

## Educational Supervision and the Implementation of Its Various Types and Models

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### ABSTRACT

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The implementation of academic supervision based on coaching has become an essential strategy to enhance the quality of education by improving teachers' professionalism and instructional practices. This study was conducted to explore the types and models of coaching-based academic supervision implemented at SMPN 3 Cisarua, as well as its impact on teacher performance. The urgency of this research lies in the need for transformative supervisory practices that promote teacher growth through reflective and collaborative approaches. Using a qualitative case study method, data were collected through in-depth interviews with the principal and teacher leaders and analyzed using thematic coding with the ATLAS.ti application. The results revealed ten thematic categories reflecting coaching-based supervision practices, including goal setting, active listening, empowering dialogue, feedback, reflection, and follow-up support. The coaching supervision model applied by the principal and teacher leaders showed a positive influence on pedagogical improvement, motivation, and the development of a professional learning culture. It also shifted the supervisory relationship from hierarchical to collegial. In conclusion, coaching-based academic supervision at SMPN 3 Cisarua proved effective in fostering teacher competence and collaboration. Therefore, its broader implementation is recommended in other schools to promote sustainable educational improvement.

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## INTRODUCTION

Continuous improvement in the quality of education is a strategic effort and a shared responsibility between the government, schools and communities in developing superior and competent human resources (Sanga & Wangdra, 2023; Tanjung Sari, 2022). Law of the Republic of Indonesia Number 20 of 2003 on the National Education System emphasizes that education is a series of activities aimed at developing the potential of students to become human beings of faith and piety, noble character, and competence in facing the challenges of the 21st century. In this context, teachers play a central role as the heart of education in determining the quality of education.

Along with the times, teachers are not only required to master the subject matter, but also be able to design, implement, and evaluate the learning process effectively (Asyifah et al., 2024). Teacher professionalism is strongly influenced by systematic and sustainable coaching, one form of which is academic supervision (Amanda & Mustofa, 2024). One of the determining factors in realizing the quality of education is the performance of teachers in the learning process. This performance cannot be separated from the function of academic supervision which plays an important role in fostering, facilitating, and improving teacher professionalism on an ongoing basis. In practice, academic supervision has experienced a paradigm shift from an authoritarian approach to a more participatory and reflective approach (Susilo, 2021).

This transformation in supervision approaches is triggered by changes in national education policy that place teachers as the main actors in learning development. Coaching-based academic supervision is one model that is relevant to the spirit of teacher autonomy and professionalism. This model emphasizes equal communication between supervisors and teachers through reflective conversations, exploring potential, and empowering teachers to design and evaluate learning independently. A number of studies have found that the coaching approach in supervision has a significant impact on increasing motivation, self-reflection, and innovation in teaching (Dewi & Supriyanto, 2021; Ningsih, 2021).

The Guru Penggerak program initiated by the Ministry of Education, Culture, Research and Technology since 2020 is the main driver of the transformation of the role of principals and teachers in realizing transformative learning leadership. In this program, participants are equipped with coaching, change management and differentiated learning competencies, which are then expected to be implemented in the school ecosystem (Kemdikbudristek, 2022). Thus, teacher leaders are not only agents of change in the classroom, but also strategic partners in the implementation of new paradigm-based academic supervision.

However, there is still a gap between policy and implementation. Some studies show that not all schools have optimally integrated the coaching approach in academic supervision practices. The implementation of supervision still tends to be administrative, top-down, and lacks space for reflection and collaboration (Yuniarti, 2020; Hapsari, 2022). This gap is the basis for the importance of research on the implementation of a coaching-based academic supervision model in a school context that has actively involved principals and teacher leaders.

SMPN 3 Cisarua, Cisarua sub-district, West Bandung district, is an interesting case study because the principal is a graduate of the Generation 4 Master Teacher Program who has implemented a coaching-based academic supervision approach. In its implementation, the principal formed a collaborative supervision team with four senior teachers who are also alumni of the teacher mobilizer program. Supervision is carried out systematically with a coaching approach, reflective dialog, and teacher empowerment through structured conversations and individual development plans. This illustrates the real practice of integrating the coaching approach in participatory and contextualized supervision.

Despite the innovative practices in this school, there is no in-depth study that examines the type and model of academic supervision applied and its impact on learning quality. Thus, it is important to explore how the coaching-based supervision approach is implemented collaboratively by principals and teacher leaders and how it affects teacher professionalism and learning performance.

Based on this urgency, the problem formulation in this study includes three main points. First, what type of supervision is applied at SMPN 3 Cisarua. Second, what supervision model is dominantly used, and how it is implemented collaboratively between the principal and the driving teacher. Third, what kind of impact does the implementation of coaching-based academic supervision have on the quality of learning and teacher professionalism.

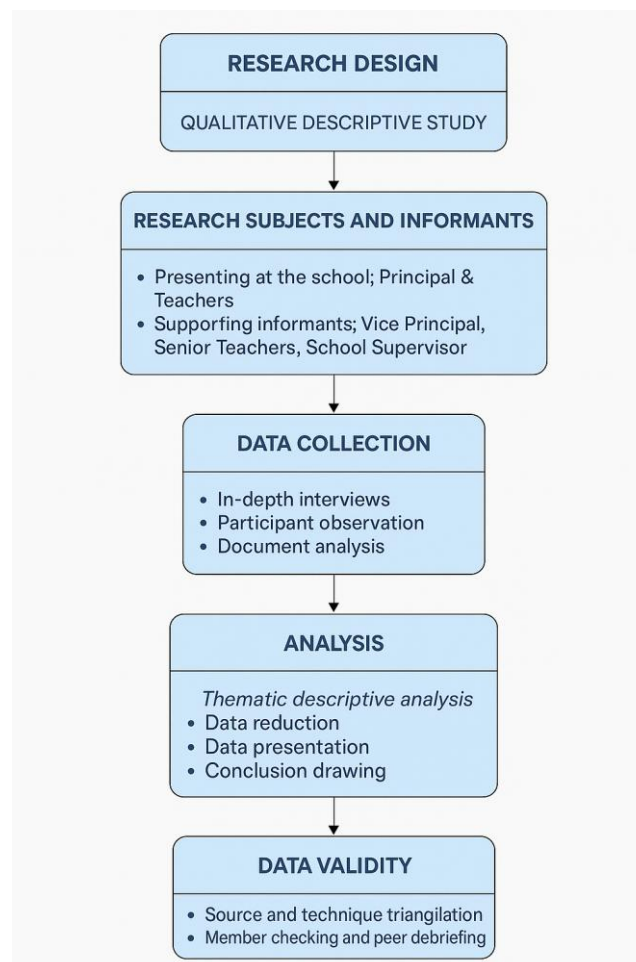
In line with the formulation of the problem, the objectives of this study are to describe the type of academic supervision implemented at SMPN 3 Cisarua, analyze the supervision model used and its implementation pattern collaboratively between the principal and the driving teacher, and evaluate the impact of the implementation of coaching-based academic supervision on improving teacher performance and learning quality at the school.

Based on this background, the hypothesis in this study is that the implementation of coaching-based academic supervision conducted collaboratively by principals and teacher leaders at SMPN 3 Cisarua has a positive impact on improving teachers' professional competence and learning quality,

as has been shown in several previous studies on the effectiveness of coaching in supervision (Putra, 2023; Suyatno, 2022).

## RESEARCH METHOD

This research uses a qualitative case study approach that aims to describe in depth the implementation of the types and models of educational supervision at SMPN 3 Cisarua, West Bandung Regency. The main focus of the research was on the implementation of coaching-based academic supervision conducted by the school principal, who is a participant in the Movers Teacher Program Batch 4. This coaching-based supervision model is part of the learning in Module 2.3 of Movers Teacher Education, which emphasizes the importance of reflection, parallel dialogue, and teacher professional development in favor of students. A qualitative approach was chosen so that researchers could fully understand the process, dynamics and meaning behind the ongoing supervision practices in the school environment. The flow of this research is presented in the following figure.



**Figure 1. Research design**

The research was conducted at SMPN 3 Cisarua, West Bandung Regency, with the main subjects being the principal and teachers who had participated in the coaching-based academic supervision process both as a supervisor team and as supervisees. Supporting informants in this study include the vice principal for curriculum, senior teachers, and school supervisors who understand the context of management and supervision in the school. The data collection technique was conducted

through purposive sampling, with selection criteria including active participation in coaching-based supervision activities in the last six months, as well as willingness and ability to provide in-depth information.

Data were collected through three main techniques: in-depth interviews, direct observation, and document analysis. Interviews were conducted with the principal, two teachers as supervisors and two teachers as supervisees to explore their understanding, experiences and perceptions of the implementation of coaching in academic supervision. Observations were made directly during the coaching implementation to see how the principal factually implemented the coaching stages such as building relationships, agreeing on goals, exploring teacher practices, deepening reflection, and developing follow-up steps. The documents reviewed included the supervision plan, coaching notes, feedback sheets, and teachers' written reflections, which were used to confirm the interview and observation data.

The researcher was present directly at the research location on March 17, 2025. Researchers observed academic supervision activities and interacted ethically with research subjects to obtain natural and in-depth data. Data analysis was thematically descriptive, starting from the data reduction process, presenting data in narrative form, to drawing conclusions based on patterns and categories that emerged from interviews, observations, and documents. The analysis focused on the type of supervision applied (academic and managerial), the coaching model used, and its impact on changes in teachers' teaching behavior and the improvement of the quality of reflection in lesson planning.

To ensure data validity, this study used source triangulation and technique triangulation techniques. Data from the principal was compared with data from teachers and supporting informants and confirmed through various collection techniques (interviews, observations and documents). In addition, member checking was conducted to confirm the researcher's interpretation to the main informant, as well as peer debriefing to test the consistency and objectivity of the research results. Through this approach, it is expected to obtain a complete and credible picture of the implementation of the types and models of educational supervision at SMPN 3 Cisarua, especially in the implementation of coaching-based academic supervision as a leadership innovation for school principals who also act as agents of change in the educational ecosystem.

## **RESULTS AND DISCUSSION**

### **Types of Supervision at SMPN 3 Cisarua**

Based on the results of interviews and documentation studies of the implementation of supervision, it is known that the type of supervision applied at SMPN 3 Cisarua applies two types of educational supervision, namely coaching-based academic supervision and administrative supervision. Academic supervision is focused on improving the quality of learning. The principal consistently designs a supervision program that includes lesson planning, implementation and evaluation. This process is conducted not only in the form of classroom visits, but also through reflective sessions and lesson planning with teachers. Academic supervision is developed in a collegial form facilitated by principals and teacher leaders with an empowering paradigm of thinking. This collegial approach is based on professional collaboration, which allows teachers and supervisors to engage in a mutually reinforcing reflective process to improve the quality of learning. This approach is in line with the principles of collegial supervision that emphasize reflective collaboration for continuous improvement (Sari et al., 2024).

This finding is in line with Ardiansyah's (2021) statement that effective academic supervision must touch on pedagogical aspects that have a direct impact on the learning process in the classroom. Supervision activities carried out are not merely evaluative, but encourage teachers to make continuous improvements through strengthening professional competence.

Meanwhile, administrative supervision is more controlling and evaluative, ensuring the fulfillment of routine school obligations such as curriculum administration, attendance and reporting. The integration of these three types of supervision suggests a systemic and adaptive approach to the needs of schools and the diverse characteristics of teachers.

### **Supervision Model**

The supervision model applied at SMPN 3 Cisarua includes coaching-based collaborative and clinical models, with the collaborative model dominating. Reflection-based coaching practices are implemented collaboratively by the principal and four senior teacher leaders. Each coaching process begins with a mutual agreement, followed by an exploration of learning practices, reflection on the challenges faced by teachers, and concludes with a concrete action plan. The principal acts as a facilitator and learning partner for the teachers. This collaborative model reflects teachers' active involvement from the planning stage to reflection, building a culture of collective work in the learning community. This supports the view of Yosie et al. (2024) that collaboration between teachers can strengthen professional practice, broaden pedagogical insights, and increase ownership of the learning improvement process. Supervision is carried out systematically through the stages of historical reflection, planning, pre-observation, classroom observation, post-observation, joint reflection and follow-up. This process refers to the TIRTA model (Targets, Identification, Responsibility, Training, Action), which is a reference in coaching-based supervision (Suharyanto et al., 2024). This model is effective in building active teacher involvement in evaluating and designing teaching actions based on student needs. Meanwhile, clinical supervision is implemented with a more directive and individualized approach, used to address specific problems faced by teachers in their teaching practices.

Observations and interviews show that the dialog between principals and teachers in implementing coaching-based academic supervision takes place in an equal and open atmosphere. This process shows the characteristics of the coaching approach, namely active listening, open questioning, and empowering teachers to make decisions about their own learning practices. This supports Putra's (2023) findings that the coaching approach in supervision creates meaningful professional learning spaces and increases teachers' involvement in learning decisions.

The involvement of the lead teachers as the supervision team is key to the successful implementation of this model. Their collaboration with the principal strengthens the learning culture in the school and encourages pedagogical discussions between teachers. This finding affirms research from Nugroho (2022) which states that collaboration between educators in supervision strengthens the learning community and accelerates the learning transformation process.

In its implementation, supervision at SMPN 3 Cisarua combines two main approaches: non-directive through coaching and directive practices. Coaching is the dominant approach, focusing on empowering teachers through reflective questions that help teachers find solutions independently. This coaching-based non-directive approach is used to encourage teacher autonomy in designing and evaluating learning, in line with adult professional development principles. This approach has been shown to increase intrinsic motivation, professional self-awareness and ownership of the learning process (Hanik et al., 2023). Meanwhile, the directive approach is applied when supervisors need to provide direct technical guidance, especially for teachers who face significant difficulties in teaching practice. The integration of these two approaches reflects the flexibility and sensitivity of supervisors to the context and specific needs of teachers.

### **Challenges and Solutions**

The implementation of coaching-based academic supervision shows positive results, but there

are some challenges faced. The main challenge is the limited time for supervision, especially in the midst of high administrative and learning loads. In addition, some teachers still have difficulty in formulating coaching questions that are reflective and open-ended. To overcome these challenges, principals reschedule supervision so that it does not conflict with teachers' main duties. In addition, coaching training through regular In House Training (IHT) activities is conducted to increase the capacity of teachers and principals in applying the coaching approach effectively. This step is in line with the principle of continuous professional learning and the importance of strengthening reflective literacy in the school community (Sari et al., 2024).

### **Impact on Learning Quality and Teacher Professionalism**

From the interview data and teachers' written reflections, it was found that coaching-based supervision has a significant impact on improving learning quality and teacher professionalism. First, it encourages teachers to reflect deeply on their learning practices, resulting in contextualized pedagogical innovations. Teachers become more aware of the strengths and weaknesses in their teaching practices and are better able to develop plans that are responsive to students' needs. Teachers also reported that they felt more valued and empowered through the dialogic coaching process. Second, the culture of reflection and discussion built through the coaching approach resulted in a change in the professional culture of the school from individualistic to collaborative. Third, the relationship between principals and teachers changed into a respectful partnership, with constructive two-way communication. Fourth, there was increased student engagement and better learning outcomes as a result of more responsive and meaningful learning practices. This finding reinforces the research of Da Silva et al. (2025) and Kruglanski et al. in Sari et al. (2024), who stated that the coaching approach can encourage teachers' professional transformation, improve learning effectiveness, and meet students' learning needs more precisely.

One teacher stated that the coaching sessions helped her find more appropriate differentiation strategies for classes with diverse learning needs. This result reinforces Suyatno's (2022) findings, which show that coaching can improve teachers' capacity to design adaptive and reflective learning.

On the other hand, the improvement in learning quality is also reflected in the results of internal evaluations conducted by the school. The data shows an increase in student participation, diversity in learning methods, and improved learning outcomes in several subjects. This shows that when teachers are coached in a supportive coaching atmosphere, they are more willing to try innovative approaches to learning (Wulandari, 2023).

The findings in this study show consistency with theories on the effectiveness of collaborative supervision and coaching in teacher professional development. The TIRTA model has been proven to build an internal school coaching culture, strengthen teacher motivation, and improve pedagogical competence (Suharyanto et al., 2024; Sari et al., 2024). The coaching-based academic supervision implemented at SMPN 3 Cisarua shows that the application of reflective and collaborative approaches not only improves the quality of learning, but also forms a professional community that is adaptive, innovative, and oriented to students' needs. Thus, the supervision practice in this school can be used as a model for other schools in developing an effective and sustainable teacher coaching system.

### **Discussion and Implications**

Based on the results of in-depth interviews with the principal of SMPN 3 Cisarua, Mrs. Nenden Lia Amalia, S.Pd., M.Pd., it was found that the implementation of educational supervision in this school reflects a comprehensive and adaptive approach to the needs of teachers and the demands of improving the quality of learning. The principal explained that there are two main types of supervision implemented, namely administrative supervision and academic supervision, both of

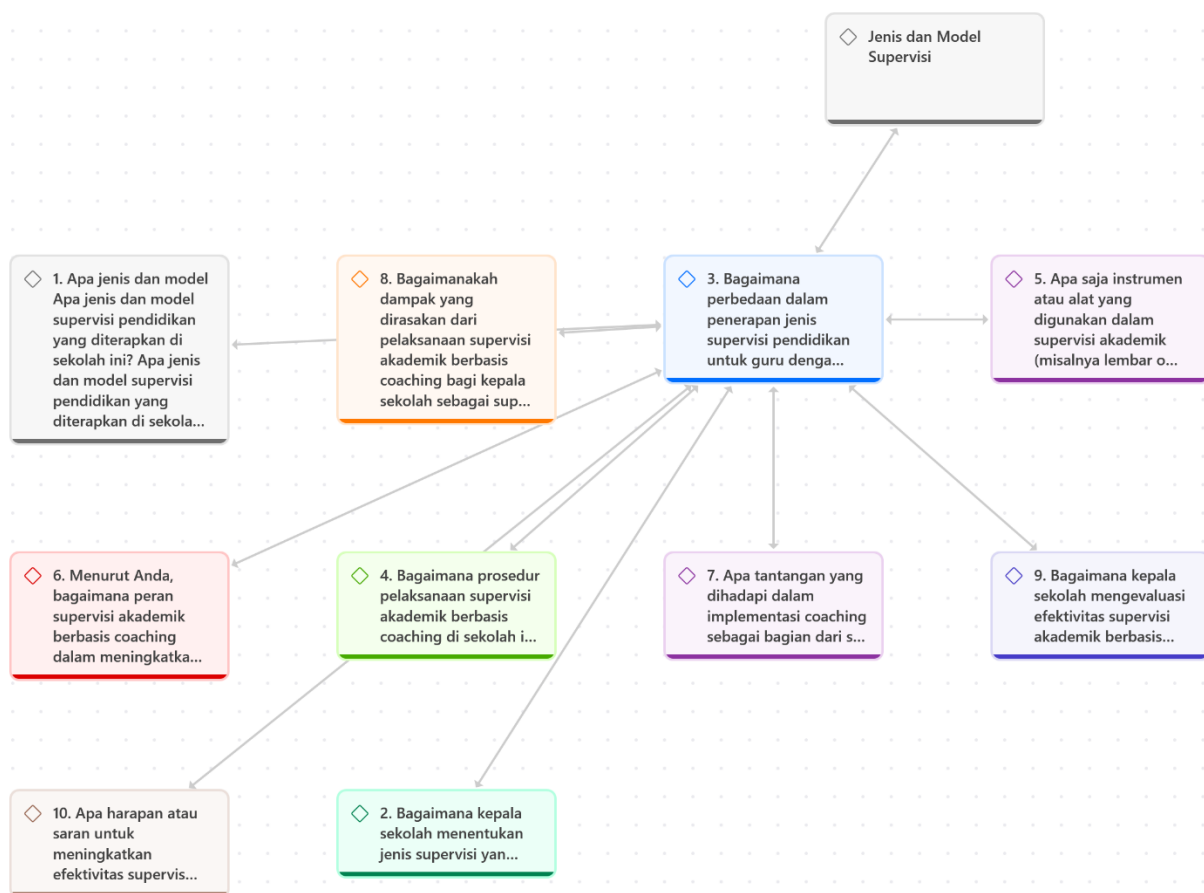
which complement each other in the framework of improving teachers' professional performance.

The model adopted in the implementation of supervision is the coaching-based collegial model, which emphasizes the importance of collaboration and equality between supervisors and teachers. This model is in line with Glickman, Gordon and Ross-Gordon (2018) who state that collegial supervision encourages two-way communication, develops critical reflection and strengthens professional relationships within the school environment. The approach used is both directive and indirect, depending on the characteristics and needs of each teacher. The directive approach is applied to teachers who need more conventional and structured guidance, while the indirect approach is done through *coaching* and collaborative reflection.

Technically, the principal forms a supervision team consisting of four teachers as supervisors, each of whom observes five other teachers. This team develops the observation schedule, assists in filling in the Performance Results Plan (RHK) on the GTK Room Platform, and is in charge of reflective mentoring. The principal also directly supervises the supervisors using the coaching method and provides feedback in the post-observation session. This process demonstrates the practice of *distributed supervision*, which is the *distribution* of supervision roles to selected teachers to effectively expand the scope of mentoring (Pajak, 2017).

The implementation of coaching-based academic supervision at SMPN 3 Cisarua is carried out in three main stages, namely *pre-observation*, *observation*, and *post-observation*. In the *pre-observation* stage, the supervisor dialogues with the teacher regarding lesson plans, media, strategies, assessments, and areas to be developed. The agreement from this dialog is outlined in a pre-observation sheet signed by both parties. During the *observation* process, the supervisor uses observation instruments to objectively assess the implementation of learning. In the *post-observation* stage, the teacher is given space to reflect, share successes and challenges, and receive feedback from the supervisor. This is where the coaching approach comes into play: teachers are facilitated to realize their strengths and formulate their own improvement strategies (Knight, 2018).

Furthermore, the principal monitors the completion of the reflection journal in PMM and encourages teachers to attend independent training. The whole series of supervision ends with an overall evaluation by the principal and curriculum team, to design improvement strategies for the next supervision period. The following interview results were processed using Atlas.ti software as shown in the following figure, then the researcher interpreted the interview results.



**Figure 2. Visualization of the mapping of interview questions related to supervision types and modules**

### Types and Models of Supervision Applied

Based on the interview with the principal of SMPN 3 Cisarua, it was found that the type of educational supervision applied in this school is academic supervision carried out individually and in groups. The supervision model used refers to the coaching approach, with the principle of partnership between supervisors and teachers. The principal stated that this approach is more effective in improving the quality of learning because it places teachers as active subjects who are assisted in the process of reflecting and improving their learning practices. This finding is in line with Glickman et al. (2018) that the coaching-based supervision model supports teacher empowerment through reflective and collaborative dialog, rather than a purely evaluative approach.

### Determination of Supervision Type

Principals stated that the selection of the type of supervision is based on teachers' needs, the results of learning evaluations, and the level of readiness of teachers in receiving feedback. The determination process is done through initial dialog and direct observation in the classroom. This strategy shows the principal's active involvement in designing contextual and adaptive supervision. This corroborates Sergiovanni's (2009) findings that the effectiveness of supervision depends on the selection of strategies that are appropriate to the characteristics of the teacher and the school context.

### Differences in Implementation for Different Teachers

The implementation of supervision differs between senior and junior teachers. For

experienced teachers, coaching focuses on improving the quality of reflection and learning innovation. For young teachers, the focus is on building confidence, classroom management and effective lesson planning. This finding suggests that supervision that is adaptive to teachers' backgrounds can increase the relevance and effectiveness of the coaching process (Costa & Garmston, 2016).

### **Coaching-Based Supervision Procedures**

The implementation of supervision is carried out through the stages of: (1) joint planning between principals and teachers; (2) classroom observation using standardized instruments; (3) reflection through coaching dialogues that explore learning experiences and solutions; and (4) follow-up in the form of improvement plans and continuous monitoring. This procedure mirrors the *GROW Coaching* (Goal-Reality-Options-Will) model that is widely used in education (Whitmore, 2017).

### **Supervision Instrument**

Instruments used in academic supervision include classroom observation sheets, learning process assessment rubrics, and teacher reflection notes. These instruments are not only used as evaluative tools, but also as reflective dialog tools in coaching sessions. The existence of this instrument emphasizes the formative approach in academic supervision, as suggested by Danielson (2013) in the *Framework for Teaching*.

### **The Role of Supervision in Improving Learning Quality**

Most teachers and principals stated that coaching was very helpful for teachers in recognizing their strengths and areas for improvement. Coaching supervision increases teachers' awareness of learning practices and encourages them to become lifelong learners. This finding is consistent with Knight's (2011) study which shows that coaching improves teacher professionalism and commitment to change.

### **Coaching Implementation Challenges**

The main challenges faced were time constraints, administrative burdens and some teachers' resistance to change. Some teachers are unfamiliar with the coaching model and are more comfortable with conventional one-way supervision. A strategy to internalize the coaching culture through training, habituation, and structural support is needed as suggested by Mangiatordi & Perla (2021).

### **Impact of Coaching-Based Academic Supervision Implementation**

Principals reported improved teacher collaboration, reflection skills and openness to innovation. Teachers became more energized and felt valued in the process of professional improvement. Overall, the coaching approach strengthens the partnership between principals and teachers and improves learning effectiveness.

### **Evaluation of the Effectiveness of Supervision by the Principal**

Evaluation is done through triangulation of observation data, teacher reflection, student learning outcomes and peer feedback. Principals also use long-term monitoring instruments to assess the sustainability of the impact of supervision. This evaluative approach is in line with the principles of ongoing formative evaluation (Formative Assessment in Leadership Supervision, Darling-Hammond, 2018).

## **Expectations and Suggestions**

In closing, respondents hoped that the implementation of coaching supervision could be further developed, facilitated with specialized training, and given adequate time to maximize results. It is also hoped that internal regulations will support the sustainability of this approach. Based on the research findings and results, the impact of coaching-based academic supervision is significant. The principal mentioned that this approach is able to strengthen the emotional relationship between leaders and teachers, creating a more intimate and supportive work climate. Teachers become more reflective and open to improvement without feeling patronized, and even more motivated to implement innovations in learning. This is in accordance with the results of research by Leithwood et al. (2020) which showed that strong interpersonal relationships between principals and teachers contribute to improving school climate and teachers' professional practices.

The positive impact is not only felt by teachers, but also by students, who receive more focused, enjoyable and meaningful learning. Learning outcomes improve, and this is also reflected in the increase in school report card scores, as one indicator of the success of supervision. Supervision is no longer just an instrument of control, but a tool for teacher empowerment and a driver of continuous improvement in learning quality.

Thus, these findings show that the implementation of coaching-based academic supervision with a collegial model at SMPN 3 Cisarua has succeeded in realizing effective supervision and real impact. This supervision places teachers as subjects of professional learning, not just objects of assessment. This approach can be a good practice that deserves to be replicated by other schools in an effort to improve the quality of learning systemically and sustainably.

The results of this study show that the implementation of coaching-based academic supervision conducted collaboratively by principals and teacher movers has a significant impact on strengthening teachers' professional capacity and improving learning quality. The success of this implementation is inseparable from the common vision between the principal and the lead teacher, adequate training in the Lead Teacher program, and the support of a school culture that is open to reflection and continuous improvement.

This finding is concrete evidence that the coaching approach is not just a method, but also a new paradigm in supervision that positions teachers as active subjects in the professional development process. This responds to the weakness of conventional supervision that often places teachers as objects of evaluation without room for dialog (Hapsari, 2022).

## **CONCLUSION**

Based on the results of the study, it can be concluded that the implementation of coaching-based academic supervision at SMPN 3 Cisarua by principals and teacher leaders has run effectively, characterized by participatory, reflective and collaborative approaches that encourage the improvement of pedagogical competence and teacher professionalism. This supervision changes the paradigm of the relationship between supervisors and teachers into a partnership that is mutually supportive and empowering. The coaching model applied not only has an impact on improving learning practices, but also building a positive school culture that is adaptive to change. Therefore, it is recommended that the coaching-based academic supervision approach be expanded to other schools with special training for principals, education unit assistants and teachers to ensure the effectiveness of its implementation.

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