THE INFLUENCE OF CLINICAL SUPERVISION ON TEACHER GROWTH AND PERFORMANCE AT ISLAMIC SCHOOL

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Abstrak

Kualitas pengajaran di sekolah menengah berbasis agama memiliki peran strategis dalam meningkatkan mutu pendidikan. Supervisi klinis muncul sebagai pendekatan yang efektif karena bersifat kolaboratif dan reflektif, memungkinkan guru memperbaiki kompetensi pedagogis melalui bimbingan terstruktur serta umpan balik konstruktif. Namun, dalam praktiknya, masih terdapat tantangan berupa keterbatasan waktu, sumber daya, dan kecemasan evaluatif. Penelitian ini bertujuan mengeksplorasi bagaimana supervisi klinis dapat meningkatkan kualitas pengajaran dan profesionalisme guru dalam konteks sekolah menengah Islam. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus di MA Setia Peradaban. Data dikumpulkan melalui observasi langsung, wawancara mendalam, serta analisis dokumen yang melibatkan delapan guru dan tiga supervisor. Hasil penelitian menunjukkan bahwa supervisi klinis meningkatkan keterampilan mengajar, mendorong praktik reflektif, dan menciptakan iklim kelas yang adaptif. Guru merasakan dukungan moral, peningkatan motivasi, serta kepercayaan diri yang lebih tinggi. Meski demikian, faktor keterbatasan waktu dan sumber daya tetap menjadi kendala utama, yang dapat diatasi melalui perencanaan strategis dan dukungan manajemen sekolah. Penelitian ini menegaskan bahwa supervisi klinis adalah instrumen penting untuk meningkatkan kualitas pengajaran sekaligus pengembangan profesional guru, dengan potensi penerapan lebih luas di berbagai konteks pendidikan.

Kata Kunci: *Supervisi Klinis, Kualitas Pengajaran, Profesionalisme Guru, Kompetensi Pedagogis, Umpan Balik Kolaboratif*

Abstract

The quality of teaching in religious-based secondary schools plays a strategic role in improving overall educational standards. Clinical supervision has emerged as an effective approach due to its collaborative and reflective nature, enabling teachers to enhance pedagogical competence through structured guidance and constructive feedback. Nevertheless, challenges such as time limitations, resource constraints, and evaluation-related anxiety remain significant issues. This study aims to explore how clinical supervision fosters teaching quality and teacher professionalism in Islamic secondary schools. Employing a qualitative case study design at MA Setia Peradaban, data were collected through direct observations, in-depth interviews, and document analysis involving eight teachers and three supervisors. The findings reveal that clinical supervision improves teaching skills, encourages reflective practice, and promotes an adaptive classroom environment. Teachers experienced moral support, increased motivation, and greater self-confidence. However, constraints related to time and resources were identified, which could be mitigated through strategic planning and stronger institutional support. This study concludes that clinical supervision serves as an effective tool for enhancing teaching quality and teacher professionalism, with broader applicability across diverse educational settings.

Keywords: Clinical supervision, Teaching quality, Teacher professionalism, Pedagogical competence, Collaborative feedback

INTRODUCTION

The quality of teaching at the secondary level, including in religious-based schools, plays a strategic role in enhancing the overall standards of education. Teachers, as primary facilitators of the learning process, are expected not only to possess strong academic knowledge but also to continuously develop pedagogical skills that meet the increasingly complex challenges of modern education (Susanto, 2016). In efforts to improve teaching quality, clinical supervision has emerged as an effective approach, offering intensive, constructive feedback and professional support through collaborative methods (Glickman, Gordon, & Ross-Gordon, 2001).

Clinical supervision supports teachers in refining their pedagogical practice through direct observation, structured reflection, and non-judgmental feedback (Acheson & Gall, 2003). Unlike evaluative models that often generate anxiety, clinical supervision fosters a growth-oriented mindset, enabling educators to identify strengths and areas for development. This approach has been shown to encourage the adoption of innovative teaching strategies, particularly when implemented in a collaborative and supportive environment (Sunardi & Satori, 2024). In Indonesia, studies on the effectiveness of clinical supervision remain limited and have seldom addressed the in-depth reflective process experienced by teachers during clinical supervision (Kamaluddin et al., 2024).

Previous studies indicate that clinical supervision contributes to teaching improvement by fostering a collaborative relationship between supervisors and teachers (Dwikurnaningsih, 2020). However, these studies largely focus on the evaluative aspects rather than continuous professional development. The research gap thus lies in the lack of exploration of clinical supervision's direct impact on teacher self-reflection and how collaboration can build confidence and creativity in teaching, especially within religious educational settings.

Therefore, this study aims to explore how clinical supervision fosters teacher self-reflection and pedagogical growth within the context of an Islamic secondary school. It specifically addresses the following research questions: (1) In what ways does clinical supervision enhance teachers' reflective practices? (2) What challenges are encountered during its implementation? By focusing on the reflective and collaborative dimensions, this research seeks to fill a gap in the literature regarding sustained professional development in religious education settings. Through a qualitative approach and case study design, this research aims to provide new insights into the relevance of clinical supervision in supporting sustainable teacher professional development.

This study is anticipated to contribute not only to the practical implementation of clinical supervision in religious schools but also to serve as a foundation for educational policies that prioritise quality teaching through supportive and reflective supervision approaches

LITERATURE REVIEW

Over the past several decades, scholarship on clinical supervision and teacher professional growth has expanded considerably, with particular emphasis on the interconnections between supervision, teaching quality, pedagogical reflection, and teacher professionalism. The literature

reveals three principal trajectories. First, a body of research underscores the effectiveness of clinical supervision as a tool for enhancing pedagogical competence through collaborative guidance (Glickman, Gordon, & Ross-Gordon, 2001; Acheson & Gall, 2003). Second, other studies focus on the reflective dimension, demonstrating how clinical supervision encourages teachers to reassess their instructional practices and adopt innovative strategies (Schön, 1983; Timperley, 2008). Third, research also highlights the challenges inherent in the implementation of supervision, including time constraints, resource limitations, and the evaluative anxiety experienced by teachers (Hattie & Timperley, 2007; Patton, 2015). Collectively, these studies affirm the relevance of clinical supervision in enhancing instructional quality, yet they leave unaddressed a deeper exploration of its collaborative and reflective aspects, particularly within the specific cultural and religious context of Islamic education (Agusta et al., 2025; Pahlawanti et al., 2020; Sinambela et al., 2020).

The first trajectory positions clinical supervision primarily as either an evaluative mechanism or a professional development strategy for teachers. Research within this strand tends to assess effectiveness in terms of measurable improvements in teaching skills and instructional quality (Dwikurnaningsih, 2020; Sunardi & Satori, 2024). The methodological orientation is predominantly quantitative or mixed-methods, employing classroom observations and structured questionnaires to determine the extent to which supervision enhances teachers' pedagogical competence. The central focus is on the supervisor's role in providing structured feedback and actionable instructional strategies that can be immediately applied in the classroom. This orientation highlights short-term outcomes, such as improved teacher performance and student achievement. Nevertheless, studies of this type often remain confined to technical assessments, with limited engagement in exploring the reflective dimensions of teachers' growth during the supervisory process (Afriani & Hemawati, 2025; Asti & Juliani, 2025; Misnan et al., 2024; Tabrani et al., 2024).

The second trajectory frames clinical supervision as a professional space for reflection and collaborative learning. This body of work is theoretically grounded in Schön's (1983) notion of the reflective practitioner and Timperley's (2008) model of reflective cycles for teacher development. Within this framework, supervision is not conceived as a mere evaluative exercise but rather as a dialogical process that empowers teachers to identify strengths, weaknesses, and alternative instructional strategies. Methodologically, these studies are largely qualitative, employing in-depth

interviews and case studies that generate nuanced accounts of how teachers internalize supervisors' feedback and translate it into pedagogical practice (Sahlberg, 2011; Santoso, 2022). Findings consistently demonstrate that reflection, when facilitated through clinical supervision, contributes to lifelong learning and supports the construction of teachers' professional identity (Fatahillah et al., 2023; Ibnu et al., 2022; Rahmat, 2023; Rasyid et al., 2022).

The third trajectory emphasizes the structural and psychological barriers to effective clinical supervision. Scholars in this area identify time limitations, workload pressures, and insufficient resources as critical constraints on supervisory practice (Patton, 2015; Kamaluddin et al., 2024). Furthermore, research highlights the emotional dynamics of teachers, including anxiety, a heightened sense of surveillance, and fear of criticism (Hattie & Timperley, 2007; Miles, Huberman, & Saldaña, 2014). The methodologies employed are frequently survey-based or thematic analyses, with a focus on capturing teachers' perceptions and experiences. These studies seek to explain how organizational culture, evaluative norms, and power relations between supervisors and teachers shape the perceived effectiveness of supervision. Such a perspective enriches the literature by illustrating that supervisory outcomes are contingent not only on the method applied but also on the emotional climate and institutional support that accompany its implementation (Fridiyanto & Firmansyah, 2022).

Although the three trajectories reviewed above provide important insights, each exhibits distinct limitations. Studies emphasizing effectiveness tend to adopt a narrow technical orientation; research on reflection often neglects the cultural and religious contexts in which supervision occurs; and studies of implementation barriers rarely integrate the spiritual and value-laden dimensions of teacher development within Islamic educational institutions. In this sense, the current body of literature largely "overlooks" the necessity of viewing clinical supervision not only as a pedagogical instrument but also as a practice imbued with cultural and religious values. This gap underscores the need for research that explicitly situates clinical supervision within collaborative and reflective dimensions framed by faith-based educational contexts (As'ad & Firmansyah, 2022; Firmansyah, 2023, 2020).

In light of these gaps, the present study is oriented toward examining the role of clinical supervision as a reflective and collaborative instrument for cultivating teacher professionalism within Islamic schools. This orientation represents a departure from prior studies by extending the focus beyond technical effectiveness to encompass how clinical supervision

fosters teachers' reflective awareness, strengthens self-confidence, and reinforces religious values within pedagogical practice. Employing a qualitative case study approach, this research investigates teachers' lived experiences in both pedagogical and spiritual dimensions. It is anticipated that this study will contribute theoretically by extending the discourse on clinical supervision to encompass Islamic educational contexts and practically by informing teacher development policies that are more inclusive, reflective, and responsive to the needs of faith-based schools.

Table 1: Literatur Summary Table

No	Research Focus	Approach/Method	Key Findings	Limitations
1	Effectiveness of clinical supervision (Glickman et al., 2001; Acheson & Gall, 2003; Dwikurnaningsih, 2020)	Quantitative, mixed-method, classroom observation & questionnaires	Improved teaching skills and classroom management	Overly technical, limited attention to reflective dimension
2	Reflection and collaboration (Schön, 1983; Timperley, 2008; Sahlberg, 2011; Santoso, 2022)	Qualitative, case study, in-depth interviews	Supervision fosters reflection, creativity, and professional identity	Limited discussion of religious and cultural contexts
3	Implementation barriers (Patton, 2015; Hattie & Timperley, 2007; Kamaluddin et al., 2024)	Surveys, thematic analysis	Barriers include time constraints, lack of resources, evaluation anxiety	Focuses on obstacles, lacks integration of values and spiritual dimensions

RESEARCH METHODS

This study employs a qualitative approach with a case study design to explore the implementation of clinical supervision in enhancing teaching quality in a secondary religious education setting. A qualitative approach is particularly suited to studies that seek to understand complex social phenomena within their real-life context (Creswell & Poth, 2018). By

allowing for in-depth exploration, qualitative research provides valuable insights into participants' experiences, perspectives, and interactions, making it highly relevant for understanding the nuances of clinical supervision as a collaborative and reflective process (Yin, 2014).

A case study design was chosen as it enables a comprehensive analysis of clinical supervision within a specific institution, focusing on real-life implementation and contextual factors that affect its effectiveness (Stake, 1995). This design is appropriate for investigating how clinical supervision impacts teacher development and practice, as it allows the researcher to gather data from multiple sources, providing a holistic view of the supervision process and its outcomes.

The participants included 8 teachers and 3 supervisors from MA Setia Peradaban, selected using purposive sampling to ensure diverse teaching backgrounds and experiences. All participants had prior involvement in the school's clinical supervision programme. Data were gathered through direct observation, in-depth interviews, and document analysis. Observations were conducted to document the authentic interactions between supervisors and teachers throughout the clinical supervision process, particularly during feedback sessions and reflective dialogues. In-depth interviews were held with teachers and supervisors to gain a detailed understanding of their experiences, challenges, and perceptions of clinical supervision. Relevant documents, such as supervision reports and lesson plans, were also analysed to support and triangulate findings from observations and interviews (Patton, 2015).

Table 2. Research Instruments, Data and Sources, and Subjects

Aspect	Description
Research Instruments	1. Observation Checklist: Used to observe interactions between supervisors and teachers, focusing on feedback sessions and teaching practices. 2. Interview Guide: Semi-structured guide for in-depth interviews with teachers and supervisors, covering experiences, perceptions, and challenges in clinical supervision. 3. Document Analysis Protocol: Framework for reviewing documents (e.g., supervision reports, lesson plans) to confirm and support findings from observations and interviews.
Data and Data Sources	1. Observational Data: Collected during clinical supervision sessions, capturing supervisor-teacher interactions and classroom dynamics.

	2. Interview Data: Transcripts from interviews with teachers and supervisors, providing insights into their personal experiences and reflections on supervision. 3. Document Data: Analysis of relevant documents (e.g., feedback reports, lesson plans) to support and validate observational and interview data.
Research Subjects	1. Teachers: Selected teachers who participated in the clinical supervision process. 2. Supervisors: School supervisors or heads of department responsible for conducting clinical supervision sessions. 3. Students (Indirectly): Students were observed indirectly through their engagement in class, as influenced by teacher development.

Data were analysed using thematic analysis, following a systematic process to identify key themes relevant to clinical supervision and teaching improvement. This involved several stages: (1) Data reduction, where collected data were coded and organised according to emerging themes, (2) Data display, in which findings were organised into thematic categories for clearer interpretation, and (3) Conclusion drawing and verification, where insights were synthesised to address the research questions (Miles, Huberman, & Saldaña, 2014).
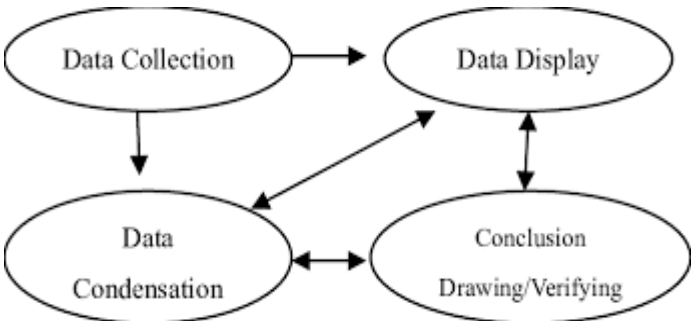

Figure 1. Thematic analysis (Miles, Huberman, & Saldaña, 2014).

To ensure data validity, this study used source triangulation by comparing findings from observations, interviews, and document analysis. Additionally, member checking was employed by asking participants to

review the findings, ensuring the accuracy of interpretation (Lincoln & Guba, 1985).

RESULTS AND DISCUSSION

This expanded section offers a comprehensive analysis of data from surveys, interviews, observations, and document analysis concerning the clinical supervision programme at MA Setia Peradaban. Each thematic category—collaborative supervision, reflective practice, implementation challenges, and survey data—is integrated with broader literature and practical recommendations. These findings are contextualised in existing research to highlight consistencies and divergences and to underscore the programme's effectiveness and areas for improvement. The survey gathered data on teacher perceptions, perceived benefits of clinical supervision, and challenges. Here is a structured table summarising these responses.

Table 3. Survey Data Analysis Table

Category	Aspect	Response (%)	Description
Teacher Perception	Positive	87%	Most teachers found clinical supervision supportive and developmental, enhancing their teaching skills.
	Neutral	20%	Some teachers had neutral responses, likely due to limited experience or clarity on the programme's purpose.
	Negative	13%	A minority felt uncomfortable, associating supervision with evaluation and critique.
Perceived Benefits	Professional Development	87%	Teachers reported significant improvements in their teaching competencies as a result of clinical supervision.
	Skill Enhancement	87%	Supervisory feedback helped teachers refine instructional methods and classroom management.

	Moral Support	67%	Teachers valued psychological and moral support, which contributed to greater motivation and confidence.
Challenges	Fear of Criticism	13%	Some teachers reported fear of criticism, likely linked to experiences with prior supervisory models.
	Feeling of Surveillance	40%	Teachers felt monitored, possibly due to the presence of supervisors in classrooms.
	Evaluation Anxiety	53%	Anxiety around evaluation highlights the need for clearer distinctions between supervision and formal assessments.

Thematic analysis of the qualitative data from interviews and observations allowed for deeper insights into teachers' and supervisors' perceptions of clinical supervision. Key themes are summarised below.

Table 4. Thematic Analysis Table

Theme	Description	Supporting Quotes / Observations
Collaborative Supervision	The collaborative approach builds trust, reduces anxiety, and encourages growth.	"The supervisor helped me see areas I could improve on without making me feel judged" (Teacher A, Interview).
Reflective Practice	Reflection allows teachers to critically assess and improve their teaching continuously.	"Reflecting on my teaching style with guidance has been invaluable in finding new ways to engage students" (Teacher B, Interview).
Implementation Challenges	Logistical issues, particularly time and resource limitations,	Supervisor noted, "It's challenging to find time for supervision without

	affect the depth and frequency of sessions.	disrupting regular teaching schedules" (Supervisor A, Interview).
Emotional and Moral Support	Supervision not only provides pedagogical support but also psychological reinforcement for teachers.	Supervisors used positive reinforcement in feedback, reducing teacher stress (Observation notes).
Evaluation Anxiety	Teachers' anxiety regarding evaluation points to the need for a supportive, non-evaluative approach.	Survey data indicated 53% of teachers experience anxiety related to evaluation.

1. **Collaborative Supervision as a Catalyst for Professional Development**

One of the central findings from the interviews was the significant role of supervision conducted through mutual collaboration in fostering a safe and developmental environment. Teachers reported feeling empowered to discuss challenges and receive constructive feedback without fear of judgment. For instance, one participant shared, "The supervisor helped me see areas I could improve on without making me feel like I was underperforming" (Teacher A, Interview, 2024). These experiences align with Glickman et al.'s (2001) assertion that supportive supervision facilitates teacher growth through trust-based dialogue. This feedback aligns with observations in which supervisors conducted sessions in a manner that encouraged teachers to openly discuss their challenges and seek advice. Such a collaborative approach in supervision allowed teachers to reflect on their teaching methods, an element identified as crucial in promoting continuous professional growth (Glickman, Gordon, & Ross-Gordon, 2001).

In line with the findings at Madrasah Aliyah Setia Peradaban, the literature supports that collaborative supervision facilitates a supportive environment, which motivates teachers to develop their instructional competencies (Acheson & Gall, 2003). Studies suggest that when supervisors adopt a non-evaluative approach, teachers are more receptive to feedback and open to experimenting with new techniques in the classroom (Sunardi & Satori, 2024). This contrasts with traditional supervisory models that are evaluative and often induce anxiety among teachers, as noted by Santoso (2022). The collaborative approach at

Madrasah Aliyah Setia Peradaban demonstrates how effective clinical supervision can be when aligned with supportive, rather than judgmental, practices, encouraging an environment where teachers can confidently address their development needs

2. **Reflective Practice as a Tool for Enhancing Teaching Quality**

Reflective practice emerged as a significant theme, with teachers noting that supervision encouraged them to critically assess their instructional methods. One teacher remarked, "Reflecting on my teaching style with guidance from the supervisor has been invaluable in finding new ways to engage my students" (Teacher B, Interview, 2024). This was reinforced by observations where supervisors used reflective questioning to prompt teachers' self-assessment and improvement.

Reflective practice is well-supported in the literature as essential for professional growth, particularly in Schön's (1983) model, which argues that structured reflection encourages practitioners to explore new methods. In this context, clinical supervision functions as a structured reflective framework, allowing teachers to refine their methods and adapt to changing classroom dynamics. Glickman et al. (2001) suggest that reflective practices facilitate sustained improvements in teaching quality, a conclusion echoed in Timperley's (2008) work on reflective cycles for teacher development.

This reflective approach is also widely used in Finland, where reflective supervision forms a cornerstone of teacher training, contributing to the country's high educational outcomes (Sahlberg, 2011). Findings at MA Setia Peradaban suggest that reflective practices within supervision sessions can foster similar improvements in other educational systems by encouraging teachers to explore alternative strategies.

3. **Survey Data Analysis: Teacher Perceptions, Benefits, and Challenges**

The survey provided quantitative insights that complement the qualitative data, particularly regarding teacher perceptions of clinical supervision. The survey included three key dimensions: perception of supervision (positive, neutral, negative), perceived benefits (professional development, skill enhancement, moral support), and challenges (fear of criticism, feeling of surveillance, anxiety towards evaluation). These dimensions are discussed below in light of the survey data and supporting qualitative findings.

(a) Positive Perception of Supervision (87%)

The high percentage (87%) of teachers with a positive perception of clinical supervision reflects its success as a supportive development tool rather than an evaluative mechanism. This positive reception aligns with feedback from interviews, where teachers felt that clinical supervision enabled them to grow professionally without feeling scrutinised. The collaborative approach, where supervisors acted more as mentors than evaluators, likely contributed to this positive perception. Research supports that non-evaluative, developmental supervision fosters a growth mindset in teachers, making them more receptive to change (Glickman et al., 2001; Sunardi & Satori, 2024).

(b) Professional Development and Skill Enhancement (87%)

The survey data also revealed that 87% of teachers perceived clinical supervision as beneficial for professional development and skill enhancement. Observations of feedback sessions indicated that supervisors provided actionable recommendations and encouraged reflective practice, reinforcing skills and promoting adaptability in the classroom. Such findings are consistent with Acheson and Gall's (2003) assertion that clinical supervision provides a structured path for professional development by enabling teachers to address specific pedagogical challenges.

(c) Moral Support (67%)

Sixty-seven per cent of teachers noted that clinical supervision offered moral support. Teachers expressed that the sessions with supervisors not only provided pedagogical insights but also served as an emotional support system. This emotional reinforcement is essential, as teachers often face challenges that can impact morale and motivation. Observations showed that supervisors often initiated conversations with positive reinforcement, which set a supportive tone for feedback. Patton (2015) suggests that moral support within clinical supervision can reduce burnout and encourage a more sustained commitment to professional growth.

(d) Evaluation Anxiety and Perceived Surveillance

Despite these positive responses, a smaller percentage of teachers reported challenges. Thirteen per cent of teachers expressed a fear of criticism, 40% reported a feeling of surveillance, and 53% noted anxiety related to evaluation. These responses, though not dominant, highlight areas for improvement in the supervision process.

Teachers' fear of criticism likely stems from past experiences with traditional supervision models, which were more evaluative and less supportive. Supervisors at MA Setia Peradaban, therefore, need to remain mindful of adopting a non-threatening approach, as even subtle changes in feedback delivery could reduce this perceived criticism.

This evaluation-related anxiety is consistent with research by Hattie and Timperley (2007), who argue that ambiguous feedback mechanisms can lead to confusion and stress among educators. Establishing a clearer boundary between developmental supervision and formal assessment could reduce such concerns and enhance receptiveness to feedback.

The sense of surveillance reported by 40% of teachers may be attributed to the presence of supervisors in classrooms, which can naturally create discomfort. This finding echoes Schön's (1983) work on the practitioner's vulnerability in supervised environments. Implementing measures such as pre-observation dialogues, where teachers can set observation objectives with supervisors, could alleviate this sense of surveillance and increase comfort.

Lastly, evaluation anxiety, reported by 53% of teachers, indicates a need for more explicit communication on the non-evaluative nature of clinical supervision. Research suggests that clearly distinguishing between supervision for development and evaluation for performance reduces teacher anxiety (Miles, Huberman, & Saldaña, 2014). Supervisors at MA Setia Peradaban may benefit from reiterating this distinction throughout the supervision cycle to reinforce the developmental focus of the sessions.

4. Implementation Challenges: Addressing Time and Resource Constraints

Despite the positive outcomes, the implementation of clinical supervision at Madrasah Aliyah Setia Peradaban faced challenges, particularly concerning time constraints and limited resources. The scheduling of clinical supervision sessions proved difficult due to the teachers' busy timetables, limiting the frequency of observations and feedback sessions. One supervisor noted, "It's challenging to find time for supervision without disrupting regular teaching schedules" (Supervisor A, Interview, 2024). Observations also revealed that time constraints affected the depth of feedback provided, as supervisors

often had to conduct multiple sessions in a short period, reducing the opportunity for detailed follow-up.

These challenges echo findings in educational literature, where time limitations are frequently cited as a barrier to effective clinical supervision (Patton, 2015). However, research suggests that flexible scheduling and prioritising new or struggling teachers can optimise the use of available time. For instance, targeted supervision for new teachers or those requiring more support has been shown to make supervision more impactful, as it focuses resources where they are needed most (Miles, Huberman, & Saldaña, 2014).

In addition to time constraints, limited resources presented obstacles in providing the necessary tools for interactive and technology-supported teaching. For example, while supervisors encouraged the use of multimedia in lessons, limited access to equipment hindered some teachers from fully implementing these recommendations. The school's gradual acquisition of resources, supported by external partnerships, was noted as a solution that could potentially be adopted by similar institutions. This phased approach allows for the prioritisation of resource allocation based on immediate needs, enabling gradual improvements without overwhelming the institution's budget.

CONCLUSION

The findings from this study affirm that clinical supervision at MA Setia Peradaban positively impacts teacher professional development and enhances teaching quality. Collaborative and reflective supervision has proven effective in creating a supportive environment where teachers feel secure receiving feedback and are motivated to improve their teaching practices. The majority of teachers (87%) expressed positive perceptions of clinical supervision, highlighting the benefits of skill development and the moral support provided by supervisors. This supervisory model not only fosters the enhancement of instructional strategies but also contributes to teachers' psychological well-being by strengthening their confidence and resilience in addressing classroom challenges.

However, challenges were identified, particularly around time and resource constraints. To maximise the effectiveness of clinical supervision, flexible scheduling and more structured resource allocation are essential. Flexible scheduling, prioritising support for new teachers or those requiring greater assistance, can help overcome time limitations. Additionally, phased resource acquisition, potentially through partnerships with external

organisations, could help provide the facilities needed to support more interactive teaching practices.

While this study offers practical insights, there is ample scope for further research. First, a longitudinal study is recommended to examine the long-term impact of clinical supervision on teacher performance and student outcomes. Second, comparative research across different types of schools, including state and private institutions, could provide further understanding of the effectiveness of clinical supervision in varied educational contexts. Third, exploring the role of technology in clinical supervision would be highly relevant, given the ongoing digitalisation in education. Digital platforms for feedback, for instance, could expand access and improve the efficiency of supervision.

In summary, this study indicates that clinical supervision, when approached collaboratively and reflectively, has strong potential as a tool for improving teaching quality. With appropriate adaptation to school-specific conditions, clinical supervision could be implemented more broadly across educational settings, supporting sustained professional development for teachers.

Although the study offers valuable insights into the implementation of clinical supervision in religious schools, further investigation is warranted. Longitudinal research is recommended to assess the sustained impact on teacher performance and student achievement. Comparative studies across public and private Islamic schools would also help to generalise findings and identify context-specific best practices. In addition, exploring the integration of digital supervision tools could reveal new possibilities for scalability and efficiency.

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