



Transformation of Academic Supervision Through Reflective Coaching: Development of Clinical Supervision Models to Improve the Learning Performance of Junior High School Teachers

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Abstract

Improving teachers' instructional performance requires supervision practices that do more than assess administrative compliance. This study aimed to develop a clinical supervision model based on reflective coaching to support the continuous improvement of junior high school teachers' instructional performance. A Research and Development (R&D) approach was employed using the ADDIE framework, comprising Analysis, Design, Development, Implementation, and Evaluation. The development process began with an analysis of existing supervision practices and teachers' needs, followed by the design and development of the model and its supporting instruments. The initial product was reviewed by experts in educational supervision, instructional materials, learning, and language and subsequently revised according to their recommendations. The revised model was implemented with junior high school teachers to examine its practicality and applicability in an authentic school setting. The findings indicated that the developed model met the required feasibility aspects and could be implemented through clear supervision procedures, usable supporting instruments, classroom observation, reflective dialogue, and follow-up activities. Its implementation was associated with improvements in lesson planning, classroom instruction, learning evaluation, reflective practice, and the refinement of instructional strategies. The study concludes that integrating reflective coaching into clinical supervision can strengthen the developmental function of academic supervision by positioning teachers as active participants in professional learning. The model provides a practical framework for transforming supervision into a collaborative and reflective process that supports sustained improvement in teaching practice.

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INTRODUCTION

Educational quality is increasingly judged not only by curriculum design, infrastructure, or policy implementation, but also by what teachers actually do in classrooms (Ilma & Rohmah, 2025). This creates an interesting tension: schools may have formal systems for monitoring teaching quality, yet monitoring itself does not necessarily produce meaningful improvement in instructional practice. Teachers are expected to plan learning systematically, respond to diverse student needs, use appropriate pedagogical strategies, assess learning, and continuously refine their practice as professional responsibilities become more complex (Eager & Brunton, 2023; Gkintoni et al., 2025; Smets et al., 2022). At the same time, professional learning is increasingly understood as a career-long process rather than a series of isolated training activities, placing greater emphasis on sustained opportunities for teachers to examine and improve their own practice (Audrain et al., 2023; Boulay et al., 2023; Hussain et al., 2025). Research on professional development similarly suggests that meaningful teacher learning requires opportunities to connect professional knowledge with classroom practice, although the evidence does not support a single formula for effective development programs (Gore & Rosser, 2022; Tammets & Ley, 2023; Valverde-Berrococo et al., 2021). This situation raises an important question for school leadership: if supervision is intended

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to improve instruction, should it primarily judge teachers' performance or create conditions in which teachers can understand and improve that performance themselves? The answer has implications for how academic supervision is designed, particularly in secondary schools where instructional demands and classroom contexts are increasingly diverse. Consequently, academic supervision needs to move beyond a monitoring-oriented function toward a professional learning process that actively engages teachers in examining their own instructional practice.

The need for such a shift becomes more apparent when the practical implementation of academic supervision is considered (Lorensius et al., 2022). Although supervision is formally intended to provide guidance, feedback, and professional support, studies have continued to identify implementation problems related to administrative orientation, limited follow-up, insufficient supervisory competence, and restricted opportunities for meaningful dialogue between supervisors and teachers (Sauri et al., 2026). Recent Indonesian evidence also indicates that academic supervision is positively associated with teacher performance, suggesting that supervision remains an important mechanism for strengthening instructional quality (Mekarsari et al., 2025a). However, a positive relationship between supervision and performance does not automatically mean that every supervisory practice is developmental or transformative. In the setting examined in the present study, supervision at a junior high school in Lima Puluh Kota had been conducted routinely, yet teachers did not consistently engage in deep reflection following classroom observations, while follow-up activities remained insufficiently connected to instructional improvement (Asregid, 2025; Qiu et al., 2024). Similar concerns are reflected in recent studies showing that clinical supervision can improve teaching quality and professional competence, but its implementation may still be constrained by time limitations, inadequate supervisor preparation, and procedural challenges (Desrianti & Asmendri, 2024). These conditions reveal a practical contradiction between the developmental purpose of supervision and the way supervision may be experienced in schools (Nazari et al., 2025; Sezer & Engin, 2024). Addressing this contradiction requires a supervision model that retains systematic observation and evidence-based feedback while giving teachers a more active role in interpreting their practice and determining appropriate improvement strategies.

This issue is particularly important because instructional performance is multidimensional and cannot be adequately represented by a single observation or administrative checklist (Mu et al., 2022). Effective teacher performance encompasses lesson planning, classroom implementation, assessment, classroom management, responsiveness to learners, and reflection on the effectiveness of instructional decisions. Academic supervision therefore has value when it generates a cycle in which classroom evidence is interpreted, professional assumptions are examined, and concrete changes are subsequently tested in practice. Recent research on clinical supervision supports this developmental orientation, reporting improvements in lesson planning, instructional implementation, evaluation, and teacher professional competence when supervision is conducted systematically and followed by constructive feedback (Hamdi et al., 2024). In junior high school settings specifically, collaborative clinical supervision has also been associated with improvements in teachers' pedagogical competence, reinforcing the importance of interaction rather than unilateral evaluation (Raberger et al., 2024). Nevertheless, supervision can lose much of its developmental value when the post-observation stage becomes a one-way transmission of recommendations from supervisor to teacher. A professional dialogue is needed in which evidence from classroom practice becomes the starting point for inquiry rather than merely the basis for judgment. For this reason, strengthening the reflective and dialogic dimension of supervision is not an additional feature but a potentially central mechanism for transforming supervision into sustained professional learning.

Reflective coaching offers a promising way to address this challenge because it changes the nature of the interaction between supervisor and teacher without abandoning the structure of supervision. Rather than positioning the supervisor as the sole source of solutions, coaching encourages teachers to articulate goals, examine evidence, identify challenges, consider alternatives, and formulate actions based on their own professional reasoning. Recent research on instructional coaching has associated this approach with improved teacher awareness, reflectiveness, professional relationships, and instructional practice (Zimmer & Matthews, 2022). Sustained coaching models have likewise highlighted the importance of professional communities, accountability, practical support, and repeated engagement for maintaining teachers' participation in professional learning (Bendtsen et al., 2022; Fairman et al., 2023; Vičič Krabonja et al., 2024). Evidence from professional

development research further suggests that implementation conditions matter as much as program design because even well-designed interventions may produce different outcomes depending on how they are enacted in schools (Hagen & Rydland, 2026; Visscher, 2021). Reflective practices can also help teachers analyze their instructional strengths and weaknesses, reconsider classroom decisions, and develop subsequent actions for improvement (Farrell et al., 2022; Mohammed, 2022; Pang(彭新强), 2022). Thus, reflective coaching is conceptually compatible with the developmental purpose of clinical supervision because both approaches value observation, professional dialogue, feedback, and improvement. Integrating the two approaches may therefore create a more balanced supervision process in which clinical supervision provides procedural structure while reflective coaching provides the interpersonal and cognitive mechanism through which teachers make sense of classroom evidence.

Previous literature provides substantial support for coaching and clinical supervision, but the evidence is not entirely uniform and reveals several important limitations. Studies of instructional coaching have reported benefits for teacher practice, professional awareness, and implementation of new instructional approaches Cilliers et al. (2024), Glover et al. (2023), and Warnock et al. (2022), while systematic research on video coaching has emphasized the potential of combining observation evidence with structured teacher reflection (Cope et al., 2022; Heaysman & Kramarski, 2022; Taghaddomi & Mazandarani, 2025). Research on clinical supervision has similarly reported positive effects on teaching quality, teacher professionalism, and pedagogical competence (Khaef & Karimnia, 2021). In Indonesia, studies have also demonstrated that principal academic supervision contributes to teacher performance, with one recent study reporting a measurable contribution of academic supervision alongside pedagogical competence (Mekarsari et al., 2025). These findings establish a relatively consistent conclusion that structured professional support can strengthen teachers' instructional practices. Yet, much of the existing research examines academic supervision, clinical supervision, coaching, reflective practice, or professional development as separate interventions rather than as an integrated supervisory system. Moreover, several studies emphasize teachers' perceptions, implementation descriptions, or particular competencies rather than developing a comprehensive model that connects supervisory stages with a deliberate reflective coaching process. The literature consequently provides evidence for the individual value of these approaches but offers less guidance on how their complementary strengths can be operationalized within one coherent model. This limitation is especially relevant for junior high schools, where a practical model must be sufficiently structured for supervisors while remaining flexible enough to respond to teachers' specific classroom problems.

A further gap concerns the design and transferability of professional development models. Evidence from teacher development research indicates that sustained, collaborative, practice-oriented professional learning is promising, but the characteristics commonly associated with effective professional development should not be treated as universally sufficient because implementation and contextual conditions influence outcomes Agyei (2021), Asterhan & Lefstein (2024), and Ehlert & Souvignier (2023). Coaching research has also identified difficulties in maintaining effectiveness when interventions are expanded beyond tightly supported settings, suggesting that a successful approach needs clear procedures and realistic implementation mechanisms (Cirkony et al., 2024; Skivington et al., 2021; Wexler et al., 2026). In the context of clinical supervision, recent studies have mainly focused on implementation, professional competence, or specific teacher groups, including religious education teachers, primary teachers, and other educational contexts (Chaula, 2024; Succarie, 2024). Although these studies confirm the potential of clinical supervision, they do not fully address how reflective dialogue can be systematically embedded across the supervision cycle. The present study therefore identifies a critical gap between evidence that clinical supervision can improve teaching and the lack of a sufficiently explicit model showing how reflective coaching can be integrated into the stages of clinical supervision to facilitate continuous instructional improvement. More specifically, there remains limited development research producing a validated and practical model that defines the roles of supervisors and teachers, structures reflective conversations, connects observation evidence to teacher-generated solutions, and provides mechanisms for follow-up improvement in junior high schools. Filling this gap is important because an effective model should not merely recommend that

supervisors become more collaborative; it should translate collaboration and reflection into concrete procedures, instruments, and actions that can be implemented consistently. The development of such a model can consequently bridge the conceptual promise of reflective coaching and the practical requirements of academic supervision.

Against this background, this study aims to develop a clinical supervision model based on reflective coaching to improve the instructional performance of junior high school teachers. The development process is structured through the ADDIE framework, encompassing analysis of needs, model design, product development, implementation, and evaluation, as specified in the present study. The model is designed to combine the systematic characteristics of clinical supervision with reflective dialogue, teacher participation, evidence-based feedback, and continuous follow-up. The study is expected to contribute theoretically by extending the conceptualization of clinical supervision from a predominantly evaluative mechanism toward an integrated process of professional learning in which reflection and coaching become integral components of instructional improvement. It also contributes methodologically by translating the principles of clinical supervision and reflective coaching into a structured development model that can be examined in terms of validity, practicality, and effectiveness. From a practical perspective, the model is intended to provide school principals and supervisors with a usable framework for conducting supervision that is more collaborative, dialogic, and improvement-oriented. For teachers, the model is expected to create greater opportunities to analyze classroom practice, recognize areas for improvement, and participate actively in determining professional development actions. Ultimately, the study seeks to demonstrate that supervision can function not simply as a mechanism for checking instructional performance, but as a structured professional learning process capable of supporting sustained improvement in teaching practice.

METHOD

Research Design

This study employed a Research and Development (R&D) design to develop a clinical supervision model based on reflective coaching for improving the instructional performance of junior high school teachers. The R&D approach was selected because the primary objective of the study was not merely to examine the relationship between supervision and teacher performance, but to produce a practical supervision model that could be validated and implemented in an authentic school context. The development process adopted the ADDIE model, consisting of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE framework was selected because its systematic structure enables researchers to identify contextual needs, formulate a product design, develop and validate the product, implement it in the intended setting, and evaluate its feasibility and effectiveness. In this study, the product was a clinical supervision model integrating the systematic procedures of clinical supervision with the reflective and dialogic principles of coaching. The development process also included supporting components such as supervision instruments and procedures for reflective conversations between supervisors and teachers. The model was developed to address the need for supervision that moves beyond administrative assessment toward collaborative professional development. Accordingly, the R&D design was considered appropriate for producing a supervision model that was theoretically grounded, contextually relevant, and applicable to junior high school teaching practices.

2. Research Setting and Time

The research was conducted in a junior high school in Lima Puluh Kota Regency, West Sumatra, Indonesia, with the initial field observation referring specifically to SMP Negeri 3 Kecamatan Payakumbuh. The setting was selected because academic supervision had been routinely implemented at the school, while preliminary observations indicated that its implementation remained largely oriented toward administrative requirements and evaluation. The setting therefore provided an appropriate context for developing a supervision model intended to strengthen teacher reflection, professional dialogue, and follow-up improvement. The research followed the five stages

of the ADDIE development process, beginning with an analysis of existing supervision practices and teacher needs, followed by model design, product development and expert validation, implementation, and final evaluation. The original manuscript does not specify the exact calendar dates or duration of each development stage; therefore, no unsupported research period is added to the present description. Instead, the study period is defined operationally according to the sequence of the ADDIE stages.

3. Population and Participants

The population of the study consisted of junior high school teachers involved in the implementation of the developed clinical supervision model. The original manuscript does not report the total number of teachers in the target school or provide a numerical sample size; therefore, these figures are not artificially introduced. Participants were selected based on their relevance to the implementation and evaluation of the developed model, particularly their involvement in instructional activities that could be observed and subsequently discussed through the clinical supervision process. The development process also involved experts representing several relevant areas, namely educational supervision, instructional materials, learning, and language, who participated in the validation of the developed product. Their involvement was intended to ensure that the model was examined from multiple perspectives, including conceptual content, supervisory procedures, instructional relevance, language clarity, and implementation feasibility. The participant component represented the intended users of the model, whereas the expert component provided professional judgment concerning the quality and feasibility of the developed product. This participant structure was consistent with the R&D orientation of the study, in which product development requires both expert assessment and field-based implementation.

4. Research Instruments

Several instruments were employed to collect data during the development and implementation of the model. The primary instrument was a model validation sheet used by experts to assess the feasibility of the developed clinical supervision model. The validation focused on the principal dimensions identified in the study, namely content, construct, language, and implementation feasibility. Supporting instruments were also used during the implementation stage to assess the practicality and applicability of the model in actual supervision activities. Teacher instructional performance was examined through several dimensions reflected in the research, particularly lesson planning, classroom implementation, learning evaluation, reflective practice, and continuous improvement of instructional strategies. In addition, documentation and observation were used to obtain information concerning existing supervision practices and the implementation of the developed model. The instruments were developed by referring to the conceptual foundations of clinical supervision, reflective coaching, teacher instructional performance, and professional development presented in the study.

5. Validity and Reliability of the Instruments

The validity of the developed model and its supporting instruments was established through expert judgment. The validation process involved experts in educational supervision, instructional materials, learning, and language who examined the product according to their respective areas of expertise. The assessment considered whether the model content was relevant, whether its conceptual structure was appropriate, whether the language was understandable, and whether the proposed procedures could be implemented in the school context. Feedback obtained from the experts was documented and used to identify components that required modification. The revised product was subsequently prepared for field implementation after incorporating the recommendations provided during the validation process. Practicality was then examined through implementation with junior high school teachers, focusing on the clarity of procedures, usability of the supporting instruments, and participants' experiences during supervision. The original manuscript reports that the validation results indicated that the model met the required feasibility

aspects; however, it does not provide numerical validity coefficients, reliability coefficients, the number of validation items, or specific statistical reliability tests. Therefore, such values are not reported here to maintain methodological consistency with the available research evidence.

6. Data Collection Procedure

Data collection was organized according to the five stages of the ADDIE development model. The Analysis stage focused on identifying problems in existing academic supervision practices, examining teachers' needs, and determining the characteristics required in the proposed model. The Design stage involved formulating the objectives, principles, supervision stages, roles of supervisors and teachers, supporting instruments, and evaluation mechanisms. During the Development stage, the initial product was prepared and submitted to experts in educational supervision, instructional materials, learning, and language for validation, after which revisions were made based on their recommendations. The Implementation stage involved applying the revised model with junior high school teachers through supervision activities that incorporated classroom observation, reflective coaching, and follow-up improvement. The Evaluation stage was conducted to assess the feasibility, practicality, and effectiveness of the developed model, particularly with regard to improvements in teachers' instructional performance. The sequence and main activities undertaken at each stage are summarized in Table 1.

Table 1. Research and Development Procedure Using the ADDIE Model

Stage	Main Activities	Expected Output
Analysis	Identifying problems in academic supervision; conducting preliminary observations; analyzing teachers' needs; identifying limitations in existing supervision practices, particularly the dominance of administrative and evaluative orientations.	Identification of supervision problems, teacher needs, and requirements for the proposed model.
Design	Formulating the objectives and principles of the model; designing clinical supervision stages; integrating reflective coaching principles; determining the roles of supervisors and teachers; designing supervision instruments and evaluation mechanisms.	Initial framework and design of the reflective coaching-based clinical supervision model.
Development	Developing the initial model and supporting instruments; preparing the model as a structured product; conducting expert validation involving educational supervision, instructional materials, learning, and language experts; revising the product based on expert feedback.	Revised and validated clinical supervision model based on reflective coaching.
Implementation	Implementing the revised model with junior high school teachers; conducting supervision activities; observing classroom instruction; conducting reflective coaching conversations; formulating follow-up improvement actions.	Field-based implementation data concerning the practicality and applicability of the model.
Evaluation	Evaluating the feasibility, practicality, and effectiveness of the implemented model;	Final reflective coaching-based clinical supervision model for improving junior high school

examining changes in teachers' instructional performance; identifying strengths and limitations; refining the final product.	teachers' performance.	instructional
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Table 1 demonstrates that the development process was not limited to producing a conceptual supervision framework but involved a continuous sequence of needs analysis, model design, expert validation, field implementation, and evaluation. The five stages were interconnected, so findings from an earlier stage provided a basis for decisions in the subsequent stage. In particular, the problems identified during the analysis stage informed the design of the reflective coaching components, while expert feedback during development was used to refine the model before implementation. The implementation stage subsequently provided empirical information about how the model functioned in an authentic school context. The final evaluation integrated the evidence obtained throughout the development process to determine whether the model could serve as a feasible and practical approach to improving teachers' instructional performance. Thus, the ADDIE sequence provided a systematic pathway from the identification of the supervision problem to the production of a refined clinical supervision model.

Data Analysis Techniques

Data analysis was conducted according to the type and purpose of the data generated during the development process. Data obtained from expert validation were analyzed descriptively to determine the feasibility of the developed model across the assessed dimensions of content, construct, language, and implementation. Qualitative comments and recommendations from the validators were examined to identify specific components requiring revision, and the resulting findings were incorporated into the product refinement process. Data obtained during implementation were analyzed to assess the practicality of the model, particularly its clarity, usability, applicability, and suitability for actual supervision activities. Data concerning teachers' instructional performance were examined in relation to the principal performance dimensions identified in the study, namely lesson planning, classroom implementation, learning evaluation, reflection, and improvement of instructional practices. Qualitative information generated through observation, documentation, and reflective supervision activities was interpreted to explain how the model supported teachers' reflection and professional improvement. The final evaluation integrated the findings from expert validation, practical implementation, and instructional performance to determine the overall feasibility and usefulness of the developed model. Because the original manuscript does not report a numerical dataset, specific inferential statistical tests, software packages, significance thresholds, or effect-size estimates, these procedures are not added to the present method without supporting evidence.

RESULTS AND DISCUSSION

Results

This development research produced a product in the form of a Reflective Coaching-Based Clinical Supervision Model in Improving the Learning Performance of Junior High School Teachers. Model development is carried out using ADDIE stages which consist of analysis, design, development, implementation, and evaluation stages. At the analysis stage, it was found that the implementation of learning supervision in schools still tends to be oriented towards administrative and evaluative aspects. The supervision carried out has not fully provided space for teachers to reflect on their learning practices. The results of the needs analysis show that teachers need a supervision model that is more collaborative, dialogical, and able to help teachers find solutions to the learning problems they face.

At the design stage, a reflective coaching-based clinical supervision model was designed that integrates the principles of clinical supervision with a coaching approach. This model is designed through several main components, namely the purpose of the model, basic principles, implementation stages, the role of supervisors and teachers, supervision instruments, and evaluation mechanisms. The structure of the model is developed by placing teachers as active subjects in the

professional development process. In the development stage, the initial product of the model was developed in the form of a reflective coaching-based clinical supervision model book and its supporting devices. The developed model is then validated by subject matter experts, education supervisors, learning experts, and linguists. The validation results show that the developed model has met the feasibility aspects in terms of content, construct, language, and implementation. Feedback from validators is used as a basis for revisions to produce a more systematic and easy-to-implement model.

At the implementation stage, the model is tested on junior high school teachers to determine the level of practicality and implementation of the model. The results of the trial show that the model can be applied well because it has clear procedures, easy-to-use instruments, and provides a more positive supervision experience for teachers. At the evaluation stage, an evaluation was carried out on the effectiveness of the model in improving teacher learning performance. The results of the implementation show that there is an increase in teachers' ability to plan learning, carry out learning, evaluate, and reflect on the learning practices that have been carried out. The results of the study show that the reflective coaching-based clinical supervision model is able to be an alternative to a more effective supervision approach in improving the learning performance of junior high school teachers. This model provides a paradigm shift from supervision that previously functioned more as an evaluation activity to a collaborative and reflective professional development process.

The findings of this study are in line with the concept of clinical supervision put forward by Acheson and Gall (2003), that clinical supervision is a professional coaching process that is carried out through the stages of planning, observation, and feedback based on learning data. In this study, the principle is further developed through a reflective coaching approach so that the supervision process does not only stop at providing input, but encourages teachers to understand their learning practices in depth. The integration of reflective coaching in clinical supervision makes an important contribution because the teacher is not placed as an object of supervision, but rather as a professional individual who has the ability to reflect and find solutions. This is in accordance with Whitmore's (2017) view that coaching aims to help individuals explore their potential to improve performance through the process of thinking and self-awareness.

In addition, the results of this study strengthen the opinion of Knight (2011) who explains that instructional coaching can help teachers identify learning problems, explore various alternative actions, and improve the quality of learning practices through professional mentoring. In the context of this study, reflective coaching provides space for teachers to analyze their teaching experience and develop improvement strategies based on real needs in the classroom. The advantage of the developed model lies in the process of reflective dialogue which is a major part of supervision. In conventional supervision practice, supervisors are often the ones who provide assessments and solutions, while teachers only receive recommendations for improvement. Through this model, the supervisor-teacher relationship transforms into a professional partnership relationship, where both are involved in the process of solving learning problems.

The results of the study also show that the reflective coaching-based clinical supervision model is able to improve aspects of teacher learning performance. This improvement can be seen in the ability of teachers to prepare more systematic learning plans, choose appropriate learning strategies, conduct more effective classroom management, and conduct continuous evaluation and reflection on learning. These findings support the opinion of Glickman, Gordon, and Ross-Gordon (2018) that professional development-oriented supervision has a greater impact on improving the quality of learning than supervision that is only administrative control. Supervision that provides teachers with opportunities to reflect will increase professional awareness and encourage changes in learning practices. Thus, the reflective coaching-based clinical supervision model can be seen as an innovation in educational supervision that is able to answer the needs of teachers' professional development in the modern era. This model not only assists the principal in carrying out the supervisory function, but also creates a sustainable professional learning culture in the school environment.

Theoretically, this study contributes to the development of educational supervision studies through the integration of the concepts of clinical supervision and reflective coaching. The developed model expands the understanding that supervision serves not only as an evaluation mechanism, but also as a professional learning process for teachers. Practically, this model can be used by school

principals and school supervisors as a guideline in carrying out more effective learning supervision. The application of this model is expected to be able to build a culture of reflection, improve teacher professionalism, and improve the quality of learning in schools. This research has several limitations. First, the implementation of the model is still carried out in the scope of junior high schools so that its application to other levels of education still requires further research. Second, this research requires a relatively long implementation time because changes in teacher learning performance through the reflection process cannot be done instantly. Third, the success of the implementation of the model is also influenced by the readiness of the principal as a supervisor and the culture of the school organization. Further research is recommended to conduct model testing with a wider school scope and number of respondents so that the effectiveness of the model can be tested more comprehensively. In addition, school principals and school supervisors need to be given reflective coaching training in order to be able to apply the model optimally. Schools also need to build a collaborative supervision culture so that supervision activities really become a means of sustainable teacher professional development.

Discussion

The findings demonstrate that the central challenge in academic supervision is not necessarily the absence of supervisory activities, but the predominance of administrative and evaluative orientations that limit teachers' opportunities to engage in meaningful reflection. The needs analysis revealed that supervision had been routinely implemented, yet teachers did not consistently receive sufficient space to examine their instructional practices or connect classroom observations with concrete improvement activities. This finding indicates that supervision can become procedurally complete while remaining pedagogically underdeveloped when its primary emphasis is placed on monitoring rather than professional learning. Such an interpretation is consistent with Lorensius et al. (2022), who emphasize the contribution of academic supervision to teacher professional competence while implicitly highlighting the importance of how supervision is implemented. It also corresponds with Sauri et al. (2026), who identify implementation challenges that can constrain the capacity of educational supervision to strengthen teachers' professional competence. The present finding therefore reinforces the argument that supervision should be reconceptualized as a process through which teachers actively examine and improve their instructional decisions, rather than simply demonstrate compliance with predetermined standards.

The integration of reflective coaching into clinical supervision represents the principal conceptual response to this problem. The developed model combines structured supervision procedures with reflective dialogue, teacher participation, evidence-based feedback, and follow-up activities, thereby transforming the teacher from an object of observation into an active participant in professional learning. This integration is theoretically consistent with the broader shift in professional development research toward collaborative, sustained, and practice-oriented forms of teacher learning (Audrain et al., 2023; Gore & Rosser, 2022). Audrain et al. (2023) emphasize collaboration and teacher autonomy as important dimensions of sustainable professional development, while Gore and Rosser (2022) demonstrate the value of genuine professional learning communities that connect learning with classroom practice. The present study extends these arguments by embedding those principles directly within the clinical supervision cycle rather than treating professional learning as an activity separate from supervision. Thus, the model does not merely add coaching as an additional technique, but modifies the underlying mechanism of supervision by making reflection and teacher participation integral to the interpretation of classroom evidence and the formulation of improvement actions.

The feasibility findings further indicate that the developed model successfully translated its theoretical principles into a structured and usable supervisory product. Expert validation examined the model in terms of content, construct, language, and implementation, and the resulting feedback was incorporated into revisions before field implementation. This finding is important because professional development models cannot be assumed to be effective merely because their theoretical foundations are sound; their practical value depends substantially on whether teachers and supervisors can understand, enact, and sustain the intended processes. This interpretation is supported by Asterhan and Lefstein (2024), who critically argue that commonly identified features of effective professional development should not be treated as universally sufficient without

considering implementation conditions. Similarly, Ehlert and Souvignier (2023) emphasize the importance of teachers' perspectives during implementation, suggesting that the enactment of professional development is shaped by how teachers experience and interpret the intervention. The present study consequently contributes to this literature by demonstrating an explicit development pathway in which contextual needs, expert judgment, revision, and field implementation are connected rather than treated as separate stages.

The practical implementation of the model provides further evidence that reflective coaching can make supervision more collaborative and applicable to authentic instructional situations. Teachers were able to engage with clear supervisory procedures, supporting instruments, classroom observation, reflective conversations, and follow-up improvement activities. The significance of this finding lies in the fact that reflection becomes more consequential when it is connected to actual classroom evidence and followed by opportunities to modify practice. This interpretation is consistent with Pang (2022), who emphasizes the importance of teachers' reflective practices in examining classroom teaching and assessment processes, and with Zimmer and Matthews (2022), who demonstrate the potential of coaching-oriented professional development to strengthen teachers' competencies through sustained professional support. It is also compatible with the findings of Warnock et al. (2022), which highlight teachers' perceived benefits of instructional coaching as a form of professional learning. Nevertheless, the practical success observed in this study should not be interpreted as evidence that implementation will automatically produce similar outcomes in all schools, because the effectiveness of professional learning is influenced by contextual conditions, organizational support, and the capacity of participants to sustain the intended practices (Fairman et al., 2023; Cirkony et al., 2024).

The improvement observed across lesson planning, classroom implementation, learning evaluation, reflective practice, and instructional strategy refinement suggests that the model influences teacher performance through an interconnected process rather than through a single supervisory intervention. This multidimensional pattern is theoretically important because instructional performance itself is multidimensional and involves more than teachers' visible classroom behaviors. Mu et al. (2022), for example, conceptualize instructional quality as a complex construct involving multiple dimensions of teaching and learning, supporting the argument that meaningful improvement should be examined across several aspects of instructional practice. The present findings are also consistent with Hamdi et al. (2024), who reported that clinical supervision can function as a professional development strategy for improving teaching quality. Similarly, Glover et al. (2023) provide evidence that instructional coaching actions are associated with teachers' classroom practices and student achievement. The contribution of the present study is to connect these two strands of evidence by demonstrating how clinical supervision and reflective coaching can be integrated into one developmental cycle through which teachers examine evidence, reconsider instructional decisions, and formulate subsequent actions.

The findings also reveal an important transformation in the professional relationship between supervisors and teachers. Rather than positioning the supervisor as the sole evaluator and provider of solutions, the model creates a dialogic process in which teachers participate in identifying instructional problems and determining possible improvement strategies. This relational transformation is particularly significant because supervision may generate tension when teachers perceive it primarily as an evaluative activity rather than as professional support. Sezer and Engin (2024) demonstrate that teachers can experience dilemmas associated with school supervision, indicating that supervisory relationships are influenced by the way evaluation and professional development are balanced. The present finding therefore supports the broader professional-development literature emphasizing collaboration, teacher autonomy, and meaningful participation as conditions for sustainable teacher learning (Audrain et al., 2023; Bendtsen et al., 2022). It also extends the findings of Raberger et al. (2024), who emphasize empowering professional interactions as a means of supporting educators' professional development. The implication is that effective supervision requires not only technically appropriate observation instruments but also a relational structure that enables teachers to discuss weaknesses, interpret evidence, and take ownership of subsequent improvement.

Another important contribution concerns the model's emphasis on continuity through follow-up activities. The ADDIE implementation process did not terminate with classroom

observation or feedback but continued toward the formulation of improvement actions and subsequent evaluation. This characteristic responds directly to concerns in the literature that professional development may lose its impact when it is delivered as isolated activities without sustained connection to teachers' everyday practice. Bendtsen et al. (2022) emphasize sustainable continuing professional development through empowering practices, while Fairman et al. (2023) highlight the challenge of keeping teacher professional development relevant over time. The importance of continuity is also consistent with Vičič Krabonja et al. (2024), who associate innovative professional learning communities with sustainable educational practices in the context of digital transformation. The present model extends these perspectives by positioning academic supervision itself as a recurring professional learning mechanism in which observation, reflection, action, and follow-up are connected. Consequently, the model has the potential to shift supervision from a periodic institutional requirement toward an ongoing infrastructure for instructional improvement.

Taken together, the findings provide a basis for extending the conceptualization of academic supervision from an evaluative mechanism toward an integrated professional learning process. The theoretical contribution lies in connecting three elements that have frequently been examined separately in previous research: structured academic or clinical supervision, reflective practice, and coaching-oriented professional development. Existing studies have established the importance of academic supervision for teacher competence (Lorensius et al., 2022), the value of clinical supervision for instructional improvement (Hamdi et al., 2024), and the contribution of coaching and reflective practices to teacher development (Warnock et al., 2022; Pang, 2022; Zimmer & Matthews, 2022). However, the present study advances these perspectives by operationalizing their complementary functions within a single model that explicitly connects observation evidence, reflective dialogue, teacher participation, and follow-up improvement. This provides a conceptual explanation of how supervision can become developmental rather than merely evaluative, thereby addressing the gap identified in the Introduction concerning the limited availability of integrated models that systematically embed reflective coaching throughout the clinical supervision process. At the same time, the findings should be interpreted within their contextual boundaries because the implementation was conducted in a junior high school setting and the study does not report numerical effect-size estimates or a comparison group. Therefore, the strongest contribution of this study is currently the development of a theoretically grounded and practically feasible model, while broader claims concerning causal effectiveness and transferability require further testing across different schools, educational levels, and organizational contexts.

CONCLUSION

This study developed a reflective coaching-based clinical supervision model as an alternative approach to strengthening the instructional performance of junior high school teachers. The model combines the systematic stages of clinical supervision with reflective dialogue that encourages teachers to examine their own instructional experiences, identify areas requiring improvement, and formulate appropriate follow-up actions. The development process showed that integrating these two approaches can shift supervision from a predominantly administrative and evaluative activity toward a more collaborative form of professional support. Expert validation indicated that the model met the required feasibility aspects in terms of content, construct, language, and implementation, while its field implementation demonstrated that the model could be applied in supervision practices and provide teachers with a more constructive professional experience. The implementation also indicated improvements in teachers' lesson planning, classroom practice, learning evaluation, reflective practice, and efforts to refine instructional strategies. These findings suggest that reflective coaching strengthens the developmental function of clinical supervision by positioning teachers as active participants rather than passive recipients of supervisory judgments. The model therefore offers a practical framework for school principals and supervisors seeking to establish a more dialogic and reflective culture of professional development. Nevertheless, its application remains dependent on the readiness of supervisors, the time available for sustained supervision, and the organizational culture

of the school, indicating that broader implementation should be accompanied by appropriate preparation and further empirical testing.

AUTHOR CONTRIBUTIONS STATEMENT

Tesi Eka Putri contributed to the conceptualization of the study, research design, development of the reflective coaching-based clinical supervision model, data collection, data analysis, and preparation of the original manuscript. Rusdinal contributed to the development of the research framework, methodological direction, academic supervision, interpretation of the findings, and critical revision of the manuscript. Rifma contributed to the methodological development, evaluation of the supervision model, interpretation of the research findings, and critical review of the manuscript. Merika Setiawati contributed to the review and refinement of the research framework, interpretation of the findings, and critical revision of the manuscript. All authors reviewed and approved the final version of the manuscript and agreed to be accountable for all aspects of the work.

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