

# Best Practices Supervision: A Literature Review On The Implementation Of Clinical Supervision In Islamic Educational Institutions

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## ABSTRACT

*This study aims to examine the implementation of clinical supervision as an approach to fostering teacher professionalism in Islamic educational institutions through a literature review. Clinical supervision emphasizes a collaborative, reflective, and relational approach between teachers and supervisors, in alignment with Islamic values such as trustworthiness (amanah), consultation (musyawarah), and self-evaluation (muhasabah). This research adopts a qualitative approach using literature study methods by reviewing three relevant and recent scholarly articles. The findings indicate that clinical supervision significantly contributes to the improvement of teachers' pedagogical competence, the enhancement of instructional quality, and the development of educators' character and spirituality. Despite facing challenges such as limited time, uneven understanding, and supervisors' limited capacity, clinical supervision remains one of the most effective best practices for improving the quality of Islamic education. The integration of Islamic values into each stage of supervision strengthens the relevance of this approach in fostering a humane, participatory, and sustainable supervisory culture.*

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## 1. INTRODUCTION

In the midst of increasingly complex challenges of the times, there is a need for improvement in the quality of education in Islamic educational institutions. Islamic educational institutions must continue to innovate and enhance their educational quality, as Islamic education is not only responsible for academic aspects but also for building character and Islamic values (Rahman, Aidil, et al., 2024). One effective approach to this effort is the implementation of clinical supervision (Asyifah et al., 2024). This approach focuses on developing teacher professionalism through direct observation and constructive feedback. Clinical supervision has been proven to enhance teachers' pedagogical skills, which positively impacts the quality of learning (Zarlis & Elfitra, 2024). The systematic and continuous supervision process allows teachers to reflect on their teaching practices, identify mistakes, and devise plans for improvement strategies. This is in line with research findings that show that regularly applying clinical supervision can enhance teachers' teaching abilities and create a better learning

environment for students (Marini, 2023). However, the implementation of clinical supervision in Islamic Educational Institutions faces many problems. Some of the obstacles that need to be overcome include limited resources, a poor understanding of the concept of supervision, and the application of Islamic principles in supervisory practices. As a result, in the implementation of clinical supervision, an adaptive and contextual approach is needed. Thus, this approach can be tailored to the characteristics and needs of Islamic educational institutions.

One of the challenges that teachers currently face is the lack of institutional support in the development of teacher professionalism. Teachers do not receive adequate support from their educational institutions to advance their professionalism. The lack of training or opportunities to learn and collaborate with other teachers can be an obstacle to professional development. Another challenge for teachers is to incorporate Islamic values into the learning process, which is also a part of a teacher's professionalism. A teacher must be able to harmoniously combine general knowledge with Islamic teachings. This requires a deep understanding of Islamic values and the ability to convey those values in a relevant and engaging context for students.

Educational supervision plays an important role as a tool for teacher development to improve the quality of learning (Ghoni et al., 2025). This is not only a tool for evaluation, but also a targeted, continuous, and participatory development process that helps teachers identify problems, correct mistakes, and develop their own potential (Ruslandi et al., 2025). Thus, supervision becomes a strategic tool to help teachers improve the quality of their teaching. During the learning process, effective supervision can help teachers identify shortcomings, correct them, and develop their own professionalism (Santoso et al., 2024). A curriculum that is tailored to the times and the needs of students can enhance the learning process. The improvement of teachers' competencies includes their ability to select and develop learning materials, assign tasks and evaluations, and manage the classroom (Elmanisar & Marsidin, 2024). Learning evaluation helps to identify the level of success in learning and identifies the strengths and weaknesses of the teacher.

The supervision conducted by the school principal covers various aspects, from planning the supervision program, conducting classroom observations, to evaluation and follow-up. Through this supervision, the principal can identify the professional development needs of teachers, provide constructive criticism, and create appropriate coaching strategies. A study in one of the research shows that the active participation of the principal in supervision has the potential to improve teacher performance and the quality of learning in schools (Uange et al., 2025). In practice, the school principal as a supervisor functions as a motivator and facilitator for teachers. By using a democratic and participatory approach, the principal can create a good work environment, encourage teacher collaboration, and foster a sustainable learning culture. This is in line with research findings that emphasize the importance of principals in nurturing teacher professionalism through effective supervision (Riduan & Ramdhan, 2024). In addition, as a supervisor in Islamic education, the principal has the responsibility to ensure that Islamic principles are integrated into the learning process. This responsibility includes guiding teachers in developing lesson materials that are in accordance with Islamic teachings as well as mentoring them in applying teaching methods that instill moral and spiritual principles in students. Thus, the principal's supervision is not only focused on providing teaching that aligns with Islamic teachings.

The selection of clinical supervision as an effective solution for the development of teachers in Islamic educational institutions is based on the collaborative and reflective approach it offers. Clinical supervision emphasizes a peer relationship between the supervisor and the teacher, allowing for the joint identification and resolution of learning problems (Nurcholiq, 2017). This approach not only enhances teachers' pedagogical competencies but also builds confidence and a sense of professional responsibility. In the context of Islamic education, clinical supervision allows for the integration of Islamic values into the learning process, strengthening the character and spirituality of both teachers and students. The implementation of clinical supervision in Islamic educational institutions has shown positive results in improving teaching quality. Through the stages of pre-observation, observation, and

feedback meetings, teachers receive constructive feedback that helps them refine their teaching strategies (Ramadhina & Sudadi, 2025). This process also encourages teachers to be more reflective about their teaching practices, enabling them to design learning experiences that are more effective and tailored to the needs of students. Thus, clinical supervision becomes an effective tool in enhancing teachers' professionalism and the overall quality of education.

Clinical supervision plays a crucial role in fostering a collaborative culture within the school environment. By actively involving teachers in the supervision process, a supportive work atmosphere is created that is open to change (Setiati & Rugaiyah, 2023). This is in line with the principles of Islamic education that emphasize consultation and cooperation in achieving common goals. Thus, clinical supervision not only enhances the individual competencies of teachers but also strengthens the education community that is oriented towards continuous quality improvement. In facing the challenges of modern education, clinical supervision offers an adaptive and responsive approach to the needs of teachers and students. By focusing on sustainable professional development, clinical supervision helps teachers continuously improve the quality of their teaching, thereby maximally contributing to the creation of a generation that excels intellectually and spiritually. Therefore, the adoption of clinical supervision in Islamic educational institutions is a strategic step in the effort to improve the quality of holistic education.

## 2. METHODS

This research was conducted qualitatively and used literature studies. This research focuses on conceptual and empirical studies on clinical supervision practices in Islamic educational institutions. Various findings and perspectives from relevant previous research are included in this approach. The aim of applying this approach is to gain a comprehensive understanding of how effective and challenging it is to implement clinical supervision in the context of Islamic education. The data sources for this research come from articles published in respected national and international journals, especially those discussing topics on clinical supervision, teacher professional development, and Islamic education. Three main articles were selected as the focus of the research because they are highly relevant and discuss in depth how clinical supervision can be implemented both in madrasahs and elsewhere.

## 3. FINDINGS AND DISCUSSION

### 3.1 The Concept of Clinical Supervision

#### 3.1.1 Definition of Clinical Supervision

In Indonesia, the term clinical supervision has existed since the 1980s. Supervision today is also known as classroom supervision or teaching supervision. This supervision is referred to as clinical supervision because it is centered in the classroom where teachers demonstrate their performance. Meanwhile, teaching supervision is called so because the supervised teachers perform teaching tasks in the classroom (Zulfa, 2020). Clinical supervision is part of teaching supervision because its implementation procedure emphasizes discovering problems or deficiencies in the teaching and learning process and then finding ways to improve it (Jalilah et al., 2022).

The boundaries of supervision will become clearer based on the use of the term. Ibrahim Bafadal, for example, defines clinical supervision as professional guidance or assistance provided to teachers based on their needs through a systematic cycle to enhance the teaching and learning process (Zulfa, 2020). This is done specifically through face-to-face meetings with practitioners. Clinical supervision is expected to help teachers understand innovations and change their appearance to adapt to them. This is done to reduce the gap between actual teaching behavior and ideal teaching behavior.

Clinical supervision is conducted to assist in the professional development of teachers in their teaching practices through observation and data analysis. It serves as a basis for changing teachers' behaviors in teaching. The clinic addresses individuals who need diagnosis to identify which elements prevent teachers from teaching effectively. Then, those elements are reviewed thoroughly one by one.

Clinical supervision is an example of supervision used to resolve teaching issues based on observation findings.

There is an assumption that clinical supervision is necessary because (1) teaching is a highly complex action that requires observation and analysis. Supervisors can easily enhance teachers' abilities in learning practice through this observation and analysis. (2) Professional teachers who wish to be trained prefer to interact collegially rather than authoritatively. (Zulfa 2020). According to Sohif and Hariyadi, the reasons why clinical supervision is necessary include: (1) lack of feedback from competent individuals in professional practices that meet competency standards and codes of ethics, (2) technological lag in the learning process, (3) loss of professional identity, (4) professional burnout, (5) acute violations of the code of ethics, (6) numerous errors, (7) changes in knowledge acquired from pre-service education, (8) students being disadvantaged and not receiving appropriate services, and (9) low standards of competency and code of ethics (Luthfi & Hariyadi, 2025).

The purpose of clinical supervision can be described as follows based on the above opinion: 1. Improving the behavior of chronic teacher candidates, so that non-chronic behaviors can be improved with different supervision methods. 2. Providing objective feedback on the learning process activities to teacher candidates as a mirror, so that teacher candidates can see what they are doing and respond positively immediately. 3. Diagnosing and solving various problems faced in the learning process.

### **3.1.2 Characteristics of Clinical Supervision**

Clinical supervision differentiates it from other supervision methods. According to Pidarta, several characteristics of clinical supervision are as follows (Nazarudin, 2019): There is an agreement between the supervisor and the teacher regarding the behavioral aspects that need improvement. The behavioral aspects of teachers include certain aspects of the teaching and learning process, such as classroom arrangement, questioning methods, classroom management skills, handling naughty children, and so on. Improving behavioral aspects starts with jointly creating a hypothesis about the related issues. The above hypothesis can be tested with data obtained from the supervisor's observations of the teacher's behavioral elements that can be improved while teaching. This hypothesis can be accepted, rejected, or modified. There are elements that support the teacher's behavior, especially those that have been improved, so that people understand the importance of working well and being done regularly. There is a principle of cooperation between the supervisor and the teacher based on mutual trust and responsibility. Supervision is carried out periodically, which means that the behavioral elements are gradually improved until the teacher can work well or the teacher's performance is maintained so that it does not worsen.

### **3.1.3 Procedure for Implementation of Clinical Supervision**

Goldhammer, Anderson, and Krajewski outlined five activities in clinical supervision, namely pre-observation meeting, observation, analysis and strategy, supervision meeting, and post-supervision analysis. According to Cogan, there are eight activities in clinical supervision: building and strengthening teacher-supervisor relationships, collaborative planning with teachers, planning observation strategies, teaching observation, learning process analysis, planning meeting strategies, meetings, and scheduling. According to Mosher and Purpel, Bafadal, and Sahertian, three essential activities of the clinical supervision process are (1) initial meeting stage, (2) teaching observation stage, and (3) feedback/evaluation or final meeting stage (Suharto & dkk., 2018).

The pre-observation stage during meetings, conferences, or discussions before the observation, teachers and supervisors get to know each other and build trust and respect for one another. In this case, pre-observation preparation should include: 1. Determining and agreeing on the purpose of the observation. 2. Arranging the Observation Schedule. 3. Selecting and agreeing on observation tools or techniques. 4. Reviewing the observation procedures. 5. Reassuring the teacher. 6. Choosing follow-up activities.

The observation stage, Supervisors must observe specific behaviors and interactions between teachers and students during the observation. The observation must be objective and free from prejudgment about the teacher. In this case, John Robinson provides eight (8) recommendations on the

importance of the overall observation process. These include: 1. Classroom observation analysis must be written in a report by the supervisor. This report should include comments on actual events, overall lesson evaluation, and suggestions for improving learning. 2. Supervisors should strive to observe classes more often than they currently do. On average, teachers are only observed twice during the academic year. 3. Supervisors should inform in advance when they plan to visit the class. 4. Pre-observation conferences should be emphasized as an integral and important part of the observation report. 5. Observations must be planned with the aim of influencing long-term learning improvement, which is important for several topics. 6. Observation reports should focus on key points, both beneficial and detrimental. In the post-observation conference, minor suggestions should be made, and these suggestions do not need to be included in the report. 7. The report should be sent to the teacher before the post-observation discussion. 8. The county school should offer in-service courses in observation and feedback methods. (The Supervisory Report indicates that their districts provide little assistance in their supervisory functions.)

Stage After Observation, At this point, it is very important to analyze the lessons as well as the overall behavior of the teacher. In the pre-observation discussion, there must be an agreement on the observation topic and the observer must bring specific questions that arise regularly during the observation. This is done so that the teacher can receive feedback after the observation. After the three stages are outlined, the clinical supervision process consists of eight stages (Zulfa, 2020) : 1. Building relationships between teachers and coaches 2. Planning lessons with teachers 3. Planning observation strategies 4. Observing instructions 5. Analyzing the teaching and learning process 6. Planning conference strategies 7. Holding conferences 8. Creating new plans.

### 3.1.4 Peran Supervisi Klinis dalam Lembaga Pendidikan Islam

The improvement of teacher quality applies not only to teachers in public institutions but also to teachers in Islamic institutions. They must develop their potential back to the Islamic nature, based on the Quran and hadith, as mentioned in Surah Al-Hijr verse 29:

سَجِدِينَ ۚ لَهُ فَعَعُوا رُوحِي مِنْ فِيهِ وَنَفَخْتُ ۖ وَوَيْتُهُ سَدًا فَاذَا

*“So when I have proportioned him and breathed into him of My [created] soul, then fall down to him in prostration.”*

The performance of an education teacher in Islamic institutions needs to be supervised or clinically supervised based on Islam, prioritizing Islamic values and traditions. To express this, there is a need for expansion and knowledge in conducting the approaches that will be undertaken. The characteristics of supervision in Islamic institutions have similarities between teachers and supervisors, but in educational institutions, it emphasizes its Islamic foundation.

To improve and develop Islamic educational institutions, a clinical supervision approach based on the institution must be applied. This is because clinical supervision activities help achieve better overall performance in advancing and building Islamic educational institutions. Thus, clinical supervision in Islamic educational institutions must meet existing standards.

Supervision in Islamic institutions is not much different from supervision in general institutions. In Islamic institutions based on pesantren, supervision occurs between teachers and kyais, while in Islamic educational institutions based on schools, supervision takes place between the head of the madrasah and teaching teachers or ustadz-ustadz and colleagues. It is clear that the head of the madrasah is responsible for overseeing the educational process, as stated in Shahih Bukhari 6605:

*“Every one of you is a shepherd (guardian), and each of you is responsible for his flock. The leader is a guardian over his people and is responsible for them .A man is a guardian over his household and is responsible for them. A woman is a guardian over her husband’s house and children and is responsible for them. A servant (or worker) is a guardian over his master’s wealth and is responsible for it .Truly, every one of you is a guardian and each of you is responsible for his flock” (H.R. Al-Bukhari).*

Islamic supervision falls into the categories of inclusive and exclusive. The inclusive category allows supervision to apply Islamic educational values in general institutions overnight. These

principles can be applied to general institutions overnight because their nature and foundations are comparable to general principles. Islamic institutions can also apply general principles because their nature and foundations are comparable to Islamic educational values and the efforts made. In addition, its principles include monotheism, justice, deliberation, constructiveness, and creativity. Its guidance is based on the principles from the Qur'an and the Hadith of the Prophet Muhammad SAW to uphold its Islamic code of ethics. Furthermore, non-Islamic-based institutions are eliminated, so only Islamic institutions can operate, such as boarding schools, madrasahs, and other Islamic higher education (Mursalin & Awali, 2022).

### 3.1.5 *Challenges of Implementing Clinical Supervision*

supervisor who does not perform their duties well The school principal must be able to carry out supervision effectively. Since the involvement of teachers is significant, starting from planning to analysis of success, the principal is expected to understand and be able to conduct supervision because the elements of concern are not clear, leading to feedback that is too general and lacks direction towards the elements needed by the teachers. The learning process is a way to improve the quality of teachers, and teachers are part of human resources that must be consistently trained and developed so that they can perform their jobs professionally.

The teacher does not understand the benefits of supervision well Sometimes, teachers themselves do not understand the benefits of supervision. This is a result of teachers' absence in the process of planning the implementation of supervision. However, the process of implementing supervision involves teachers from the planning stage, which allows teachers to understand the benefits of supervision for themselves. Supervision involves teachers from the planning stage. Supervision is the right solution to address inaccuracies related to teachers as a whole.

The lack of ability of supervisors to apply various methods and approaches to supervision. In order for them to assist teachers in solving problems, school principals must be proficient in various supervision methods. The inability of teachers to tackle issues in preparing learning documents, difficulties in completing teaching tasks using teaching skills that align with the subject matter and the characteristics of student needs, and the application of ineffective learning strategies are some common problems faced by teachers. If there is a mutual willingness to improve, all these issues would not arise. Due to these problems, school principals must conduct consistent and effective supervision to enhance teachers' professionalism.

The absence of a time agreement between the supervised and the supervisor Because what the teacher does in the learning process must be discussed in the initial meeting, the supervisor must determine the right time to supervise the individual being monitored. In other words, the supervisor cannot just come to supervise teachers who are teaching in the classroom.

There is no good relationship between the coach and the supervising teacher. Effective collaboration between the supervised teachers and their supervisors is needed. This collaboration is necessary for teachers to be able and willing to think about themselves and openly discuss their situations. This exploration is conducted during the initial meetings and feedback (Rahman, Fajri, et al., 2024).

According to Rina Andriani and Sudadi, the challenges in the implementation of clinical supervision are (1) the limited time of teachers and supervisors, who often have difficulty finding enough time for the comprehensive execution of clinical supervision. (2) some teachers are still not very familiar with the concepts and objectives of clinical supervision, making them sometimes less receptive to the processes of feedback and reflection. (3) the limited skills of supervisors; supervisors require more in-depth training in effective observation techniques and providing constructive feedback so that clinical supervision can run more optimally (Andriani et al., 2024).

### 3.2 *Literature Review: The Implementation of Clinical Supervision in Recent Research*

The implementation of clinical supervision in Islamic education has proven to be an effective strategy for improving teacher competencies, particularly in pedagogical aspects and professionalism.

Nurliana, Muh. Syukri, and Madalle Agil, in their research at the Ar-Rahman Labuaja Primary School in Bone Regency, revealed that clinical supervision conducted through three main cycles, namely the preliminary stage, class observation, and feedback, can encourage teachers to become more innovative in designing and implementing lessons. The results indicate that the systematic and structured implementation of clinical supervision can enhance teachers' creativity in using learning media and in preparing relevant lesson plans. *vmemadai, turut menjadi penghalang. Guru juga kerap memiliki asumsi negatif terhadap kegiatan supervisi, menganggapnya sebagai kontrol atau penilaian sepihak alih-alih pembinaan yang mendukung pengembangan profesional* Meskipun demikian, pendekatan kolegial yang diterapkan dalam supervisi ini memungkinkan guru merasa lebih dihargai dan didampingi dalam proses peningkatan profesionalismenya (Nurliana et al., 2020; Uange et al., 2025).

Furthermore, Marini in her research at MI Miftahul Ulum Sarang, Bantul, also proved that clinical supervision significantly contributes to the improvement of teachers' learning quality. The results of this study indicate a significant enhancement in teachers' competencies, from an average score of 79% in the first cycle to 83.33% at the end of the second cycle. This increase shows that through clinical supervision, teachers become more skilled in preparing lesson plans, assessing learning outcomes, effectively using teaching media, and developing engaging approaches for students. The implication of these findings is the importance of clinical supervision conducted in an atmosphere of mutual trust, openness, and reflection so that teachers can evaluate themselves independently and continuously. Similar challenges were found in this study. High workloads, including administrative tasks such as being BOS treasurer or school operator, lead to clinical supervision being seen as an additional workload rather than an effort to improve quality. Furthermore, teachers are not yet accustomed to evaluating and reflecting on their own learning processes, so the feedback provided in clinical supervision has not been fully utilized optimally for self-development (Marini, 2023).

Recent research by Titania Amelia Putri, Novita Sari, and Syarifah Hidayani at MTsS Tarbiyah Waladiyah Pulau Banyak emphasized the management aspect in the implementation of clinical supervision. The main findings of this research indicate that clinical supervision planning is conducted in a structured manner involving an analysis of teachers' needs and the learning conditions at the school. Supervision is carried out not only as observation alone but also includes the provision of practical guidance, classroom management, evaluation of learning media, and collaborative reflection between teachers and the principal. The best practice demonstrated in this research is the active involvement of the principal as a mentor and facilitator, not just as an evaluator. Evaluation is conducted continuously to ensure that the supervision program remains relevant and effective according to the changing needs of teachers. This research emphasizes that the quality of leadership of school principals in supervision greatly influences the overall performance of teachers. The study also notes several significant challenges in the implementation of clinical supervision that are more managerial and psychosocial in nature. The head of the madrasa, as a supervisor, does not yet fully have the strong technical and academic capacity to carry out clinical supervision effectively. The lack of specific training on supervision strategies, learning analysis, and reflective approaches poses a major constraint. In addition, some teachers still show resistance to learning innovations, especially if they are not accompanied by incentives or real support from school management. The limited time to conduct in-depth classroom observations and the minimal follow-up from the results of supervision also represent serious obstacles. This indicates that without proper planning and good communication, clinical supervision will lose its function as a tool for the professional development of teachers (Putri et al., 2025).

#### 4. CONCLUSION

Based on the results of literature studies, clinical supervision has been proven to be an effective approach in enhancing the pedagogical competency and professionalism of teachers in Islamic educational institutions. This supervision is carried out through systematic stages that involve a

collaborative relationship between teachers and supervisors, starting from joint planning, learning observation, to the provision of reflective feedback. Three studies analyzed in this article indicate that the implementation of clinical supervision encourages teachers to be more innovative, skilled in planning and executing lessons, and more open to evaluation. However, the implementation on the ground still faces various challenges, such as teachers' workload, lack of training for school principals as supervisors, and a lack of reflective culture among teachers. Therefore, clinical supervision functions not only as a control tool but also as a deep and humane coaching strategy. Its success heavily relies on the active involvement of teachers, the competence of supervisors, and consistent institutional support

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