



# Local Wisdom and Relational Supervision in Educational Human Resource Management: Insights from Teacher Competency Practices

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DOI: <http://doi.org/10.33650/al-tanzim.v10i3.14707>

Received: 28 February 2026

Revised: 02 May 2026

Accepted: 22 June 2026

## Abstract:

This study aims to examine how local wisdom values are interpreted and practiced in educational supervision and their contribution to teacher competency development in schools. The study used a multi-site qualitative case study design involving 12 participants. Data were collected through in-depth interviews, participant observation, and document analysis. Data analysis was conducted thematically to identify relational, ethical, cultural, and spiritual patterns in supervisory practices. The results show that supervision is not only understood as an administrative control mechanism but also as a dialogic process built through deliberation, cooperation, trust, respect, and communal solidarity. These values contribute to a more open, reflective, and collaborative professional relationship between teachers, principals, and supervisors. The results of this study expand the study of educational supervision by demonstrating the importance of ethical and relational dimensions based on local wisdom in the practice of supervising educational human resources. This research has implications for educational supervision policies that need to integrate local wisdom values beyond administrative aspects. In school practice, supervision is directed to be dialogic, collaborative, and trust-based. This improves teacher competency holistically by strengthening pedagogical, social, and ethical aspects, thereby creating a more humane and sustainable educational ecosystem.

**Keywords:** *Indigenous Supervision, Local Wisdom, Relational Supervision, Teacher Competence*

## Abstrak:

Penelitian ini bertujuan mengkaji bagaimana nilai-nilai kearifan lokal dimaknai dan dipraktikkan dalam supervisi pendidikan serta kontribusinya terhadap pengembangan kompetensi guru di sekolah. Penelitian menggunakan desain studi kasus kualitatif multi-situs dengan melibatkan 12 partisipan. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Analisis data dilakukan secara tematik untuk mengidentifikasi pola relasional, etis, kultural, dan spiritual dalam praktik supervisi. Hasil penelitian menunjukkan bahwa supervisi tidak hanya dipahami sebagai mekanisme kontrol administratif, tetapi juga sebagai proses dialogis yang dibangun melalui musyawarah, gotong royong, amanah, penghormatan, dan solidaritas komunal. Nilai-nilai tersebut berkontribusi terhadap hubungan profesional yang lebih terbuka, reflektif, dan kolaboratif antara guru, kepala sekolah, dan pengawas. Hasil kajian ini memperluas kajian supervisi pendidikan dengan menunjukkan pentingnya dimensi etis dan relasional berbasis kearifan lokal dalam praktik supervisi sumber daya manusia pendidikan.

Penelitian ini memberikan implikasi pada kebijakan supervisi pendidikan yang perlu mengintegrasikan nilai kearifan lokal selain aspek administratif. Pada praktik sekolah, supervisi diarahkan menjadi dialogis, kolaboratif, dan berbasis kepercayaan. Hal ini meningkatkan kompetensi guru secara holistik melalui penguatan aspek pedagogik, sosial, dan etis sehingga tercipta ekosistem pendidikan yang lebih humanis dan berkelanjutan.

**Kata Kunci:** *Supervisi Indigenous, Kearifan Local, Supervisi Relasional, Kompetensi Guru*

*Please cite this article in APA style as:*

Nurdiana, Sutarto, J., Wasino, Raharjo, T. J., & Hariyadi, A. (2026). Local Wisdom and Relational Supervision in Educational Human Resource Management: Insights from Teacher Competency Practices. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 10(3), 1002-1017.

## INTRODUCTION

Over the past two decades, educational governance reforms across various countries have tended to focus on strengthening accountability, standardizing quality, and measuring performance using administrative indicators (Darling-Hammond, 2017; Hallinger & Kovačević, 2022; Niemi, 2021). Educational supervision has consequently emerged as a vital tool for ensuring the effectiveness of learning, teacher professionalism, and the achievement of institutional standards (Rozi et al., 2022; Sakarina et al., 2022; Solihin & Wijaya, 2024; Akmansyah et al., 2026). However, in practice, many supervision models remain focused on procedural compliance and administrative evaluation, resulting in insufficient attention to professional relationships, cultural contexts, and the moral dimensions of teacher competency development. Consequently, supervision is more often understood as a bureaucratic control mechanism rather than a dialogic space for strengthening teachers' professional capacity.

Various studies indicate that effective supervision requires collaborative communication, professional reflection, and supportive interpersonal relationships between supervisors and teachers (Alkaabi, 2023; Casey et al., 2021). The relational supervision approach has begun to emphasize the importance of trust, mentoring, and the development of professional learning communities in educational supervision practice (Imamah et al., 2025; Shofwani et al., 2026). Nevertheless, most relational supervision models still develop within a managerial framework and Western epistemology that places greater emphasis on organizational effectiveness and professional communication. Spiritual dimensions, moral legitimacy, and local cultural values have not yet been widely positioned as structural elements in the governance of educational supervision (Jones, 2020; Tan et al., 2017). Consequently, supervision is often applied universally without regard for the social and cultural contexts of the communities in which schools are located.

Several previous studies have examined educational supervision from the perspectives of teacher professional development, instructional leadership, and improving learning quality. The study by Akhmad (2025) emphasizes the importance of relational support in the supervision process, while Murniati et al. (2025) demonstrates that a developmental supervision approach can enhance teachers' professional reflection. Other studies also show that the quality of communication greatly influences the effectiveness of supervision, the school's organizational climate, and interpersonal relationships among educational

stakeholders (Hewett & La Paro, 2020; Koçyiğit, 2022). In Indonesia, supervision studies generally focus on academic supervision, teacher performance evaluation, and the effectiveness of school leadership (Hidayati et al., 2025; Taufikin et al., 2025; Wiyono et al., 2021). Meanwhile, research on local wisdom mostly discusses cultural integration in learning, character education, or culture-based leadership. Thus, there remains a lack of research systematically linking educational human resource supervision to the values of local wisdom, social ethics, and spirituality as the foundation of supervisory practice.

These limitations indicate that little research has examined how local cultural values can shape the operational framework of educational supervision. To date, no studies have explicitly integrated relational, ethical, spiritual, and local cultural dimensions into the practice of educational human resource supervision. In fact, in societies with strong social and religious identities, supervision practices cannot be separated from social values, cultural norms, and community relational structures (Austin et al., 2025; Jaffe-Walter & Fancsali, 2021). When supervision models are applied universally without sensitivity to local contexts, the effectiveness of teacher professional development tends to be limited and less sustainable.

Aceh provides an important context for this study because it possesses strong socio-religious characteristics and a distinctive integration of traditional customs and Islamic values into community life (Abubakar et al., 2025; Ismail et al., 2019). In educational practice, the relationship among school principals, supervisors, and teachers is built not only through formal administrative structures but also through values of deliberation, respect, communal solidarity, trustworthiness, and social ethics deeply embedded in Acehnese culture (S. Ismail et al., 2024; Musdiani et al., 2026). On the other hand, schools remain subject to the demands of national supervision, which is administrative and standardized. These conditions make Aceh a relevant context for understanding how supervisory practices are negotiated between national bureaucratic demands and local relational-cultural values.

Based on this background, this study aims to examine how local wisdom values are interpreted and practiced in educational supervision and how they contribute to the development of teachers' competencies. More specifically, this study aims to answer the following research question: How is educational supervision practiced in the development of teacher competencies in schools? How are local wisdom values interpreted and implemented in educational supervision practices? How do relational, ethical, spiritual, and local cultural dimensions contribute to teachers' professional development?

This study makes three major contributions. First, it expands the field of educational supervision by highlighting the importance of ethical, relational, and local cultural dimensions in the practice of supervising educational human resources. Second, it provides an empirical contribution by presenting contextual data on supervisory practices within an educational community characterized by strong social and spiritual traditions. Third, this study makes a methodological contribution by using a multi-site qualitative approach to understand the dynamics of supervisory relationships within a local cultural context. Thus, this

study not only enriches the discourse on educational supervision but also demonstrates that supervisory practices can be better understood in a more contextual light through the social and cultural experiences of the educational community.

## RESEARCH METHODS

This study employs a qualitative, multi-site case study design to gain an in-depth understanding of educational supervision practices as they evolve within the context of social relations, local culture, and teachers' professional experiences. This approach is grounded in an interpretivist paradigm that views social reality as the product of meaning construction, interaction, and participants' subjective experiences within a specific social context (Creswell & Creswell, 2022; Merriam & Tisdell, 2015). The case study design was chosen because it allows researchers to understand the phenomenon of supervision in a contextual, holistic, and naturalistic manner within educational environments characterized by distinct social and cultural traits (Yin, 2014).

The study was conducted at SMA 1 Banda Aceh 1, SMA 3 Banda Aceh 3, and SMA 1 Pidie, Aceh. These three schools were selected through purposive sampling because they represent the context of secondary education in Aceh, where formal supervision practices coexist with strong socio-cultural relationships within school life. In addition to supervising in accordance with national education standards, these schools also demonstrate practices of communication, deliberation, social respect, and a familial approach that are alive in the daily educational culture. Thus, the three schools are considered relevant as a multi-site critical case for understanding how educational supervision is practiced in the negotiation between national administrative demands and local relational-cultural values.

The study involved 12 participants: eight teachers, three school principals, and one school supervisor. Participants were selected using purposive sampling based on several criteria: (1) having at least three years of experience in educational supervision or the supervision process; (2) being actively involved in teacher competency development; and (3) being willing to provide information openly and reflectively. Variation in participants was considered to obtain a diversity of experiences, perceptions, and supervisory practices from various positions within the school's educational structure.

Research data were collected over six months, from May to October 2025, through in-depth interviews, participatory observation, and document analysis (Hurst, 2023; Knott et al., 2022; Morgan, 2022). The interviews were conducted using a semi-structured approach to explore experiences with supervision, patterns of professional communication, the nature of the relationship between teachers and supervisors, and the interpretation of local cultural values in supervisory practices. Observations were conducted during classroom supervision activities, teacher evaluation meetings, school consultation forums, and informal interactions among educational stakeholders. Meanwhile, the documents analyzed included supervision programs, teacher evaluation instruments, supervision follow-up reports, and school reflection documents.

To ensure data validity, the study employed source triangulation, methodological triangulation, and member checking (Denzin, 2012; Marlina et al., 2024). Source triangulation was conducted by comparing data from interviews with teachers, school principals, and school supervisors. Methodological triangulation was carried out by comparing the results of interviews, observations, and documentation. In addition, the researcher also conducted member checking by asking several participants to review the data interpretations to ensure they aligned with their intended experiences. The research process was also supported by an audit trail comprising field notes, analytical memos, and documentation of the data collection process to ensure consistency in research interpretations.

Data analysis was conducted using the thematic analysis approach as developed by Braun and Clarke (2019, 2025). The analysis process consisted of six stages: first, familiarization with the data through repeated reading of interview transcripts and field notes; second, generating initial codes based on emerging patterns of meaning; third, grouping codes into thematic categories; fourth, examining relationships between themes; fifth, defining and naming themes; and sixth, constructing interpretive narratives based on relational, ethical, cultural, and spiritual patterns in educational supervision practices. The analysis was conducted inductively, while taking into account the social and cultural context in which the supervision practices occurred.

## RESULTS AND DISCUSSION

### Results

A thematic analysis of interviews, observations, and documents indicates that educational supervision practices at SMA Negeri 1 Banda Aceh, SMA 3 Negeri Banda Aceh, and SMA Negeri 1 Pidie unfold through three main patterns that align with the research questions, as presented in Figure 1.



**Figure 1. Main Findings of Educational Supervision Practices**

### Dialogical and Relational Supervision in Teacher Development

Educational supervision practices in the three research schools tend to be carried out through a dialogic and relational approach to developing teacher competencies. Supervision is understood not only as an administrative evaluation process but also as a space for professional communication that allows teachers to receive guidance, reflection, and support in the learning process. In practice, the relationship between teachers, principals, and supervisors is built more through reflective conversations, informal consultations, and professional discussions than through formal, hierarchical evaluative approaches.

Most teachers explained that supervision takes place in a more open, less stressful atmosphere. One teacher stated: "During supervision, we are not immediately evaluated as if we were being examined. Usually, after the lesson is over, there is a casual discussion about what needs to be improved and how to address it for the next lesson." (W01). A similar statement was also made by another teacher who explained: "Supervisors and the principal more often invite us to discuss rather than blame us. So, we feel more comfortable sharing the difficulties we face while teaching." (W03)

Another teacher added that a dialogic approach to supervision makes teachers more open to receiving feedback: "If supervision is conducted with good communication, teachers do not feel intimidated. In fact, we feel supported in improving the learning process in the classroom." (W05). In addition to teachers, school principals also emphasized the importance of interpersonal communication in supervision practices. One principal explained: "We strive to establish supervision as professional guidance, not as a way to find fault with teachers. Because if teachers feel pressured, they usually are not open." (W09). Another school principal also noted: "Sometimes supervision discussions take place informally after meetings or after school activities. It is precisely in those settings that teachers are more likely to share the actual challenges they face." (W10). Meanwhile, the school supervisor explained that a persuasive approach is considered more effective than an overly administrative one: "If supervision is too formal and rigid, teachers usually just demonstrate good administrative skills. However, when communication is open, we can understand the actual learning conditions." (W12)

The results of the observations indicate that supervision in all three schools generally occurred through relatively fluid, communicative interactions. In some classroom observation sessions, the principal and supervisor did not immediately provide formal evaluations to the teacher. Instead, they engaged in follow-up conversations on a one-on-one basis after the lesson had concluded. In teacher evaluation forums, discussions took place in a consultative atmosphere and emphasized learning solutions rather than individual assessments. The researcher also found informal consultation practices between teachers and the principal in the teachers' lounge regarding learning challenges and classroom administration.

These findings are supported by school supervision documents, which indicate that follow-up activities include not only administrative evaluations but also guidance, reflective discussions, and recommendations to improve instruction. In some teacher evaluation documents, follow-up notes include classroom observation, consultation on teaching materials, and post-supervision reflection meetings.

The research findings indicate that supervision practices in the study schools have evolved through more dialogic and relational professional relationships. Teachers tend to be more open to receiving feedback when supervision is conducted through reflective communication and a supportive interpersonal approach. These findings suggest that supervision practices are influenced not only by formal administrative mechanisms but also by the quality of social relationships and professional communication among educational stakeholders in the school.

## **Integration of Local Wisdom in Educational Supervision Practices**

The second finding indicates that educational supervision practices in the study schools are influenced by the integration of local wisdom values into professional relationships and daily supervision processes. Values such as deliberation, cooperation, trustworthiness, respect for social justice, and communal solidarity are not merely present as cultural symbols. However, they are also evident in communication patterns, decision-making, learning evaluations, and interactions among teachers, school principals, and supervisors. In supervisory practice, local cultural values foster a work environment that is more open and collective and that maintains social harmony within the school setting.

Most participants explained that consultation is an important part of the learning, supervision, and evaluation process. One teacher said: "If there are issues with learning or the results of supervision, we usually discuss them together first. We are invited to the consultation so that the solution we choose is acceptable to everyone." (W02). Another teacher also explained: "At our school, the supervisor does not make decisions unilaterally. The principal usually listens to the teachers' opinions first before determining the next steps." (W04). This statement was supported by the principal, who said: "We prioritize a consultative approach because teachers feel more comfortable when they are involved in the decision-making process." (W09)

In addition to consultation, the value of cooperation is also evident in the development of teachers' competencies and the resolution of learning issues. One teacher explained: "If a teacher is having trouble with administrative tasks or teaching, other teachers usually step in to help. So, supervision also happens through collaboration among teachers." (W06). Another teacher added: "Supervision activities are sometimes followed by group discussions among teachers to share teaching methods or ways to solve problems in the classroom." (W07)

The principal also explained that a collective approach is considered more effective in building professional relationships at the school: "The work culture at this school prioritizes collaboration. So, when there is supervision, we strive to foster cooperation rather than put pressure on teachers." (W10). The values of trust and social respect are also evident in the patterns of supervisory relationships. One teacher explained: "Teachers feel they have a moral responsibility to perform their duties well because supervision is not just an administrative evaluation, but also part of the trust placed in their work." (W05). The school supervisor added: "In our supervision, we make sure to communicate in a way that makes teachers feel valued. If we're too harsh, teachers tend to shut down." (W12)

The results of the observations indicate that teacher supervision and evaluation forums at the three schools used a relatively collective communication style that fostered interpersonal relationships. In some evaluation meetings, the principal allowed teachers to express their opinions before decisions were made. The researcher also observed that teachers were more active in discussions when the forum atmosphere was informal and did not overly emphasize hierarchical relationships. Additionally, mutual support among teachers was evident when

they discussed teaching materials and classroom administration following the supervision sessions.

These observational findings are supported by various school documents, such as minutes of teacher evaluation meetings, teacher development programs, and records of follow-up supervision, which indicate the existence of consultation forums, collaborative activities among teachers, and collaborative professional development. Several supervision documents also indicate that follow-up recommendations are often implemented through joint discussions and collective mentoring rather than solely through individual evaluation approaches.

The research findings indicate that local wisdom values influence the formation of educational supervision patterns in the study schools. The practices of deliberation, cooperation, trustworthiness, and social respect do not merely emerge as cultural identities. However, they are also evident in communication patterns, evaluation processes, and professional relationships among educational stakeholders. These conditions demonstrate that educational supervision evolves through social relationships shaped by the school community's cultural experiences and collective values.

Integrating local cultural values helps create a more open and collaborative supervisory environment. Teachers tend to feel more comfortable discussing teaching challenges when supervision is conducted through a communicative approach that values interpersonal relationships and social harmony. Thus, supervisory practices are understood not only as formal administrative mechanisms but also as part of the social and cultural interactions in everyday school life.

### **Ethical-Relational Contribution to Teacher Professional Development**

The third finding indicates that relational, ethical, spiritual, and local cultural dimensions contribute to teachers' professional development at the research school. All supervision practices are not only understood as a formal evaluation process but also as a space for professional learning that fosters self-reflection, moral responsibility, emotional support, and collaborative work among teachers. Across participants' experiences, supervision conducted through an interpersonal approach and communication that valued social relationships made teachers more open to improving their teaching practices and developing their professional competencies.

Most teachers explained that a more humanistic approach to supervision made them feel supported in their professional development. One teacher said: "When supervision is conducted in a positive and non-blaming manner, we are more motivated to improve classroom instruction." (W01). Another teacher also explained: "If the supervisory atmosphere is comfortable, teachers become more open to discussing teaching challenges and finding solutions together." (W06). This statement was supported by another teacher who noted that interpersonal relationships in supervision influence teachers' work motivation: "Sometimes what helps teachers grow isn't just administrative evaluations, but the way principals and supervisors value teachers' work." (W07)

In addition to relational support, some participants also emphasized the importance of moral and spiritual dimensions in supervisory practice. One school principal explained: "We always remind teachers that their role is not just a formal job, but also a moral responsibility in educating students." (W09). Another school principal added: "Supervision is not just about the administration of learning, but how teachers uphold their trust and responsibility toward students." (W10). A school supervisor also stated: "When teachers feel valued and well-guided, they are usually more open to growth and accepting of feedback." (W12). Some teachers also linked supervision to professional and spiritual awareness in their work. One teacher explained: "We feel that improving learning is also part of our moral responsibility as educators." (W03). Another teacher added: "During supervision, we are often reminded that teaching must be done sincerely and with a sense of responsibility." (W05)

The data indicate that professional relationships in the study school tend to be built through supportive communication and the maintenance of social harmony. In some supervision sessions, the principal and supervisors persuasively provided guidance rather than issuing open reprimands in front of the teachers. The researcher also observed that teachers were more active in discussing and seeking feedback when the supervisory atmosphere was communicative and not tense. Additionally, there were practices of mutual support among teachers in sharing teaching experiences, developing instructional materials, and reflecting on the outcomes of supervision.

These observational findings are supported by school documents, such as teacher development programs, academic supervision reports, and learning reflection notes, which indicate that follow-up actions from supervision primarily focus on professional development, strengthening work motivation, and the continuous development of teachers' competencies. In some supervision documents, follow-up recommendations were also found, including learning mentoring, reflective discussions, and strengthening collaboration among teachers.

The research findings indicate that relational, ethical, and spiritual dimensions contribute to shaping teachers' professional development practices at the study school. Teachers tend to be more open to feedback and engage in reflective learning when supervision is conducted through a supportive interpersonal approach that values social relationships among educational stakeholders. These findings suggest that the quality of communication and professional relationships influences the process of developing teachers' competencies.

Values such as moral responsibility, trustworthiness, and professional awareness also appear to influence how participants interpret educational supervision. Supervisory practices are understood not only as administrative evaluations but also as part of a shared learning process that supports teachers' professional development in a more reflective, collaborative, and sustainable manner within the daily school environment.

## **Dsiscussion**

Educational supervision practices in research schools have evolved toward an approach that is more dialogic, relational, and contextual than a purely administrative-oriented supervision model. These findings indicate that reflective communication, professional mentoring, and interpersonal relationships are crucial in fostering teachers' openness to supervision. This aligns with previous research, which emphasizes that the effectiveness of educational supervision is influenced by the quality of the professional relationship between supervisors and teachers (Casey et al., 2021). However, this study also indicates that supervisory relationships are not built solely through formal professional communication but are also shaped by a culture of deliberation, social respect, and a familial approach alive within the school community.

Findings regarding dialogic supervision practices indicate that teachers are more receptive to feedback when supervision is conducted through reflective conversations and supportive interpersonal communication. These results reinforce the studies by Williams & Raney (2020), Adamson & Brendgen (2021) and Sakarina et al. (2022), which position relational supervision as an approach capable of enhancing professional reflection and trust within educational working relationships. However, this study shows that relational dynamics in supervision do not operate in an individualistic manner, as is often emphasized in Western supervision models, but are instead influenced by the values of collectivism and social harmony within the school's local culture. Thus, the quality of interpersonal relationships in supervision is not only related to the effectiveness of professional communication but also to the ability to maintain social balance and mutual respect in daily interactions.

The research findings also indicate that local wisdom values such as deliberation, cooperation, trustworthiness, and communal solidarity influence educational supervision practices. In the context of the schools studied, local cultural values are not merely present as symbols of social identity but are evident in decision-making patterns, the resolution of learning issues, and professional relationships among teachers, school principals, and supervisors. These results expand the study of educational supervision, which has traditionally emphasized its technical aspects and organizational effectiveness (Hallinger & Kovačević, 2022; Tawil et al., 2026). This study demonstrates that supervisory practices within communities characterized by strong social and religious traditions tend to evolve through collective and relational mechanisms shaped by local culture.

In previous studies, local cultural values have generally been discussed more extensively in the context of character education, culture-based learning, or school leadership (Hanapi et al., 2025; Hidayati et al., 2025; Wiyono et al., 2021). Meanwhile, this study indicates that local cultural values are also linked to educational human resource supervision practices. *Musyawah*, for instance, serves not only as a social mechanism within the school community but also as a space for communication, allowing teachers to share their teaching experiences and challenges more comfortably. Similarly, the values of cooperation and communal solidarity appear to foster collaborative professional learning among teachers during the follow-up phase of supervision.

In addition to relational and local cultural dimensions, this study also shows that ethical and spiritual dimensions influence educational supervision in professional school relationships. Teachers and school principals view supervision not only as an administrative evaluation but also as a moral responsibility in fulfilling educational duties. This finding aligns with Tan (2014; 2017), Posangi et al. (2025), and Nisa et al. (2024), who emphasize the importance of integrating moral and spiritual values into the governance of Islamic education. However, this study indicates that the "essence" of spiritual values does not manifest merely as symbolic formalities but is integrated into how teachers interpret their daily professional duties, including their sense of trust, integrity, and responsibility.

These ethical and spiritual dimensions also appear to influence the quality of professional relationships in supervision. Teachers tend to be more open to evaluation when the supervision process is conducted through an approach that respects professional dignity and interpersonal relationships. These findings reinforce the research by Koçyiğit (2022), Hewett and La Paro (2020), and Jaffe-Walter & Fancsali (2021), which indicates that organizational climate and interpersonal communication influence the effectiveness of educational supervision. In the context of this study, supportive professional relationships appear to foster a supervisory atmosphere that is more reflective, collaborative, and non-repressive.

More broadly, the research findings show that educational supervision practices cannot be fully understood through administrative and evaluative approaches alone. Supervision also develops through social relationships, cultural experiences, and moral values that are alive within the school community. These findings suggest that a supervision approach sensitive to social and cultural contexts can help build more open professional relationships and support the continuous development of teachers' competencies. In the context of an educational community with a strong social and spiritual identity, relational dimensions and local culture appear to be important in shaping daily supervision practices.

This study has several limitations. First, the study was conducted in three secondary schools in Aceh; therefore, the findings are not intended to be generalized to the entire educational context in Indonesia. Second, this study employed a qualitative approach with a limited number of participants; consequently, the results emphasize contextual understanding rather than statistical generalizations. Third, the study has not compared supervision practices across cultural contexts in other regions with different social characteristics. Therefore, future research could conduct cross-cultural comparative studies or use a mixed-methods approach to broaden understanding of the relationship among educational supervision, local culture, and teacher professional development.

## CONCLUSION

Educational supervision practices are not only carried out as an administrative evaluation mechanism but also evolve through dialogical, relational, ethical, and locally rooted, value-based approaches. Values such as deliberation, cooperation, trustworthiness, social respect, and communal

solidarity are seen to influence communication patterns, decision-making, professional mentoring, and the relationships between teachers, principals, and supervisors. The research findings indicate that a more communicative, reflective, and supportive supervisory approach tends to encourage teachers' openness in the professional development process. This study expands the field of educational supervision by highlighting the importance of relational dimensions, local culture, and ethical and spiritual values in the practice of educational human resource supervision within a community characterized by strong social and religious traditions. However, this study has limitations: it was conducted in only three secondary schools in Aceh and involved a limited number of participants. Hence, the findings emphasize contextual understanding rather than broad generalizations. Therefore, future research could conduct cross-cultural comparative studies, expand the context of educational institutions, or use a mixed-methods approach to more deeply understand the relationship between educational supervision, local culture, and teacher professional development.

#### ACKNOWLEDGMENT

The authors sincerely express their gratitude to Universitas Negeri Semarang for its academic support, institutional facilitation, and scholarly environment, which enabled the successful completion of this research while maintaining methodological rigor and academic integrity. The authors also deeply appreciate the school principals for granting research permission, facilitating access to data, and supporting the observation and interview processes, whose cooperation and professional trust greatly contributed to the smooth implementation and credibility of this study.

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