PRINCIPAL'S CLINICAL SUPERVISION: TEACHERS' PERSPECTIVES ON INSTRUCTIONAL FEEDBACK

Bachtiar Hariyadi [1)]; Ahmad Hariyadi [2)]; Agus Setyawanto [3)]
STAI An Najah Indonesia Mandiri [1), 2)]; Universitas Sunan Giri Surabaya [3)]
bachtiarhariyadi@stainim.ac.id [1)], ahmadhariyadi@stainim.ac.id [, 2)], agusdady9@gmail.com [3)]
[2)]

Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki umpan balik instruksional yang diberikan oleh Kepala Sekolah selama observasi kelas. Pendekatan kualitatif digunakan, dengan wawancara semi-terstruktur yang dilakukan untuk mengumpulkan data. Analisis konten digunakan untuk menganalisis data. Para peserta penelitian adalah 20 guru sekolah dasar dari kota Surabaya pada tahun ajaran 2023-2024, yang dipilih secara purposif. Temuan penelitian menunjukkan bahwa kepala sekolah menunjukkan kompetensi yang kurang memadai dalam pengawasan, dengan melakukan observasi kelas hanya sekali setahun sebagai prosedur formal. Dibandingkan dengan pengawas pendidikan, Kepala Sekolah ditemukan membutuhkan kemampuan yang lebih besar dalam mengelola masalah instruksional yang dihadapi oleh guru karena keakraban mereka dengan guru dan pengetahuan mereka tentang kegiatan sekolah. Studi ini menyoroti bahwa para guru tidak menganggap umpan balik yang diberikan oleh Kepala Sekolah bermanfaat, karena dianggap hanya sebagai nasihat umum. Oleh karena itu, penting bagi para administrator untuk mempelajari metode pengawasan yang efektif untuk mendukung peningkatan instruksional di sekolah. Kepala sekolah harus memahami bagaimana peran mereka dalam sistem pengawasan mempengaruhi umpan balik yang mereka berikan kepada guru.

Kata kunci: supervisi klinis; umpan balik instruksional; peran kepala sekolah

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Abstract

The purpose of this study was to investigate the instructional feedback given by Principals during classroom observations. A qualitative approach was used, with semi-structured interviews conducted to gather data. Content analysis was employed to analyze the data. The participants were 20 elementary school teachers from Surabaya city in the 2023-2024 academic year, selected through purposive sampling. The findings revealed that Principals showed insufficient competence in supervision, conducting classroom observations only once a year as a formal procedure. Compared to educational supervisors, Principals were found to need greater proficiency in managing instructional issues faced by teachers due to their familiarity with teachers and knowledge of school activities. The study highlighted that teachers did not find the feedback provided by Principals beneficial, as it was seen as general advice. Therefore, it is essential for administrators to learn effective supervision methods to support instructional improvements in schools. Principals should understand how their role in the supervision system impacts the feedback they provide to teachers.

Keywords: clinical supervision; instructional feedback; principal's role

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INTRODUCTION

Quality teachers are those who possess mature personalities and prepare themselves specifically through teacher education institutions. With their expertise, they are capable of not only teaching but also educating their students to become good citizens who are knowledgeable, productive, socially adept, healthy, and able to actively contribute to enhancing human resources or humanitarian investments (Tutuk, 2015). In accordance with the demands of societal changes, the teaching profession continually demands professionalism. A professional teacher is not merely a tool for transmitting culture but transforms that culture towards a dynamic culture where mastery of knowledge, high productivity, and quality work that can compete globally are required. The primary task of teachers as a profession demands continuous self-development in line with the advancements in science and technology (Murwaningsih, 2024).

The effort to enhance the quality of education and teaching largely hinges on increasing teachers' activities in guiding students towards achieving objectives. In order to elevate their educational and instructional tasks, teachers need mentoring that includes an understanding of the importance of educational supervision. Such efforts are inseparable from the role of the Principal, who must foster teachers to be responsive and attentive to change, as well as to be innovative and continuously develop the quality of resources in teaching and educating (Stronge & Xu, 2021). Based on this foundation, mentoring of teachers is considered crucial to improve the quality of learning and education overall.

To enhance the quality of service in the professional qualifications of teachers, they need to be nurtured and their capabilities reorganized so that they can subsequently be used to guide teacher programs. This cannot be achieved without the assistance and guidance of supervisors. This necessitates a structured approach to professional development that supports teachers in refining their skills and adapting to evolving educational standards. Effective supervision plays a pivotal role in this process by providing guidance, feedback, and resources that empower teachers to enhance their instructional methods and classroom practices (Bellibaş, 2023).

Supervisors create a supportive environment where teachers can reflect on their teaching strategies, identify areas for improvement, and implement innovative approaches to enrich student learning experiences. Ramírez-Montoya et al. (2021) asserts that through ongoing supervision, educators are encouraged to stay current with educational research, integrate new technologies, and cultivate a culture of

continuous improvement within their educational institutions.

Furthermore, the collaboration between supervisors and teachers fosters a collaborative professional community focused on shared goals of student success and academic excellence. By investing in the professional growth of teachers through targeted supervision and mentorship, educational institutions can cultivate a culture of innovation and excellence that positively impacts the quality of education provided to students.

Principal's Role

The Principal, tasked with nurturing the institution to successfully achieve predetermined educational goals, must be capable of directing and coordinating all activities. The attainment of these educational goals heavily relies on the competence and wisdom of the Principal as an educational leader (Acton, 2021).

This responsibility is inseparable from the role of the Principal, who acts as a supervisor. As a supervisor, the Principal is obligated to foster teachers to become effective educators. The principal, in the role of supervisor, has duties and responsibilities in planning appropriate educational policies and programs, making decisions, coordinating, and providing guidance in addressing curriculum issues, mentoring teachers in career development, promoting learning materials that align with school objectives, along with the teaching-learning process, and conducting research to determine curriculum aspects and mentoring teachers suitable for current conditions (Saleem et al., 2020). In this role as a supervisor, they must understand and address the challenges faced by teachers through supervision.

In their role, the supervisor, or in this case, the Principal, is obligated to assist teachers by providing support that allows them to perform their duties well as educators and instructors. The Principal, as a supervisor, bears the responsibility for enhancing teachers' abilities in managing learning activities at school and plays a crucial role in school development and progress. Therefore, they must conduct supervision effectively and correctly in line with the principles of supervision, as well as appropriate techniques and approaches. Supervision, in simple terms, can be defined as actions aimed at providing assistance and improvement. Supervision is carried out in the form of planned mentoring to help teachers and school staff perform their jobs effectively (Wiyono et al., 2022).

Clinical Supervision

As described by Cogan, clinical supervision is a rational and practical effort designed to enhance teachers' classroom performance with the aim of developing

professionalism and improving teaching practices (Khaef & Karimnia, 2021a). Thus, clinical supervision involves the supervisor assisting teachers in the teaching-learning process through an intense, continuous, and mature relationship, aimed at improving teachers' professional practices to ensure sustained and consistent quality of learning services.

The supervisor's role in clinical supervision is to support teachers in their professional duties directly related to the teaching-learning process (Chaula, 2023). This form of supervision is methodically and practically designed to enhance teachers' performance in the classroom. Clinical supervisors establish intensive, ongoing, and mature relationships to improve teachers' professional practices, thereby ensuring the quality improvement of learning services or the teaching-learning process conducted by teachers.

In some schools, clinical supervision has been implemented to address teachers who may be struggling or facing challenges in conducting their teaching activities. Clinical supervision is distinct in its depth, detail, and intensity compared to regular observation. While regular observation typically involves supervisors noting what is said, done, and the teaching style of the teacher, and then discussing these observations with the teacher, clinical supervision requires in-depth observation and interviews conducted by the supervisor with the teacher being supervised (Chaula, 2023; Khaef & Karimnia, 2021b). Observation in clinical supervision involves seeing, hearing, feeling, and sensing. Interviews are conducted to enable supervisors to empathize and understand the teacher's feelings, as well as to uncover personal factors related to the challenges faced by the teacher. This approach ensures that observations yield detailed and comprehensive data.

According to (Sahertian & Mataheru, 1981), clinical supervision is a form of supervision aimed at improving teaching through a systematic cycle involving planning, observation, and intensive analysis of actual teaching performance, with the goal of effecting rational changes. On the other hand, (McNerney et al., 2015) defines supervision as a procedure to provide guidance and critically assess the teaching process. He views supervision as an ongoing assessment process. Mc. Nerney further emphasizes that the ultimate goal of supervision is to enhance service delivery to all students.

Swearingen et al., (2023) outlines eight functions of supervision as follows: (1) Coordinating all school efforts; (2) Equipping the Principal; (3) Broadening teachers' experiences; (4) Stimulating creative efforts; (5) Providing continuous facilities and assessments; (6) Analyzing the

teaching-learning situation; (7) Providing knowledge and skills to every staff member; (8) Offering broader and integrated insights in formulating educational goals and enhancing teachers' teaching abilities.

The functions of clinical supervision implementation refer to the general functions of supervision, which aim to improve teaching patterns through fostering teachers' professionalism. Supriani et al. (2022) supports that in the implementation of clinical supervision, there are also evaluation and assessment activities aimed at enhancing the quality and performance of teachers in learning.

Meanwhile, Pidarta (2009) emphasizes the principles that must be adhered to in clinical supervision to achieve effective and sustainable feedback, including:

1. Clinical supervision should be initiated by teachers, and the supervisor's behavior should be technically adept so that teachers are encouraged to seek assistance from the supervisor.
2. Establishing a humane and interactive relationship based on mutual understanding.
3. Creating a free atmosphere where everyone feels comfortable expressing their experiences, and the supervisor strives to respond and find solutions to what teachers expect.
4. Focusing on the real professional needs of teachers based on their actual experiences.

Based on these principles, clinical supervision requires a more flexible oversight approach. This means supervision activities are conducted based on agreements between teachers and supervisors, fostered through humane relationships and an open atmosphere where teachers and supervisors can freely express themselves without hesitation about their experiences. Subsequently, supervisors are dedicated to addressing and finding solutions collaboratively for real issues that need improvement to support teachers' professionalism.

Instructional Feedback

Instructional feedback is a crucial foundation in efforts to enhance the quality of teachers and the education system as a whole. Glickman (2002) underscores the importance of teacher supervision in reflecting on their teaching practices, which can lead to improved teaching practices. Sergiovanni et al. (1993) also emphasize that feedback should empower teachers to make decisions regarding their teaching and pedagogical behaviors. Without proper feedback, teachers may struggle to develop their teaching capacities (Boud & Molloy, 2013).

These activities are not merely evaluations but processes that enable teachers to respond to and reflect on their practices in a structured manner, strengthening the direct connection between observation and continuous improvement in teaching. This creates an environment where professional development becomes more sustainable and focused. Blase & Blasé (1999) assert that effective instructional feedback focuses on behaviors that demonstrate attention and support from teachers. It also includes praise, trust, and appreciation. During instructional feedback sessions, supervisors and teachers discuss interactions between teachers and students, interpersonal relationships, and teaching practices.

When feedback is provided effectively, it can have a positive impact on enhancing teachers' skills and professional development. On the other hand, those supervising teachers also need to demonstrate reflective behavior. This includes reinforcing effective instructional strategies, supporting teachers' innovative ideas, introducing variety in teaching methods, managing student diversity effectively, carefully planning and organizing the curriculum, and enhancing instructional facilities.

Instructional feedback is a primary responsibility of educational supervisors or Principal who possess competence in supervision. Stein & Nelson (2003) assert that school administrators need to understand the content areas they oversee, teachers' instructional methods, and student learning processes. With this understanding, they can provide effective instructional feedback to improve teacher quality.

Principal play a crucial role in the supervision functions within various educational systems (Abbaspour et al., 2024; ADEOYE, 2023). They serve as key figures in overseeing and evaluating teachers' performance because they spend considerable time with teachers, provide training, and oversee instructional programs at schools (DiPaola & Hoy, 2013; Donaldson, 2013; Fink & Resnick, 2001). Harris (2002) assert that effective supervisors are "engaged" leaders who collaborate with teachers in managing the educational process at schools.

Instructional supervision is often considered the core of instructional leadership. Instructional leadership encompasses a set of practices performed by school administrators to enhance the quality of teaching and learning(Hallinger, 2005). Instructional leaders establish a clear vision, set high standards for students and staff, supervise teaching and instructional programs, manage resources, and foster relationships with parents and the community(Hallinger, 2018). According to(Nelson & Sassi, 2005), subject matter

knowledge enables administrators to provide more effective instructional feedback. Leithwood & Seashore-Louis (2011) highlight that understanding subject areas can influence instructional leadership. Therefore, Principal are expected to understand principles of quality teaching and possess sufficient curriculum knowledge to ensure the delivery of appropriate content to students. Feedback becomes ineffective when administrators lack adequate understanding of the subjects being taught (Lochmiller, 2016).

Instructional supervision is often regarded as the primary task of school supervisors, involving efforts to assist teachers in improving their teaching practices. It functions not only as a control mechanism but also as an "internal driver" for teachers, helping to enhance teaching quality. The role of the Principal in instructional supervision remains unclear. (Brauckmann et al., 2023) highlight the importance of Principal in facilitating teacher professional development, while Balyer & Özcan (2020a) emphasize the support of Principal in instructional development for teachers. Principal must provide effective feedback to teachers for their professional development.

Instructional feedback is a way to monitor teachers' instruction and students' learning outcomes, as well as to provide suggestions for improvement. The ability of administrators to provide feedback to teachers about their teaching is an integral part of supervision practices (DiPaola & Wagner, 2018; Glickman, 1981; Zepeda, 2013). Principal employ various strategies to provide instructional feedback, including giving advice, offering feedback, setting an example, using research, and giving praise(Blase & Blase, 2002).

Based on the theoretical framework discussed earlier, this study aims to investigate how Principal conduct supervision as instructional feedback provided to teachers during classroom observations. The research questions are as follows:

1. How is the supervision process by school supervisors organized?
2. What types of instructional feedback do they provide and what are their focuses?
3. How do Principal conduct clinical supervision in providing instructional feedback according to teachers' perceptions?
4. Who should be involved in Clinical Supervision?

By addressing these questions, this research aims to provide in-depth insights into the role of Principal in delivering instructional feedback through clinical supervision that impacts the professional development of teachers.

METHOD

This study uses a case study as part of a qualitative research design. This type of research allows the researcher to examine one or more relevant cases, situations, groups or social systems. This research method is also used to gain in-depth research knowledge (Denzin & Lincoln, 2011). This research approach suggests that participants should be viewed as creators of their own social world, as individuals who create their own meaning in the social context in which they live and the relationships they develop (Hancock et al., 2001).

Data Collection and Analysis

In this study, data were collected through semi-structured interviews. This method allows each interviewee to freely express their point of view or opinion on the subject being studied (Adams, 2015; Ruslin et al., 2022). The first step was to invite 20 primary school teachers in Surabaya to participate in the study via WhatsApp messages. They were asked to complete a consent form with a link to a Google form to ensure the security and confidentiality of the respondent's profile and data provided. The researcher and interviewer then agree on a time and place for the interview. Each interview lasted approximately 25–30 minutes and was recorded with the consent of the participants.

After the interviews were completed, the data analysis process began. The collected data were analyzed using content analysis techniques to examine the data for specific content and interpretation (Mayring, 2014). First, the raw data was prepared by listening to the recorded interviews several times to ensure the accuracy of the data. Each interview was categorized based on participant feedback, explanations, examples, and words selected based on emerging themes. In addition, conceptual sentences are organized and word repetition is avoided. The results of the analysis are presented by identifying relationships and cause-and-effect relationships between the various components.

To ensure the reliability and accuracy of the data, several precautionary steps were taken. Firstly, the researcher acted as a facilitator and listener during the interviews. In this role, interviewers posed questions and noted administrators' responses without leading them. The interview questions were analyzed by two qualitative research experts to ensure content validity. These questions were finalized based on feedback and recommendations from these experts. Additionally, concerns from teachers regarding the confidentiality of detailed responses were addressed and eliminated.

Furthermore, to prevent any influence from power relationships, interviews were conducted outside the school premises.

Additionally, to guarantee the accuracy and validity of the data, several further precautions were taken. Firstly, interview forms were finalized after conducting a literature review to ensure a strong contextual framework. After interviews were transcribed, each interview form was sent to participants for review.

Secondly, to enhance the external validity of the study, the research design, participants, data collection, analysis, and interpretation were clearly described. Thirdly, to ensure internal reliability, all data were transcribed without interpretation. Moreover, raw data and coded data were securely stored by the researcher, and other researchers were invited to verify them.

RESULT AND DISCUSSION

Teachers' Perspectives on Classroom Supervision Conducted by the Principal

Most teachers participating in the study consider the principal to be a classroom monitor for procedural and legal reasons, which is part of their administrative duties. For this reason, teachers reported that most principals review legal documents, fill out evaluation forms, and sign textbooks during class. In addition, some school administrators advise at school board meetings without visiting classrooms or texting on cell phones.

In this context, Aisyah remarked, "They don't observe lessons in our school. Our principal generally highlights some shortcomings during one-on-one meetings and board meetings. Occasionally, he sends reports via WhatsApp..." Principals sometimes provide general guidance on how lessons should be taught, and formal teaching supervision processes last less than an hour. Yusuf stated, "Our principal usually arrives an hour before class with an evaluation form. He fills out the form, checks the lesson plans and class books, and signs the class record book while I deliver the lecture." Similarly, Rahman mentioned, "Instead of focusing on our lectures, our principal looks at documents and ignores the course. The school administrator visits the class only to perform formal procedures." Rianto highlighted, "Our principal's knowledge of the teaching process is outdated. I arranged the classroom for cooperative learning, but he asked me to revert to traditional seating. He does not support collaborative seating..." This suggests that the principal is inflexible regarding classroom design and seating arrangements for contemporary teaching methods. Fanny added, "... Our principal does not engage with students during class observation, indicating a lack of preparation for the supervision process." Darmanto commented, "... My principal marks the evaluation form and advises on areas he deems incomplete." When asked about the advice given, he said it would be beneficial to use the smart board more frequently."

Most of the participating teachers reported that the classroom observation did not last longer than one hour. Tuziana said: "...my principal observes my class once a year. He went to class for only 30 minutes and left without any answers. This situation shows that teaching observations are not planned. They are carried out regularly and also the principals did not supervise all classes , but were supervised by teachers with less than five years of experience. Have one or two people help train them..." Fardi said, "...I think our principals are committed to giving new teachers the training they need in teaching skills, communication or teaching methods..."

Teachers' Perspectives on the Feedback Provided by Principals Following Classroom Supervision

Almost all participants felt that the principal was not responsive enough to control problems in the classroom. They act as if they are repeating what is already known. In essence, teachers feel that the principal's understanding of visual education is inadequate for addressing issues in the educational process. Some participants noted that their principals' knowledge of classroom management, teaching methods, curricula, lesson planning, goal setting, instructional technology, classroom discipline, and effective communication had become outdated over time. They do not provide any new knowledge. In this context, Afika said: "My principal suggested paying attention to the time of arrival and departure. He also advised adjusting the course to the level of the participants. When I asked how to do it, he couldn't do it." - he answerd.

Therefore it is important to clearly explain what the teacher needs to know. This is the only way to promote the professional development of teachers. They provide general guidance to teachers during classroom orientation. "At the end of my course, the principal suggested that I coordinate with the other teachers and work with them," Rudito said.

This might suggest that the principal lacks competence in the supervision process, which is a key part of their instructional leadership role. School supervisors, as instructional leaders, should coordinate groups of teachers and subject teachers. During supervision, principals should provide feedback on how to capture students' attention before and during lessons, explain learning objectives, introduce lessons using body language and tone of voice, ask questions, use technology, and assess lessons and assignments effectively.

Teachers' Perspectives on the Discrepancy in Feedback Between Education Supervisors and Principals

Many teachers noted that feedback from education supervisors and principals is

similar in content and not particularly helpful. Sadad mentioned, "... there's not much useful feedback during course supervision. Neither the principal nor the supervisor has given feedback that helps my professional development."

However, teachers with less than five years of experience found the feedback from both supervisors and principals beneficial. Fazza said, "... the education supervisor is very helpful, suggesting resources for teaching methods, lesson planning, and writing behavioral targets..." Similarly, Usman stated, "... when my principal from the same branch first supervised my course, he provided reading materials and advice on organizing course behavioral targets. It was helpful."

Despite students making efforts to assist during course supervision, many teachers feel it doesn't contribute to their professional development and adds stress. Rinawati shared, "... an educational inspector inspected my lesson once. It was merely a document inspection, not feedback. In my opinion, supervision should be conducted by an independent organization." Hasbul added, "Even though I teach English, the inspector came from another school, checked my class, filled out the documents, and left without saying anything good or bad." Efie remarked, "Educational inspectors can't go beyond document control, but the principal can develop concrete proposals based on the school's conditions. Feedback from within the school tends to be more practical and applicable."

Despite these challenges, teachers see the supervision process as a developmental tool. Some believe that, compared to educational inspectors, some principals, despite having less competence, provide more accurate and useful feedback.

Teachers' Perspectives on the Participants in Clinical Supervision

Today, principals lead schools under the assumption that improving teacher performance will result in better student outcomes. However, relying solely on principal supervision may not be enough and could have drawbacks. Mardiyah noted, "Educational supervisors' classroom observations disrupt the natural atmosphere. Peer supervision could be more effective." Similarly, Ronny pointed out, "My students behave unnaturally during supervision, trying to look better. Peer supervision could address this." Merry added, "Having expert colleagues supervise would be more beneficial." Karno suggested, "Since we already collaborate with colleagues, turning this into supervision would be more effective."

However, it's important to organize peer supervision effectively to avoid fostering competition among teachers. To promote a healthy organizational culture,

empowering department heads and establishing selection criteria can enhance peer review. Some teachers argue that instructional supervision is unnecessary and that teacher performance can be assessed based on various outcomes.

Discussion

This research aimed to examine the instructional feedback given by principals during their supervisory duties. Several key findings emerged from this study. One notable finding was that principals conduct classroom supervisory tasks only once a year as a formal requirement. It appears that during these visits, their supervisory skills are limited. Typically, they focus on signing the class record book, checking documents, and completing supervision assessment forms.

These findings align with (Isnaini, 2019), who also observed that supervisory tasks are often carried out as formalities. Similarly, Eady & Zepeda (2007); Neumerski et al. (2018) found that during their supervisory visits, principals tend to concentrate on plans, formal documents, files, and other administrative requirements. These formal supervisory practices are not always beneficial for teachers and can sometimes lead to feelings of anxiety and stress, which in turn can impact student behavior and cause further stress.

It is clear that when observing a classroom for school leaders, it is not enough to simply review legal documents and fill out evaluation forms. As Quinn (2002) argued, school leaders should not rely solely on checklists for classroom monitoring.

Based on these findings, school leaders are recommended to improve their teaching practices by providing teachers with more useful and constructive information. School principals should make classroom observations deeper and broader than mere observations. More attention should be paid to teachers' strategies, student engagement and teacher professional development. To ensure continuous professional development, schools should consider introducing a joint supervison model that includes peer supervisor and external professional suervisor to support the principal's role.

Collaborative supervision fosters a conducive teaching environment, contributing effectively to the development of teachers' professional competencies. By involving peers and external supervisors, academically and pedagogically weaker teachers will actively seek out, discuss, and find solutions to their issues with the principal and designated external experts. This collaborative supervision model opens up broad opportunities to build interpersonal communication among teachers within the school environment.

Compared to educational supervisors, the findings suggest that principals may be more beneficial due to their familiarity with teachers and understanding of overall school operations. This aligns with a study by Balyer & Özcan (2020b); Warman et al., (2022), which concluded that principals have a more democratic approach, making them more suitable for conducting classroom supervision.

However, the research also indicates that teachers do not significantly benefit from the feedback provided by principals at the end of classroom supervision sessions, as this feedback is perceived to be general. Teachers expect more effective feedback to support their professional development. They feel that due to principals' limited supervisory competence, they don't effectively contribute to their professional development.

These findings align with those of Isnaini (2019), who determined that principals do not significantly contribute to teachers' professional development. Principals encounter competence issues in the supervision process, leading to anxiety and stress among both teachers and students. Consequently, peer observation may prove to be more advantageous. This finding is supported by Mouraz et al. (2023); Visone (2022), who found that peer observation positively impacts teachers' professional development. Additionally, DiPaola & Wagner, (2018) suggest that teacher leadership should be integrated into the supervision system.

CONCLUSION

Most teachers regard principals as procedural monitors who focus on administrative tasks during classroom visits, such as reviewing documents and signing records, rather than observing lessons. They provide general guidance, preferring traditional methods over contemporary approaches, resulting in brief and ineffective supervision. Many participants feel principals are unresponsive to classroom issues and possess outdated knowledge of classroom management and instructional technology. Feedback from principals and education supervisors often proves similar and unhelpful, although teachers with fewer than five years of experience find it beneficial. Despite adding stress, some teachers perceive the supervision process as a developmental tool, believing principals can offer more practical feedback than educational inspectors. However, relying solely on principal supervision has drawbacks. Peer supervision is suggested as more effective, as it avoids disrupting the natural classroom atmosphere and leverages existing teacher collaboration. To foster a healthy culture, peer supervision should be well-organized, empowering department

heads and establishing clear evaluation criteria.

Based on these findings, it is recommended that principals receive training to improve their teaching skills, including time management, effective communication, and classroom management. Additionally, collaborative supervision involving principals, supervisors, and teachers should be encouraged to enhance teaching quality and foster a culture of continuous improvement in schools.

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