



IMPLEMENTATION OF CLINICAL SUPERVISION AT MADRASAH ALIYAH NEGERI BINJAI

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Article Info

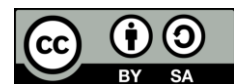
Keywords:

Clinical Supervision, Madrasah Aliyah Negeri Binjai, Pedagogical Competence, Principal, Teacher Training,

ABSTRACT

This study aims to analyze the implementation of clinical supervision at Madrasah Aliyah Negeri Binjai and its impact on improving teachers' pedagogical competence. Using descriptive qualitative methods, data were collected through observation, in-depth interviews, and documentation studies. The results show that the principal plays an important role in improving teachers' teaching skills through planned training programs, including the preparation of Learning Implementation Plans (RPP) and the use of effective learning media. The systematic clinical supervision process, from planning to evaluation, creates a productive and collaborative learning environment, and optimizes interactions between teachers and the principal. Open communication and emotional support from the principal have been shown to increase teacher motivation and confidence in the teaching process. However, challenges faced include teacher discomfort during the supervision process and the need for adjustments in the implementation of the new curriculum. Recommendations include the development of more focused training programs and increased communication between teachers and management to create a supportive atmosphere, which is expected to provide a positive contribution to the development of education at Madrasah Aliyah and improve the quality of student learning outcomes as a whole.

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1. INTRODUCTION

Clinical supervision is crucial for the efficient administration of educational resources and the advancement of organizational development. Globally, education is seen as essential for equipping individuals to confront future difficulties, particularly in critical thinking, productivity, and decision-making (Sullivan & Glanz, 2000). Education is a significant asset that improves the quality of life. In numerous nations, like Malaysia, the education system is seen essential for national advancement (Amenmentaan, 2021). The purpose of clinical supervision is to perpetually enhance the quality of teaching and learning in educational institutions, so rendering education more attuned to contemporary requirements and advancements (Wanzare & da Costa, 2000).

Clinical supervision, as delineated by Cogan (1973), Acheson and Gall (1997), and Krajewski (1982), is a methodical framework aimed at improving instructors' abilities via a sequence of organized stages. This method underscores the empowerment of educators in the learning process, enabling them to enhance their performance efficiently. Clinical supervision functions both as a monitoring instrument and a mentoring strategy designed to enhance the quality of classroom instruction. Tanner (1987) regards this method as one of the most effective forms of supervision in education, owing to its substantial influence on teacher professional growth and enhancement of learning quality.

Cogan (1973) asserts that the clinical supervision process commences with the establishment of a constructive professional connection between the teacher and the supervisor. This relationship establishes the basis for effective collaboration in the supervisory process, ensuring that teachers feel supported rather than subjected to judgmental oversight. Upon establishing a positive relationship, the subsequent phase involves collaborative lesson planning, which encompasses formulating objectives, selecting instructional materials, determining suitable pedagogical methods, and devising effective feedback strategies. This collaboration enables educators to comprehend learning practices that can improve their instructional efficacy. The concluding phase of clinical supervision involves the collaborative observation of the learning process. This observation is to present an accurate assessment of the teacher's performance in the classroom and serves as a foundation for reflection and evaluation to enhance teaching quality (Husbands, 2011).

As stated by Archeson and Gall (1980), clinical supervision seeks to enhance the quality of classroom instruction through several measures: (1) delivering objective feedback regarding teaching practices, (2) identifying and addressing barriers in the learning process, (3) fostering the development of teachers' competencies in implementing effective teaching strategies, (4) assessing teachers' performance for considerations related to promotions and other decisions, and (5) promoting a positive disposition towards ongoing professional development among teachers.

(Reiman & Thies-Sprinthall, 1998) As a supervisor, the principal has the responsibility to guide and oversee the performance of teachers and staff in the educational institution they lead (Erdianti, 2014; Subandi, 2018). This role requires the principal to conduct continuous educational supervision to enhance their professionalism while also providing the best service for educators and educational staff (Messi et al., 2018; Suradi, 2018). Through supervision, the principal can help teachers identify various weaknesses and mistakes that often occur in teaching practices, allowing corrective measures to be implemented promptly. Thus, educational supervision directly contributes to the improvement of learning quality, creating a more effective academic environment (Ikhwan & Rabbani, 2024).

Becoming a professional teacher requires educational standards, training, and experience that support ongoing professionalism (The Professional Teacher: The Preparation and Nurturance of the Reflective Practitioner, 2000). Teachers play the role of learning managers who must create an active, creative, and enjoyable environment (Zunidar, 2019). For that reason, they need to master basic teaching skills that influence student behavior. (Glanz et al., 2007; Baffour-Awuah, 2011; Kholid & Rohmatika, 2019). One of the main elements in improving teacher quality is pedagogical competence, which includes understanding and applying effective teaching strategies (Mawardi, 2019). This competence contributes to the professionalism of teachers as well as their ability to organize and deliver material accurately (Baharun, 2018; Widiyanto & Wahyuni, 2020). Therefore, the improvement of education quality needs to be directed towards strengthening teachers' pedagogical competence (Tyagita & Iriani, 2018).

Empirical research on clinical supervision is increasingly developing in line with the low competency of teachers in Indonesia, as reflected in the unsatisfactory global ranking of student abilities. Unfortunately, the implementation of supervision in many schools is still formalistic and administrative without in-depth evaluation. In fact, during the process, supervisors often do not provide clear feedback related to findings during the learning (Andani et al., 2017; Rasto & Mulyani, 2017; Wahyudi et al., 2019). Although many studies on clinical supervision have been conducted in various countries, further research is still needed to understand the implementation of clinical supervision in educational institutions in Indonesia.

Some teachers face difficulties in optimally implementing pedagogical skills during the learning process. This challenge is generally experienced by teachers who come from non-educational backgrounds, lacking academic training in pedagogy or educational psychology. The absence of formal training in that field results in

a lack of understanding of appropriate teaching strategies, leading to a less systematic delivery of material, minimal variation in teaching methods, and weak classroom dynamics management. This has implications for the low effectiveness of learning and ultimately leads to students' difficulties in comprehensively understanding the material. If left unaddressed, this condition can affect the quality of students' learning outcomes and hinder the achievement of educational goals set by the educational institution.

In this context, the presence of the head of the educational unit as an educational leader becomes very important. The role of the head of the educational unit is not limited to administrative aspects, but also includes responsibilities as an instructional leader with a strategic role in fostering and enhancing the professional competence of teachers. One of the approaches that can be used to achieve this goal is clinical supervision (Gürsoy et al., 2016). This supervision is a collaborative coaching method that focuses on improving the quality of learning through a process involving direct observation of teaching practices, followed by joint reflection and constructive feedback. This approach not only helps teachers improve weaknesses in their teaching practices but also encourages continuous self-development (Ubabuddin, 2020).

Through clinical supervision, teachers are given the space to actively engage in the process of improving teaching quality. This activity allows for professional dialogue between teachers and school principals, aimed at concretely strengthening pedagogical skills. Teachers are not only objects of evaluation but also subjects of learning who are supported to continue developing. Therefore, the implementation of clinical supervision becomes important to research, especially in the context of improving the pedagogical competence of teachers with non-educational backgrounds. This study is expected to contribute to the improvement of learning quality through targeted, participatory, and sustainable coaching strategies.

Clinical supervision is one of the approaches in teacher development that focuses on improving the quality of teaching through a systematic, intensive, and collaborative process. This approach is designed not only for novice teachers but also highly relevant for experienced teachers who want to improve their professional performance, as well as for teachers who are experiencing difficulties in carrying out the teaching process. Clinical supervision positions teachers as partners in the quality improvement process, rather than merely as subjects of evaluation (Krajewski, 1982). Therefore, this approach is considered effective in building reflective awareness and encouraging continuous improvement in learning practices.

The clinical supervision model is rooted in the thinking of Morris Cogan (1973), who developed this concept at Harvard University. Cogan emphasized the importance of professional interaction between supervisors and teachers, grounded in open communication, trust, and shared goals to improve the quality of learning. This concept was then simplified by Glickman, Gordon, and Ross-Gordon (2001) into five main integrated stages:

1. Pre-Conference
2. Actual Classroom Observation
3. Analysis and Interpretation of Observation Results
4. Post-Observation Conference
5. Evaluation and Reflection on the Supervision Process

Some teachers still have difficulty optimally implementing pedagogical skills in the learning process. This challenge is often encountered by educators with a non-educational background, where they do not receive formal training in pedagogy or educational psychology. The mismatch between the field of study and the subjects taught results in a limited understanding of appropriate teaching strategies. This is evident from the less systematic delivery of material, the lack of variation in teaching methods, and the weak ability to manage classroom dynamics. These conditions can cause the learning process to become less effective, making it difficult for students to understand the material thoroughly (Babo & Syamsuddin, 2022). In the long term, this has the potential to lower the quality of learning outcomes and hinder the achievement of educational goals.

In this context, the head of the educational unit has a strategic role as an educational supervisor. In addition to performing administrative functions, the head of the education unit also acts as an instructional leader responsible for fostering and enhancing teachers' professional competencies. One of the approaches considered effective is clinical supervision, which is a collaborative method focused on improving the quality of learning through stages of observation, reflection, and providing constructive feedback. Clinical supervision provides teachers with the opportunity to actively engage in the continuous professional development process and directly improve their teaching practices.

2. RESEARCH METHODS

Context and Research Participants

This research constitutes a field study employing a descriptive qualitative methodology. This approach is employed to gather data directly from field sources via observation, comprehensive interviews, and document analysis, without interfering with the examined settings (Moleong, 2018). This research utilizes three primary methods: observation, interviews, and documentation (Creswell, 2019). Interviews were performed with the head of the madrasa, the deputy head of the curriculum department, and two educators at MAN Binjai who matched the following criteria: (a) possessing civil servant teacher status, (b) possessing honorary teacher status.

Table 1. Research Informant

No	Initials Name	Education		Gender	Department	Work period
		S1	S2			
1.	AS		√	Male	Principal	2 Years
2.	ZA		√	Male	Curriculum Framework	20 Years
3.	SW	√		Female	Civics Education Teacher	5 Years
4.	RF	√		Male	Fiqh Teacher	3 Years

Data Collection Procedure

The researchers collected data through observation, interviews, and document analysis to understand the implementation of clinical supervision at MAN Binjai. Observations were conducted directly on the head of the madrasah and teachers for six days, recording the head's activities every 30 minutes and observing the teachers' teaching process for 45 minutes per session. Semi-structured interviews were conducted with the head of the madrasa, the deputy head, and two teachers, lasting 20-30 minutes, with recordings for data analysis. In addition, important documents such as the annual work plan, supervision schedule, and teacher performance evaluation reports were collected to support the research data, providing information on work targets, teaching practices, and teacher performance.

Data Analysis

Data analysis in this study involves the organization and structuring of data from interviews, observations, and documents in a systematic manner. For interviews, the researchers used themes and coding categories that emerged from the data, comparing the interview results with field notes and observations to identify relationship patterns. This process is carried out using the Nvivo application until no new themes emerge. Observation data were analyzed using the typology of school principal tasks, classifying tasks into administrative, teaching, professional development, and relationship-building categories, and calculating the duration of time for each task. Meanwhile, the document study analysis is conducted by ensuring the quality and relevance of the documents, as well as comparing them with the results of interviews and observations.

3. RESULT AND ANALYSIS

Based on the results of the data analysis from this research interview, there are seven themes: (1) Improvement of Teaching Skills (2) Supervision and Oversight (3) Support from the Head of the Madrasah.

1. Improvement of Teaching Skills

The improvement of teaching skills at Madrasah Aliyah Negeri Binjai is carried out through continuous training and supervision programs. The principal supports teachers from various backgrounds with teaching module training and learning media. Supervision is conducted constructively, and teachers are encouraged to present challenges that are followed up through collaborative discussions to improve the quality of teaching. This is illustrated in the following interview data.

"I consistently observe and monitor the teachers who enter the classroom, both during and outside the instructional process." We consistently offer support, and if any issues arise, we provide guidance either comprehensively to all educators or through educational initiatives such as training. We facilitate the

teaching process from educators to students, and for those teachers lacking an educational background, we employ persuasive methods to encourage them to demonstrate their roles as educators, despite their non-educational backgrounds". (Interview with the Head of the Madrasah, February 17, 2025)

Based on the interview data, the head of the madrasah actively monitors and guides teachers in the learning process, both through general guidance and training. For teachers who do not have an educational background, the head of the madrasa uses a persuasive approach to ensure they can still demonstrate professionalism as educators in front of the students. Interviews were also conducted with the Vice Principal for Curriculum, who explained that the improvement of teaching skills for teachers, especially those with non-educational backgrounds, is as follows.

"Yes, there are indeed some teachers who do not have an educational background, but this is in accordance with regulations. We have teachers who are in pure science or closely related fields to the subjects taught in the school, and they are placed accordingly. This has been recognized by the government because it went through the recruitment process via P3K or even through PNS, which means we acknowledge it. To improve their teaching skills, since they automatically do not have teaching skills, the first thing we will do is have a teacher professional development program every semester. This includes creating teaching modules, as we have the Merdeka curriculum, and also teaching media. Additionally, there will be other skills needed in the teaching-learning process, adjusted to the scientific field closely related to the subject taught, and monitored through academic supervision activities. That's how it is". (Interview with the Head of Curriculum, February 18, 2025)

The interview results indicate that the Vice Principal for Curriculum explained that although there are teachers without an educational background, this is in accordance with regulations because they were recruited through official channels such as P3K and civil service. To improve their teaching skills, the madrasah regularly holds a teacher professionalism enhancement program every semester. This program includes training in module preparation, the use of learning media, and other skills tailored to each teacher's field of expertise, with the entire process monitored through academic supervision activities.

Interviews were also conducted with teachers to obtain more in-depth results regarding the implementation of the teaching skills enhancement program. Through this interview, we can understand the challenges faced by teachers as well as the effectiveness of the training in improving their competencies. This is important to ensure that every step taken by the school principal and the Education Office truly aligns with the needs on the ground.

"The principal has ensured that the teacher skill enhancement program implemented is in line with the needs, for example, this is one of the examples: there was a curriculum change, so initially, we taught using the K13 curriculum, which changed to the Merdeka Curriculum. The principal held a Bimptek to strengthen teachers' competencies in implementing the curriculum. The principal usually holds this Bimptek annually to strengthen teachers' competencies, once a year, ensuring that the teacher skill enhancement program meets the teachers' needs through the implementation of regular Bimptek that supports the latest curriculum implementation and improves teaching competencies". (Interview with Non-Educational Teacher, February 19, 2025)

The principal has ensured that the teacher skill enhancement program implemented meets the needs of the teachers. For example, after the curriculum change from K13 to the Merdeka Curriculum, the principal held Technical Guidance (Bimtek) to strengthen teachers' competencies in implementing the new curriculum. This training is held annually, aimed at ensuring that the teacher skill enhancement program supports the implementation of the latest curriculum and improves teaching competence.

Interviews with teachers show that the principal actively ensures that the teacher skill enhancement program meets the needs of the teachers. The principal regularly conducts periodic evaluations through direct supervision and discussions with teachers to monitor the progress of teaching and learning activities.

"In my personal opinion, it's appropriate because the principal actively ensures that the teacher skill enhancement program meets the teachers' needs. This is evident when he frequently conducts regular evaluations, both through direct supervision and discussions with teachers. So, the principal is indeed

active in inquiring about the progress of teaching and learning activities with the teachers”. (Interview with Non-Educational Teacher, February 20, 2025)

According to the teachers' opinion, the principal actively ensures that the teacher skill enhancement program meets the teachers' needs. This is evident from periodic evaluations conducted through direct supervision and discussions with teachers. The principal regularly asks questions about the progress of teaching and learning activities, demonstrating his commitment to supporting and improving the learning process at the school.

2. Supervision and Oversight

In an effort to improve the quality of education, the head of the madrasah emphasized the importance of providing clear and easily understandable examples to the teachers. The principal encourages teachers to pursue educational specializations according to their backgrounds, so that each individual can contribute with their best abilities. This approach aims to create a more suitable and effective educational environment.

“Providing sample examples that can be understood by the teacher. Then, to make it more linear, we might consider asking the concerned teacher to take specific educational qualifications because the education world should indeed align with their educational background. So, that might be one of the things we can do. We also cannot force someone to do the work needed in this Madrasah according to their educational background specifications, but because they have the ability in that field, we personally invite them to take the educational background that suits that field”. (Interview with the Head of the Madrasah, February 17, 2025)

The head of the madrasa focuses on the importance of the alignment between educational background and the tasks undertaken by teachers. He encourages teachers to take on roles that align with their educational backgrounds, so they can work more effectively and according to their individual abilities. Interviews were also conducted with the Vice Principal of Curriculum for a more comprehensive understanding of the supervision process. Through this interview, we can understand how all teachers are involved in every stage, from preparation to evaluation, as well as the impact of supervision on the improvement of learning quality.

“This activity is conducted as part of the ongoing supervision process, which is often academic in nature. It involves all teachers, not just those specifically questioned in this research, including those whose subjects do not align with educational disciplines. All teachers are involved in this supervision process, which spans from preparation to evaluation and reflection. During the preparation phase, material and teaching tools are organized, followed by the implementation phase where the learning assessment process is observed. After that, an evaluation is conducted, and the assessment results will be presented as part of the PKG (Professional Teacher Assessment). The assessment of teacher professionalism, which is somewhat like an assessment, is necessary in the evaluation of teachers. There is a continuous process to analyze the development of the learning process, making it very effective because teachers prepare everything needed for the supervision activities. This includes the principal providing guidance to the teachers”. (Interview with the Vice Principal of Curriculum, February 18, 2025)

The curriculum deputy explained that supervision is conducted comprehensively, involving all teachers in the evaluation and reflection process. This process includes material preparation, observation of implementation, and assessment, all of which aim to improve teaching effectiveness.

Interviews were also conducted with teachers to gain their perspectives on the effectiveness of supervision. This helps uncover how the principal's approach to observation and reflective discussions contributes to the improvement of teaching quality and the learning experience in the classroom.

“The principal, in observing and analyzing the learning process, usually conducts supervision every year by forming a team. The principal forms teams of professional teachers with 20 years of experience to assist the principal in observing and analyzing the learning process”. (Interview with Non-Educational Teacher, February 19, 2025)

According to the teachers, the effectiveness of the supervision conducted by the principal is very high. The approaches used, such as classroom observations and reflective discussions, show that the strategies implemented in teacher guidance are working well and yielding positive results in teaching.

"If we were to be asked about its effectiveness, we might say it is very effective because the principal and the teachers have been using various approaches in guiding the teachers, such as classroom observations, reflective discussions about teaching methods, and many evaluation meetings conducted by the principal with the teachers." so if asked about effectiveness, it's quite effective, which means the effectiveness strategy is working well, right? Yes, so the effectiveness strategy implemented by the principal, in my opinion, is working very well". (Interview with Non-Educational Teacher, February 20, 2025)

Teachers state that the effectiveness of principal supervision is very high. Approaches such as classroom observation and reflective discussions have proven effective in improving the quality of teaching. The strategies implemented by the principal are working well and yielding positive results in the learning process.

3. Support from the Head of the Madrasah

The head of the madrasa emphasized the importance of constructive supervision in the learning process. In this supervision, criticism and suggestions are given to help teachers who may not align with the mechanisms of the teaching and learning process (KBM). The approach used is persuasive, so that teachers can improve their preparation and teaching methods more effectively and do not feel offended when receiving feedback.

"Certainly, our supervision of the teachers involves providing criticism and suggestions to those whose teaching methods or backgrounds do not align with the KBM process. We aim to encourage a more effective approach to students in delivering learning materials or preparing for teaching. This preparation should be significantly more accurate and appropriate before entering the classroom. We also strive to ensure that there is no offense taken when we address or greet a teacher to improve the learning system, which may not be effective for students. Therefore, we approach this matter persuasively or internally, encouraging improvement". (Interview with the Head of the Madrasah, February 17, 2025)

The head of the madrasah explained the importance of supervision in teacher oversight. In this process, criticism and suggestions are given to help teachers who do not align with the teaching and learning activities (KBM) mechanism. The approach used is persuasive, with the aim of making teachers more prepared and accurate in delivering the material. The head of the madrasah emphasized the need for thorough preparation before teaching and encouraged teachers to improve the learning system to be more effective without hurting their feelings.

Interviews were also conducted with the Deputy Head of Curriculum to gain their perspective on the guidance process that took place during supervision. This helps understand how teachers receive feedback and its impact on learning.

"Actually, there's nothing like that in Binjai. It's not a reprimand, but more of a guidance process. When activities are supervised during the learning process, if, for example, there are no methods or the media is lacking, it's not in the form of a harsh reprimand but in the form of guidance and input given to the concerned teacher. The hope is that when there are changes in the learning process, these changes will have an impact on the students. Overall, there are no issues with the teachers who receive input, so everyone accepts it because it aims to improve the quality of education at Man Binjai, according to Sir". (Interview with the Deputy Head of Curriculum, February 18, 2025)

The curriculum deputy explained that the supervision conducted during the supervision is of a guiding nature, not harsh reprimands. The feedback given to teachers aims to improve teaching methods and the quality of education. With this approach, it is hoped that there will be positive changes in the learning process that will impact the students, and the teachers will also receive the feedback well.

Interviews were also conducted with teachers to delve deeper into their experiences with receiving supervision. This provides insight into how the principal's approach contributes to the comfort and effectiveness of teaching in the classroom.

"The principal provides supervision, coincidentally I am not from an education background, I graduated from a teacher education school, a bachelor's degree in education, and since I graduated at that time, I felt, oh, this is God's destiny for me to be here, which means I have to learn. So, as the

principal, I observe and analyze the learning process. Usually, every year, supervision is conducted and a team is formed". (Interview with a non-education teacher, February 19, 2025)

The teacher stated that although his educational background is not in the field of education, he feels called to learn and contribute as a principal. He explained that every year, supervision is conducted by forming a team to observe and analyze the learning process. This approach aims to improve the quality of education in schools.

"This principal, when he conducts clinical supervision, does it in a professional manner and in a supportive way, not a judgmental one. That's what the principal does, based on my experience as a teacher and probably other teachers as well. Personally, I feel that the principal conducts clinical supervision in a truly professional and supportive manner, not judgmental, which makes the teachers feel comfortable while teaching". (Interview with a non-educational teacher, February 20, 2025)

The teacher explained that the principal conducts clinical supervision in a professional and supportive manner, not with a judgmental attitude. This experience made him, as well as other teachers, feel comfortable while teaching. The principal's supportive approach positively contributes to the classroom learning environment.

4. CONCLUSION

Clinical supervision at Madrasah Aliyah Negeri Binjai plays an important role in improving teaching skills. The principal actively monitors and supports teachers from various backgrounds, including those without formal education in the field of teaching, with a persuasive and constructive approach. The routine professionalism enhancement program conducted every semester includes training on teaching modules and the use of learning media, tailored to the needs of the teachers. Supervision is conducted comprehensively, involving all teachers in the evaluation and reflection process, which contributes to the improvement of teaching quality. The head of the madrasah emphasizes the importance of creating a supportive and non-judgmental educational environment, so that teachers feel comfortable in teaching. With this approach, it is hoped that positive changes will occur in the learning process, impacting students' learning outcomes. Overall, the strategies implemented at MAN Binjai demonstrate high effectiveness in improving the quality of education.

Research on clinical supervision at Madrasah Aliyah Negeri Binjai covers several important aspects. First, a structured training and supervision program has the potential to improve the quality of teaching among teachers, especially those with non-educational backgrounds, thereby enhancing the effectiveness of the teaching and learning process in the classroom. Second, a persuasive and constructive approach in supervision creates a comfortable environment for teachers, which can enhance their motivation and self-confidence in teaching, positively impacting students. Additionally, these findings can serve as a basis for educational policy recommendations at the madrasa or education office level, encouraging the implementation of similar programs in other institutions to improve the quality of education. Emphasis on continuous professional development highlights the importance of ongoing training as a standard in other educational institutions. Lastly, the results of this research can encourage greater involvement from stakeholders, such as parents and the community, in supporting training and supervision programs in schools.

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