

Collaborative Educational Supervision in Elementary Schools: A Case Study of Professional Culture Development

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Abstract

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Educational supervision plays an important role in developing professional culture in elementary schools; however, its practice often remains hierarchical and less collaborative. This study examines the contribution of collaborative-based educational supervision to the development of professional culture in an elementary school. A qualitative case study approach was employed, involving the principal and teachers through in-depth interviews, observations, and document analysis. Data were analyzed through reduction, categorization, and interpretation to identify patterns of collaboration and professional growth. The findings indicate that collaborative supervision fosters open communication, reflective teaching practices, joint problem-solving, and mutual trust among educators, thereby strengthening the school's professional culture. It is concluded that partnership-based supervision is more effective than control-oriented approaches in enhancing teachers' professional engagement. Schools are therefore encouraged to institutionalize structured dialogue forums, peer observation, and continuous professional development programs. This study is limited to a single school context; further research involving broader settings is recommended to enhance the generalizability of the findings.

Keywords: Collaborative Supervision, Professional Culture, Elementary School, Educational Leadership

Abstrak

Supervisi pendidikan berperan penting dalam membangun budaya profesional di sekolah dasar, namun praktiknya masih sering bersifat hierarkis dan kurang mendorong kolaborasi. Penelitian ini bertujuan menganalisis kontribusi supervisi pendidikan berbasis kolaboratif terhadap pengembangan budaya profesional di sekolah dasar. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus pada satu sekolah dasar, melibatkan kepala sekolah dan guru melalui wawancara mendalam, observasi, dan analisis dokumen. Data dianalisis melalui reduksi, kategorisasi, dan penarikan makna. Hasil penelitian menunjukkan bahwa supervisi kolaboratif mendorong komunikasi terbuka, refleksi pembelajaran, pemecahan masalah bersama, serta terbentuknya kepercayaan antar pendidik yang memperkuat budaya profesional sekolah. Disimpulkan bahwa supervisi berbasis kemitraan lebih efektif dibanding pendekatan kontrol dalam meningkatkan keterlibatan profesional guru. Disarankan agar sekolah mengembangkan forum dialog, observasi sejawat, dan program pengembangan berkelanjutan. Keterbatasan penelitian terletak pada konteks tunggal sehingga penelitian lanjutan dengan cakupan lebih luas diperlukan untuk memperkuat generalisasi temuan.

Kata Kunci: Supervisi Kolaboratif, Budaya Profesional, Sekolah Dasar, Kepemimpinan Pendidikan

INTRODUCTION

The quality of primary education serves as the fundamental bedrock for cultivating superior human resources. Elementary schools not only function as conduits for knowledge transfer but also as arenas for the development of students' character, competencies, and learning culture. Within this context, the quality of teaching and learning is significantly determined by teacher professionalism and the systematic management of that professional development. One strategic mechanism for enhancing the quality of instruction is educational supervision, implemented by school principals as instructional leaders. Supervision is no longer solely viewed as administrative control but rather as a professional development process oriented towards the continuous improvement of teaching practices (Kuswardani, 2020; Machali & Hidayat, 2018).

Conceptually, educational supervision aims to assist teachers in improving teaching effectiveness through a systematic and ongoing development process (Hakim, 2017; Sulistyorini & Andriesgo, 2021). Nurmela (2025) asserts that supervision is an integral part of educational managerial functions directed at strengthening teacher professionalism. However, in practice, the implementation of supervision in many educational institutions is still dominated by formalistic and bureaucratic approaches, often positioning teachers as objects of evaluation rather than as reflective partners in the process of improving teaching quality. This condition can foster resistance, a lack of openness, and minimal impact of supervision on changes in teaching practices.

With the evolution of modern supervision paradigms, there has been a shift towards more humanistic, participatory, and dialogical approaches. Non-directive approaches, for instance, view teachers as creative and independent individuals who are guided to set their own developmental goals (Naima, Retoliah, & Faridah, 2023; Sutikno, 2022). Meanwhile, collaborative approaches emphasize equal cooperation between supervisors and teachers in identifying problems, formulating solutions, and reflecting on teaching practices (Prasiska & Jarkawi, 2021; Kartika, 2022). This approach is grounded in cognitive psychology theories that perceive learning as the outcome of interaction between individuals and their environment (Prasiska & Jarkawi, 2021). Consequently, collaborative supervision is not only oriented towards evaluation but also towards fostering a reflective culture and a professional learning community within the school.

Several prior studies have indicated that collaborative supervision is effective in enhancing teacher competence. Farida and Kenedi (2021) found that academic supervision can improve the learning process skills of elementary school teachers. Handayani, Madjdi, and Suad (2021) developed a peer-based supervision model that encourages active teacher participation in the development process. Prasetia, Akrim, and Sulasmi (2022) demonstrated that a collaborative supervision model emphasizing listening and responding skills is considered viable and capable of enhancing teachers' professional maturity. Darif, Sudadio, and Yuhana's (2024) research also highlighted the

contribution of collaborative supervision to the enhancement of teachers' professional competence.

Similar findings were reported by Azwardi (2020) regarding the improvement of syllabus and lesson plan quality through collaborative supervision, and by Subagio, Waruwu, Enawaty, and Halida (2024), who affirmed the relevance of collaborative supervision in optimizing teacher performance during the implementation of the Merdeka Curriculum. Furthermore, Purwaningsih et al. (2023) showed that a collaborative approach in academic supervision can significantly improve teacher performance. Sujianto, Dwikoranto, and Marsini (2023) revealed that principals' abilities in implementing supervision also improve through collaborative approaches. Suparti et al. (2025), through a literature review, emphasized the importance of educational supervision as an instrument for developing teacher professionalism in elementary schools. The conceptual contributions of Rohmatika (2018) on integrated clinical supervision and Ramli and Ridani (2024) on the importance of collaboration between principals and teachers in supervision further strengthen the urgency of collaborative approaches.

Although various studies have examined the effectiveness of collaborative supervision, most have primarily focused on model development, measurement of competence enhancement, or literature reviews. Research that comprehensively depicts the implementation of collaborative-based supervision in the real context of elementary schools—from the stages of planning, execution, to evaluation and follow-up systematically—remains relatively limited. This gap represents the novelty of the current research. This study not only assesses the impact but also comprehensively describes the implementation process of collaborative-based supervision as a managerial and pedagogical practice that builds a reflective culture in elementary schools.

This study employs a qualitative approach with a case study design to gain an in-depth understanding of the dynamics of collaborative-based supervision implementation at State Elementary School 2 Krasak, Selomerto District, Wonosobo Regency. This approach allows for the contextual exploration of processes, interactions, and the experiences of supervision participants (Sugiyono, 2023). The research focus is directed at three main aspects: the planning of collaborative supervision, the execution of collaborative supervision, and its evaluation and follow-up.

The objective of this study is to comprehensively describe the implementation of collaborative-based educational supervision in the aforementioned elementary school, while simultaneously identifying its contribution to strengthening teacher professionalism and fostering a reflective school culture. This research is driven by the conviction that collaborative-based supervision is not merely an alternative approach but a strategic necessity in building instructional leadership that is democratic, participatory, and oriented towards continuous improvement. By providing a contextual and in-depth empirical illustration, this study is expected to make a tangible

contribution to the development of more humanistic and transformative educational supervision practices in elementary schools.

METHODS

Research Design and Participants

This study employs a qualitative approach with a case study design. The case study design was chosen because it allows researchers to deeply examine the processes and dynamics of collaborative supervision within its natural context. Participants in this study include the principal and teachers at State Elementary School 2 Krasak. Informants were selected purposively due to their direct involvement in the supervision process.

The research was conducted in the natural school environment for six months, from July to December 2025. This was intended to obtain contextual data related to collaborative supervision practices. In this study, one principal and four teachers actively participated in the collaborative supervision program. The research implementation lasted for six months, enabling the researcher to observe one supervision cycle. Participants were selected using a purposive sampling technique based on teacher representation at each phase in primary school and subject teachers. Furthermore, participant selection was based on their direct involvement in the planning, implementation, and evaluation of supervision activities.

To ensure trustworthiness, the research process was systematically documented through an audit trail that recorded research decisions, data collection procedures, coding processes, and analytical reflections, thereby enabling replicability. Confirmability was achieved through objectivity in interpretation and conclusions based on empirical data from interviews, observations, and document studies. Field notes, interview transcripts, and coding matrices were maintained for data traceability. Reflective journals were also utilized to monitor researcher assumptions and minimize subjective influence.

Instruments and Data Collection Procedures

Data in this study were collected through three methods. 1) In-depth interviews with principals and teachers to explore their perceptions and experiences regarding collaborative supervision. 2) Participatory observation during supervision activities and classroom learning processes. 3) Document analysis, including supervision programs, observation sheets, meeting minutes, and evaluation reports. Data collection was conducted systematically, commencing with initial observations, followed by interviews and document analysis to ensure data triangulation.

Data Analysis Techniques and Ethical Considerations

This research employs a qualitative approach with a case study research design. Data analysis techniques were systematically conducted following Miles and

Huberman's interactive model, which comprises three main stages: data reduction, data presentation, and conclusion drawing and verification (Sugiono 2023).

The first stage is data reduction, carried out through the process of selecting, focusing, simplifying, and transforming raw data obtained from interviews, observations, and documentation. In this stage, the researcher engages in open coding to identify units of meaning relevant to the research focus, subsequently grouping them into categories and main themes that represent the implementation of collaborative-based supervision.

The second stage is data presentation, conducted in a structured descriptive narrative format based on research themes, supplemented by matrices and thematic summaries to facilitate understanding of the relationships between categories. The aim of this data presentation is to systematically display information, enabling in-depth interpretation of the phenomena under investigation.

The third stage is conclusion drawing and verification, performed continuously throughout the research process. Conclusions are not drawn definitively only at the end of the study but are consistently verified through re-checking field data, consistency across sources, and researcher reflection to ensure the credibility of the findings.

The data coding process was performed manually through open, axial, and selective coding stages. Themes were identified inductively from the data and continuously compared across data sources to ensure consistency. To enhance dependability and confirmability, an audit trail was maintained throughout the research process.

To ensure the validity of the research data, several strategies were implemented. Firstly, source and technique triangulation was utilized by comparing data from interviews, observations, and documentation to ensure information consistency. Secondly, member checking was conducted, which involved confirming interview outcomes and initial interpretations with participants to minimize subjective bias and misinterpretation errors

RESULTS AND DISCUSSIN

Results

Based on the research findings, the implementation of collaborative-based supervision at State Elementary School 2 Krasak reflects a shift in perspective within supervisory practices. Previously, supervision tended to be top-down; now, the approach adopted is more participatory and collective. Supervision is no longer positioned solely as administrative control, but rather as a form of professional partnership that fosters mutual growth and continuous improvement of teaching practices.

In the planning stage, supervision is designed to be both structured and participatory. This process begins with identifying the needs of teachers and students through learning community forums. Teachers are actively involved in formulating objectives, selecting approaches, developing instruments, and determining the

supervision schedule. Teacher involvement is evident from the initial needs identification. The principal stated:

"Needs identification is conducted collaboratively through a learning community at the beginning of the semester. One meeting is insufficient; rather, two to three meetings are necessary to truly map out the needs of teachers and students." (Interview (KS) Principal)

In line with this, the Grade 1 teacher stated:

"We were involved from the beginning to identify the learning needs in the classroom. Supervision no longer feels like an assessment, but rather a forum for mutual improvement." (Interview G2 Teacher)

The fourth-grade teacher added:

"The objectives of supervision are not determined unilaterally. We formulate them together based on the actual needs in the classroom." (Interview G3 Teacher)

Transparency in the use of instruments and flexibility in scheduling indicate recognition of teacher professionalism and readiness. Furthermore, the program documentation, meeting minutes, and the appointment of peers as supervisors demonstrate that the planning stage has been carried out systematically and integrated with the school's program. The fifth-grade teacher stated:

"The observation instrument is known and understood before implementation. The schedule is set flexibly according to the teacher's readiness." (Interview (G1) Teacher)

Subject teachers also corroborated:

"Supervision approaches are agreed upon jointly in the professional learning community forum. All teachers have the opportunity to contribute ideas." (Interview (G4) Teacher)

The principal emphasized the paradigm shift in supervision:

"We conduct collaborative supervision so that teachers do not feel supervised, but rather feel supported to grow."

In the implementation stage, supervision is carried out through classroom observation using jointly agreed-upon instruments. Observations are accompanied by descriptive notes to capture the learning dynamics holistically and contextually. A dialogical and non-judgmental approach serves as the primary principle. The principal explained:

"The primary data comes from the observation instrument. If there are contextual matters in the classroom, we record them as additional data." (Interview (KS) Principal)

The fifth-grade teacher conveyed

"The supervisor records the learning process descriptively without disrupting the flow of learning activities." (Interview (G1) Teacher)

Supervision findings are managed ethically: aspects requiring improvement are discussed personally, while best practices are shared within the learning community

forum. Feedback is provided reflectively and constructively, supplemented by simple guidance and coaching. The positive responses from the teachers indicate that this collaborative approach has successfully built mutual trust and fostered a growth mindset in enhancing learning quality. Regarding the analysis of observation results, the principal asserted:

"Weaknesses are discussed personally, while best practices are shared in the learning community." (Interview (KS) Principal)

The first-grade teacher shared her response:

"Feedback is delivered dialogically and constructively. We feel valued." (Interview (G1) Teacher)

The evaluation, reflection, and follow-up stages further strengthen the supervision cycle. Reflection is conducted both individually and collectively using the 4F model (Fact, Feel, Findings, Future). The principal stated:

"Reflection is conducted in the learning community using the 4F model so that teachers become accustomed to analyzing their own practices." (Interview (KS) Principal)

The fourth-grade teacher expressed:

"Through 4F, I can present facts, feelings, findings, and plans for improvement." (Interview (G3) Teacher)

This model helps teachers identify learning facts, express emotional responses, discover meaning from experienced events, and design future improvement steps. Follow-up is realized through the documentation and implementation of a well-documented Action Plan (AP). The AP encompasses revisions to teaching materials, adjustments to methods and media, reinforcement of assessments, and planning for subsequent learning strategies. Thus, supervision does not cease at the evaluation stage but continues into tangible changes in classroom teaching practices. At the follow-up stage, the principal stated:

"The AP format was prepared and agreed upon from the beginning so that teachers can easily document their improvement steps." (Interview (KS) Principal)

The subject teacher stated::

"We are guided to revise our learning plans based on supervision results and document them in the AP." (Interview (G4) Teacher)

Conceptually, the collaborative supervision flow at State Elementary School 2 Krasak forms a continuous cycle: planning-implementation-evaluation and reflection-follow-up-continuous improvement. This pattern emphasizes that teachers are positioned as professional learners, while the principal acts as a facilitator and reflective partner in the competency development process. The flow can be visualized in the following Figure 1:

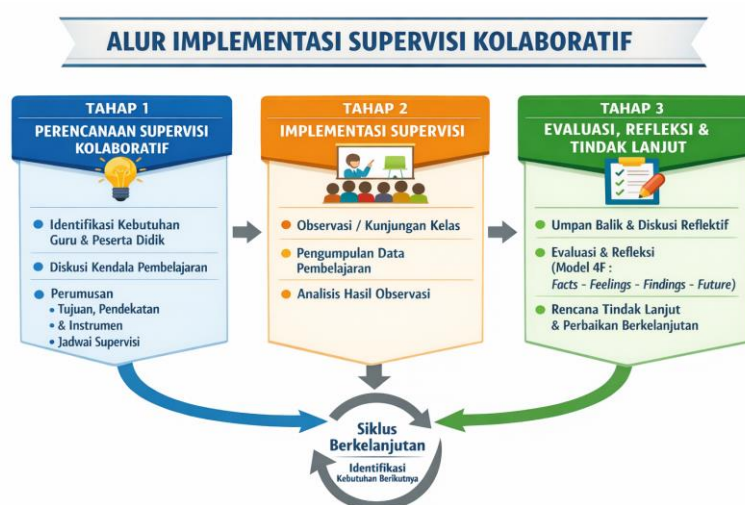


Figure 1. Collaborative Supervision Implementation Flow

Discussion

The implementation of collaborative educational supervision at State Elementary School 2 Krasak signifies a fundamental paradigm shift from a top-down method to a model oriented towards participation and dialogue. The findings of this research directly support the study's objective to delineate the stages of planning, execution, evaluation, and follow-up of supervision as a tool for improving learning quality. Theoretically, this research strengthens Carl D. Glickman's theory (Soleh, Nugraha, & Gunawan, 2023), which emphasizes collaborative dialogue for teachers in the intermediate commitment phase, while also extending its application to public primary schools in Indonesia that are still heavily influenced by hierarchical structures.

In the planning phase, a participatory approach through learning communities (*kombel*) and joint needs analysis fosters a sense of teacher ownership, transforming the perception of supervision from mere control to a democratic process of professional development. This is facilitated by the principal, who ensures openness and flexibility in scheduling, in line with the SMARTER principles (Yuliana, 2022). These findings are relevant to the studies by Aji Wibowo (2025) and Rizka Ammaziroh (2021) concerning the importance of identifying teacher needs as a basis for collaborative supervision; however, this study presents a new empirical contribution by proving the effectiveness of integrating learning communities as a more tangible practical vehicle compared to mere theory, thus enriching the literature on community-based supervision at the primary school level. The deliberation process in the development of instruments and objectives reflects the ethical value of partnership (Agus Sarifudin, 2023), indicating that a collaborative approach can be integrated into the culture of public schools without compromising professionalism.

The implementation of supervision involves non-judgmental observation, followed by constructive feedback and the exchange of best practices within

Professional Learning Communities (PLCs). This successfully fostered a psychologically safe climate, encouraging positive teacher responses and a growth mindset. This phenomenon is consistent with the research by Jamila (2020) and Darif, Sudadio, & Yuhana (2024), which demonstrate the effectiveness of collaborative supervision in enhancing teachers' professional competence. This study extends their work with a qualitative dimension, namely the transformation of teachers' perceptions from "surveillance" to "reflective dialogue." This approach also reinforces the constructive principles of Fathih (2022) and Putri, Sabri, & Lubis (2024) regarding the exchange of collegial knowledge. However, negative cases emerged when the pedagogical and interpersonal competencies of supervisors were not optimal, which contrasts with the findings of Sujianto, Dwikoranto, & Marsini (2023) and Prasetya, Akrim, & Sulasmi (2022). This divergence indicates that the effectiveness of collaborative models is highly dependent on supervisor capabilities. Without competency enhancement, the reflection cycle risks stagnation and a regression to administrative approaches.

The evaluation and follow-up stages utilized reflective dialogue based on the 4F model (Fact, Feel, Findings, Future) and the development of a Follow-up Action Plan (RTL), forming a continuous improvement cycle that positions teachers as active reflective agents. These findings support Jamila (2020) and Nafis, Suryana, & Rayahsih (2024) regarding the effectiveness of systematic coaching; however, this research highlights a previously under-discussed temporal aspect – namely, the inter-semester implementation gap that weakened the reflective momentum and the validity of impact measurement. This temporal mismatch stemmed from the academic calendar, challenging the assumption of ideal continuity in Glickman's model. The uniqueness of this study lies in its assertion that collaborative evaluation requires not only reflection but also intra-semester follow-up for the improvement cycle to be effectively measured.

In general, these findings enrich the theory of educational supervision by proving that a collaborative approach not only enhances teacher competence and learning quality but also cultivates a reflective professional culture in primary schools. Practical implications include recommendations for principals to utilize PLCs as the primary platform and for education departments to design more humanistic supervision policies that support supervisor capacity building. For future research, these findings can serve as a reference for developing community-based supervision models tailored to the Indonesian context.

The study's limitations include a single case study design (State Elementary School 2 Krasak) which restricts generalizability, a six-month qualitative research period that was insufficient to capture long-term impacts, and an analysis of negative cases focused on supervisor competencies without delving into external factors such as teacher workload or central policies. These limitations, however, pave the way for more comprehensive future research. Recommendations for future research are: (1) employing a mixed-methods approach across various school locations to test model generalizability; (2) focusing on the temporal aspect through a longitudinal design to

measure intra-semester impact; and (3) developing collaborative-based supervisor competency training to address identified inconsistencies. Thus, collaborative educational supervision can become a more effective and sustainable national strategy for advancing learning quality in primary schools.

CONCLUSION

The research findings at State Elementary School 2 Krasak indicate that educational supervision with a collaborative approach has been systematically implemented. This implementation encompasses participatory planning stages, observation through dialogue, in-depth evaluation processes via reflection, and structured follow-up action planning. The application of this collaborative model effectively transformed the function of supervision, shifting it from a mere administrative control tool to a professional partnership. This transformation has proven capable of enhancing teachers' pedagogical competence while fostering a school environment rich in reflective culture. This study also underscores that continuous instructional improvement efforts necessitate adequate reflective dialogue strengthened by a series of consistent intra-semester follow-up actions. Although this research design is derived from a single case study, its empirical findings offer a valuable foundation for the development of flexible collaborative supervision models that can be adopted in elementary school settings with similar characteristics.

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