



Approaches in Educational Supervision: Directive, Non-Directive, and Collaborative Analysis in Improving Teacher Professionalism

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ABSTRACT

Educational supervision is an important strategy to improve the quality of learning and the professionalism of educators. There are three main approaches to supervision, namely directive, non-directive, and collaborative. The directive approach places the supervisor as the main provider of direction, suitable for novice teachers or those who need intensive guidance. The non-directive approach emphasizes teacher autonomy in identifying and solving learning problems, so it is suitable for experienced, independent teachers. Meanwhile, the collaborative approach combines the two, emphasizing the partnership between supervisor and teacher in the process of reflection and decision-making. The analysis shows that there is no absolute superior approach. The effectiveness of supervision is largely determined by the suitability of the approach to the characteristics of the teacher, the objectives of supervision, and the educational context. In practice, professional supervisors need to be flexible and able to adjust the approach as needed. The right approach can improve teacher motivation, competence, and performance in managing learning. Therefore, a deep understanding of these three approaches is crucial in implementing effective and sustainable educational supervision.

1. INTRODUCTION

Improving the quality of education is a strategic agenda in the management of the national education system. Efforts to achieve this goal cannot be separated from the importance of strengthening teacher capacity as the spearhead of the learning process. One of the mechanisms used to support the development of this capacity is educational supervision. Supervision is not only understood as a means to assess teacher performance administratively, but also as a systematic, planned, and sustainable professional development approach. Supervision aims to provide pedagogical support through reflective guidance, competency

strengthening, and increasing the effectiveness of classroom learning. Kurniawan & Maunah, emphasize that the main function of supervision lies in empowering teachers to be able to develop their professional potential in designing, implementing, and evaluating learning independently and oriented towards quality. Thus, supervision must be viewed as a dynamic and collaborative process, not just as a form of control. ([Kurniawan & Maunah, 202](#))

Teacher professionalism is not solely determined by their educational background or certification, but also by the continuity of systematic coaching through supervision. In this context, the supervisory approach becomes a strategic key that not only evaluates, but also fosters and motivates teachers to continue learning and improving themselves. Through meaningful interactions between supervisors and teachers, there is a process of strengthening pedagogical and professional capacity that has a direct impact on the quality of learning. Thus, the development of teacher professionalism will be more optimal if the supervisory approach is implemented in a targeted manner and based on the individual needs of teachers. ([Ahmad Sahar, 2015](#))

The selection of an appropriate supervision approach cannot be done uniformly, but rather needs to consider the actual conditions of teachers, including learning styles, experiences, and challenges faced in daily teaching practice. In this case, supervision becomes a flexible and strategic tool to answer different professional development needs. A directive approach can form a strong foundation for novice teachers, while a non-directive and collaborative approach provides space for self-development for more experienced teachers. By combining the three approaches adaptively, supervision will be more effective in building teacher competencies that are not only skilled, but also reflective, innovative, and have character.

In the framework of strengthening teacher professionalism, a collaborative approach is not only an alternative, but also a strategic direction in today's supervision. When teachers are actively involved in the supervision process, not only as objects of evaluation but as subjects of development, their motivation and commitment to the profession will increase. Collaborative supervision also helps to raise awareness of the importance of lifelong learning in the teaching profession. This collaboration also opens up space for the exchange of ideas, learning innovation, and joint problem solving, which ultimately enriches professional practice in schools.

In its implementation, there are three main approaches used in educational supervision, namely directive, non-directive, and collaborative approaches. These three approaches have their own characteristics, advantages, and limitations, which must be considered according to the context and needs of the teacher. The directive approach places the supervisor as the main source of information and direction, with a dominant role in directing and instructing teachers clearly. This model is generally effective for novice teachers who require concrete structures, procedures, and technical instructions. On the other hand, the non-directive approach provides more space for teachers to explore their own ideas and solve learning problems independently. In this approach, the supervisor plays a more active role as a listener who provides encouragement through reflective questions, rather than direct instructions ([Solehudin, 2020](#)) Meanwhile, the collaborative approach seeks to integrate the two previous approaches by emphasizing equal partnership between teachers and supervisors in the process of dialogue, reflection, and decision-making.

The directive approach is very relevant to be applied in situations where teachers do not have enough experience or are in a condition that requires structured direction. The supervisor in this approach has the authority to set goals, standards, and strategies that teachers must follow, thus ensuring that there is integration between the learning plan and its implementation in the field ([Jalil & Setiawan, 2022](#)) Although this approach ensures strict quality control, the negative potential is the emergence of teacher dependence on the supervisor, as well as limited space for creativity and initiative. Therefore, this approach is ideally used selectively, and in the long term is directed to encourage teacher professional independence. In contrast, a non-directive approach is able to facilitate teachers in building self-confidence, autonomy, and critical reflection on their

learning practices. However, this approach requires high interpersonal and communication skills from the supervisor in order to be able to build supportive and productive professional relationships.

The collaborative approach developed as a response to the limitations of the two previous approaches. This model places teachers and supervisors as equal partners who work together to formulate learning objectives, analyze challenges, and evaluate achievements. This approach strongly emphasizes the importance of dialogic interaction and joint decision-making as the main foundation in supervision. Theoretically, this approach is rooted in the principle of social constructivism which views the learning process as a result of social interaction and individual reflection. Through open and empathy-based communication, teachers have the opportunity to develop their capacity with direct support from supervisors, without feeling dictated to or ignored. Kurniati, shows that the collaborative approach provides a balanced space between structural direction and active teacher participation, thus contributing to increased motivation, involvement, and ongoing professional development. ([Kurniati, 2020](#))

The effectiveness of collaborative approaches in educational supervision has been supported by various research results. A study by Sari et al, revealed that the collaborative supervision model encourages more meaningful interactions between teachers and supervisors, which ultimately improves the quality of the supervision process and teacher professionalism. ([Sari, 2024](#)) In addition, this approach also strengthens teachers' sense of ownership of the learning process they carry out, because they actively participate in the formulation and evaluation of learning strategies. Solehudin's research also strengthens these findings, by showing a significant increase in the pedagogical and professional competency aspects of teachers after supervision with a collaborative approach. These results indicate that the collaborative model not only provides short-term impacts in the context of task implementation, but also supports the formation of a reflective and adaptive learning culture in the school environment.

However, the implementation of effective supervision approaches requires a deep understanding of the characteristics of each approach and the specific context of the educational environment. Not all approaches can be applied uniformly in every situation. Factors such as the level of teacher experience, the cultural background of the school, administrative support, and the availability of resources are important variables in determining the effectiveness of the supervision approach used ([Farid, 2023](#)) Therefore, the selection of the supervision approach must be done contextually and based on real needs in the field. Supervisors are required to have flexibility in moving from one approach to another according to the dynamics that occur. In this case, supervisor competence is a key element in determining the success of the supervision process. Continuous professional training and development for supervisors is needed so that they have adequate insight, analytical skills, and interpersonal skills ([Maizah, Abidin, & Inayati, 2023](#)).

In the context of educational practices in Indonesia, the collaborative approach has begun to show its urgency as a coaching strategy that is more responsive to teacher needs. The government, through various educational reform policies, has encouraged the creation of a more participatory, accountable, and collaboration-based work climate in the school environment. However, the implementation of the collaborative approach still faces a number of challenges at the practical level. Time constraints due to high administrative burdens, minimal special training for supervisors, and a lack of understanding of the basic principles of collaborative supervision are still major obstacles. In addition, resistance from some teachers who are accustomed to traditional supervision patterns is also a problem in itself. Therefore, efforts to build collective awareness of the importance of the collaborative approach need to be carried out systematically and continuously. ([Tamsiyati et al., 2025](#))

As a strategic step, policy makers and education practitioners need to work together to create a supervision ecosystem that supports the implementation of adaptive and contextual approaches. This includes the formulation of regulations that encourage participatory

supervision practices, the provision of relevant professional training, and the development of a work culture based on reflection and dialogue. Syahdan, emphasized the importance of the role of local governments and higher education institutions in providing technical and academic support for school supervisors. ([Finally, 2023](#)) With the synergy between policies and implementation in the field, it is expected that an effective supervision approach can be internalized as an integral part of the process of improving the quality of education. Ultimately, the success of supervision lies in the ability of all components of the education system to create a conducive learning space for teachers to develop professionally, innovate in learning, and contribute to the achievement of national education goals.

Educational supervision that uses a collaborative approach has great potential to strengthen professional culture in the school environment. When supervision is based on the principle of partnership, teachers not only develop individually, but also contribute to strengthening the collectivity in efforts to improve the quality of schools as a whole. In the long term, this approach can form a professional learning community that becomes a place for teachers to continue learning, share best practices, and improve the learning process through constructive feedback. ([Putri et al., 2025](#))

2. RESEARCH METHODS

This article is based on a library research that examines in depth various scientific sources such as books, academic journals, and educational policy documents that are relevant to educational supervision practices. This approach is used to gain a comprehensive understanding of the concepts, characteristics, and effectiveness of directive, non-directive, and collaborative approaches in the context of educational supervision. The analysis is carried out descriptively-critically, namely by examining the contents of the literature systematically and in depth, then reviewed based on a logical framework to find the relationship between concepts and their relevance to the development of teacher professionalism in schools. This approach is considered appropriate because it is able to provide a strong theoretical foundation while enriching insight into educational supervision practices in the field. ([Zed, M., 2008](#))

3. RESULTS AND DISCUSSION

The implementation of effective educational supervision has been proven to be greatly influenced by the approach used and the extent to which the approach is in line with the characteristics of individual teachers, the context of the school institution, and the goals of developing educator professionalism. Supervision does not merely function as a monitoring and evaluation mechanism, but rather is a systematic, ongoing coaching process that is oriented towards improving the quality of education. In practice, the supervision approach cannot be applied uniformly, considering that each teacher has unique needs, experiences, and learning styles. Therefore, choosing the right supervision approach is a strategic element in optimizing supervision results. In this case, supervisors are not only required to understand the theory of supervision, but must also have high diagnostic capacity and contextual sensitivity to read the dynamics of teachers and institutions holistically. Various approaches, such as directive, non-directive, and collaborative have been widely studied in academic literature and each shows certain contextual advantages. However, the effectiveness of these approaches is largely determined by the accuracy in their application adaptively and responsively to the needs of teachers in the field. Therefore, the ideal supervision approach is flexible and situational, not rigid or normative. Educational supervision, thus, can function as a strategic instrument in supporting the continuous and comprehensive improvement of teacher professionalism.

The directive approach is characterized by the dominance of the supervisor's role in providing direction, instructions, and feedback on teacher learning practices. In this approach, the supervision process is top-down and unidirectional, where the teacher is positioned as the recipient of information and the supervisor acts as the main authority in decision making. This

approach is generally relevant to be applied at the early stages of a teacher's career, especially for those who still need technical guidance and intensive guidance. In addition, this approach can also be adopted in crisis situations or when critical problems are found in learning that require rapid intervention. Wibowo and Hartati's study shows that the application of a supportive and communicative directive approach can provide a sense of security and assistance for teachers, rather than causing stress. ([Wibowo & Hartati, 2021](#)) Therefore, the success of this approach is highly dependent on the supervisor's interpersonal skills in maintaining a constructive coaching atmosphere, as well as prioritizing the principles of respect for teachers as partners in educational development. This approach, although directive, still needs to maintain a humanistic and dialogical dimension to support teachers' transition to professional independence.

In contrast, the non-directive approach gives teachers greater autonomy to reflect and evaluate their own learning practices. In this model, the supervisor acts as a facilitator and active listener who supports teachers in identifying challenges and formulating solutions internally. This approach is very suitable for teachers with a high level of independence, strong intrinsic motivation, and the ability to take responsibility for improving the quality of learning. Research by Novitasari, confirms that the non-directive approach contributes significantly to increasing teacher self-confidence and professionalism, because they feel empowered and valued. ([Novitasari, 2022](#)) Teachers in a non-directive ecosystem tend to be more open in communicating the challenges they face, and are more receptive to constructive input. However, the effectiveness of this approach is limited when applied to teachers who do not yet have the cognitive and emotional readiness to play an active role in the supervision process. Therefore, before implementation, supervisors must evaluate teachers' readiness to think reflectively and act professionally. This approach also has the potential to build a participatory and egalitarian school environment, as long as it is supported by open communication and relationships based on mutual trust.

The collaborative approach is presented as an integrative alternative that combines elements of direction from the supervisor with active participation of the teacher. In this approach, the supervision process takes place within an equal partnership framework, where both parties are actively involved in the process of dialogue, exchange of ideas, and joint decision-making. This approach emphasizes the values of professional democracy and relational equality between teachers and supervisors. Rahmah and Yusuf's study shows that the collaborative approach is effective in building harmonious working relationships, increasing teacher motivation, and strengthening a sense of ownership of the results of supervision. ([Rahmah & Yusuf, 2023](#)) Through an intensive two-way communication process, both teachers and supervisors have the opportunity to grow together and build professional capacity collectively. The success of this approach is highly dependent on the interpersonal competence of the supervisor and the readiness of the teacher to establish healthy collaboration. This approach is also considered flexible in responding to the complexity of learning dynamics because it allows for adjustments and innovations based on field needs.

The effectiveness of the supervision approach cannot be separated from the supervisor's capacity to understand the individual characteristics of the supervised teacher. Variations in the background, experience, and professional needs of teachers require a differential and contextual supervision approach. For example, novice teachers will be more helped by a structural, instructional approach, while senior teachers tend to appreciate an approach that provides space for autonomy and reflection. This is reinforced by Mustafa's findings, which state that ideal supervisors are those who are able to adapt their approach according to the specific needs and conditions of the teacher. ([Mustafa, 2021](#)) The supervisor's ability to make situational diagnoses, accurate observations, and build positive interpersonal relationships are crucial factors in the success of supervision. Implementing an inappropriate approach can actually trigger resistance from teachers and hinder the professional development process. Therefore, the supervision approach must be flexible, contextual, and able to adapt to the dynamics of the educational environment.

Other contextual factors that influence the effectiveness of the supervision approach are the school's organizational culture and the principal's leadership style. School cultures that support participation, openness, and innovation tend to provide greater space for the implementation of non-directive and collaborative approaches. In contrast, schools that still practice bureaucratic and hierarchical structures tend to be more receptive to directive approaches. A study by Lestari and Hasanah, shows that the school's organizational environment plays a strategic role in determining the form and success of the supervision approach. ([Lestari & Hasanah, 2020](#)) Visionary, transformative, and supportive leadership of the principal for teacher professional development will further facilitate the creation of a conducive supervision climate. Therefore, the design of the supervision strategy should consider the values, norms, and socio-cultural dynamics that apply in the school environment.

In practice, the three supervision approaches are not exclusive, but can be integrated in a continuous and adaptive supervision cycle. This integrative model allows for a dynamic transition from a directive approach in the early stages, to a collaborative approach when the working relationship is established, and then to a non-directive approach when the teacher has demonstrated professional independence. This approach is known as the integrated supervision approach, which emphasizes the flexibility of supervision strategies according to the teacher's developmental stages. This model is considered effective in creating a dynamic work environment, respecting diversity, and encouraging lifelong learning. However, the success of this approach is highly dependent on the supervisor's ability to identify teacher needs and manage the supervision process reflectively and communicatively.

Collaborative approaches in supervision also show positive impacts on teacher job satisfaction and the quality of interpersonal relationships in the educational community. Teacher involvement in the decision-making process has been shown to increase motivation, ownership, and the drive to innovate in learning. In addition, collaborative supervision creates a dialogic and participatory school climate, while reducing the imbalance in power relations between supervisors and teachers. In the long term, this approach contributes to the formation of teacher character that is reflective, responsible, and committed to their profession. Therefore, a collaborative approach not only has an impact on improving teacher technical performance, but also on strengthening a healthy and sustainable professional culture in the school environment.

4. CONCLUSION AND SUGGESTIONS

a. Conclusion

Based on the description, the main focus of this paper is to examine how the role of teachers as educators develops in facing the challenges of the ever-changing world of education. Teachers are not only required to deliver subject matter, but also to shape students' characters, facilitate active and enjoyable learning, and be able to adapt to technological advances and social dynamics. Based on the explanation of the educational theories studied, it can be concluded that the role of teachers in modern education is very complex and multidimensional. Teachers not only function as transmitters of material, but also as facilitators, motivators, emotional guides, and agents of social change.

Teachers play a central role in the world of education as educators, mentors, and role models for students. This role not only includes the delivery of knowledge, but also the formation of character, values, and social skills. In the context of modern education, the demands on the role of teachers are increasingly complex along with technological developments, curriculum changes, and socio-cultural dynamics. Therefore, it is important to understand the role of teachers in more depth through various theoretical approaches in educational studies.

One relevant approach is the humanistic theory that emphasizes the importance of interpersonal relationships, empathy, and self-actualization in the teaching and learning process. In this theory, the teacher acts as a facilitator who helps students discover their potential.

Constructivism theory is also an important foundation in understanding the role of teachers. In the constructivist view, students build their knowledge through experience, interaction, and reflection. The teacher is no longer the only source of knowledge, but as a guide in the active learning process.

In addition, the theory of educational ecology introduced by Bronfenbrenner provides a broad perspective on the role of teachers in a larger system. Teachers are seen as part of an educational ecosystem that is influenced by various environmental factors such as family, society, educational policies, and culture. Understanding this context helps teachers adjust their teaching approaches and strategies according to the conditions of the students.

In facing various professional challenges, the stress theory of Lazarus and Folkman is also relevant to understanding the pressures faced by teachers. Work stress, administrative burdens, and community expectations can affect teacher performance and mental health. Therefore, effective coping strategies and support from educational institutions are needed to maintain teacher welfare.

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The humanistic approach emphasizes the importance of warm and empathetic interpersonal relationships between teachers and students as a basis for developing their full potential. Meanwhile, the constructivist approach directs teachers to create an active, collaborative, and contextual learning process through guidance tailored to the developmental needs of students. The ecological theory of education emphasizes that the role of teachers is influenced by interrelated environmental systems, so teachers need to be sensitive to the social, cultural, and policy dynamics that affect the world of education.

On the other hand, the internal pressure faced by teachers in the form of work stress, as explained in the Lazarus and Folkman stress theory, shows the importance of psychological support and effective stress management so that teachers are able to carry out their duties optimally. Therefore, the purpose of this paper is to provide a deeper understanding of the strategic role of teachers in the context of modern education and to highlight the importance of mastering theoretical foundations and developing teacher competencies in order to be able to answer the demands of the times. It is hoped that this paper can be a contribution to strengthening the teaching profession that is responsive, holistic, and progressive to change.

b. Suggestion

Based on the study of approaches in educational supervision, it is suggested that there is an application of adaptive and contextual supervision according to the needs and characteristics of teachers. Directive, non-directive, and collaborative approaches should not be viewed as separate methods, but rather as a spectrum that can be flexibly selected in the process of developing teacher professionalism.

First, school supervisors and principals need to understand the characteristics of each supervision approach. The directive approach can be used with novice teachers or in urgent situations that require quick intervention. The non-directive approach is more appropriate for experienced teachers who need space for reflection and independent decision-making. Meanwhile, the collaborative approach should be the primary approach in building partnerships between supervisors and teachers.

Second, educational institutions need to equip prospective supervisors and principals with diverse supervisory skills through intensive practice-based training and case studies. Training

materials should include interpersonal communication, coaching techniques, conflict management, and participatory decision-making.

Third, teachers are also expected to play an active role in the supervision process. This includes the readiness to be open to feedback, the ability to self-reflect, and the willingness to continue learning and developing themselves professionally.

Fourth, national and regional education policies should support the implementation of humanistic, professional, and participatory supervision. This can be done by integrating collaborative supervision principles into education regulations and quality standards.

By wisely integrating directive, non-directive, and collaborative approaches, the educational supervision process is expected to be able to continuously improve teacher professionalism, strengthen the learning culture in schools, and ultimately have a positive impact on the quality of learning.

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