

## Implementation of Collaborative Educational Supervision in Improving Teacher Professionalism in Elementary Schools of Pidie Regency

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### ABSTRACT

Collaborative educational supervision is an approach that involves cooperation between supervisors, principals, and teachers to improve the quality of the teaching and learning process. This study aims to examine the implementation of collaborative educational supervision in enhancing teacher professionalism in elementary schools in Pidie Regency. A qualitative descriptive approach was used, with data collected through observation, interviews, and documentation. Data analysis was conducted using qualitative descriptive techniques, including data reduction, data presentation, and conclusion drawing.

The study found that: (1) The collaborative supervision program is planned before the new academic year and involves training, participation in teacher working groups (KKG), classroom observations with constructive feedback, and need-based teacher training; (2) Implementation strategies include joint planning, classroom observations, reflective discussions, and continuous professional development. The process emphasizes open communication and cooperation to create an effective learning environment; (3) Evaluation focuses on analyzing teacher performance improvements and gathering feedback for further development. Follow-up actions include coaching programs, instructional support, competency enhancement through training, and motivation reinforcement.

## **INTRODUCTION**

Education is a crucial component of national development, and its quality depends significantly on the competence of teachers. Niswanto et al. (2022:3714) state that education can be viewed as an enculturation process that shapes individuals with knowledge, skills, critical thinking abilities, and strong personalities. Similarly, Indonesia's National Education Law No. 20 of 2003 defines education as a conscious and planned effort to create a learning environment where students actively develop their potential, including intellectual, spiritual, and social competencies.

Teachers play a vital role in shaping the learning experience, making their professionalism a key determinant of educational success. A good educational institution requires qualified teachers, principals, and supervisors (Sufrida et al., 2022:5424). According to Ministerial Regulation No. 12 of 2007, school supervisors are responsible for monitoring learning processes, mentoring teachers and principals, and ensuring alignment with national education goals. One of the primary strategies for improving teacher quality is educational supervision, which aims to support and guide teachers in enhancing their instructional practices.

However, traditional supervision models in Indonesia tend to be hierarchical and top-down, where supervisors act as authoritative evaluators rather than collaborative partners. This approach limits teacher involvement, reduces motivation, and fails to foster meaningful professional development. In response, the collaborative educational supervision model has emerged as a more effective alternative. This approach promotes cooperation among supervisors, principals, and teachers, emphasizing joint planning, implementation, and evaluation. Rather than merely assessing teacher performance, supervisors act as mentors, sharing knowledge and skills to enhance teaching quality.

Collaborative supervision also enables teachers to identify their own professional development needs and work together with supervisors to address them. This method transforms supervision into a learning opportunity rather than an administrative burden, thereby boosting teacher confidence, openness to feedback, and overall teaching effectiveness.

Despite its potential benefits, implementing collaborative supervision faces challenges such as limited awareness, lack of training, and weak cooperation between teachers and supervisors. These factors hinder its effectiveness in fostering professional growth.

### **Research Objectives**

This study aims to examine the implementation of collaborative educational supervision in elementary schools in Pidie Regency, focusing on its role in enhancing teacher professionalism. Specifically, it seeks to:

1. Identify collaborative supervision programs designed to improve teacher professionalism in elementary schools in Pidie Regency.

2. Analyze strategies for implementing collaborative educational supervision, including joint planning, classroom observations, and continuous professional development.
3. Evaluate the outcomes and follow-up measures of collaborative supervision, including improvements in teacher performance and the effectiveness of professional training.

By providing insights into collaborative supervision practices, this study aspires to contribute to the development of more effective educational supervision models, offer recommendations for policymakers, and support efforts to enhance teacher professionalism in Indonesia, particularly in Pidie Regency elementary schools.

## LITERATURE REVIEW

### Educational Supervision

Supervision in education is derived from the term "to supervise", which means overseeing or guiding. According to Choerul (2022:3), educational supervision is a structured activity aimed at helping teachers and school staff perform their duties effectively. Sobry (2022:54) further explains that supervision includes monitoring teaching-learning activities, assessing teacher performance, and evaluating classroom dynamics.

Educational supervision ensures quality learning experiences by providing guidance and support rather than merely controlling or reprimanding teachers. However, traditional supervision models are often perceived negatively by teachers, as they are seen as hierarchical and evaluative rather than developmental.

### Collaborative Educational Supervision

Collaborative supervision integrates directive and non-directive approaches, allowing supervisors and teachers to work together in identifying challenges and finding solutions. Shandi (2023:722) states that collaborative supervision emphasizes a partnership between school principals (as academic supervisors) and teachers. Instead of acting as inspectors, supervisors serve as mentors and partners, facilitating open discussions and constructive feedback.

According to Sahertian's cognitive psychology-based perspective, learning results from interaction between individuals and their environment, making two-way communication essential. In collaborative supervision, supervisors listen first before providing feedback and working together to establish an agreement on improvement strategies. The process fosters a supportive and stress-free environment, promoting professional growth.

Collaborative supervision provides opportunities for teachers to share ideas and voice concerns while benefiting from structured guidance. It is not about seeking mistakes but about coaching and empowering teachers to enhance their skills and teaching strategies.

### **Objectives of Educational Supervision**

Supervision aims to improve instructional quality and teacher professionalism. Fajar et al. (2022:6) emphasize that educational supervision serves as the foundation for enhancing educational quality. Puspitasari (2024:5) highlights supervision's role in providing support, constructive feedback, and career development opportunities for educators.

According to Kristiawan et al. (2019:66), the primary goal of educational supervision is to improve teaching practices and support professional growth. Additionally, Purwanto (in Fajar et al., 2022:6) outlines that supervision helps teachers:

1. Understand educational objectives and the school's role.
2. Identify student learning needs.
3. Strengthen collaborative and democratic leadership.
4. Develop teacher expertise and instructional skills.

Furthermore, Sobry (2022:59) notes that supervision assists new teachers in adapting to their roles and overcoming teaching challenges.

### **Functions of Educational Supervision**

Supervision serves multiple functions, including research, evaluation, improvement, and coaching (Faozan, 2022:19; Jumilah, 2022:1353):

1. Research Function: Identifies issues affecting teachers and gathers relevant data for decision-making (Puspitasari & Ayu, 2024:7).
2. Evaluation Function: Assesses strengths and weaknesses in teaching-learning processes.
3. Improvement Function: Implements strategic actions to address challenges found during supervision.
4. Coaching Function: Conducts training sessions, workshops, and mentoring programs (Puspitasari & Ayu, 2024:8).

### **The Role of Supervision in Teacher Professionalism**

Teacher professionalism directly impacts the quality of education. Murniati & Usman (2023:52-53) emphasize that professional teachers must maximize their skills and knowledge to provide effective learning experiences. Farihin (2022:59) describes professional teachers as having personal, social, intellectual, moral, and spiritual responsibilities.

### **Professional Teacher Competencies**

According to Ahmad et al. (2023:119), teacher professionalism consists of four key competencies:

1. Pedagogical Competence: Managing learning processes effectively (Zamroh, 2020).
2. Personal Competence: Displaying maturity, stability, and ethical conduct.
3. Professional Competence: Mastering subject knowledge and teaching methodologies.
4. Social Competence: Effectively communicating with students, colleagues, and the community.

### **Professional Development Strategies for Teachers**

Professional development should be an ongoing process, involving structured programs to enhance teacher expertise. Farihin (2022:88) highlights the need for professional development plans that align with student learning outcomes and teacher responsibilities.

Strategies for teacher professional growth include:

1. Participating in workshops and professional training.
2. Engaging in teacher working groups (KKG/MGMP).
3. Attending conferences and research forums.
4. Pursuing higher education and certifications.

### **Challenges in Teacher Professionalism**

Globalization and rapid educational changes present new challenges for teachers. Farihin (2022:100) argues that teachers must continuously adapt to new technologies and innovative teaching methods. Some key challenges include:

1. Resistance to change in teaching methods.
2. Lack of access to quality training.
3. Increasing demands for teacher accountability and performance evaluation.

## **METHODOLOGY**

This study employs a qualitative descriptive approach, which focuses on understanding empirical realities behind the implementation of collaborative educational supervision in improving teacher professionalism at elementary schools in Pidie Regency. Qualitative research gathers non-numerical data, including interview transcripts, field notes, and documents, to construct a comprehensive and factual analysis. Hasan et al. (2023:102) describe qualitative descriptive research as a method that “captures individual and group experiences, connects narratives, and assesses the significance of events in human life.”

The study was conducted over four months (December 2024 – February 2025) at SDN Ie Leubeue and SDN Tindeue, Pidie Regency. Research subjects include school principals and teachers, selected for their pivotal roles in school management and professional development programs. Hasan et al. (2023:196) emphasize that qualitative research relies on direct interactions with research subjects to capture authentic perspectives and contextual insights.

### **Research Instruments and Data Collection Techniques**

The researcher serves as the primary instrument, conducting in-depth interviews, classroom observations, and document analysis. Hasan et al. (2023:157) state that qualitative researchers must master the methodology, have extensive knowledge of the subject matter, and be prepared to engage with participants. To ensure data validity, credibility tests were applied, including data triangulation, peer debriefing, and participant verification (member checks).

The study used three primary data collection techniques:

1. Interviews: Direct conversations with principals and teachers to gather insights on collaborative supervision practices (Abubakar, 2021:68). Interviews were structured yet flexible, allowing participants to express their views freely.
2. Observations: Researchers directly observed classroom interactions, supervision sessions, and teacher development meetings to document real-time practices (Hasan et al., 2023:160).
3. Document Analysis: Review of school reports, supervision records, and professional development plans (Abubakar, 2021:114). This method provided supplementary data to corroborate findings from interviews and observations.

### **Data Analysis Procedures**

Data were analyzed using qualitative descriptive analysis, following three main steps:

1. Data Reduction - Selecting and organizing relevant data to focus on essential aspects (Hasan et al., 2023:224).
2. Data Display - Structuring information into narrative descriptions, matrices, or conceptual diagrams to facilitate interpretation (Hasan et al., 2023:227).
3. Conclusion Drawing & Verification - Reviewing all findings to formulate credible conclusions. This process involved cross-checking themes, verifying consistency, and refining insights (Hasan et al., 2023:228).

### **Ensuring Data Credibility**

To maintain research credibility, multiple verification methods were employed:

1. Prolonged Engagement: Extended interaction with participants to build trust and gather accurate information.
2. Triangulation: Comparing findings from different data sources and collection techniques to enhance reliability.
3. Peer Debriefing: Discussing findings with academic advisors and fellow researchers to refine interpretations.
4. Member Checks: Seeking feedback from participants to confirm data accuracy.

## **RESEARCH RESULT**

### **Collaborative Educational Supervision Programs for Enhancing Teacher Professionalism**

Enhancing teacher professionalism at the elementary school level is crucial for improving overall education quality. Teachers play a strategic role in shaping students' character, cognitive abilities, and socio-emotional development. Suparti (2025:282) states that teacher professionalism includes not only academic understanding and pedagogical skills but also adaptability to changing times and diverse educational challenges.

The study found that collaborative educational supervision programs in Pidie Regency elementary schools involve principals, supervisors, and teachers in joint efforts to enhance professionalism. These programs include:

1. Teacher Working Group (KKG) participation
2. Practice-based training
3. Classroom observations with constructive feedback
4. Group discussions for experience-sharing

School principals play a critical role in motivating teachers and creating a professional learning culture. According to the principal of SDN Ie Leubeue, collaborative supervision allows teachers to reflect on their practices and learn from each other. Similarly, the principal of SDN Tindeue emphasized that joint planning between principals, supervisors, and teachers is essential for effective supervision.

However, differences exist between the two schools. SDN Ie Leubeue consistently implements KKG and practice-based training, while SDN Tindeue has yet to fully optimize these programs. This variation suggests that structured and continuous professional development activities lead to more effective collaborative supervision outcomes.

### **Strategies for Implementing Collaborative Supervision**

Effective collaborative supervision relies on structured planning, observation, and feedback mechanisms. Gunawan (2023:125) highlights that a collegial relationship between principals and teachers is essential for problem-solving in supervision. The research identified key strategies:

1. Joint planning: Principals, supervisors, and teachers set supervision goals and schedules.
2. Classroom observations: A supportive, collaborative, and participatory approach helps improve teaching quality.
3. Reflective discussions: Teachers receive constructive feedback to refine their instructional methods.
4. Ongoing training: Tailored workshops address specific teacher needs, enhancing professional competence.

Interviews with teachers confirmed that collaborative supervision fosters open communication and cooperation, creating an effective learning environment. Regular meetings, coaching sessions, and mentorship programs further support teachers' growth.

### **Evaluation and Follow-up Actions**

Evaluation is a crucial component of collaborative educational supervision. According to Nuraini (2024), evaluation involves systematically collecting, analyzing, and interpreting data to assess program effectiveness. Gadafi et al. (2024:110) emphasize that supervision should focus on evaluating both teacher performance and school programs.

The study found that supervision evaluations in Pidie Regency schools focus on:

1. Assessing changes in teaching performance

2. Analyzing the effectiveness of supervision programs
3. Gathering teacher feedback on supervision processes  
To ensure continuous improvement, follow-up actions include:

1. Teacher mentoring and coaching
2. Competency-based training programs
3. Providing motivation and recognition for teachers

Evaluation results from SDN Ie Leubeue indicate stronger implementation of professional development programs compared to SDN Tindeue, highlighting the importance of structured supervision frameworks in ensuring teacher growth

## **DISCUSSION**

### **The Role of Collaborative Supervision in Enhancing Teacher Professionalism**

Collaborative educational supervision plays a vital role in professionalizing teachers, ensuring they develop the skills necessary for high-quality instruction. According to Wibowo (2023:87), teachers are the cornerstone of education quality, requiring continuous professional development.

The research findings align with Indonesia's National Education System Law No. 20 of 2003, which states that teachers must continuously develop their knowledge, skills, and pedagogical competencies. The study confirmed that structured professional development activities, facilitated through collaborative supervision, significantly enhance teaching quality.

Key aspects of effective collaborative supervision programs include:

1. Practice-based training: Teachers benefit more from hands-on workshops than theoretical training (Putri & Syajida, 2023:25).
2. Participation in Teacher Working Groups (KKG): Peer collaboration enhances teaching effectiveness (Sofiah & Azizah, 2024:45).
3. Classroom observations with feedback: Reflective supervision fosters a culture of continuous improvement.
4. Discussion forums: Teachers engage in professional dialogue, sharing best practices and addressing teaching challenges.

### **Challenges in Implementing Collaborative Supervision**

Despite its advantages, collaborative supervision faces several challenges, including:

1. Teacher reluctance to accept feedback
2. Limited access to professional training resources
3. Inconsistent implementation across schools

At SDN Ie Leubeue, strong leadership and structured supervision programs resulted in greater teacher participation and engagement. In contrast, SDN Tindeue requires further reinforcement to fully integrate collaborative supervision practices.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

Based on the research findings and data analysis on the implementation of collaborative educational supervision to enhance teacher professionalism in elementary schools in Pidie Regency, the following conclusions can be drawn:

1. Collaborative supervision programs involve principals, supervisors, and teachers in structured planning before the academic year begins. The key components include practice-based training, participation in Teacher Working Groups (KKG), classroom observations with constructive feedback, and reflective group discussions. Findings indicate that SDN Ie Leubeue implements these programs more consistently, particularly through weekly KKG meetings, while SDN Tindeue is still in the process of optimizing these efforts through additional workshops and training.
2. The implementation strategy emphasizes joint planning, classroom observations, reflective discussions, and continuous training. The approach prioritizes collaboration, participation, and professional growth, creating a supportive learning environment.
3. Evaluation of collaborative supervision assesses improvements in teacher performance and instructional quality. It involves feedback collection, performance analysis, and adjustments to supervision methods. Follow-up actions include teacher mentoring, training programs, ongoing evaluations, and motivation reinforcement to ensure sustainable professional development.

### Implications

The findings of this study have several implications for educational supervision practices and teacher professional development:

1. Strengthened oversight: Collaborative supervision programs require continuous monitoring from school leaders and education authorities to ensure effective implementation and teacher commitment.
2. Teacher motivation and engagement: While the supervision strategies are well-structured, their success depends on teacher enthusiasm and willingness to participate in training and development programs.
3. Time management in supervision: Effective scheduling and time allocation are necessary to ensure that supervision processes align with school activities without disrupting the teaching-learning process.

### Recommendations

To further improve collaborative educational supervision, the following recommendations are proposed:

1. Engaging expert trainers in supervision programs can provide teachers with specialized support to address professional challenges.
2. Innovative supervision strategies should be developed by principals, supervisors, and teachers to adapt to educational advancements and enhance teacher professionalism.

3. Stronger commitment to evaluation from all stakeholders is essential. Principals and teachers must collaborate, while the education department should provide support through training programs, professional incentives, and recognition for outstanding educators.

### **ADVANCED RESEARCH**

Future research should explore the long-term impact of collaborative educational supervision on teacher performance and student achievement. A longitudinal study could assess how sustained supervision efforts, such as mentoring and reflective discussions, enhance teaching quality over time. Additionally, examining the correlation between supervision and student outcomes would provide insights into its broader educational benefits. Investigating challenges in implementation and sustainability across different school contexts is also crucial. This research would offer valuable guidance for policymakers and educators in optimizing collaborative supervision as a strategy for continuous professional development.

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