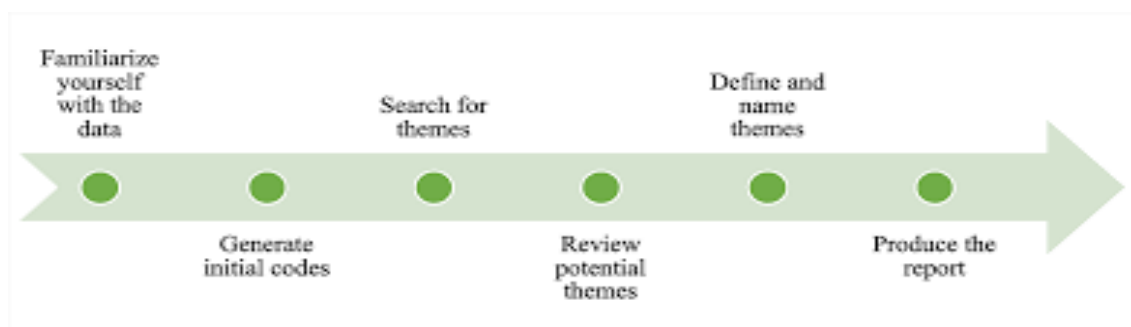


Figure 1. Thematic Analysis Process

The study was organised into five main stages: planning, observation, feedback sessions, follow-up, and evaluation. Each stage was carefully designed to align with the study objectives and ensure measurable improvements in teaching practices. The effectiveness of the process was assessed through observable outcomes, such as improved classroom management, enhanced lesson planning, and the adoption of innovative teaching strategies. The following figure illustrates the data analysis process, highlighting the thematic areas of focus.

Results

1. Collaborative Planning in Clinical Supervision

The clinical supervision process at Madrasah Diniyah Darul Hikmah Bangkalan is initiated through collaborative planning involving the principal and teachers from grades I to VI. This stage emphasises the alignment of supervision objectives with the specific needs of each teacher. Based on observations, the planning process ensures inclusivity, with teachers actively involved in setting schedules and selecting focus areas for improvement. For instance, teachers shared during interviews that they could propose specific challenges they face, such as classroom management or lesson planning, as areas of focus for supervision. The principal highlighted in documentation that this inclusive planning approach builds trust and creates a sense of ownership among teachers, which is critical for successful supervision.

During planning, the supervisor and teachers collaboratively design the clinical supervision program. This includes setting goals, determining observation criteria, and agreeing on schedules, as documented in the school's annual program. The planning stage also involves identifying specific competencies that need enhancement, such as using innovative teaching methods or improving student engagement. Teachers expressed in interviews that the collaborative nature of this planning allows them to feel supported rather than scrutinised. This approach not only prepares teachers for supervision but also encourages proactive participation in their professional development.

Table 1. Collaborative Planning in Clinical Supervision

Aspect		Details
Participants		Principal, teachers from grades I to VI
Planning Areas	Focus	Classroom management, lesson planning, teaching methods
Planning Tools		Schedules, observation criteria, collaborative discussions
Teacher Input		Teachers propose specific challenges for supervision focus
Outcome		Improved teacher participation and alignment with supervision objectives

The Collaborative Planning in Clinical Supervision table summarises the elements involved in initiating the supervision process. It highlights the active roles of principals and teachers from grades I to VI, focusing on planning areas such as classroom management, lesson planning, and teaching methods. Teachers are encouraged to contribute by identifying specific challenges they face, fostering inclusivity and ownership. Tools such as schedules and observation criteria are used to ensure structured planning. This collaborative approach, as noted in teacher interviews, builds trust and aligns supervision objectives with teacher needs, resulting in higher engagement and preparation for supervision activities.

Furthermore, the principal plays a pivotal role in ensuring that the program addresses institutional goals while accommodating individual teacher needs. Observations revealed that teachers who participated in collaborative planning were more engaged during supervision sessions. This aligns with the feedback from the teachers, who stated that the collaborative process helped them understand the objectives and feel motivated to improve their teaching practices. Such engagement demonstrates the importance of well-structured and inclusive planning in clinical supervision.

2. Regular Implementation and Positive Impact

At Madrasah Diniyah Darul Hikmah Bangkalan, clinical supervision is implemented as a routine activity, conducted every semester and scheduled annually. Teachers reported that this regularity ensures systematic evaluation and continuous

improvement in teaching practices. Observations revealed that each supervision session focused on specific aspects of teaching, such as the alignment of teaching methods with learning objectives and the effective use of learning materials. Teachers acknowledged during interviews that the scheduled nature of supervision helped them prepare thoroughly, leading to meaningful feedback and improvements in their teaching strategies.

The principal emphasised in interviews that clinical supervision significantly impacted teacher performance. For instance, supervisors observed notable improvements in lesson delivery, classroom management, and student engagement during follow-up visits. Teachers shared that supervision sessions provided them with actionable insights, which were particularly helpful in addressing persistent challenges in the classroom. Documentation from supervision reports highlighted that teachers who actively participated in the program showed measurable progress in planning and executing lessons, as well as in evaluating student performance.

Tabel 2. Regular Implementation and Positive Impact

Supervision Aspect		Details
Frequency		Every semester, annually scheduled
Focus Areas		Lesson delivery, classroom management, student engagement
Observed Improvements		Enhanced teaching strategies, better student participation
Feedback from Teachers	from	Supervision helps address persistent challenges
Documentation Evidence		Progress in lesson planning and student performance documented

The Regular Implementation and Positive Impact table illustrates the consistent execution of supervision activities at Madrasah Diniyah Darul Hikmah Bangkalan. Conducted every semester and scheduled annually, these sessions focus on key aspects like lesson delivery and classroom management. Observations showed that teachers exhibited improved teaching strategies and increased student participation following

supervision. Feedback from interviews confirmed that the structured schedule allowed teachers to prepare adequately, making the sessions impactful. Documentation, including progress reports, provided evidence of measurable improvements in lesson planning and student outcomes.

Moreover, teachers appreciated the non-intimidating and supportive atmosphere during supervision. Observations of feedback sessions showed that the principal adopted a collaborative approach, fostering open communication and trust. Teachers reported in interviews that this environment encouraged them to reflect critically on their practices and apply the suggestions provided. As a result, supervision became a developmental tool rather than a form of assessment, leading to sustained professional growth among teachers at Madrasah Diniyah Darul Hikmah Bangkalan.

3. Structured Stages of Supervision

The clinical supervision process at Madrasah Diniyah Darul Hikmah Bangkalan follows three structured stages: planning, observation, and feedback. During the planning stage, supervisors and teachers collaboratively identify goals, focus areas, and schedules for observation. According to observations, this stage ensures clarity and sets the groundwork for effective supervision. Teachers shared in interviews that they found this collaborative planning beneficial in aligning their teaching practices with institutional expectations. Documentation showed that the school utilises standard templates for planning, ensuring consistency across all supervision activities.

The observation stage involves the direct monitoring of classroom teaching practices, focusing on pre-identified aspects such as student engagement and the effectiveness of teaching methods. Supervisors noted in observation reports that this stage provided valuable insights into real-time challenges faced by teachers. Teachers also mentioned in interviews that having a supervisor in the classroom helped them gain a fresh perspective on their teaching techniques. Observations revealed that supervisors maintained a non-judgmental approach, which helped teachers remain comfortable and focused during the process.

Table 3. Structured Stages of Supervision

Stage	Activities	Objective
Planning	Identifying goals, setting schedules, defining observation focus areas	Prepare teachers and set clear expectations
Observation	Monitoring teaching practices, assessing classroom interaction, evaluating teaching materials	Identify strengths and areas for improvement
Feedback	Providing actionable and constructive feedback, collaborative discussions	Guide teachers to improve their teaching skills

The Structured Stages of Supervision table provides a breakdown of the three stages: planning, observation, and feedback. Each stage is designed to achieve specific objectives. Planning involves setting clear goals and schedules, observation focuses on evaluating teaching practices, and feedback offers actionable guidance to address identified challenges. Teachers reported in interviews that these structured stages provided clarity and direction, enabling them to align their teaching practices with supervision goals. Observations confirmed that this systematic approach ensured that each stage built on the previous one, fostering continuous improvement in teaching quality.

The final stage, feedback, is pivotal in translating observations into actionable improvements. Feedback sessions are conducted soon after the observation, ensuring relevance and accuracy. Supervisors provide specific, constructive feedback, highlighting areas of strength and opportunities for improvement. Teachers reported in interviews that these sessions helped them identify actionable steps for enhancing their teaching practices. Observations of feedback sessions indicated that supervisors used a collaborative approach, encouraging teachers to contribute their thoughts and develop solutions collaboratively.

4. Teacher Development through Supervision

Clinical supervision has significantly contributed to the professional development of teachers at Madrasah Diniyah Darul Hikmah Bangkalan. Teachers

demonstrated improvements in various competencies, including lesson planning, classroom management, and student assessment. Observation reports highlighted that supervised teachers exhibited better organisation and clarity in their lesson plans. For instance, teachers who previously struggled with creating engaging lesson activities reported in interviews that supervision helped them adopt more interactive and student-centred approaches. Documentation from follow-up sessions showed that these changes resulted in improved student participation and performance. Teachers also improved their ability to use innovative teaching strategies and incorporate diverse learning materials. Supervisors noted during observations that teachers integrated multimedia resources and hands-on activities to enhance student learning experiences. Teachers shared in interviews that they gained confidence in trying new methods because of the constructive feedback received during supervision. Moreover, documentation revealed that supervised teachers were more likely to design customised worksheets and activities tailored to their students' needs, fostering a more effective learning environment.

Table 4. Teacher Development through Supervision

Area of Development	Improvements	Supporting Evidence
Lesson Planning (RPP)	More organised and engaging lessons	Observed in supervision records and follow-up visits
Teaching Strategies	Integration of multimedia and interactive activities	Teachers' interviews highlight confidence in adopting innovative methods
Student Assessment	Tailored evaluation techniques, such as custom worksheets	Documentation shows improved alignment with learning objectives

The Teacher Development through Supervision table outlines the areas where teachers demonstrated growth, including lesson planning, teaching strategies, and student assessment. Observations and interviews indicated that teachers became more adept at organising lessons, incorporating innovative techniques, and tailoring

assessments to student needs. Supervision records documented these developments, showing improved engagement and outcomes in classrooms. For example, teachers who integrated multimedia tools and interactive activities noted significant increases in student participation, underscoring the transformative impact of clinical supervision on teaching practices. The feedback stage of supervision was particularly instrumental in promoting teacher growth. Supervisors provided detailed and actionable suggestions, which teachers found practical and easy to implement. Observations of subsequent lessons showed that teachers effectively addressed the areas highlighted during feedback sessions. This iterative process of observation, feedback, and implementation created a cycle of continuous improvement, as documented in the school's supervision records.

5. Challenges in Clinical Supervision

Despite its successes, the implementation of clinical supervision at Madrasah Diniyah Darul Hikmah Bangkalan faces several challenges. Time and resource constraints emerged as a significant issue, with supervisors and teachers often struggling to find sufficient time for thorough supervision. Teachers shared during interviews that their packed schedules made it difficult to allocate dedicated time for supervision activities. Documentation also highlighted that limited resources, such as multimedia tools and evaluation templates, occasionally hindered the effectiveness of the process. Another challenge is the variation in teacher competency levels, which requires a personalised approach to supervision. Supervisors noted during observations that some teachers excelled in certain areas while needing significant support in others. Teachers reported in interviews that this disparity often meant that supervisors had to allocate more time and effort to some individuals, potentially affecting the overall efficiency of the program. Documentation indicated that addressing this challenge requires more targeted training programs for teachers with specific needs.

Table 5. Challenges in Clinical Supervision

Challenge	Details	Proposed Solution
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Challenge	Details	Proposed Solution
Time Constraints	Limited availability of supervisors and teachers for supervision activities	Optimise scheduling, allocate dedicated supervision time
Resource Availability	Insufficient teaching aids and evaluation templates	Invest in resource procurement and teacher training
Competency Variation	Different levels of teacher skills require personalised supervision	Develop targeted training programs
Teacher Resistance	Hesitation to accept feedback or adopt changes	Build a supportive, trust-based supervisory approach
Sustained Improvement	Ensuring continuous enhancement in teaching practices	Institutionalise follow-up programs and ongoing support

The Challenges in Clinical Supervision table identifies obstacles faced during the implementation of clinical supervision and suggests potential solutions. Key challenges include time constraints, resource limitations, variations in teacher competency, resistance to feedback, and the need for sustained improvement. Interviews revealed that busy schedules often hindered the supervision process, while observations highlighted disparities in teacher readiness to adopt feedback. Proposed solutions, such as optimised scheduling and personalised training programs, aim to address these issues. Documentation also pointed to the importance of institutional support and follow-up programs to ensure long-term success.

Teacher resistance to feedback and change also posed challenges. Some teachers were hesitant to adopt new methods or acknowledge areas for improvement, as reported in interviews. Observations revealed that this resistance sometimes stemmed from a lack of confidence or fear of criticism. Supervisors addressed this issue by fostering a supportive and collaborative environment, as documented in feedback session records. However, overcoming resistance remains an ongoing effort that requires patience and effective communication.

Discussion

1. Collaborative Planning in Clinical Supervision

Collaborative planning in clinical supervision is essential for aligning the objectives of supervision with teachers' developmental needs. This study observed that involving both principals and teachers in planning fostered trust and ownership. Similar findings were reported by Darling-Hammond and Sykes (2003), who emphasized that shared decision-making improves teacher engagement and accountability. Teachers at Madrasah Diniyah Darul Hikmah Bangkalan actively participated in setting schedules and selecting areas of focus, reflecting the principles of professional learning communities outlined by Hord (1997).

The planning process promotes inclusivity, ensuring that teachers' specific challenges are addressed. Teachers interviewed in this study appreciated being able to voice their needs, a practice supported by Timperley et al. (2007), who argued that professional development is most effective when tailored to teachers' specific contexts. Structured tools, such as observation schedules and rubrics, further ensure consistency and clarity, aligning with the recommendations of Danielson (2007), who highlighted the importance of clear guidelines in teacher evaluation systems.

Despite these successes, challenges remain in ensuring equal participation among teachers. Resistance to collaborative approaches, as observed in this study, mirrors findings by Fullan (2007), who noted that fostering a culture of collaboration requires sustained efforts. At Madrasah Diniyah Darul Hikmah Bangkalan, teachers who embraced collaborative planning were more motivated to implement changes, validating the assertion by Desimone and Garet (2015) that collaboration leads to more effective professional learning.

2. Regular Implementation and Positive Impact

Regular and systematic implementation of clinical supervision yielded consistent improvements in teaching practices at Madrasah Diniyah Darul Hikmah Bangkalan. Teachers reported that semester-based schedules enabled structured evaluations and continuous development, consistent with findings by Marzano et al. (2011), who argued that frequent supervision leads to better instructional outcomes. Observations revealed improvements in lesson delivery and classroom management, reflecting the impact of consistent feedback loops as outlined by Hattie and Timperley (2007).

The supportive environment during supervision sessions was crucial in fostering open communication and teacher engagement. This aligns with findings by Bryk and Schneider (2002), who emphasized the role of relational trust in successful school improvement initiatives. Teachers appreciated the collaborative nature of supervision, which encouraged them to reflect on their practices and implement feedback effectively. Research by Knight (2011) similarly highlights that coaching models emphasizing collaboration are more likely to result in teacher growth.

Documentation from this study demonstrated measurable improvements in teachers' lesson planning and student engagement. This corroborates findings by Joyce and Showers (2002), who noted that sustained supervision positively impacts both teacher behavior and student outcomes. However, challenges such as time constraints occasionally hindered the process, as also reported by Zepeda (2012), who recommended optimizing schedules to address this issue.

3. Structured Stages of Supervision

The structured three-stage model of planning, observation, and feedback effectively supported teacher development at Madrasah Diniyah Darul Hikmah Bangkalan. Planning provided clarity and alignment, consistent with the work of Glickman et al. (2009), who emphasized the importance of goal-setting in supervision. Teachers collaborated with supervisors to set specific objectives, mirroring the findings of DuFour et al. (2008), who highlighted collaborative goal-setting as a best practice in professional learning.

The observation stage provided real-time insights into classroom dynamics, aligning with the recommendations of Cogan (1973), who developed clinical supervision as a tool for in-depth teacher evaluation. Teachers reported feeling supported rather than judged during observations, consistent with findings by Danielson (2007), who stressed the importance of non-evaluative observation environments. Feedback sessions translated these observations into actionable steps, a process supported by Marzano et al. (2011), who highlighted the role of constructive feedback in improving teaching practices.

Despite its effectiveness, implementing structured stages faced challenges, such as varying teacher readiness levels. This aligns with findings by Timperley et al. (2007), who noted the need for differentiated approaches in professional learning. At Madrasah

Diniyah Darul Hikmah Bangkalan, addressing these challenges required additional training and personalized support, as also recommended by Knight (2011).

Conclusion

The implementation of clinical supervision at Madrasah Diniyah Darul Hikmah Bangkalan has demonstrated its effectiveness in improving teaching quality and fostering teacher professional development. This study found that a collaborative and structured approach, involving planning, observation, and feedback stages, significantly contributed to better classroom management, lesson planning, and instructional strategies. Teachers exhibited greater confidence and competence in addressing classroom challenges, which translated into improved student engagement and learning outcomes.

The findings highlight that collaborative planning fosters trust and ownership among teachers, creating a supportive environment for supervision. Regular and systematic implementation ensures continuous development, while the structured stages of supervision provide clarity and actionable insights. The iterative process of observation, feedback, and follow-up promotes sustained improvements in teaching practices, confirming the value of clinical supervision as a developmental tool rather than a mere evaluative mechanism. However, the study also identified challenges, including time constraints, resource limitations, teacher resistance, and varying levels of teacher competency. Addressing these challenges requires institutional support, optimized schedules, and professional development programs tailored to individual teacher needs. Encouraging openness to feedback and fostering a culture of collaboration are essential for maximizing the impact of clinical supervision. In conclusion, clinical supervision at Madrasah Diniyah Darul Hikmah Bangkalan has proven to be a transformative strategy for enhancing educational quality. To ensure its long-term success, efforts must focus on addressing structural challenges and embedding supervision into the school's culture. These insights provide valuable guidance for replicating and refining clinical supervision practices in other educational contexts.

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