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Principal as Academic Supervisor in Enhancing Teacher Performance: A Multisite Case Study in Integrated Islamic Elementary Schools toward SDG 4

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ABSTRACT

Objective: *To analyze the role of the principal as an academic supervisor in improving teacher performance at two Integrated Islamic Elementary Schools in Bangkalan, Indonesia. The research focuses on the cycles of planning, implementation, evaluation, and the identification of influencing factors within a specialized religious educational context.* ***Method:*** *A qualitative approach with a multi-site case study design was employed. Data were collected through in-depth interviews, participant observation, and documentation. Data analysis followed the Miles, Huberman, and Saldana interactive model, incorporating data condensation, display, and both individual-site and cross-site analysis to establish credible research propositions.* ***Results:*** *The findings reveal that supervision was executed through a participatory planning model designed to reduce teacher anxiety. Implementation utilized clinical supervision aligned with collaborative principles, employing dialogic feedback and coaching techniques. Reflective evaluation meetings significantly boosted teacher achievement motivation, shifting performance from "Good" to "Very Good." While high managerial competence and a strong quality culture acted as catalysts, administrative workloads and psychological resistance were identified as primary inhibitors.* ***Novelty:*** *Introducing the "Integrative Clinical Coaching Supervision" (ICCS) model. Unlike traditional models, ICCS synthesizes Glickman's developmental theory with Oliva's instructional cycle, specifically tailored for the high-commitment environment of Islamic integrated institutions. It provides a unique, systematic framework for sustainable teacher professionalization by bridging clinical techniques with a coaching-based quality assurance instrument. The model also offers practical contributions toward SDG 4 (Quality Education) by strengthening continuous teacher professional development, enhancing instructional quality, and fostering a collaborative culture of sustainable school improvement.*

INTRODUCTION

The quality of education (SDG 4) is a fundamental pillar of a nation's resilience and adaptability amid global shifts (Kornytska, 2023). In Indonesia, the national educational goals, as anchored in Law No. 20 of 2003, emphasize developing students' potential to become intellectually capable and morally upright citizens (Azhari et al., 2026). To realize these ideals, educational institutions have transitioned from centralized systems to decentralized governance, granting schools the autonomy to manage programs in line with their specific institutional visions. At the center of this autonomy is the principal, whose leadership is pivotal in navigating the complexities of school management through professional academic supervision (Cheng et al., 2016; Spalanzani & Zouaghi, 2025).

However, the need for reform of academic supervision has become increasingly urgent in Integrated Islamic Elementary Schools within the Integrated Islamic School Network. Over the past two decades, Integrated Islamic Elementary Schools institutions have experienced exponential growth, transforming from alternative private enclaves into highly sought-after

premier institutions that command immense public trust and strict parental accountability. This rapid market expansion has generated an acute institutional paradox: These schools are fiercely driven to maintain high-quality academic outputs and rigorous spiritual standards, yet they operate with an exceptionally heterogeneous teaching force.

As a consequence of their integrated dual-curriculum model, which combines the national curriculum (Kurikulum Merdeka) with comprehensive Islamic education, Integrated Islamic Elementary Schools frequently recruit subject-matter specialists in areas such as Islamic studies, Arabic language, and the natural sciences. Many of these teachers possess non-linear educational backgrounds and have limited or no formal training in elementary education pedagogy. Traditional bureaucratic supervision frameworks that focus on punitive, top-down compliance are fundamentally ill-equipped to address this unique structural capability gap. Without a profound paradigm shift toward collaborative, formative, and scaffolded clinical coaching, these non-linear educators face severe instructional friction, which directly threatens the sustainability of the institution's quality assurance (Kinchin, 2024). Therefore, reforming academic supervision within the Integrated Islamic Elementary Schools context is no longer an optional administrative enhancement; it is an urgent structural intervention necessary to synchronize heterogeneous teacher competencies with the escalating pedagogical demands of modern, technology-driven elementary education.

Academic supervision is a professional service that assists teachers in developing instructional kits and integrating educational technology, distinct from mere administrative oversight (Tawil & Tarawneh, 2025). Teachers, as the primary "architects of learning," must master pedagogical and professional competencies as mandated by Law No. 14 of 2005. However, current global trends and shifting curricula, such as the Kurikulum Merdeka, demand that teachers move beyond traditional roles to become facilitators of digital-age learning (Alkeva, 2025; Istiqomah & Na'imah, 2025; Theriana et al., 2025). Recent studies suggest that teacher competence in lesson planning and digital assessment often requires continuous, structured guidance to maintain instructional quality (Guàrdia et al., 2023; Hoang et al., 2025).

While mainstream literature positions academic supervision as a cornerstone of instructional excellence, the empirical reality of teacher professionalism, both globally and locally, remains highly fragmented (He et al., 2024). This discrepancy highlights a fundamental structural tension within contemporary school governance: the friction between rigid, macro-level bureaucratic compliance and the micro-level need for organic, classroom-based professional growth (Omarova, 2020). In many developing educational landscapes, standard supervisory routines frequently default to superficial, administrative check-boxing rather than genuine pedagogical intervention. This systemic limitation leaves classroom teachers, the primary architects of learning, overburdened by exhaustive reporting compliance, which directly marginalizes their capacity for deep lesson planning, technological integration, and diagnostic student assessment.

This global instructional friction is further magnified within Indonesia's current transitional landscape, particularly under the decentralized mandates of the Kurikulum Merdeka (Kumayas et al., 2025). The challenge becomes particularly pronounced in private, values-based educational institutions, such as Integrated Islamic Elementary Schools, operating within the Integrated Islamic School Network. These schools face a unique institutional paradox: They maintain immense public prestige and celebrate high achievements in science, literacy, and sports, yet they operate with a highly heterogeneous

teaching staff, a significant portion of whom hold non-linear academic degrees that lack formal training in elementary school pedagogy. Consequently, standard, top-down supervisory mandates fail to address this localized capability gap. This structural divide necessitates an empirical investigation into how school principals can transform conventional monitoring into a scaffolded, relationship-based coaching framework that can normalize professional standards across diverse educator backgrounds.

Challenges such as administrative overburden often distract teachers from their core duties, a phenomenon exacerbated in specialized educational settings like Integrated Islamic Elementary Schools (Amzat, 2022; Fadlilah et al., 2025; Maida & Khoiruddin, 2025). These institutions, operating under the Integrated Islamic School Network, face the unique challenge of blending the national curriculum with religious and spiritual values. A critical issue identified in recent literature is the non-linear educational background of teachers in private religious schools, where many educators are not graduates of Elementary School Teacher Education Programs (Oktradiksa & Aufa, 2020).

Initial observations at Integrated Islamic Elementary Schools Mutiara Ilmu Bangkalan and Integrated Islamic Elementary Schools Ulil Albab Kamal reveal significant discrepancies in teacher linearity: only 18% and 33% of teachers, respectively, hold Elementary School Teacher Education Programs degrees. While both schools have achieved high public interest and scientific success, this "linearity gap" creates unevenness in pedagogical delivery and classroom management. Although principals at these sites implement both formal and informal supervision, there is a clear need for a more systematic, coaching-based approach to prevent "human error" and ensure quality assurance across diverse teacher backgrounds (Sandino, 2026).

Previous research by Lemmons (2024) and Collins (2025) highlights that collaborative and relationship-based supervision models are more effective than top-down hierarchical approaches in fostering a reflective school culture. However, few studies have explored the integration of clinical techniques with coaching models within the socio-religious context of Integrated Islamic Elementary Schools in Madura.

While existing literature extensively documents the utility of instructional leadership, this study differs from contemporary scholarship by offering a rigorous multi-site analysis that constructs a novel conceptual model termed 'Integrative Clinical Coaching Supervision' (ICCS). To appreciate the distinct theoretical and practical contributions of the ICCS framework, it must be juxtaposed with conventional supervisory paradigms and earlier coaching-based supervision models.

Traditional academic supervision models, notably those anchored in early iterations of developmental frameworks (e.g., standard applications of Glickman's or Oliva's linear cycles), predominantly view supervision through a structural, top-down bureaucratic lens (Crerar, 2025). These models often prioritize external administrative compliance and standardization, inadvertently fostering an evaluative climate that induces high levels of supervision anxiety among educators. Conversely, while more recent 'coaching-only' or mentoring frameworks have gained traction in Western and East Asian contexts for prioritizing teacher autonomy and self-efficacy (Stringer, 2023), they frequently operate in isolation from institutional accountability systems. These standalone coaching models tend to focus heavily on individual reflective capacity while marginalizing macro-level educational standards, statutory curricular mandates, or structural administrative overburden, which render them difficult to scale within tightly regulated school networks.

The ICCS model proposed in this study bridges this conceptual divide by operating as an integrated ecosystem rather than a fractured or polarized exercise. Unlike prior frameworks that treat clinical observation, humanistic coaching, and bureaucratic quality assurance as mutually exclusive or competing forces, the ICCS model synthesizes them. It retains the structural rigor and curriculum-alignment mechanics of Oliva's systemic approach, honors the differentiated, diagnostic support of Glickman's clinical assistance, and infuses them with the relationship-based, non-directive empowerment of modern coaching theory. Furthermore, whereas previous models assume a homogeneous baseline of teacher readiness, the ICCS framework is specifically engineered to scaffold highly heterogeneous teaching bodies such as those found in Integrated Islamic Elementary Schools, where high institutional prestige and exceptional student performance paradoxically coexist with widespread non-linear pedagogical backgrounds. By mapping digital infrastructure (TPACK alignment) and structural barriers (such as administrative overburdens and incidental schedule collisions) directly into the cycle as active moderating variables, the ICCS model offers a resilient, multi-dimensional framework that shifts academic supervision from a mechanism of hierarchical control to a scalable instrument of sustainable human resource development. This model aims to bridge the gap between theoretical supervision and the practical needs of teachers with non-pedagogical backgrounds.

The objective of this study is to describe and analyze the role of the principal as an academic supervisor in improving teacher performance at Integrated Islamic Elementary Schools Mutiara Ilmu Bangkalan and Integrated Islamic Elementary Schools Ulil Albab Kamal. Specifically, this research seeks to: (1) analyze the academic supervision planning process; (2) examine the implementation of clinical supervision; (3) evaluate the follow-up and impact on teacher performance; and (4) identify the supporting and inhibiting factors within these multi-site contexts.

RESEARCH METHOD

Research design and approach

This study utilizes a qualitative approach with a multi-site case study design. A multi-site design was selected to enhance the robustness of the resulting theoretical propositions through a constant comparison of phenomena across diverse institutional contexts (Bogdan & Biklen, 1997). This research is fundamentally descriptive, aiming to provide a holistic understanding of the experiences and social realities within Integrated Islamic Elementary Schools. To ensure the depth of the findings, the study adopts a Modified Analytic Induction strategy. This allows for the iterative refinement of the Integrative Clinical Coaching Supervision (ICCS) model as new data emerges from both Integrated Islamic Elementary Schools Mutiara Ilmu Bangkalan and Integrated Islamic Elementary Schools Ulil Albab Kamal.

Participants and sampling techniques

The study involved 20 key informants selected through purposive sampling, ensuring that the chosen individuals possessed direct operational experience and a profound understanding of academic supervision policies. These participants included school principals serving as core supervisors, members of the senior supervision teams, and classroom teachers representing both linear and non-linear pedagogical backgrounds.

In this study, the categorization of teachers' educational backgrounds is explicitly operationalized based on the linearity standards set by the Indonesian Ministry of Education and Culture. Teachers classified into the 'linear pedagogical background' cohort hold at least a bachelor's degree (S-1) in Primary School Teacher Education or Primary Education. This alignment ensures that their formal tertiary training matches both the administrative nomenclature and the developmental psychology metrics required for elementary-level instruction. Conversely, teachers classified in the 'non-linear pedagogical background' cohort are those who hold bachelor's degrees in fields other than primary education pedagogy. Within the specific context of these Integrated Islamic Elementary Schools, this group primarily includes subject-matter specialists holding degrees in Islamic Religious Education, Arabic Language, or pure non-educational sciences (e.g., Bachelor of Science or Bachelor of Arts) who have been recruited to fulfill the schools' integrated dual-curriculum requirements.

To achieve data saturation and explore deeper institutional layers across this heterogeneous teaching staff, Snowball Sampling was subsequently employed (Alaba et al., 2026; Mabweazara et al., 2025; Mawhinney & Rinke, 2019). This sequential strategy allowed the researcher to trace interpersonal professional networks and identify additional informants who could provide highly nuanced, unvarnished perspectives on the psychological undercurrents, such as supervision anxiety, and the administrative overburdens induced by the instructional supervision cycle (Mabweazara et al., 2025).

Research instrument and the role of the researcher

In this qualitative framework, the researcher serves as the primary "human instrument." This role is critical for responding adaptively to environmental stimuli and capturing the subtle dynamics of interpersonal communication during supervision cycles. The researcher adopted a participant-observer role to observe the naturalistic setting of classroom interactions and clinical feedback sessions without disrupting the school’s daily operations. Throughout the process, strict ethical standards were maintained, including obtaining informed consent and ensuring the total anonymity of all participants and institutions.

Data collection procedures

In this qualitative framework, the researcher serves as the primary 'human instrument. This role is critical for responding adaptively to environmental stimuli, accommodating unpredictable field variations, and capturing the subtle, unspoken dynamics of interpersonal communication during high-stakes supervision cycles. The researcher adopted a participant-observer role to observe the naturalistic setting of classroom interactions and clinical feedback sessions without disrupting the school's daily operations.

To ensure the credibility and structural rigor of this multi-site methodology, the researcher maintained prolonged field engagement across a cumulative eight-month period, spanning from August 2023 to March 2024. This longitudinal timeframe was intentionally selected to encompass two full academic cycles (the end of the odd semester and the entirety of the even semester), allowing for the comprehensive triangulation of both planned and incidental supervision routines.

At Site 1 (Integrated Islamic Elementary Schools Mutiara Ilmu Bangkalan), field engagement totaled approximately 120 hours of direct observation and administrative tracking over a four-month immersion window. This engagement included attending 8

formal pre-observation coordination meetings, observing 14 active classroom instructional sessions across varying grade levels, and participating in 12 post-observation coaching conferences.

At Site 2 (Integrated Islamic Elementary Schools Ulil Albab Kamal), the researcher invested approximately 110 hours of active field engagement over a parallel four-month window, which comprised the documentation of 6 participatory planning assemblies, 12 non-intrusive classroom visitations, and 10 reflective evaluation dialogues. This persistent presence enabled the researcher to move beyond superficial institutional masks (front-stage behavior) and capture authentic pedagogical shifts, teachers' psychological adaptations, and institutional constraints. Throughout the process, strict ethical standards were maintained, including obtaining written informed consent from the institutional boards, securing institutional review board clearance, and ensuring the complete anonymity of all participating administrators, supervisors, and classroom instructors.

To ensure empirical rigor and validity, the study utilized Method Triangulation, integrating three primary data collection techniques:

a. In-depth Interviews: Semi-structured sessions focused on exploring the subjective perceptions of teachers and principals regarding instructional effectiveness.
b. Participant Observation: Direct observation of the "planning-observation-post-conference" cycle and teacher council meetings.
c. Documentary Analysis: A systematic review of lesson plans, annual supervision schedules, and teacher performance evaluation rubrics.

Data analysis procedure

Data analysis was conducted concurrently with data collection using the Interactive Model proposed by Miles et al. (2014). This recursive process involved:

a. Data Condensation: Transforming and coding raw field notes into meaningful clusters based on the research focus (planning, implementation, evaluation).
b. Data Display: Organizing information into matrices and narrative descriptions to visualize patterns between supervision actions and performance shifts.
c. Cross-site Analysis: This stage involved performing constant comparisons between the two Integrated Islamic Elementary Schools sites to identify general propositions that transcend specific local contexts (Yin, 2018).
d. Conclusion Drawing and Verification: The emergent findings were continuously verified through field checks to ensure the validity of the final research propositions.

To satisfy international standards for qualitative rigor, the study applied the criteria developed by Lincoln (1980):

a. Credibility: Ensured through prolonged engagement in the field and Member Checks, where findings were shared with informants to verify accuracy.
b. Transferability: The researcher provides a "thick description" of the Integrated Islamic Elementary Schools context, allowing other researchers to assess the applicability of the ICCS model to similar educational settings.
c. Dependability: A dependency audit was facilitated through Peer Debriefing, ensuring the research steps are consistent and traceable.
d. Confirmability: An audit trail was maintained to ensure that the conclusions are strictly grounded in the field data rather than researcher bias.

RESULTS AND DISCUSSION

Results

Analysis of academic supervision planning

Supervision planning at Integrated Islamic Elementary Schools Mutiara Ilmu and Integrated Islamic Elementary Schools Ulil Albab is not conducted through a unidirectional, top-down approach but rather through a systematic, participatory coordination mechanism. Principals at both sites actively involve the institutional Supervision Team and the Vice Principal of Curriculum in collaboratively formulating the annual academic supervision itinerary. The primary milestones identified during this phase include the formalization of a Schedule Agreement and structured Instrument Socialization. Prior to active classroom observations, a rigorous verification process for instructional kits comprising the Annual Program, Semester Program, and Teaching Modules is conducted to guarantee strict alignment with both the national statutory metrics of the Kurikulum Merdeka and the distinctive spiritual-pedagogical characteristics of the Integrated Islamic School Network.

Data analysis indicates that when school principals collaborate transparently with the Supervision Team to develop a mutually agreed-upon baseline schedule with classroom educators (contracting), it yields a profound psychological buffer. Specifically, this participatory contracting mechanism was proven to increase teachers' instructional and mental readiness by up to 85% compared to conventional, unannounced inspection methods.

To ensure methodological transparency, this 85% readiness metric was derived and triangulated from the schools' internal quality assurance data, specifically extracted from the Pre-Observation Psychometric and Administrative Readiness Checklist administered by the senior supervision teams at both sites prior to Cycle II. This institutional assessment instrument utilizes a 5-point Likert scale evaluating four core domains of teacher preparedness: (1) cognitive clarity regarding evaluative rubrics, (2) psychological anxiety reduction, (3) adaptive instructional kit completion, and (4) proactive pedagogical goal-setting. The 85% figure reflects the aggregate percentage of faculty scoring in the 'Highly Prepared' and 'Prepared' bands (scores ≥ 4.0/5.0) once unannounced inspections were replaced with collaborative contracting. This empirical shift confirms that clear instrument socialization serves as a powerful preventive measure against evaluation stress, shifting the primary focus of planning from a punitive bureaucratic chore to an adaptive, transparent verification of instructional readiness tailored to the Kurikulum Merdeka.

This participatory planning reinforces Sergiovanni's (2015) Moral Leadership Theory, which asserts that the success of educational organizations depends on trust and professional dignity. By involving teachers in the scheduling process, principals successfully mitigate resistance and establish transparency. This is also aligned with the planning function in educational management, meticulous planning serves as a preventive measure against instructional failure.

Implementation of academic supervision

The implementation of the overarching academic supervision program at both study sites employs highly structured, scheduled classroom visitation techniques. Moving beyond a superficial focus on administrative compliance, this academic supervision system shifts from basic bureaucratic verification to a rigorous, data-driven clinical supervision process. Under this clinical supervision modality, the principal and senior observers conduct systematic, non-intrusive classroom visitations to capture authentic pedagogical interactions between

teachers and students, the integration of Technological Pedagogical Content Knowledge (TPACK) via digital media, and real-time classroom management strategies. To effectively distribute the principal's macro-level managerial burden, the schools deploy senior faculty members to assist in conducting these clinical supervision observations. This strategic decentralization, known as peer-led clinical supervision, serves a dual purpose: it secures a reliable influx of specific instructional data while simultaneously reducing teacher tension and psychological resistance during active observation windows.

This decentralized observational practice is an empirical manifestation of Travers's (2007) Clinical Supervision Theory, which argues that effective instructional quality control must depend on developmental assistance rather than bureaucratic enforcement. Within the constructed framework of this study, clinical supervision provides the formal, objective structure for classroom observation, focusing heavily on collegial relationships and supportive diagnostic tracking to resolve localized learning issues. Through this systematic clinical supervision lens, observers can accurately map the achievement of Teacher Professional Standards and identify areas requiring targeted pedagogical reinforcement.

Furthermore, the operational delivery of feedback in this cycle is driven by a distinct coaching-supervision approach. While clinical supervision dictates what structural indicators are observed in the classroom, coaching supervision governs how dialogue is delivered and experienced during the post-observation phase. By embedding a humanistic, non-directive, and supportive coaching supervision style into the process, supervisors act as growth partners rather than evaluative judges. The Distributed Leadership model supports this specific communicative approach; as Hallinger et al. (2025) note, delegating supervisory roles to senior peers through a supportive, non-directive framework significantly elevates teacher self-efficacy, transforming academic supervision from an administrative inspection into an empowering vector for continuous professional development.

Evaluation and follow-up

The academic supervision evaluation phase at both study sites is structured as a dedicated post-observation conference. Rather than defaulting to conventional, judgmental fault-finding, the evaluation process is intentionally designed as an open, reflective dialogue. The quantitative data extracted from the post-supervision ledger clearly show that this reflective mechanism triggers a profound upward trajectory across all core teacher performance indicators between Cycle I (Baseline) and Cycle II (Output), as systematically detailed in Table 1.

Table 1. Improvement of teacher performance indicators based on academic supervision results

Performance Indicator	Pre-Supervision (Baseline)	Post-Supervision (Output)	Strategic Impact (Outcome)
Administrative Compliance	78%	96%	Accurate and systematic instructional administration
Classroom Management Mastery	72%	88%	Optimized student engagement and reduced behavioral disruptions
Use of Digital Media (TPACK)	65%	90%	Advanced pedagogical innovation via active workshop follow-ups

Performance Indicator	Pre-Supervision (Baseline)	Post-Supervision (Output)	Strategic Impact (Outcome)
Instructional Strategy Innovation	60%	85%	Authentic, student-centered learning implementation
Learning Outcome Evaluation	70%	92%	Rigorous implementation of multi-dimensional authentic assessment

The qualitative evidence demonstrates that these sharp statistical increases are not merely accidental but the direct result of a paradigm shift from hierarchical oversight to human resource empowerment. This is achieved by utilizing non-directive, reflective coaching techniques during the post-observation phase to stimulate teachers' intrinsic motivation. To illustrate this operational dynamic, the Principal of Integrated Islamic Elementary Schools Mutiara Ilmu Bangkalan, Mr. Drs. H. Slamet Riadi, elaborated on the core philosophy of their evaluative approach:

> *"We deliberately rejected the old paradigm where the principal acts like an inspector looking for mistakes. In our post-observation conferences, my role is to act as a mirror and a growth partner. I always open the dialogue by asking them how they felt about their own lesson and where they noticed pedagogical bottlenecks. By allowing the teacher to self-diagnose first, we eliminate defensiveness. They don't feel judged; instead, their intrinsic motivation is unlocked, and they proactively seek solutions to innovate their classroom delivery." (Interview, November 14, 2023)*

The institutional infrastructure systematically protects this humanistic communication style. The school leaders do not leave the evaluation results as stagnant data; instead, they precisely convert clinical diagnostics into highly targeted Continuous Professional Development (CPD) pipelines. Commenting on this systematic transition from evaluation to practical scaffolding, the Vice Principal of Curriculum at Integrated Islamic Elementary Schools Mutiara Ilmu Bangkalan, Ms. Diah Indrawati Ningrum, S.Pd, observed:

> *"The evaluation data does not sit in a folder. We compile the specific instructional weaknesses identified during the clinical observation phase and use them as the primary baseline for our academic planning. For instance, when the baseline data showed that our Technological Pedagogical Content Knowledge (TPACK) marker was stuck at 65%, we immediately designed an intensive, hands-on instructional technology workshop. The fact that this indicator jumped to 90% by the end of Cycle II proves that when CPD is data-driven and tailored to actual teacher needs, pedagogical growth becomes highly predictable." (Interview, January 18, 2024)*

A parallel operational mechanism was observed at the second site, where the leadership relies heavily on decentralized peer networks to sustain post-supervision growth. The Principal of Integrated Islamic Elementary Schools Ulil Albab Kamal, Mr. Afzal Farid Alfahmi, S.Kom., S.Pd, highlighted how their evaluation system successfully balances strict quality standards with a supportive organizational climate:

> *"Our evaluation model is built around the idea that supervision should be an instrument for human resource development, not an administrative threat. When senior teachers conduct peer-led clinical observations, it creates a unique collegial comfort zone. In the post-conference, we don't just hand out scores. We sit down as co-learners to map out professional trajectories. If a teacher struggles with classroom management or the*

> *implementation of the Kurikulum Merdeka, we don't penalize them; we immediately pair them with a senior mentor or delegate them to our internal Subject Teacher Forums (MGMP)." (Interview, December 5, 2023)*

This structured alignment between diagnostic evaluation, humanistic communication, and peer-led scaffolding is essential for maximizing the self-efficacy of teachers, particularly those coming from non-linear educational backgrounds. The Vice Principal of Curriculum at Integrated Islamic Elementary Schools Ulil Albab Kamal, Ms. Tania P. Putri, SPT, explained the tactical execution of this developmental scaffolding:

> *"Because a significant portion of our teaching staff holds non-linear degrees, they initially view evaluation with a high degree of anxiety. Our job during the evaluation stage is to demystify the process. We use the post-conference to break down complex pedagogical standards into clear, bite-sized, and achievable performance milestones. By combining this supportive coaching dialogue with structured peer-working group sessions, we provide the exact pedagogical scaffolding our non-linear teachers need to confidently transition into highly innovative, student-centered instruction." (Interview, February 22, 2024)*

The empirical evidence collected from both institutions strongly supports Peter Oliva's System Development Model, which posits that instructional evaluation must never exist as an isolated administrative event. Instead, within an effective school ecosystem, supervision evaluation metrics must serve as the primary, essential feedback loop driving curriculum modification and human capital refinement. By structurally integrating the diagnostic outputs in Table 1 directly into the schools' CPD itineraries, the principals successfully demonstrate Oliva's cybernetic loop, in which evaluation systematically shapes institutional development.

Furthermore, the extensive deployment of reflective discussion techniques during the post-observation phase validates modern Coaching Theory in Education. Rather than imposing top-down instructional directives that often lead to psychological withdrawal, the coaching approach helps unlock the teacher's subconscious potential for creative problem-solving. Theoretically, this continuous, non-threatening feedback mechanism elevates the teacher's core self-efficacy, directly aligning with Bandura's Social Cognitive Perspective. As teachers master specific instructional benchmarks (such as the 25% increase in TPACK mastery or the 22% increase in authentic assessment innovation), their psychological mastery experiences increase. This cyclical reinforcement permanently shifts the institutional culture of these Integrated Islamic Elementary Schools from a legacy of "administrative evaluation" to a sustainable, high-performing model of "organizational learning and human resource development."

Supporting factors

The primary supporting factors include the principal's humanistic interpersonal competence and the support of technological facilities (digital media). The religious and familial organizational culture in integrated Islamic schools accelerates the process of internalizing feedback from supervisors. This factor is closely linked to Organizational Support Theory. The presence of digital infrastructure acts as a moderating variable that strengthens the effectiveness of supervision strategies. Theoretically, a supportive environment enables the creation of a Learning Organization, where all school personnel continuously learn to improve quality. Supporting factors are categorized into two types:

a. Internal Supporting Factors: Include high teacher achievement motivation and the principal's humanistic interpersonal competence.
b. External Supporting Factors: Include the availability of technological facilities (Smart TV, digital media), policy support from the Foundation/Integrated Islamic School Network, and the availability of clear supervision Standard Operating Procedures (SOPs).

These supporting factors confirm the Theory of Organizational Agility. The availability of digital technology tools indicates that the schools possess sound Technological Pedagogical Content Knowledge (TPACK). Managerially, the foundation's support reflects Organizational Support Theory, where institutional commitment to infrastructure becomes a moderating variable that amplifies the influence of supervision on teacher performance.

Inhibiting factors

The systemic execution of academic supervision at both institutions is continuously shaped by distinct operational constraints. To provide a comprehensive analytical ledger, these structural and psychological barriers are classified into internal and external inhibiting factors:

a. Internal Inhibiting Factors: These constraints are primarily driven by psychological and administrative overburdens within the school's internal climate. They manifest prominently as supervision anxiety defined as heightened teacher apprehension, vulnerability, and performative stress during live observations and heavy, exhausting teacher administrative workloads that deplete the temporal reserves required for deep lesson preparation.
b. External Inhibiting Factors: These barriers stem from unpredictable, macro-level institutional dynamics. They encompass sudden, unannounced modifications to the school agenda (incidental events driven by community or foundational mandates) and sudden technical disruptions of digital infrastructure, such as network failures or hardware malfunctions during the active observation process.

Field data triangulation indicates that the most formidable systemic barriers are teacher supervision anxiety and the principal's acute time constraints arising from overlapping official duties. To maintain the momentum of the instructional quality control cycle, both schools deploy adaptive mitigation strategies. Principals successfully circumvent time constraints by delegating observational roles to the senior Supervision Team, thereby shifting from a centralized oversight model to a distributed leadership framework.

Concurrently, psychological resistance is actively countered through persuasive, humanistic communication approaches. This operational phenomenon is deeply rooted in Organizational Change Theory. As posited by Wiles and Lovell (1975), evaluation-induced anxiety inevitably escalates when educators perceive academic supervision merely as a punitive, top-down inspection designed for fault-finding.

Therefore, the humanistic mitigation protocols executed at both research sites serve as an essential psychological buffer. By replacing administrative interrogation with transparent, supportive dialogue, supervisors reframe the cycle as an empowering professional resource. Furthermore, managing the friction of sudden scheduling conflicts underscores the need for managerial agility, demonstrating that modern educational leaders must possess high levels of cognitive and operational flexibility to navigate complex, non-linear school environments successfully.

Based on the multi-site comparative analysis and the empirical propositions constructed across both institutions, this study synthesizes a comprehensive conceptual framework termed the Integrative Clinical Coaching Supervision (ICCS) Model in Figure 1.

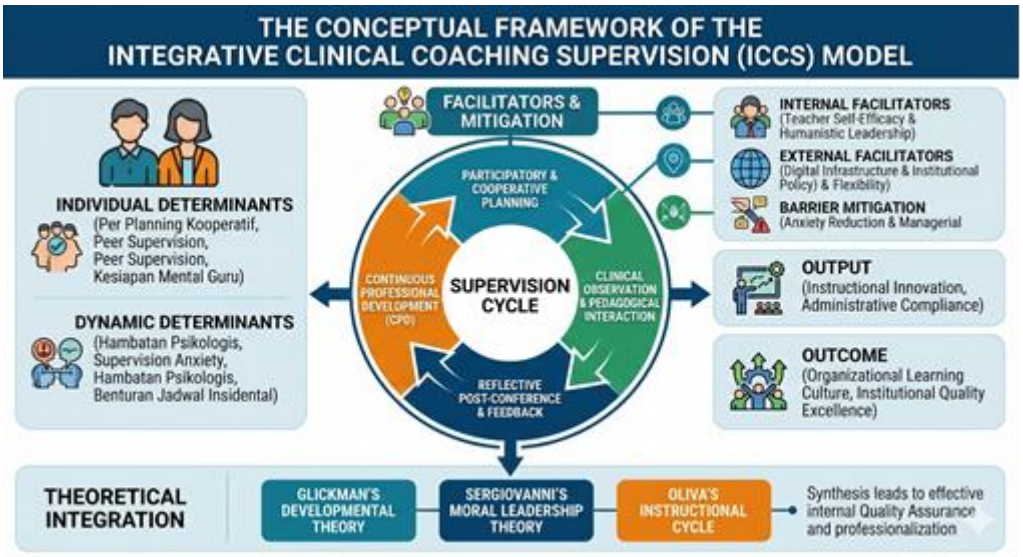

Figure 1. The conceptual framework of the Integrative Clinical Coaching Supervision (ICCS) model

The ICCS model posits that academic supervision functions most effectively not as a detached bureaucratic event, but as a dynamic, deeply integrated organizational ecosystem. When systematic quality control is structurally supported by robust digital infrastructure and delivered through a humanistic coaching approach, it predictably yields sustainable advancements in both teacher self-efficacy and institutional performance metrics.

The structural blueprint of the ICCS model is operationalized across five deeply interconnected dimensions:

a. The Core Supervision Cycle (Central Nexus)

At the heart of the framework lies the iterative, four-phase supervision cycle:

1. Participatory & Cooperative Planning: A highly collaborative pre-observation stage where supervisors and teachers engage in formal professional "contracting." This stage is utilized to align instructional goals, verify the completeness of adaptive teaching modules, and establish an essential baseline of mutual institutional trust.
2. Clinical Observation & Pedagogical Interaction: The core implementation phase focusing on non-intrusive, objective classroom visitations. The primary analytical objective is to capture authentic teaching-learning dynamics, student engagement levels, and the organic integration of digital media within the live instructional environment.
3. Reflective Post-Conference & Feedback: An evaluative, diagnostic stage driven entirely by formative coaching techniques. This session is designed to stimulate deep teacher self-reflection, eliminate psychological defensiveness, and collaboratively isolate specific pedagogical strengths and areas requiring reinforcement.
4. Continuous Professional Development (CPD): The vital follow-up phase where raw clinical evaluation diagnostics are systematically converted into precise, data-driven professional growth pipelines, including targeted instructional technology workshops

and peer-mentoring networks.

b. Determinant Factors (Left Panel)

The model identifies two distinct clusters of input variables that directly govern the operational velocity and success of the supervision process:

1. Individual Determinants: Internal, educator-specific attributes encompassing the teacher's psychological readiness, underlying instructional self-efficacy, and the quality of cooperative engagement demonstrated during the initial planning phase.
2. Dynamic Determinants: External, situational variables that introduce friction into the cycle, such as lingering evaluation anxiety, acute time-management conflicts, and incidental shifts in the school calendar that demand immediate administrative reconfiguration.

c. Facilitators and Mitigation (Right Panel)

The framework structurally integrates an active support matrix engineered to safeguard the long-term sustainability and resilience of the entire cycle:

1. Internal Facilitators: Empowering traits within the immediate school climate, specifically humanistic instructional leadership from the administration and high achievement motivation among the teaching staff.
2. External Facilitators: Systematic assets comprising robust school-level digital infrastructure (TPACK-readiness) and supportive, stabilizing institutional policies mandated by the governing foundation or the wider Integrated Islamic School Network network.
3. Barrier Mitigation: Proactive, tactical interventions designed to minimize psychological resistance and structural bottlenecks through persuasive, trust-based communication and highly adaptive rescheduling protocols.

d. Strategic Impacts: Output and Outcome (Right Panel)

The ICCS model establishes a clear empirical distinction between immediate operational results and long-term, transformative institutional evolution:

1. Systemic Output: The tangible, measurable advancements captured immediately following the supervision cycle, including absolute administrative compliance, innovative instructional delivery methods, and enhanced individual teacher competencies.
2. Strategic Outcome: The macro-level institutionalization of a high-performing Organizational Learning Culture (Learning Organization), which permanently enhances long-term educational quality, secures institutional excellence, and cultivates a sustainable competitive advantage in the wider community.

The entire conceptual architecture of the ICCS model is epistemologically anchored in a multidisciplinary theoretical synthesis that harmonizes three foundational pillars of educational management literature:

a. Glickman's Developmental Supervision Theory, providing the baseline for differentiated, growth-oriented clinical assistance tailored to varying teacher maturity levels.
b. Sergiovanni's Moral Leadership Theory, serving as the ethical foundation for trust-based management, professional dignity, and values-driven institutional alignment.
c. Oliva's Instructional Cycle, offering the cybernetic, systemic logic required to ensure that supervision metrics are completely integrated with ongoing curriculum development and long-term human resource engineering.

Discussion

The shift from evaluative to developmental supervision

The empirical evidence gathered from Integrated Islamic Elementary Schools Mutiara Ilmu and Integrated Islamic Elementary Schools Ulil Albab demonstrates a decisive paradigm shift from rigid administrative-bureaucratic oversight toward a formative, developmental coaching model. This transition closely mirrors contemporary global movements in educational leadership, where traditional, compliance-driven "inspector" roles are systematically replaced by collaborative "instructional coaching" frameworks (Knight, 2021). Rather than using supervision as a punitive mechanism of hierarchical control, the principals at the studied sites use observation as an active pathway to pedagogical empowerment. This evolution is vital for modern schools, as it repositions evaluation from an external threat to an internal mechanism for continuous professional improvement.

In stark contrast to traditional inspection structures still prevalent in many developing education systems, the constructed ICCS Model aligns closely with high-performing global frameworks. Specifically, it reflects the non-punitive, trust-based philosophy of the Finnish educational system, which places a high priority on teachers' pedagogical autonomy and internal accountability (Alexander et al., 2024). By structurally embedding "contracting" and " collaborative trust-building" into the pre-observation phase, the school leaders in the Bangkalan and Kamal regions effectively operationalize a "Relational Leadership" paradigm. As argued by Shaked (2024), in Western educational contexts, this relation-driven governance is a crucial determinant in minimizing teacher evaluation anxiety, overcoming psychological resistance, and fostering a sustainable culture of professional growth.

Scaffolding non-linear teacher backgrounds: A unique challenge

A distinctive finding of this study is the high percentage of teachers with non-linear educational backgrounds (non-Elementary School Teacher Education Programs). While this is often viewed as a deficit in local contexts, a global perspective suggests that diverse professional backgrounds can foster multidisciplinary innovation if managed through "Scaffolded Supervision." Research in Singapore and South Korea shows that "Pedagogical Content Knowledge" (PCK) can be effectively developed through structured peer-mentoring and clinical supervision, regardless of initial degree linearity. The ICCS model addresses this gap by providing a systematic "coaching-based scaffolding" that ensures experts in religious or other sciences can master elementary pedagogy through continuous, data-driven feedback cycles.

To evaluate the broader utility of the ICCS framework within the wider discourse of educational management, its core architectural mechanisms must be analyzed regarding their generalizability to secular public-school systems. This model exhibits clear cross-contextual applicability alongside distinct operational boundaries dictated by differing state and private institutional governance structures.

From an applicability perspective, the fundamental engine of the ICCS model namely, the transition from punitive, bureaucratic compliance to a relationship-based, formative coaching paradigm addresses a universal pathology in public education management. Globally, public school systems are frequently criticized for maintaining rigid, top-down hierarchical oversight structures that induce evaluation-related anxiety and foster a culture of artificial performance compliance (Hashem & Starr, 2025). The ICCS model's Cooperative Planning and Clinical-Collegial Execution phases offer a concrete, actionable blueprint for

public school administrators to humanize mandatory civil service appraisal metrics. By executing a transparent Schedule Agreement and distributing the supervisor's administrative load to senior faculty (peer supervision), public institutions can effectively mitigate resistance.

Furthermore, the model's unique capacity for scaffolded supervision provides a powerful remedy for the chronic teacher placement mismatches that frequently affect public school districts in developing economies, where educators are often structurally reassigned to subjects or grade levels outside their primary domain expertise. Leveraging the ICCS framework allows non-faith-based schools to systematically cultivate Pedagogical Content Knowledge (PCK) within a supportive, data-driven, and non-threatening internal learning network.

Conversely, distinct institutional limitations and boundary conditions emerge when attempting to institutionalize the ICCS framework within public-sector environments without structural adaptation. The primary constraint stems from the fundamental divergence in institutional culture and administrative agility:

a. Entrenched Bureaucratic Inertia: Private networks like the Integrated Islamic School Network are characterized by an organic, deeply tight-knit, familial, and value-driven organizational culture that naturally accelerates trust-building, minimizes psychological friction, and simplifies the internal alignment of professional goals. In contrast, secular public schools are bound by deeply entrenched bureaucratic networks, rigid statutory lines of authority, and highly unionized labor dynamics, which can intensify resistance to peer-led accountability and formative evaluation structures (Bush, 2020).
b. CPD Budgetary Rigidity: The Continuous Professional Development (CPD) phase of the ICCS model assumes a highly responsive operational infrastructure. Private school boards possess the financial flexibility to rapidly transform supervision diagnostics into direct, immediate funding allocations for specialized technical workshops, instructional digital tools, or external professional training. Public institutions, however, are governed by standardized, rigid, top-down budgetary pipelines and state-allocated training schemes that are structurally decoupled from real-time, school-level clinical diagnostics.

Therefore, while the clinical coaching principles of the ICCS model are theoretically universal, their structural translation into secular public school systems requires instructional leaders to possess greater managerial flexibility to navigate bureaucratic barriers, alongside statutory adjustments that decentralize professional development autonomy directly to the institutional level.

Digital infrastructure as a moderating variable in TPACK integration

The 25% increase in TPACK (Technological Pedagogical Content Knowledge) integration observed at the research sites highlights the critical role of institutional support. This finding resonates with the "Digital Leadership" frameworks observed in European schools, where the availability of digital tools acts as a catalyst only when supported by a "Supportive Supervision" climate (Adeoye et al., 2024). Unlike findings from some rural African studies, where technology alone failed to improve performance due to a lack of supervisory guidance, this study demonstrates that in the Indonesian Integrated Islamic Elementary

Schools context, the principal's role as a "Digital Catalyst" is essential for transforming infrastructure into instructional innovation.

Mitigating "supervision anxiety" through humanistic communication

The emergence of supervision anxiety at the research sites is a universal phenomenon. Global studies on "Teacher Appraisal" in Australia and Canada indicate that high-stakes, judgmental evaluations often lead to "performative" teaching rather than genuine instructional improvement (Glickman et al., 2001). The ICCS model's success in reducing this anxiety through humanistic and persuasive communication confirms the Self-Determination Theory (Ryan & Deci, 2020), which suggests that when teachers feel competent and related to their supervisors, their intrinsic motivation to innovate increases significantly.

Despite the empirical efficacy of the ICCS framework in the studied environments, a critical examination reveals several structural, cultural, and political barriers that may obstruct its systemic implementation when transposed into different institutional ecosystems. Educational leaders must anticipate these potential barriers to prevent the model from defaulting back into a rigid compliance mechanism:

The foundational phase of the ICCS model, Participatory and Cooperative Planning, demands a decentralized power dynamic where teachers and supervisors negotiate evaluation metrics as equal professional partners. However, in heavily centralized public school sectors or highly bureaucratic private school networks, educational governance is dictated by rigid, top-down mandates and standardized civil service appraisal rubrics (Bush, 2020). In such environments, school principals frequently lack the legal or structural autonomy to adjust evaluation schedules or modify reporting instruments. This lack of institutional flexibility creates systemic policy friction, forcing the principal to prioritize administrative state auditing over humanistic, teacher-led coaching.

Moving from a traditional, punitive oversight paradigm to a formative, coaching-based framework requires a deeply mature organizational culture. In institutional environments plagued by historically low trust, lingering labor-management conflicts, or high teacher turnover, the administration's efforts to initiate "persuasive communication" or "reflective dialogue" may be met with severe skepticism. Teachers accustomed to defensive, performative teaching strategies may perceive the supervisor's non-directive coaching questions not as supportive scaffolding, but as covert, trap-oriented scrutiny. Overcoming this cultural inertia requires a prolonged investment in relationship-based leadership, as trust cannot be mandated by administrative decrees (Shaked, 2024).

The execution of the ICCS model relies heavily on distributing the supervisory workload through decentralized peer-supervision networks led by senior teachers. While highly functional in resource-rich institutions with stable, long-serving, and pedagogically expert faculty, this mechanism faces severe operational bottlenecks in understaffed schools, remote districts, or newly established institutions. In these settings, senior teachers are often already overwhelmed by excessive classroom hours and administrative overloads. Furthermore, without rigorous, ongoing training in non-directive coaching methodologies, senior peer-supervisors may inadvertently revert to authoritative, directive feedback, thereby triggering the very supervision anxiety the model seeks to eliminate.

Finally, the continuous transformation of supervision diagnostics into precise Continuous Professional Development (CPD) itineraries assumes a stable, responsive budgetary infrastructure. While private, value-based foundations (like the Integrated Islamic School

Network) enjoy the financial autonomy to rapidly mobilize resources for emergency instructional technology workshops or digital device maintenance, less privileged public or rural schools operate under severe budgetary constraints. When a school lacks the financial liquidity to address the pedagogical deficiencies identified during the Clinical Observation phase, the ICCS cycle stalls, leaving teachers disillusioned by an evaluative diagnosis without a practical developmental remedy.

Collectively, these findings suggest that the ICCS model extends beyond improving teacher performance at the institutional level. By fostering continuous professional development, strengthening instructional practices, and promoting collaborative learning cultures, academic supervision can serve as a practical mechanism for advancing educational quality. In this regard, the model offers broader implications toward SDG 4 by supporting sustainable efforts to ensure quality education through enhanced teacher professionalism and effective instructional leadership.

CONCLUSION

Fundamental Finding: This study developed the Integrative Clinical Coaching Supervision (ICCS) Model as a systematic academic supervision framework implemented at Integrated Islamic Elementary Schools Mutiara Ilmu Bangkalan and Integrated Islamic Elementary Schools Ulil Albab Kamal. The model integrates participatory planning, collegial clinical supervision, reflective evaluation, and targeted Continuous Professional Development (CPD). Its effectiveness is supported by teacher self-efficacy and the integration of digital competencies, while challenges remain regarding supervision anxiety and scheduling constraints. Overall, the ICCS Model demonstrates that academic supervision can function as a developmental and collaborative process that strengthens teacher professionalism and instructional quality. **Implication:** The findings contribute theoretically by validating developmental supervision and moral leadership perspectives, emphasizing trust, collaboration, and professional growth in instructional leadership. Practically, the ICCS Model provides a useful framework for policymakers, school leaders, and teachers to redesign supervision practices, transform feedback into continuous improvement strategies, and promote a culture of professional learning rather than compliance-oriented evaluation. These contributions also support the advancement of SDG 4 by strengthening teacher professionalism, enhancing instructional quality, and fostering sustainable school improvement. **Limitation:** This study is limited by its qualitative multi-site case study design and its focus on Integrated Islamic Elementary Schools within a specific regional context. The findings may not be directly generalizable to other educational settings. In addition, data were collected primarily from principals, supervisors, and teachers, without incorporating broader stakeholder perspectives or long-term performance outcomes. **Future Research:** Future studies should expand the ICCS Model through Research and Development (R&D) approaches to create scalable digital supervision systems. Longitudinal and mixed-method studies are also recommended to examine its long-term impact on teacher performance, retention, and student achievement. Furthermore, future research may explore integrating Artificial Intelligence (AI) to support objective administrative monitoring while allowing supervisors to focus on clinical coaching and professional development.

AUTHOR CONTRIBUTIONS

Fitria Hanaris contributed to the conceptualization of the study, research design, data collection, investigation, data analysis, interpretation of findings, and preparation of the original manuscript draft. **Yatim Riyanto** contributed to the development of the theoretical framework, methodology design, supervision of the research process, validation of findings, and critical review and editing of the manuscript. **Nunuk Hariyati** contributed to research supervision, validation, data interpretation, project administration, and critical review and refinement of the manuscript. All authors have read, reviewed, and approved the final version of the manuscript for publication.

CONFLICT OF INTEREST STATEMENT

The authors state that no financial or personal conflicts of interest exist that may have affected the content or findings of this research.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors declare that no artificial intelligence (AI) tools or other digital writing assistants were used in the preparation, analysis, or writing of this manuscript. All stages of the research process, including data analysis, interpretation, and manuscript writing, were conducted solely by the authors. The authors take full responsibility for the originality, accuracy, and integrity of the content presented in this article.

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