

From Reflection to Action: Empowering Islamic Religious Education Teachers Through Structured Clinical Supervision

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Abstract:

This study aims to develop and validate a needs-based clinical academic supervision model for Islamic Religious Education teachers at the secondary school level. The research approach used was qualitative, with data collected through interviews, focus group discussions, and document analysis. The results indicate that teachers' primary needs include active learning, classroom management, authentic assessment, and dialogic feedback. The developed model consists of three main components: needs analysis, collaborative supervision, and structured reflection. Expert validation scores indicated high feasibility of this model, with relevance (4.55), consistency (4.45), practicality (4.35), and potential effectiveness (4.45) all rated high. This study presents a framework for differentiated and dialogic supervision that integrates teacher needs analysis into clinical supervision and recommends its implementation to strengthen teachers' ongoing professional development and improve teaching quality. Implementation of this model is expected to increase supervision effectiveness, strengthen teachers' professional competencies, encourage innovative learning practices, and provide a policy basis for developing teacher training programs. Furthermore, this model can serve as a reference for further research evaluating the impact of needs-based supervision in various educational contexts.

Keywords: *Clinical Supervision, Teacher Professionalism, Supervision Model*

Abstrak:

Penelitian ini bertujuan untuk mengembangkan dan memvalidasi model supervisi akademik klinis berbasis kebutuhan bagi guru Pendidikan Agama Islam di tingkat sekolah menengah. Pendekatan penelitian yang digunakan bersifat kualitatif, dengan pengumpulan data melalui wawancara, diskusi kelompok fokus, dan analisis dokumen. Hasil penelitian menunjukkan bahwa kebutuhan utama guru meliputi pembelajaran aktif, manajemen kelas, penilaian autentik, dan umpan balik dialogis. Model yang dikembangkan terdiri dari tiga komponen utama: analisis kebutuhan, supervisi kolaboratif, dan refleksi terstruktur. Skor validasi ahli menunjukkan kelayakan tinggi dari model ini, baik dari segi relevansi (4,55), konsistensi (4,45), kepraktisan (4,35), maupun potensi efektivitas (4,45). Studi ini menyajikan kerangka kerja supervisi yang terdiferensiasi dan dialogis, yang mengintegrasikan analisis kebutuhan guru ke dalam supervisi klinis, serta merekomendasikan implementasinya untuk memperkuat pengembangan profesional guru secara berkelanjutan dan meningkatkan kualitas

pengajaran. Implementasi model ini diharapkan dapat meningkatkan efektivitas supervisi, memperkuat kompetensi profesional guru, mendorong praktik pembelajaran inovatif, dan menyediakan dasar kebijakan bagi pengembangan program pelatihan guru. Selain itu, model ini dapat menjadi acuan bagi penelitian lebih lanjut dalam mengevaluasi dampak supervisi berbasis kebutuhan di berbagai konteks pendidikan.

Kunci: *Supervisi Klinis, Profesionalisme Guru, Model Supervisi*

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INTRODUCTION

The quality of education in contemporary society is closely related to the professionalism of teachers and the effectiveness of educational supervision systems (Hidayati et al., 2025; Onia & Hussen, 2024). In Islamic educational institutions, teachers of Islamic Religious Education hold a strategic role in shaping students' moral character, spiritual awareness, and social responsibility (Joseph et al., 2025; Solihin & Wijaya, 2024; Tohet & Nuraini, 2026). However, the increasing complexity of educational demands, curriculum transformation, and technological disruption requires teachers to improve their pedagogical, professional, and academic competencies continuously (Alirahman et al., 2023; Mahanani et al., 2022; Rachman et al., 2023). Educational supervision, therefore, becomes an essential mechanism to ensure instructional quality and institutional accountability. Within the context of Islamic educational management, supervision is not merely administrative control but also a transformative process rooted in Islamic values, professionalism, and human resource development (Darwanto et al., 2024; T. Usman et al., 2025). This issue is highly relevant to the scope of Islamic educational management because effective supervision contributes directly to improving organizational culture, leadership quality, and educational performance at the secondary school level.

In many secondary schools, the implementation of academic supervision for Islamic Religious Education teachers remains procedural and administrative rather than developmental and collaborative. Supervisors frequently focus on document checking, lesson plan verification, and compliance with institutional regulations without addressing teachers' actual instructional needs (Tobroni et al., 2024; Tunsisa et al., 2025). As a result, teachers often perceive supervision as evaluative pressure rather than professional assistance that supports pedagogical growth. Field phenomena also indicate that many supervision practices fail to integrate clinical approaches that emphasize dialogue, reflection, mentoring, and continuous improvement. This condition affects teacher motivation, instructional innovation, and classroom effectiveness, particularly in Islamic Religious Education subjects that require contextual and value-based teaching strategies (Hindaryatiningsih et al., 2025; Sukiman et al., 2024). Moreover, the absence of supervision models tailored to teachers' real needs creates a gap between educational policies and practical realities in schools, thereby limiting the effectiveness of professional development programs in Islamic educational institutions.

Several previous studies have examined academic supervision within educational institutions, though most focus on general pedagogical supervision rather than on clinical supervision models tailored to teachers' needs. Sundari (2021) and Werdiningsih (2024) explained that academic supervision significantly improves teacher performance when conducted through continuous mentoring and reflective feedback. Nisa et al. (2024), Fidalgo et al. (2024), and Faizah (2023) emphasized that supervision contributes positively to instructional quality and organizational effectiveness in schools. Meanwhile, Loeneto et al. (2022) and Farihin et al. (2022) found that collaborative supervision enhances teacher professionalism and pedagogical competence. Furthermore, Fithriani et al. (2024), Matsuyama et al. (2021), and Puspitasari et al. (2021) argued that clinical supervision encourages reflective teaching practices and strengthens teacher commitment toward instructional improvement. Despite these contributions, previous studies still demonstrate several weaknesses. Most studies emphasize administrative supervision, quantitative performance indicators, and principal-centered approaches without deeply exploring teachers' actual developmental needs. In addition, limited research specifically addresses clinical academic supervision for Islamic Religious Education teachers at the secondary school level, creating an important research gap.

This study offers novelty by proposing a clinical-academic supervision model specifically designed to meet the needs of Islamic Religious Education teachers at the secondary school level. Unlike conventional supervision approaches that prioritize evaluation and compliance, the proposed model emphasizes reflective dialogue, collaborative mentoring, instructional diagnosis, and continuous professional assistance rooted in Islamic educational values (Arwildayanto et al., 2023; Muhammad et al., 2025). The study also contributes to the discourse of transformative management practices in Islamic education, which aligns with the scope. The integration of clinical supervision with Islamic educational management perspectives represents an important innovation because it strengthens human resource management, organizational culture, and teacher professionalism simultaneously (Lucisano et al., 2023; Matsuyama et al., 2021). This issue is essential to resolve because ineffective supervision practices may weaken instructional quality, reduce teacher motivation, and hinder the broader mission of Islamic education to develop intellectually competent and morally grounded students in rapidly changing educational environments.

Based on these conditions, this research focuses on several important problems related to the implementation and development of clinical academic supervision in Islamic educational institutions. First, there is a limited understanding of the actual supervision needs of Islamic Religious Education teachers at the secondary school level. Second, current supervision practices often lack systematic clinical procedures that foster reflective, collaborative professional development. Third, educational institutions still experience difficulties in developing supervision models that effectively integrate pedagogical improvement with Islamic educational values and organizational management principles. Therefore, this study seeks to answer the following questions: how are the supervision needs of Islamic Religious Education teachers identified, what

weaknesses exist in current supervision practices, and how can a clinical academic supervision model be developed to address these challenges? These research problems are significant because they relate directly to improving educational quality, teacher professionalism, and institutional effectiveness in Islamic educational management.

This study argues that a clinical-academic supervision model tailored to teachers' needs can be an effective strategy for improving the professionalism and instructional quality of Islamic Religious Education teachers at the secondary school level. The proposed model assumes that supervision should function not merely as institutional evaluation but as a collaborative, transformative process that empowers teachers through reflective mentoring, constructive feedback, and contextual professional support. The originality of this research lies in its integration of clinical supervision principles with Islamic educational management perspectives, particularly in human resource development, organizational culture, and transformative leadership. Furthermore, this study contributes to the theoretical literature by enriching the discourse on supervision models in Islamic educational institutions. It contributes practically by offering a supervision framework that can be implemented by school leaders, supervisors, and policymakers. Consequently, this research is expected to support improvements in educational quality and professionalism within Islamic secondary education institutions.

RESEARCH METHODS

This study employed a qualitative Design-Based Research (DBR) methodology to develop a clinical academic supervision model grounded in the needs of Islamic Religious Education teachers at the secondary school level. DBR was selected because it enables the systematic development of educational interventions through iterative processes situated in authentic educational contexts (Nechifor, 2024). The methodology emphasizes collaboration between researchers and practitioners in designing practical and contextually relevant solutions to educational problems. In this study, the DBR process consisted of four iterative phases: (1) needs and context analysis, (2) model design and development, (3) evaluation and revision, and (4) model validation and refinement. These phases were conducted cyclically to ensure that the resulting supervision model was theoretically grounded, empirically informed, and practically applicable.

The study was conducted in three administrative regions of the Ministry of Religious Affairs in Jambi Province, Indonesia: the Municipality of Jambi, Tanjung Jabung Barat Regency, and Merangin Regency. These locations were purposively selected to represent diverse educational contexts. The Municipality of Jambi reflects an urban educational environment with relatively adequate institutional facilities and supervisory support. In contrast, Tanjung Jabung Barat and Merangin are semi-rural, geographically challenging regions with more limited educational resources. The inclusion of these contrasting contexts was intended to enhance the adaptability and contextual relevance of the developed supervision model across different institutional conditions within Islamic secondary education.

Participants were selected purposively based on their direct involvement in Islamic Religious Education supervision practices and their capacity to provide rich and relevant information. The participants consisted of four Islamic Religious Education supervisors at the secondary school level who had at least three years of supervisory experience and were actively engaged in teacher coaching activities; eight Islamic Religious Education teachers who had experienced academic supervision within the previous two years; the Chairperson of the Supervisors' Working Group; and the Head of the Islamic Education Section at the Ministry of Religious Affairs office. The inclusion of supervisors, teachers, and policymakers was intended to capture multiple perspectives regarding supervisory needs, implementation challenges, and institutional policy considerations relevant to the development of the supervision model.

Data were collected using three complementary techniques: semi-structured interviews, Focus Group Discussions (FGDs), and document analysis (Mukhibat et al., 2024). Semi-structured interviews were conducted individually with supervisors and teachers to explore their experiences of existing supervision practices, perceived challenges, professional development needs, and expectations regarding effective clinical supervision. FGDs were subsequently conducted to discuss preliminary findings, evaluate the initial supervision model design, and obtain collaborative feedback for model refinement. In addition, document analysis was conducted of supervision programs, supervision instruments, supervisory reports, and institutional policy documents to identify patterns and inconsistencies in current supervisory practices. The integration of these techniques enabled methodological triangulation and strengthened the comprehensiveness of the collected data.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification (Robson et al., 2020). Interview and FGD recordings were transcribed verbatim and analyzed thematically by identifying recurring patterns, categories, and themes related to supervisory needs and clinical supervision practices. The condensed data were subsequently organized into thematic matrices and narrative descriptions to facilitate interpretation and model construction. Throughout the analytical process, the researcher continuously compared emerging findings across participants and data sources to ensure analytical consistency. Trustworthiness was established through source and method triangulation, prolonged field engagement, member checking, and the maintenance of an audit trail, in accordance with the criteria proposed by Busetto et al. (2020).

The validity and feasibility of the developed model were assessed through expert judgment and participant validation. Expert validation involved two specialists in Islamic educational management and supervision who evaluated the model across four dimensions: relevance, internal consistency, practicality, and potential effectiveness. Each dimension was assessed using a five-point Likert scale ranging from 1 (very low) to 5 (very high). The model was considered valid and feasible if the average expert score for each dimension was at least 4.0. Furthermore, participant validation was conducted through member-checking

sessions with supervisors, teachers, and policymakers to confirm the alignment between the developed model and their professional experiences and institutional realities. Feedback obtained during this stage was used to refine the final version of the clinical academic supervision model before it was formulated as the proposed supervisory framework.

RESULTS AND DISCUSSION

Results

The results of this study are presented in three main sections: the profile of Islamic Religious Education teachers' supervision needs; the development of the clinical-academic supervision model; and the validation of the developed model. These findings provide empirical evidence regarding the limitations of existing supervision practices and demonstrate how a needs-based clinical supervision model can support more collaborative, reflective, and professionally meaningful supervision within Islamic secondary education contexts.

Profile of Islamic Religious Education Teachers' Supervision Needs

The findings from interviews, Focus Group Discussions (FGDs), and document analysis revealed that Islamic Religious Education teachers at the secondary school level experienced a substantial mismatch between existing supervision practices and their actual professional development needs. Across the three research regions, Supervision was predominantly perceived as administrative inspection rather than pedagogical assistance. Most teachers reported that supervisory activities focused primarily on checking instructional documents, including lesson plans, semester programs, and administrative completeness, with limited attention to classroom teaching practices and instructional challenges.

One teacher from Tanjung Jabung Barat explained: "Supervision only focuses on documents. No supervisor has ever seriously observed how I teach in the classroom." Similarly, a teacher from Merangin stated that Supervision tended to be evaluative and hierarchical rather than collaborative and developmental. These findings were further supported by document analysis, which showed that existing supervision instruments were largely standardized and administratively oriented, with minimal space to identify teachers' individual instructional needs.

The data analysis identified four major categories of supervision needs. First, teachers required mentoring to implement active, student-centered learning strategies appropriate to Islamic Religious Education instruction. Second, teachers expressed the need for guidance in managing diverse classroom characteristics and student learning behaviors. Third, teachers require practical support in designing authentic, competency-based assessments. Fourth, teachers strongly expected supervision practices characterized by dialogue, constructive feedback, and collaborative reflection rather than one-way evaluation. These findings indicate that teachers' Supervision needs extend beyond administrative compliance toward sustainable professional assistance. Table 1 summarizes the major categories of teachers' supervision needs identified during the study.

Needs Category	Empirical Findings	Frequency
Mentoring in active learning strategies	Teachers required practical assistance in applying participatory instructional approaches	8/8
Responsive classroom management	Teachers needed guidance in handling heterogeneous classroom situations	7/8
Authentic assessment development	Teachers experienced difficulties designing competency-based assessments	5/8
Collaborative and dialogic supervision	Teachers preferred reflective discussions rather than evaluative inspection	8/8
Continuous feedback	Teachers expected follow-up guidance after supervision activities	7/8

(Source: Interview and FGD results, 2025)

Development of the Clinical Academic Supervision Model

Based on the identified needs, an initial prototype of the clinical academic supervision model was developed. The model was designed to reposition supervision as a collaborative and reflective professional development process centered on teachers' instructional needs. Unlike conventional supervision models emphasizing evaluation and compliance, this model integrates clinical supervision principles with a needs-based approach.

The initial prototype consisted of three interconnected phases: (1) needs analysis, (2) collaborative classroom observation, and (3) reflective feedback and improvement planning. Figure 1 presents the structure of the developed supervision model.

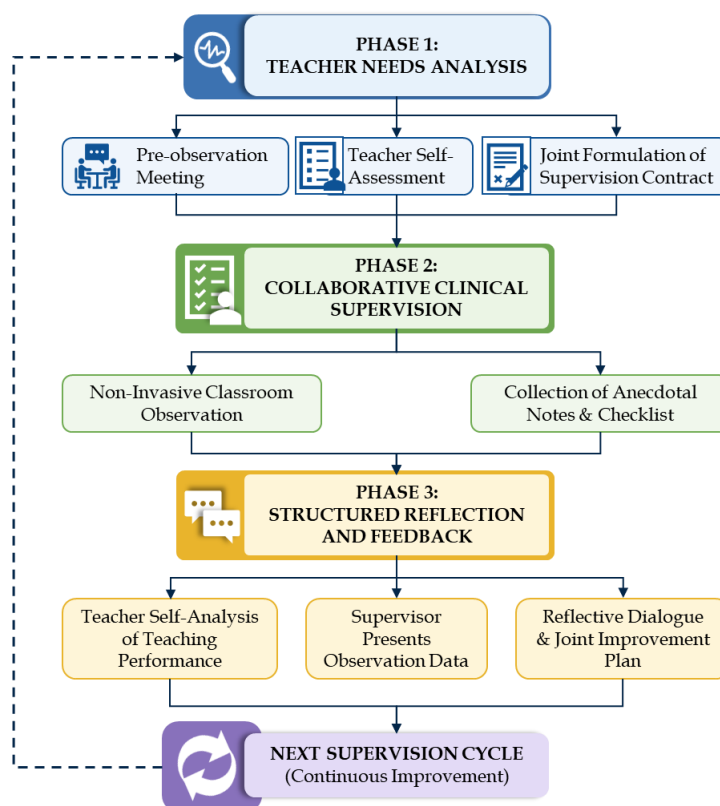


Figure 1. Flowchart of the Clinical Academic Supervision Model Based on PAI Teachers' Needs

In the first phase, supervisors and teachers held a pre-observation meeting to identify instructional problems, professional development priorities, and expected supervision outcomes. Teachers completed a self-assessment instrument to facilitate reflective identification of areas requiring improvement. The findings from this stage served as the basis for determining the focus of the classroom observation. The second phase involved collaborative clinical observation. In this stage, supervisors observed classroom instruction using mutually agreed observation indicators and anecdotal field notes. The observation process focused only on previously identified instructional aspects, thereby reducing teachers' anxiety and promoting authentic teaching performance.

The third phase consisted of reflective dialogue and improvement planning. Teachers were encouraged to reflect on their instructional experiences before receiving feedback from supervisors. Feedback discussions were conducted collaboratively, using observational evidence to identify instructional strengths, challenges, and potential areas for improvement. The phase concluded with the formulation of an individual improvement plan intended to guide subsequent supervision cycles. During the FGD process, several revisions were made to the initial prototype. Participants recommended simplifying the self-assessment instrument, reducing the number of observation indicators, and adding a structured follow-up component to ensure continuity of teacher assistance. These revisions contributed to refining the final model design.

Table 2. summarizes the main components of the developed supervision model.

Phase	Main Activities	Supervisor's Role	Teacher's Role	Output
Needs Analysis	Pre-observation meeting, completion of self-assessment, formulation of supervision contract	Facilitator who explores needs	Active partner who identifies own needs	Supervision contract with agreed-upon focus
Collaborative Clinical Supervision	Non-invasive classroom observation, recording of data based on agreed focus	Observer and learning partner, not evaluator	Authentic instructional practitioner	Anecdotal notes and indicator checklist
Reflection and Feedback	Post-observation reflective dialogue, joint analysis, formulation of improvement plan	Data provider and facilitator	Primary reflection analyst of own practice	Individual improvement plan for the next supervision

(Source: FGD results on model design, 2025)

Validation of the Developed Model

The developed model was subsequently validated through expert judgment and participant confirmation. Expert validation involved two experts in Islamic educational management and educational supervision. The assessment focused on four dimensions: relevance, internal consistency, practicality, and potential effectiveness.

The validation results demonstrated that all assessment dimensions achieved average scores above the predetermined feasibility threshold of 4.0. The highest score was obtained in the relevance dimension (4.55), indicating that the model was considered highly aligned with the professional supervision needs of

Islamic Religious Education teachers. The practicality dimension obtained the lowest score (4.35), primarily due to concerns regarding supervisors' workload and time allocation for intensive mentoring activities.

Table 3. Expert Validation Results for the Model

Criterion	Expert 1 Score	Expert 2 Score	Average	Status
Relevance	4.6	4.5	4.55	Highly feasible
Consistency	4.5	4.4	4.45	Highly feasible
Practicality	4.3	4.4	4.35	Feasible
Potential effectiveness	4.5	4.4	4.45	Highly feasible

(Source: Expert judgment results, 2025)

Experts also recommended providing preliminary training for supervisors before large-scale implementation to ensure consistent application of reflective supervision techniques. In addition, member-checking sessions yielded positive responses from supervisors and teachers. Participants perceived the model as more humanistic, collaborative, and supportive compared to previous supervision practices. One teacher from Jambi Municipality stated: "If supervision were conducted like this, teachers would welcome the supervisor's presence instead of feeling afraid." These findings indicate that the developed model is both conceptually feasible and practically acceptable for implementation in Islamic secondary education contexts.

Discussion

The findings of this study demonstrate that Islamic Religious Education teachers at the secondary school level require supervision practices that function as professional assistance rather than administrative inspection. Teachers' preference for dialogic and mentoring-oriented supervision confirms long-standing criticism of conventional supervisory systems that emphasize compliance and documentation rather than instructional development (Ge et al., 2020; Hassan, 2020; Kachkar & Yilmaz, 2023). The findings indicate that existing supervision practices have not adequately addressed teachers' pedagogical challenges, particularly those related to classroom interaction, student engagement, and authentic assessment. In the context of Islamic Religious Education, this issue becomes increasingly significant because teaching is not limited to the transmission of cognitive knowledge but also involves the internalization of moral and spiritual values (Nailasariy et al., 2023; Negara, 2026). Consequently, supervision approaches focused solely on administrative evaluation are insufficient to support the complex pedagogical responsibilities of Islamic Religious Education teachers in contemporary secondary education contexts.

The implementation of the Merdeka Belajar curriculum further underscores the urgency of responsive, needs-based supervision. The curriculum requires teachers to adopt student-centered learning approaches, adaptive instructional strategies, and differentiated classroom practices (Damanik et al., 2025; Ndari et al., 2023). However, the study findings reveal that many teachers still experience difficulties in implementing these expectations without continuous professional guidance. The identified needs for mentoring in active learning, classroom

management, and authentic assessment indicate that supervision must be repositioned as a developmental process that supports teachers' instructional transformation. These findings align with the perspective of differentiated supervision proposed by Moore et al. (2024) and Usman et al. (2024), which emphasizes that supervision should accommodate teachers' varying professional capacities, challenges, and developmental priorities rather than applying uniform supervisory procedures to all teachers.

The clinical academic supervision model developed in this study extends the classical clinical supervision framework introduced by Shikuku et al. (2024) and further elaborated by Dispenza et al. (2024). The novelty of the model lies in integrating explicit teacher needs analysis as the foundational stage of the supervision cycle. Unlike conventional supervision models that determine supervision focus institutionally or administratively, this model positions teachers as active participants in identifying their own developmental priorities. This participatory orientation reflects the principles of teacher agency, which conceptualize professional growth as emerging through the interaction between individual reflection and contextual support systems (AlJaberi et al., 2020; Ieva et al., 2021). Through pre-observation dialogue, collaborative classroom observation, and reflective feedback, the model transforms supervision from a hierarchical monitoring mechanism into a collaborative professional learning process.

The iterative nature of the Design-Based Research methodology also significantly contributed to refining the model. The involvement of supervisors, teachers, policymakers, and experts throughout the development process ensured that the resulting model was not only theoretically grounded but also contextually relevant and practically feasible. Revisions made during Focus Group Discussions, such as simplifying the self-assessment instrument and strengthening follow-up planning, illustrate how practitioner feedback shaped the final model design. This finding reinforces the argument of Hidayah (2024) and Rohlfen et al. (2020) that educational innovations become more sustainable when developed collaboratively with end users rather than imposed through top-down policy mechanisms. Thus, the study contributes not only a conceptual supervision framework but also a contextualized model grounded in the lived realities of Islamic educational institutions.

From an Islamic educational management perspective, the developed model reflects transformative supervision practices grounded in collaboration, mutual respect, and continuous professional development. The dialogic relationship established between supervisors and teachers resonates with the Islamic principle of *tawāṣaw bi al-ḥaqq*, which emphasizes mutual guidance and constructive partnership (Nuranifah et al., 2022; Sobeck et al., 2024). In this model, supervisors are positioned not as inspectors exercising authority but as facilitators who support teacher growth through reflective interaction and professional assistance. This orientation contributes to the development of a healthier organizational culture within Islamic educational institutions, where supervision becomes associated with trust, learning, and empowerment rather than fear and evaluation. Consequently, the model supports broader efforts to strengthen human resource management and instructional leadership within Islamic secondary education.

The high expert validation scores in relevance, consistency, practicality, and potential effectiveness indicate that the developed model possesses strong conceptual and operational feasibility. The highest validation score for relevance suggests that the model successfully addresses the actual professional supervision needs of Islamic Religious Education teachers. Meanwhile, the positive responses from member checking indicate that the model is socially acceptable among both supervisors and teachers. Teachers' perceptions that the model creates a more supportive and psychologically safe supervision environment are particularly important because professional learning is strongly influenced by relational trust and collegial interaction (Nurhasanah et al., 2020). When teachers perceive supervision as collaborative rather than punitive, they become more open to reflection, experimentation, and instructional improvement. Therefore, the model has the potential to strengthen not only individual teacher professionalism but also broader institutional learning cultures.

Nevertheless, several limitations of this study should be acknowledged. First, the model was validated solely through expert judgment and participant confirmation, with limited field implementation; therefore, its effectiveness remains theoretically and perceptually promising rather than empirically tested in practice. Future studies should conduct pilot implementation or quasi-experimental research to examine the model's impact on teacher performance and instructional quality over time. Second, the study was limited to three regions representing urban and semi-rural educational contexts, which may not fully capture the diversity of Islamic educational institutions across Indonesia. Third, structural constraints such as supervisor workload, geographical barriers, and institutional resource limitations were identified but not comprehensively addressed within the model itself. Finally, because the study relied primarily on interview and Focus Group Discussion data, future research should incorporate classroom observation data and student learning indicators to strengthen empirical triangulation. Despite these limitations, the study provides an important contribution to the development of transformative supervision practices within Islamic educational management. It offers a practical framework for strengthening teacher professional development in secondary Islamic education.

CONCLUSION

This study found that Islamic Religious Education teachers at the secondary school level require supervision practices oriented toward mentoring, reflection, and professional assistance rather than administrative inspection. Based on these needs, the study developed a Clinical Academic Supervision Model consisting of three phases: needs analysis, collaborative supervision, and structured reflection and feedback. Expert validation demonstrated that the model achieved high feasibility scores in relevance (4.55), consistency (4.45), practicality (4.35), and potential effectiveness (4.45), while member checking also confirmed positive acceptance among supervisors and teachers. The study contributes theoretically by extending clinical supervision through the integration of differentiated and dialogic supervision principles within Islamic educational management and practically by offering an operational framework for strengthening teacher professionalism. However, the study was limited to expert validation and three

regional contexts without field implementation. Therefore, future research should test the model experimentally and develop technology-supported supervision systems for broader application.

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