

From Burden to Blessing: Transforming the Meaning of Clinical Supervision

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Abstract:

This study aims to explore how clinical supervision can be transformed from a bureaucratic burden into a reflective professional learning experience in schools. Clinical supervision, although designed to enhance teacher professionalism, is often perceived as evaluative and threatening, limiting reflective practice and instructional innovation. To address this, a phenomenological case study was conducted using in-depth interviews, observation, and document analysis. Data were analyzed using Miles and Huberman's model, including an iterative hermeneutic process of reduction, display, and interpretation. The findings revealed three main outcomes: first, teachers developed sustained professional reflectivity, critically assessing and improving their instructional practice; second, teacher identity and self-confidence were strengthened, fostering independent and bold pedagogical experimentation; and third, a professional learning community emerged, promoting collaborative reflection and culturally responsive practice. This study contributes theoretically by framing clinical supervision as a culturally reflective praxis and by providing strategies for integrating local cultural values into supervision. Future research should examine its longitudinal impact on teacher development and student outcomes.

Keywords: *Clinical Supervision, Teacher Professionalism, Professional Learning Community*

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi bagaimana makna pengawasan klinis dapat diubah dari beban birokrasi menjadi pengalaman belajar profesional reflektif di sekolah. Pengawasan klinis, meskipun dirancang untuk meningkatkan profesionalisme guru, sering dianggap sebagai evaluatif dan mengancam, membatasi praktik reflektif dan inovasi instruksional. Untuk mengatasi hal ini, studi kasus fenomenologis dilakukan dengan menggunakan wawancara mendalam, observasi, dan analisis dokumen. Data dianalisis menggunakan model Miles dan Huberman, termasuk proses reduksi, tampilan, dan interpretasi hermeneutik yang berulang. Temuan mengungkapkan tiga hasil utama: pertama, guru mengembangkan reflektifitas profesional yang berkelanjutan, secara kritis menilai dan meningkatkan praktik instruksional mereka; kedua, identitas guru dan kepercayaan diri diperkuat, menumbuhkan eksperimen pedagogis yang mandiri dan berani; Ketiga, komunitas belajar profesional muncul, mempromosikan refleksi kolaboratif dan praktik responsif budaya. Studi ini berkontribusi secara teoritis dengan membongkar pengawasan klinis sebagai praksis reflektif budaya dan praktis dengan memberikan strategi untuk mengintegrasikan nilai-nilai budaya lokal ke dalam pengawasan. Penelitian di masa depan harus memeriksa dampak longitudinal pada pengembangan guru dan hasil siswa.

Kunci: *Supervisi Klinis, Profesionalisme Guru, Komunitas Belajar Profesional*

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INTRODUCTION

Clinical supervision plays a crucial role in fostering reflective and collaborative teacher professionalism in the era of 21st-century education. However, despite its theoretical promise, its implementation in Indonesia often fails to achieve this goal due to persistent perceptions of supervision as an evaluative and threatening process (Ajugo, 2024; Nimasari et al., 2024). Previous studies have shown that supervision practices tend to emphasize control rather than professional dialogue, leading to teacher resistance and limited instructional innovation (Desrianti & Asmendri, 2024; Jaja & Ofubaraibim, 2025; Susanto et al., 2024). Therefore, this study aims to explore how the meaning of clinical supervision can be transformed from a bureaucratic burden into a reflective professional learning experience, particularly within the unique socio-cultural context of Papua.

The concept of clinical supervision, developed by Cogan and Goldhammer at Harvard University in the 1960s, emphasizes a systematic cycle of observation, analysis, and reflection between supervisor and teacher (McCrea & Brasseur, 2024). A more adaptive development model by Glickman et al. (2023) offers three approaches to supervision: directive, collaborative, and non-directive, adapted to the teacher's developmental level. While conceptually proven effective in improving professional competence (Luiz Neto et al., 2022; Nurhadi et al., 2023), its implementation in Indonesia is often evaluative and creates anxiety among teachers (Kurniaty & Indrayuda, 2024; Suryati, 2021). As a result, supervision is often perceived as a monitoring process, rather than professional mentoring. This situation has a direct impact on limited learning innovation and the low effectiveness of teacher development programs at the school level.

Global findings from the OECD Teaching and Learning International Survey indicate that teachers' positive perceptions of supervision correlate with reflectivity, openness to innovation, and long-term professional commitment (Jerrim & Sims, 2022; Qi & Derakhshan, 2026). Research by Chircop Coleiro et al. (2023) confirms that subjective meaning factors have a greater influence on supervision success than technical factors. However, in Indonesia, phenomenological research on the construction of meaning in supervision is still rare. Most studies measure teacher effectiveness or satisfaction quantitatively and focus on urban contexts in Java (Pujoko et al., 2025; Ramadhansyah et al., 2022). Research in Eastern Indonesia indicates a cultural dissonance between local values and national supervision models (Martin et al., 2026; Rasidi & Istiningsih, 2025). However, existing studies largely overlook how supervision is interpreted within culturally diverse and peripheral regions such as Papua, where local values significantly shape professional interactions. This gap limits the contextual relevance of current supervision models. Thus, although clinical supervision has been widely studied, no research has explored the transformation of supervision's meaning from a "burden" to a "blessing" in a local cultural context such as Papua.

This is where the novelty of this research lies: revealing the process of changing the meaning of supervision through a hermeneutic phenomenological perspective rooted in teachers' life experiences. This study offers a novel contribution by introducing a cultural-hermeneutical perspective to clinical supervision, specifically in the under-researched context of Papua. Unlike previous studies that focus on effectiveness or satisfaction, this research uncovers how supervision's meaning is socially and culturally constructed and transformed through local values and lived experiences.

This research is motivated by concerns about the low effectiveness of supervision in multicultural schools, particularly in Papua, where differences in values between supervisors and teachers contribute to this low effectiveness. As a lecturer and education practitioner in the region, the researcher has witnessed first-hand the tension between national policies and local cultural realities. In line with Indonesia's "Freedom to Learn" (*Merdeka Belajar*) policy, a national reform initiative that promotes teacher autonomy and reflective learning, supervision systems are expected not only to assess but also to facilitate continuous professional growth. In line with the context and gaps described, this research aims to answer three main questions: (1) What is the structure of meaning in teachers' experiences of interpreting clinical supervision as a burden or a blessing? (2) What factors facilitate the transformation of the meaning of supervision in the context of multicultural schools in Papua? (3) How do the dynamics of the meaning of supervision contribute to the development of teacher professionalism? In general, this research aims to explore and interpret the transformation of the meaning of clinical supervision in a unique socio-cultural context, with a focus on the reflective and intersubjective processes experienced by teachers.

This research provides theoretical and practical contributions to the development of educational supervision in Indonesia. Theoretically, this study introduces the Cultural-Hermeneutical Clinical Supervision (CHCS) model, which integrates the principle of cultural scaffolding to bridge local values with evidence-based supervision practices. Practically, this study offers a reflective supervision strategy that is sensitive to cultural context and relevant to the development needs of teachers in multicultural schools. Thus, this research not only provides a new understanding of the meaning of supervision but also opens up space for reforming the national supervision paradigm towards more humanistic, reflective, and inclusive practices.

RESEARCH METHODS

This study employed a qualitative, phenomenological case study design to gain an in-depth understanding of the experiences, meanings, and practices of clinical supervision in multicultural schools. A phenomenological design was chosen because the research aimed to explore teachers' lived experiences and meaning-making processes, which quantitative measures cannot adequately capture. This approach is particularly suitable for examining how individuals interpret supervision within specific cultural contexts, where interactions, traditions, and personal reflection shape meaning.

The study was conducted at the Papuan State Senior High School for Science and Language in Jayapura City from February to September 2025. This school was selected because it implements clinical supervision in a multicultural environment with diverse teacher and student backgrounds. The setting provided a valuable context for exploring supervision practices and understanding how cultural diversity influences the process.

Data were collected through in-depth interviews, observations, and document analysis. Interviews were conducted with the principal, quality assurance staff, six teachers with at least 3 years' experience who had undergone supervision, and several students who had observed the supervision process. These interviews aimed to explore participants' perceptions and experiences regarding clinical supervision. Observations occurred during classroom supervision and follow-up activities, such as teacher training and tutoring, to address challenges with diverse teaching methods. Documentation included supervision reports, activity schedules, reflection instruments, and follow-up notes from supervision outcomes.

Data analysis followed the Miles and Huberman (1994) model, which involves data reduction, data display, and conclusion drawing/verification. Significant statements related to teachers' experiences were coded during the data reduction process. The data were then organized into thematic matrices and narrative categories, and findings were interpreted iteratively using hermeneutic cycles. The analysis was conducted cyclically between data collection and interpretation to develop a comprehensive understanding of the supervision phenomenon. Data validity was ensured through method and source triangulation, member checking, audit trails, and focus group discussions to confirm the interpretation of findings. Ethical standards were strictly adhered to by obtaining approval from the LPPM of Cenderawasih University and written consent from all participants. Participant confidentiality was maintained, and all data were used solely for academic purposes.

RESULTS AND DISCUSSION

Results

Data analysis was conducted through reflective, iterative stages of reduction, presentation, and drawing conclusions. This process resulted in three main themes representing teachers' experiences in interpreting clinical supervision, factors that facilitate changes in meaning, and the contribution of supervision to teacher professional development at a Papuan State Senior High School for Science and Language. To obtain an initial overview of the focus of participants' reflections, keyword analysis was conducted from interview transcripts, observation notes, and supervision documentation. The following word cloud visualization results show that the terms "teacher," "supervision," "class," "school," and "learning" dominate, indicating that clinical supervision experiences are primarily interpreted in the context of the direct relationship between teachers, classes, and learning practices.

The shift in meaning is also evident in the shift in language: terms like “assessment” and “correction” are being replaced by “reflection” and “learning together.” Teachers are beginning to view themselves not as objects of evaluation, but as reflective subjects. One teacher described it, “Supervision is like a mirror. I can see my own strengths and weaknesses.” The phenomenon of “longing for supervision” has even emerged, with some teachers admitting to feeling lost if they haven’t been supervised for a long time. Supervisors are experiencing a similar transformation in meaning. They no longer act as assessors, but as facilitators of learning. “I used to be like a judge. Now I’m more like a consultant,” one supervisor stated. Local Papuan cultural values contribute to this shift; teachers interpret supervision as “eating sago together” an egalitarian metaphor for learning together. Addressing supervisors “Mama” or “Bapa” reflects the warmth and equality of the professional relationship.

Overall, the findings suggest that the meaning of clinical supervision has evolved from fear to longing, from burden to blessing. These changes encompass emotional (tension–enthusiasm), cognitive (evaluation–reflection), relational (hierarchical–collaborative), and cultural (authoritative–mutual cooperation) dimensions. Supervision is now understood as a shared learning space that fosters teacher professionalism and strengthens a reflective culture in schools. These interpretations are based on recurring patterns across participant narratives, although variations in individual experiences were also observed.

Factors Facilitating the Transformation of the Meaning of Clinical Supervision

The transformation of clinical supervision from a burden to a blessing at a Papuan State Senior High School for Science and Language did not occur spontaneously, but rather through a gradual process mediated by a series of contextual, relational, and cultural factors. The results of the study indicate that this change in meaning was formed through a dynamic interaction between reflective leadership, the repositioning of the supervisor's role, the growth of a culture of dialogue, the strengthening of local values, and a sustainable professional support system. These five factors do not stand alone but rather reinforce each other in creating a reflective ecosystem that enables teachers to negotiate and internalize new meanings about clinical supervision.



Figure 2. Conceptual Model of Factors Facilitating the Transformation of Clinical Supervision

Reflective Leadership of the Principal

The principal's leadership became the starting point for a paradigm shift in supervision. Previously, the principal was perceived as an authoritative figure present to assess performance. Teachers described his presence as a "nerve-racking moment," rather than a catalyst for learning. However, the change began when the principal shifted his leadership style from hierarchical to reflective and participatory.

In observations and interviews, it emerged that the principal no longer positioned himself above the classroom but at the center of the learning community. He attended reflection forums with teachers, sat at the same level, and listened more than gave direction. This approach created psychological safety an emotional atmosphere where teachers felt safe to be open, honest, and acknowledge limitations. The principal also led by example by being open to feedback, demonstrating that reflection was not just a requirement for teachers, but a shared practice.

One of his key statements illustrates this new philosophy: "If I want reflective teachers, I must also be willing to be reflected upon." Through this example, reflection became part of the leadership culture, not just an administrative procedure. This reflective leadership laid the moral and psychological foundation for the transformation of supervision in schools.

Repositioning the Supervisor's Role as a Facilitator

The second factor reinforcing the shift in the meaning of supervision is the repositioning of the supervisor's role. Previously, supervisors were seen as assessors who came with a "list of errors." The supervision process was one-way and correction-oriented. However, after internal training on clinical supervision, supervisors began to shift their approach to a more dialogic and supportive one. Supervisors now act as learning facilitators, using coaching and mentoring techniques. They ask questions rather than judge, using questions that stimulate reflection, such as: "What part of the learning did you find most effective?" or "What would you like to develop from this experience?" This shift in language has had a significant emotional impact teachers feel valued, not judged.

In practice, interactions between teachers and supervisors have become more equal. Teachers are no longer defensive, but instead actively invite supervisors to discuss or request additional observations. This phenomenon signals the emergence of ownership a sense of ownership by teachers over the supervision process and their professional learning. Clinical supervision has shifted from a control mechanism to a collaborative dialogue that fosters reflective awareness and professional self-confidence.

Culture of Dialogue and Collective Reflection

The changing relationship between principals, supervisors, and teachers directly contributed to the emergence of a culture of collective reflection within the school environment. Reflection, previously personal and administrative, has now evolved into a collaborative social practice.

The "Reflective Friday" forum has become a central space for teachers to share teaching experiences, challenges, and ideas for improvement after

supervision sessions. In this forum, teachers across subject areas discuss openly without fear of being criticized. They provide feedback, support one another, and even conduct pedagogical experiments based on the results of their shared discussions.

One teacher described this change: "Previously, reflections were just for collecting, now they're for discussion." This statement marks a paradigm shift from reflection as an administrative obligation to reflection as an intellectual and social practice. This culture of dialogue creates what can be called a collective hermeneutic space a space where the meaning of supervision is continuously negotiated and reconstructed through peer conversations. Teachers are beginning to understand that professional learning is not the result of external instruction, but rather the result of honest and reflective dialogue among practitioners. In this context, clinical supervision functions not only as a coaching tool but also as a catalyst. He became a catalyst that drove the emergence of a reflective learning community that grew from within the school's own culture.

Inclusive Local Cultural Support

One of the most distinctive findings in the context of a Papuan State High School for Science and Language is how local cultural values actively facilitated the transformation of the meaning of clinical supervision. Supervision, initially perceived as a form of external control, transformed into a collective experience aligned with the Papuan philosophy of life, which values mutual cooperation, openness, and warm relationships.

Teachers and supervisors recognized that resistance to previous supervision was often fuelled by a decontextualized approach too formal, rigid, and hierarchical. In an interview, a senior teacher said, "Teachers here only open up when the atmosphere is warm. If they're immediately assessed, they immediately close themselves off." This awareness prompted the principal and the quality team to adapt their supervision practices to Papuan relational values.

In each session, interactions between teachers and supervisors begin with light-hearted conversation, a shared prayer, or a short story about a personal experience. These practices foster emotional intimacy before entering the academic reflection phase. Supervisors are also often addressed as "Mama" or "Bapa," not as a paternalistic gesture, but as a symbol of closeness and mutual care.

Furthermore, local metaphors emerged to describe the new experience of supervision. Teachers referred to it as "eating sago together" a symbol of the tradition of sharing where everyone contributes and benefits equally. Supervision was no longer understood as an individual activity, but rather a communal learning process in which teachers and supervisors enrich each other's perspectives.

This integration of cultural values strengthens a sense of ownership of clinical supervision practice. Teachers feel that supervision is "theirs," not "from the outside." In this way, local wisdom acts as cultural scaffolding a cultural support that allows the application of modern clinical supervision principles without losing their social context.

Professional Follow-up and Support System

The final factor strengthening the transformation of meaning in clinical supervision is the existence of a consistent, collaborative, and ongoing follow-up system after formal observations are completed. Findings indicate that the success of this transformation of meaning depends not only on the supervision process itself, but also on how its results are acted upon through ongoing reflection, discussion, and professional mentoring.

Before the changes, the supervision process typically ended with an evaluative report submitted to the principal. Teachers lacked the opportunity to concretely follow up on feedback. However, the school has now developed a three-tiered follow-up system: individual reflection, collective discussion, and contextual training based on the supervision results.

In the first stage, teachers write follow-up reflections on the implementation of supervision recommendations. These reflection sheets are then discussed dialogically with the supervisor. The second stage is the Teacher Learning Forum a forum for sharing best practices and real-world challenges among teachers. Observations indicate that discussions in this forum focus more on finding shared solutions than on formal reporting.

The third stage takes the form of contextual training. For example, when several teachers were found to be struggling with varying teaching methods, a coaching clinic was held, led by a fellow teacher who had successfully overcome similar challenges. The principal explained: "We don't always need external sources; our own teachers can be coaches if they've been successful in their classes." This approach fostered mutual trust and professional solidarity among teachers.

Systematic documentation was also a crucial part of the follow-up system. Each supervision cycle from observation notes, reflections, follow-up, to training outcomes was documented by the quality team and used as material for semesterly reflections. Teachers described this system as making them feel "accompanied, not supervised."

With this mechanism, clinical supervision did not cease to be a technical activity but became a continuous cycle of professional learning. Teachers internalized supervision as a long-term, reflective journey that continually fostered capacity, self-confidence, and professional commitment.

Contribution of the Transformation of the Meaning of Clinical Supervision to the Development of Teacher Professionalism

The transformation of clinical supervision from a bureaucratic burden to a reflective learning space at a Papuan State Senior High School for Science and Language has resulted in significant changes to teacher professionalism. The research findings indicate three main dimensions of this contribution: (1) increased professional reflectivity, (2) strengthening teacher identity and self-confidence as learners, and (3) establishing a sustainable professional learning community.

Table 1. Supervision Practices and Their Contribution to Teacher Professionalism

Supervision Practice	Impact on Teachers	Example Activities / Methods
Reflective Dialogue and Mentoring	Enhances professional reflectivity; teachers actively analyze and improve their teaching practices	Reflective discussions such as "Which part of this lesson was most effective?"; documenting teaching practices with notes, photos, or videos for follow-up sessions
Strengthening Teacher Identity and Self-Confidence	Teachers perceive themselves as active learners, willing to experiment and take pedagogical risks	Trying new strategies like project-based learning; integrating local contexts; positive feedback from supervisors that reinforces self-efficacy
Professional Learning Communities	Establishes a sustainable ecosystem for ongoing professional development and mutual support	Forums such as "Reflective Friday" or "Class Chats"; peer observation and feedback; collaborative discussion of teaching experiments

The table illustrates how the transformation of clinical supervision actively shapes teacher professionalism through interrelated practices and outcomes. Reflective dialogue and mentoring promote sustained professional reflectivity by encouraging teachers to critically examine their own instructional methods, identify areas for improvement, and integrate self-directed analysis into daily teaching practices. This shifts reflection from a bureaucratic formality to a meaningful, cognitively rich process, enhancing metacognition and contextual awareness. Strengthening teacher identity and self-confidence enables educators to see themselves as active learners rather than passive subjects of evaluation, fostering intrinsic motivation, pedagogical experimentation, and resilience in the classroom. Professional learning communities provide a structured yet flexible framework for collective growth, allowing teachers to share insights, offer peer feedback, and collaboratively address challenges, thereby institutionalizing reflective practice as a social and cultural norm. Together, these interdependent practices create a dynamic ecosystem in which supervision evolves from a hierarchical, evaluative procedure into a participatory, growth-oriented process that reinforces both individual and collective professional development.

Enhanced Professional Reflectivity

The changing meaning of clinical supervision has proven to be a major catalyst for the emergence of professional reflectivity among teachers. Previously, reflection was conducted solely to fulfil administrative demands, without being part of an authentic learning process. One teacher admitted, "Back then, reflection was just for completing paperwork, not for learning." However, after the supervision approach shifted to a more dialogic and participatory approach, reflection began to be understood as a professional necessity born of self-awareness.

Teachers no longer await feedback from supervisors but instead actively identify strengths and areas for development in their own teaching. They began documenting their teaching practices using notes, photos, or videos for collaborative analysis in follow-up sessions. Observations showed that reflection became a daily practice integrated into instructional decision-making.

During supervision sessions, discussions between teachers and supervisors are now characterized by reflective questions such as, "Which part was most effective?" or "What would you change in the next meeting?" This approach fosters teachers' metacognitive skills to understand their own thought processes and actions. Teachers no longer focus on "what went wrong" but rather on "what can be improved." This paradigm shift demonstrates the emergence of a reflective habit the habit of consciously and continuously reflecting on teaching practice.

Reflectivity also extends to contextual awareness. Teachers begin to see the connection between pedagogical actions and the students' social context. "If students are passive, it might not be because they're lazy, but because my teaching method isn't appropriate," said one teacher. This kind of reflection marks a shift from technical reflection to critical reflection, where teachers view learning systematically and humanistic ally.

Strengthening Teacher Identity and Self-Confidence as Learners

The transformation in the meaning of supervision also strengthened teachers' identities as confident, reflective learners. Previously, supervision was perceived as a hierarchical, anxiety-inducing test. "I used to feel like a student being tested," said one teacher. However, after the paradigm of supervision shifted to reflective mentoring, teachers began to see themselves as active subjects involved in the process of self-development.

The teachers interpreted supervision as a process of "learning together," not "performance assessment." This attitude fostered a sense of psychological safety and opened up space for courageous experimentation. Teachers began to try new strategies, such as project-based learning and leveraging local contexts, without fear of criticism. One supervisor stated, "Now teachers are more confident in explaining their pedagogical rationale. They are confident because they know they are learning, not being tested."

This self-confidence also grew due to a shift in supervisors' communication styles, leading to a more supportive approach. Each meeting began with an appreciation of the teacher's successes, no matter how small. This simple practice created a positive atmosphere that strengthened teachers' self-efficacy and intrinsic motivation to continue developing. Teachers began to view themselves as "lifelong learners" and took pride in this identity. "A great teacher isn't one who knows everything, but one who is constantly willing to learn," said one teacher.

Furthermore, the self-confidence developed in the supervision context carried over into the classroom. Teachers appeared more resilient, dared to improvise, and allowed greater space for student participation. A sense of security in learning encouraged teachers to create the same sense of security for their students. Thus, the transformation in the meaning of supervision not only transformed the professional teacher-supervisor relationship but also deepened the quality of the teacher-student pedagogical relationship.

Professional Learning Communities

The most tangible impact of the transformation in the meaning of clinical supervision is the emergence of professional learning communities that have grown organically within schools. Before the changes, interactions between

teachers were formal and hierarchical, limited to meetings and administrative reports. Now, teachers voluntarily establish collective reflection spaces such as "Reflective Fridays" or "Class Chats," where they share experiences, discuss issues, and provide support.

The activity took place in an egalitarian and humorous atmosphere, reflecting Papuan cultural values such as togetherness and mutual cooperation. A teacher described the forum with the metaphor, "It's like eating sago together everyone brings a little, but everyone is full." This expression reflects the spirit of sharing knowledge and experiences without hierarchy. This learning community serves not only as a space for exchanging ideas but also as a mechanism for ongoing reflection and follow-up. Teachers observe each other, provide feedback, and discuss the results of their teaching experiments. This practice forms a recurring cycle of reflective learning, fostering a vibrant culture of professional learning.

In addition to enhancing pedagogical capacity, this learning community also serves as a space for emotional support. Teachers strengthen each other when facing challenges, demonstrating deep empathy and solidarity. From an organizational culture perspective, this phenomenon demonstrates a shift from a compliance culture to a learning culture, where professional change is no longer driven by external dictates, but by a collective awareness of growing together.

Overall, the transformation of clinical supervision at the Papuan State Senior High School for Science and Language not only builds more reflective and confident teachers but also creates a professional learning ecosystem rooted in local values and a collaborative spirit. Clinical supervision, in this context, serves as a catalyst for pedagogical and social transformation transforming the school into a vibrant, adaptive, and meaningful learning community.

Discussion

The transformation of the meaning of clinical supervision in Senior High School illustrates a profound shift from a bureaucratic, evaluative activity to a reflective, culturally embedded learning process (Kandiko, Howson, & Kingsbury, 2023). Consistent with (Hovey et al., 2022) hermeneutic philosophy and (Briegel & Müller, 2025) phenomenology, this change exemplifies how teachers negotiate meaning through dialogue between past and present experiences, producing a fusion of horizons in which supervision is no longer a source of anxiety but a catalyst for professional growth. Comparable studies by Gardner et al. (2022), Ruziyevna (2026), and Vedder-Weiss et al. (2025) similarly report that reflective supervision enhances teacher confidence and motivation. However, this study extends these findings by emphasizing the mediating roles of Papuan cultural values, cooperation, egalitarianism, and relational warmth, and by highlighting that the meaning of supervision is co-constructed within a specific socio-cultural framework rather than solely derived from technical or cognitive dimensions.

Reflective leadership and the establishment of a psychologically safe climate were instrumental in facilitating this transformation. Echoing Karim et al.'s (2025) conceptualization of reflective leadership and Edmondson & Bransby's (2023) theory of psychological safety, the principal's role in modeling openness,

participating as a co-learner, and removing hierarchical barriers created the conditions for teachers to engage authentically in reflection. This demonstrates that the efficacy of clinical supervision is less dependent on procedural formality and more contingent upon the relational quality between leaders and teachers. Practically, this suggests that school leaders seeking to implement meaningful supervision must prioritize trust-building, emotional support, and participatory leadership to achieve sustainable professional development outcomes.

The repositioning of supervisors as professional learning facilitators further reinforced this paradigm shift. In alignment with Handayani et al.'s (2024) developmental supervision model, supervisors who employed coaching techniques, open-ended reflective questioning, and dialogue-based support enabled teachers to exercise autonomy in evaluating their practice. This relationally grounded approach underscores Dehombreux's (2026) theory of relational trust, illustrating that a teacher's willingness to engage in self-reflection is contingent upon empathetic, trust-based interactions. Theoretical implications of this finding include reconceptualizing clinical supervision not as hierarchical oversight but as an epistemic mechanism for fostering self-directed professional learning, bridging technical skill development with reflective praxis.

The emergence of a collective reflective culture embedded within local values highlights the intersection of pedagogy and culture. Consistent with Ciampa & Reisboard (2024) and Mette & Cormier (2026), culturally responsive supervision emphasizes that authentic professional growth must be grounded in context. In this study, forums such as "Reflective Fridays" and collaborative discussions enabled teachers to share experiences, provide mutual support, and collectively interpret classroom practices. These practices operationalize Professional Learning Community theory (Ni et al., 2023; Pan & Cheng, 2023) while adding a localized cultural dimension, showing that sustainable professional development is socially and culturally mediated. Practically, these findings suggest that school-based learning communities are most effective when culturally congruent practices and values inform the structure, interactions, and norms of reflection.

Finally, the study demonstrates that continuous follow-up systems that integrate individual reflection, collective discussion, and context-specific training are essential for embedding reflective practices into daily professional life. This aligns with da Silveira Fleck & Zhu's (2024) concept of embedded learning and Cao & Le's (2024) organizational change theory, illustrating that reflective growth requires both systemic support and relational trust to become stable behavioral change. Theoretically, these findings contribute to the literature by framing clinical supervision as a culturally reflective praxis in which professional identity, collaborative reflection, and culturally mediated trust coalesce to produce meaningful, autonomous, and sustainable teacher development. Practically, this highlights that interventions aiming to improve teacher professionalism must address not only procedural competencies but also leadership style, relational dynamics, and cultural context to achieve holistic and enduring outcomes.

CONCLUSION

The most significant finding of this study is that the transformation of clinical supervision at a Papuan State Senior High School for Science and Language has shifted from a bureaucratic burden to a reflective, culturally embedded learning experience that profoundly enhances teacher professionalism. Teachers no longer perceive supervision as evaluative or threatening, but as an opportunity for self-reflection, professional growth, and collaborative learning. This transformation occurs across multiple dimensions: emotional, cognitive, relational, and cultural. It is mediated by reflective leadership, the facilitative role of supervisors, collective reflective practices, culturally responsive values, and a structured follow-up system. The key lesson from this research is that the meaning of supervision is not fixed; rather, it can be co-constructed within a supportive, culturally aligned ecosystem, resulting in teachers who are more reflective, confident, and engaged in continuous professional development.

In terms of scholarly contribution, this study strengthens the theoretical understanding of clinical supervision by framing it as a culturally reflective praxis rather than a mere administrative procedure, extending models of reflective supervision and professional learning communities to include socio-cultural mediation. Practically, it provides evidence that effective supervision requires both relational and systemic support to foster sustainable teacher development. However, the study is limited by its single-site scope and relatively homogeneous participant group, which may affect the generalizability of the findings. Future research could explore similar mechanisms in schools with diverse organizational cultures and conduct longitudinal studies to evaluate the long-term sustainability of reflective practices and their impact on student learning outcomes.

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