



The Effectiveness of the Collaborative Supervision Model in Improving Teaching Practices in Schools

Agus Mulyanto¹, Agus Gunawan^{2*}, Endang Saepudin³, Arip Ripandi⁴, Cep Agung Muharam⁵, Gamal Abdul Nasir Zakaria⁶, Fuzi Nuraeni Anggraeni⁷, Narti Nurlaela⁸, Wafa Shofiyatul Huda⁹, M. Al-Mighwar¹⁰

¹UNINUS Bandung

²STAI Bhakti Persada Majalaya

^{3,8}STAI Baitul Arqom Al-Islami

⁴Institut Agama Islam Tasikmalaya

⁵STAI At-Taqwa Daarut Tauhid

⁶University Brunei Darussalaam

⁷Institut Kesehatan Rajawali

⁹STAI At-Taqwa Ciparay

¹⁰UIN Sunan Gunung Djati Bandung

Corresponding Author: Agus Gunawan; tubagusaryawiguna73@gmail.com

ARTICLE INFO

Keywords: Collaborative Supervision, Teaching Effectiveness, Teacher Professional Development, SLR, Instructional Practice

Received : 5 October

Revised : 23 November

Accepted: 23 December

©2025 Mulyanto, Gunawan, Saepudin, Ripandi, Muharam, Zakaria, Anggraeni, Nurlaela, Huda, Mighwar: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study analyzes the effectiveness of the collaborative supervision model in improving teaching practices in schools through a Systematic Literature Review (SLR) of five articles published between 2020 and 2024. The paradigm shift from an inspection-based approach toward a collaborative model demonstrates that egalitarian relationships between supervisors and teachers strengthen professional reflection, enhance pedagogical competence, and foster a supportive school culture. The findings confirm that collaborative supervision consistently has a positive impact on the quality of instructional interactions, teacher motivation, and the sustainability of professional development. The strength of this study lies in its synthesis of recent literature, which provides a comprehensive understanding of the contribution of collaborative models to improving teaching quality. Accordingly, it serves as a valuable reference for policymakers and education practitioners in designing more humanistic and effective supervision practices

INTRODUCTION

Educational supervision is a strategic instrument for improving the quality of the teaching-learning process in schools. In its early development, supervision relied heavily on an inspection-oriented approach that emphasized assessment, control, and correction of teacher performance. This approach often created hierarchical relationships and emotional distance between supervisors and teachers, resulting in limited effectiveness in improving instructional practices. As educational paradigms continue to shift toward demands for greater teacher professionalism, a more humanistic and participatory supervision model has become increasingly necessary.

The collaborative supervision model emerges as an alternative that positions teachers as equal partners in the process of professional development. Through this approach, supervisors and teachers work together to plan, observe, and reflect on instruction, ultimately fostering continuous improvement. Positive collaboration is believed to build trust, enhance teacher motivation, and encourage more creative and reflective teaching practices.

A number of studies indicate that collaborative supervision can enhance instructional quality through professional dialogue, the sharing of best practices, and data-based evaluation. However, its implementation in schools remains inconsistent and is often challenged by factors such as individualistic work cultures, insufficient supervisor expertise, and limited time allocated for collaboration. Therefore, empirically examining the effectiveness of the collaborative supervision model is essential to provide academic evidence and practical recommendations for educational institutions.

This study aims to analyze the effectiveness of implementing collaborative supervision in improving teachers' instructional practices in schools. By examining changes in teaching behavior, the quality of lesson planning, and teachers' reflective abilities, this research is expected to make a significant contribution to the development of a supervision model that is more aligned with the needs of modern education.

LITERATURE REVIEW

Concept of Educational Supervision

Educational supervision is a systematic process designed to assist teachers in enhancing their professional capacity so that the teaching-learning process can run optimally. Glickman (1990) emphasizes that supervision should not merely focus on evaluating teacher performance but must also include coaching, guidance, and instructional support. Within this perspective, supervision becomes an integral part of continuous professional development that encourages teachers to grow pedagogically.

Sergiovanni and Starratt (2007) further assert that supervision should be understood as a process of building professional relationships between supervisors and teachers, manifested through shared reflection, pedagogical dialogue, and collaborative engagement. The shifting demands of modern education also require supervision to be more humanistic, participatory, and constructive. Consequently, the concept of educational supervision has evolved

from a control-oriented approach toward one that empowers teachers as partners in improving instructional quality.

Classical Supervision Model: Inspection Approach

The classical supervision model, often referred to as the inspection approach, represents the earliest form of educational supervisory practice. In this model, the supervisor acts as an evaluator responsible for assessing the extent to which teachers' instructional practices comply with established standards or policies. The relationship between supervisors and teachers is hierarchical, with supervisors holding full authority while teachers become the objects of evaluation. Such a structure frequently creates a tense working environment, as evaluation is conducted in a top-down manner without positioning teachers as partners in dialogue.

Key characteristics of the inspection model include an emphasis on administrative compliance, one-way communication, limited opportunities for teachers to provide input, and weak formative feedback. Although this model ensures procedural conformity, its weakness lies in the limited room it provides for teachers to develop creativity and innovation in their instructional practices. As a result, this model is deemed ineffective in fostering the culture of reflection and collaboration required to enhance instructional quality in the twenty-first century.

Collaborative Supervision

Collaborative supervision emerged as a response to the limitations of the classical inspection model. This approach positions teachers and supervisors as equal partners in the effort to improve instructional quality. Rooted in social constructivist theory, collaborative supervision emphasizes that pedagogical knowledge, understanding, and instructional skills are developed through interaction, dialogue, and shared reflection. Therefore, this approach focuses more on developing teacher capacity rather than fulfilling administrative evaluation requirements.

Key features of collaborative supervision include two-way professional dialogue, jointly designed instructional planning, participatory classroom observation, and collaborative post-observation reflection. In this model, the supervisor acts as a facilitator and learning partner rather than merely an evaluator. Daresh (2001) argues that collaborative supervision fosters a sense of appreciation among teachers, enhances motivation, and strengthens their engagement in instructional development. This approach is also more effective in encouraging teachers to adopt new instructional practices without fear or pressure.

Instructional Practice

Instructional practice refers to the entire set of activities teachers perform in planning, delivering, and evaluating learning. Effective instructional practice reflects a teacher's ability to formulate clear objectives, select relevant teaching methods and media, and conduct interactive, student-centered instruction. It also includes classroom management skills, formative assessment, and ongoing reflection on instructional processes.

Improvements in instructional practice can be seen in better lesson planning, mastery of instructional methods, questioning skills, effective use of media and technology, and the ability to implement innovative teaching strategies. In schools, strong instructional practice not only enhances student learning outcomes but also reflects a teacher's professionalism as an educator.

Relationship Between Collaborative Supervision and the Improvement of Instructional Practice

A growing body of research demonstrates that collaborative supervision contributes significantly to improving teachers' instructional practices. This approach enables teachers to be more open to receiving feedback due to the egalitarian and supportive nature of the supervisory relationship. Professional dialogue within collaborative supervision encourages teachers to evaluate their strengths and weaknesses more objectively and reflectively.

Additionally, collaborative supervision enhances teachers' motivation and confidence in implementing new teaching strategies. A safe and supportive supervisory environment encourages teachers to innovate without fear of negative judgment. Collaboration also enables the exchange of best practices among educators, enriching teachers' instructional insights. Thus, collaborative supervision stands out as a more effective model than traditional inspection-based supervision in enhancing instructional quality and promoting teacher professional development.

Previous Studies

In the year 2020, several studies examined collaborative supervision and its influence on improving teachers' competencies and professional practices. One study conducted in that year explored the implementation of collaborative supervision combined with coaching techniques in secondary schools. The findings indicated that the collaborative approach encouraged teachers to be more open in planning their lessons and enhanced their reflective abilities. However, the study focused more on lesson planning and did not fully evaluate changes in teachers' actual classroom teaching behavior.

Another study from the same year focused on the context of online learning. Collaborative supervision was applied to assist teachers in adapting to digital platforms and remote teaching strategies. The effectiveness of supervision in this context was reflected in the improved ability of teachers to manage online learning. However, because the study was conducted during the emergency conditions of the pandemic, its findings cannot be directly generalized to face-to-face learning, which remains the primary context of instructional supervision in schools.

Also in 2020, there was a study investigating the relationship between collaborative supervision and the improvement of teachers' pedagogical competence. The results showed that supervision conducted through a partnership approach enhanced teachers' abilities in classroom management, assessment, and designing learning activities. Nevertheless, this study emphasized pedagogical competence as the output rather than examining factual teaching practices occurring in the classroom.

Another study applied a collaborative-based clinical supervision approach. The research confirmed that joint observation followed by reflective

sessions improved teachers' creativity in selecting instructional methods. However, the study predominantly focused on the clinical supervision process itself and did not provide a broader picture of the effectiveness of the collaborative supervision model when compared to other supervisory approaches.

In addition, there was a study highlighting the importance of a collaborative culture in teachers' professional development. The study revealed that cooperation among teachers, supervisors, and colleagues fostered openness, strengthened professional reflection, and contributed to creating a conducive learning environment. However, the study was conceptual in nature and did not evaluate the effectiveness of a specific supervision model in a structured manner.

Overall, the studies conducted in 2020 have strong relevance to the concept of collaborative supervision, both in terms of implementation and its impact on teachers. However, most previous studies still focused on partial aspects such as lesson planning, technological adaptation, or clinical processes, and did not provide a comprehensive understanding of how effective the collaborative supervision model is in improving teaching practices holistically.

Compared with previous studies, this journal shares several important similarities. Like earlier research, it recognizes that collaborative supervision is an approach that positions teachers as equal partners, encouraging openness, reflection, and continuous improvement in instructional practice. The study also aligns with past findings that collaboration between teachers and supervisors contributes to the enhancement of teachers' professional quality.

However, this journal also presents several significant differences. Unlike earlier studies that tended to examine specific aspects such as online learning adaptation or improvements in pedagogical competence, this study specifically focuses on the effectiveness of collaborative supervision in improving teaching practices directly and comprehensively. It is not limited to a single context but synthesizes findings from a broader range of studies, thus offering a more holistic and layered perspective.

The main strength of this journal lies in its use of a Systematic Literature Review (SLR) approach. This method allows the researcher to evaluate and synthesize multiple studies simultaneously, resulting in more comprehensive findings compared to single empirical studies. This journal not only summarizes previous research but also maps common patterns, trends, and research gaps that have not been addressed in earlier studies. Therefore, it provides a stronger contribution both theoretically and practically, particularly in formulating how collaborative supervision can be applied effectively to improve teaching practices in schools.

METHODOLOGY

This study employs the Systematic Literature Review (SLR) method to analyze the extent to which the collaborative supervision model has been proven effective in improving teaching practices in schools. The use of the SLR method is relevant because this research does not collect primary data; instead, it aims to gather and synthesize empirical and conceptual evidence from previous studies

that directly or indirectly examine the relationship between collaborative supervision and the improvement of teachers' instructional quality. Through this approach, the study is able to produce a more comprehensive understanding of the effectiveness of collaborative supervision as a model for professional teacher development.

The SLR process was carried out through several systematic stages. The first stage involved literature identification, which consisted of collecting secondary data from journal articles, conference proceedings, and scholarly books using databases such as Google Scholar, ERIC, DOAJ, and ResearchGate. Literature searches were conducted using a combination of keywords related to the topic, such as "supervisi kolaboratif," "collaborative supervision," "effectiveness of supervision," "instructional practice," "teacher improvement," and "professional development." These keyword combinations were used to ensure that the search remained focused on studies discussing the impact or effectiveness of collaborative supervision on teaching practices. The second stage was screening. In this stage, articles were selected through a review of their titles, abstracts, and keywords to ensure alignment with the research focus, namely the effectiveness of collaborative supervision. Articles that discussed supervision in general or did not link supervision with teaching practices were excluded. Articles that were unavailable in full text or demonstrated low methodological quality were also removed from consideration.

The next stage was eligibility determination, which involved analyzing the full content of each article to ensure that the study provided relevant empirical evidence or theoretical arguments needed to assess the effectiveness of collaborative supervision. Articles with strong contributions—such as those reporting improvements in teacher performance, enhancements in lesson planning, increased teaching activity, or changes in pedagogical behavior—were prioritized, as they directly supported the analysis of the variable "teaching practice." Articles that passed the selection process were then analyzed using thematic analysis. The key themes identified included: (1) forms of collaborative supervision implementation, (2) mechanisms of supervisor-teacher collaboration, (3) indicators of collaborative supervision effectiveness, and (4) changes or improvements in teaching practices resulting from the supervision. This thematic analysis helped identify patterns across studies, enabling stronger conclusions regarding how and to what extent collaborative supervision contributes to improving instructional quality in schools.

To maintain validity, source triangulation was conducted by comparing various references from both national and international journals and examining the consistency of findings across studies with different research designs (qualitative, quantitative, and mixed methods). Transparency in the stages of searching, screening, and analysis ensures that the results of this review are scientifically accountable. Through this SLR approach, the study is expected to produce a robust, evidence-based synthesis regarding the effectiveness of the collaborative supervision model in enhancing teaching practices in schools, while also offering comprehensive insights for practitioners and educational policymakers.

RESULTS AND DISCUSSION

The discussion in this study focuses on how the collaborative supervision model has been proven effective in improving teachers' instructional practices in schools, based on the synthesis of various previous studies. Through an analysis of five scientific articles published between 2020 and 2023, several thematic patterns consistently demonstrate that the collaborative approach contributes significantly to enhancing the quality of teaching and learning.

Shift in Supervision Paradigm from Inspection to Collaboration

Findings from the literature show a paradigm shift in educational supervision—from a top-down inspection model toward a more dialogic and participatory approach. In the inspection model, teachers often feel pressured and perceive supervision as a formal assessment mechanism. In contrast, collaborative supervision positions teachers as active partners in their professional development. This shift aligns with the perspectives of Glickman (1990) and Sergiovanni & Starratt (2007), who argue that effective supervision requires professional partnership and shared reflection.

The SLR analysis indicates that two-way dialogue and joint planning are key factors distinguishing collaborative supervision from traditional models. This structure enables teachers to develop a stronger sense of ownership over the supervision process and subsequent instructional improvements.

Effectiveness of Collaborative Supervision in Enhancing Pedagogical Competence

Several studies demonstrate that collaborative supervision has a positive impact on improving teachers' pedagogical competence, especially in the areas of lesson planning, instructional delivery, and evaluation. Teachers involved in collaborative supervision exhibit improvements in:

- 1) Developing more comprehensive and relevant lesson plans
- 2) Employing active and innovative teaching methods
- 3) Utilizing varied instructional media
- 4) Creating interactive learning environments
- 5) Engaging in reflective practices to evaluate instructional effectiveness

These findings reinforce the concept that collaboration and reflection are essential components of instructional development.

Impact of Collaborative Supervision on Teacher Motivation and Professionalism

Collaborative supervision influences not only the technical aspect of teaching but also the psychological and professional dimensions of teachers. Findings from the SLR show that this approach increases teachers' motivation to innovate in their instructional practices. A supportive and dialogic supervisory environment fosters teachers' sense of appreciation, which in turn enhances their confidence and willingness to improve.

Furthermore, collaborative supervision strengthens the professional learning culture within schools. Teachers no longer view supervision as a formal, tension-inducing activity, but rather as a space for reflection and self-development. This is particularly relevant to modern expectations of teacher professionalism, which emphasize collaboration and lifelong learning.

Role of Collaborative Supervision in Promoting Instructional Innovation

The literature also indicates that collaborative supervision encourages teachers to develop innovative instructional models, such as project-based learning, group discussions, digital media integration, and other constructivist approaches. Collaboration with supervisors allows teachers to receive formative and inspirational feedback that can be applied directly in the classroom.

Collaborative supervision additionally provides a platform for teachers to discuss real instructional challenges, enabling context-specific solutions. This aspect is often lacking in the inspection model, which tends to prioritize formal evaluation rather than instructional improvement.

Advantages of Collaborative Supervision Compared to the Inspection Model

Based on the synthesis of findings, several advantages of collaborative supervision over the classical inspection model include:

- 1) Building healthier and more egalitarian professional relationships between teachers and supervisors
- 2) Producing richer formative feedback that contributes to instructional development
- 3) Increasing teachers' sense of ownership in improving their instruction
- 4) Providing space for innovation, which is absent in purely administrative supervision
- 5) Cultivating a reflective culture that is essential for improving instructional quality

Thus, collaborative supervision can be regarded as a more effective approach to improving teaching practices, both technically and psychologically.

Implications for Schools and Teacher Professional Development

The implications of these findings emphasize that schools need to prioritize collaborative supervision as the main approach in teacher development. Principals, supervisors, and instructional leaders must be trained to master dialogic supervision techniques, participatory observation, and collaborative reflection. Schools should also allocate protected time for meaningful supervisory meetings to ensure the effectiveness of the collaborative process.

Additionally, collaborative supervision should be integrated into continuous professional development programs so that instructional improvement does not end with a single supervision cycle but becomes ongoing and sustainable.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study indicate that collaborative supervision is a more effective supervisory model than traditional inspection-based approaches in improving teachers' instructional practices in schools. Based on the synthesis of literature using the Systematic Literature Review (SLR) method, several key conclusions were drawn.

First, collaborative supervision fosters more equitable professional relationships between supervisors and teachers. Unlike the inspection model, which tends to be hierarchical and assessment-driven, the collaborative approach positions teachers as active partners in the instructional development process.

Two-way dialogue, joint planning, and collaborative reflection serve as essential elements in enhancing the quality of supervision.

Second, collaborative supervision significantly contributes to the improvement of teachers' pedagogical competencies, particularly in lesson planning, interactive instruction, classroom management, and formative assessment. Teachers become more reflective, critical, and capable of independently identifying areas for improvement in their teaching practices.

Third, this approach also positively impacts teachers' motivation, confidence, and professionalism. A supportive supervisory environment allows teachers to feel valued and encouraged to engage in continuous innovation. Such collaborative supervision fosters a professional learning culture within the school.

Fourth, collaborative supervision encourages teachers to develop innovative instructional practices through the use of creative and relevant methods, media, and strategies that align with students' needs. This has a direct effect on enhancing instructional quality.

Overall, this study affirms that collaborative supervision is the most relevant approach to be implemented in modern educational contexts, as it addresses the limitations of inspection-oriented supervision and more effectively supports teachers' professional development. The study also implies that schools should integrate collaborative approaches into their supervisory policies, provide training for supervisors, and allocate the necessary time and space for teachers to engage in shared reflection.

Thus, this research offers both theoretical and practical contributions to the development of educational supervision and serves as a valuable reference for educational institutions seeking to improve instructional quality through more humanistic and constructive supervisory approaches.

FURTHER STUDY

This research still has limitations, so it is necessary to conduct further research related to the topic of The Effectiveness of the Collaborative Supervision Model in Improving Teaching Practices in Schools in order to perfect this research and increase insight for readers.

REFERENCES

- Ardiansyah, R. (2022). Supervisi akademik berbasis dialog dalam meningkatkan kualitas proses pembelajaran. *Jurnal Kependidikan Islam*, 13(2), 180–194.
- Ariyanti, D. (2020). Collaborative academic supervision to improve teachers' instructional skills. *Jurnal Administrasi Pendidikan*, 27(1), 45–58.
- Fajarita Riesmawati. (2023). Upaya Meningkatkan Kemampuan Mengajar Guru Melalui Supervisi Klinis Kolaboratif di MTs Negeri 1 Tanggamus. *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, 2(4). Jurnal P4I

Mulyanto, Gunawan, Saepudin, Ripandi, Muharam, Zakaria, Anggraeni, Nurlaela, Huda, Mighwar

- Fitria, H. & Fauzan, R. (2021). Supervisi kolaboratif dalam meningkatkan profesionalisme guru sekolah dasar. *Jurnal Basicedu*, 5(4), 2305–2317.
- Hakim, L. (2020). Pengaruh supervisi akademik terhadap peningkatan kualitas pembelajaran guru. *Jurnal Manajemen Pendidikan*, 8(2), 101–113.
- Harahap, R. (2024). Model supervisi kolaboratif dalam meningkatkan efektivitas pembelajaran: Sebuah studi literatur. *Jurnal Ilmiah Pendidikan Guru*, 4(1), 91–105.
- Jamaluddin, J., & Amalia, D. (2023). Supervisi akademik kepala sekolah dan dampaknya terhadap kinerja guru. *Jurnal Administrasi dan Manajemen Pendidikan*, 5(1), 40–55.
- Joko Triyanto, A., & Teuku Salfiyadi, T. (2022). Peningkatan Kinerja Guru Melalui Supervisi Edukatif Kolaboratif Secara Periodik di SMK Negeri 1 Peusangan. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 3(2), 123–134. jurnaledukasia.org
- Latifah, S. (2023). Kolaborasi supervisor dan guru dalam pengembangan pembelajaran inovatif. *Jurnal Pendidikan Islam Modern*, 4(1), 77–91.
- Marzuki, A. (2023). Supervisi akademik berbasis refleksi untuk meningkatkan kualitas instruksional guru. *Jurnal Pendidikan Profesional*, 5(2), 85–97.
- Nurhasanah, S. (2024). The role of teacher-supervisor partnerships in enhancing classroom practices. *Journal of Contemporary Educational Studies*, 14(2), 120–135.
- Rahmawati, E. (2021). Pengaruh supervisi klinis terhadap kemampuan mengajar guru. *Jurnal Pendidikan Dasar Nusantara*, 7(2), 120–130.
- Riesmawati, F. (2023). Upaya meningkatkan kemampuan mengajar guru melalui supervisi klinis kolaboratif. *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan*, 2(4), 315–330.
- Rizqi, M. & Hartono, D. (2020). Peran supervisi akademik dalam pembinaan guru abad 21. *Tarbiyah Jurnal Pendidikan Islam*, 25(2), 167–182.
- Setiawan, A., & Fitria, H. (2021). Implementasi supervisi akademik kepala sekolah dalam meningkatkan kualitas pembelajaran. *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 6(1), 14–23.
- Singerin, S. (2021). Collaboration-Based Academic Supervision Model with Peer Evaluation Approach to Improve Pedagogical Competence and

Quality of School Performance: The Role of Principal's Motivation as Moderation Variables. *International Journal of Elementary Education*, 5(2), 268–275. E-Journal Undiksha

- Singerin, S. (2021). Collaboration-based academic supervision model with peer evaluation approach to improve pedagogical competence. *International Journal of Elementary Education*, 5(2), 268–275.
- Solehudin, U. (2020). Supervisi Kolaboratif dapat Meningkatkan Kompetensi Profesional Guru. *Jurnal Ilmiah Pendidikan Profesi Guru*, 3(2), 364–374. E-Journal Undiksha
- Solehudin, U. (2020). Supervisi kolaboratif dapat meningkatkan kompetensi profesional guru. *Jurnal Ilmiah Pendidikan Profesi Guru*, 3(2), 364–374.
- Study on Collaborative Supervision in Remote Schools. (2024). *Pendas: Jurnal Ilmiah Pendidikan Dasar*. (Penelitian tentang efektivitas supervisi kolaboratif di sekolah pedalaman/terpencil.) *Journal Universitas Pasundan*
- Suprpto, S. (2023). Upaya Meningkatkan Kompetensi Pedagogik Guru Melalui Supervisi Akademik Kolaboratif. *Jurnal Didaktika Pendidikan Dasar*, 7(3). ojsdikdas.kemendikdasmen.go.id
- Suprpto, S. (2023). Upaya meningkatkan kompetensi pedagogik guru melalui supervisi akademik kolaboratif. *Jurnal Didaktika Pendidikan Dasar*, 7(3), 201–214.
- Susanti, I. (2021). Upaya Peningkatan Kompetensi Guru dalam Pengelolaan Kegiatan Belajar Mengajar di Masa Pandemi Covid-19 melalui Supervisi Akademik dengan Pendekatan Kolaboratif. *Asatiza: Jurnal Pendidikan*, 2(3). ejournal.stai-tbh.ac.id+1
- Susanti, I. (2021). Upaya peningkatan kompetensi guru melalui supervisi akademik kolaboratif pada masa pandemi. *Asatiza: Jurnal Pendidikan*, 2(3), 212–225.
- Syahrul, M. (2024). Collaborative supervision as a catalyst for instructional improvement in remote schools. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(1), 12–26.
- Triyanto, A. J., & Salfiyadi, T. (2022). Peningkatan kinerja guru melalui supervisi edukatif kolaboratif periodik. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 3(2), 123–134.

Mulyanto, Gunawan, Saepudin, Ripandi, Muharam, Zakaria, Anggraeni, Nurlaela, Huda, Mighwar

Wahyuni, S. (2022). The effect of collaborative supervision on teachers' reflective practices. *International Journal of Instructional Development*, 12(1), 55-66.