

Strategy for Implementing Cooperative Professional Development Supervision in Improving the Quality of Teacher Learning

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ABSTRAK

Penelitian ini bertujuan mendeskripsikan strategi supervisi Cooperative Professional Development (CPD) melalui coaching klinik dalam meningkatkan mutu pembelajaran guru di SMAN 1 Bonepantai. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi terhadap kepala sekolah, wakil kepala sekolah kurikulum, dan guru peserta coaching klinik, kemudian dianalisis secara interaktif melalui tahap pengumpulan, kondensasi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi supervisi CPD dilaksanakan melalui empat tahap: pra-observasi, observasi kelas, pasca-observasi, dan tindak lanjut. Tahap pra-observasi melibatkan diskusi guru dan kepala sekolah untuk menetapkan tujuan, metode, media, dan fokus pengembangan pembelajaran. Observasi kelas dilakukan secara kolaboratif dan suportif, menekankan keterlibatan siswa, pengelolaan kelas, dan penggunaan media pembelajaran. Pasca-observasi memberikan ruang refleksi dan umpan balik konstruktif, sedangkan tindak lanjut dilaksanakan melalui komunitas belajar dan Program Guru Belajar. Dampak strategi ini terlihat pada peningkatan praktik mengajar, inovasi metode, keterlibatan siswa yang lebih aktif, serta suasana kelas yang kondusif dan interaktif. Secara keseluruhan, supervisi CPD melalui coaching klinik efektif membangun budaya reflektif dan kolaboratif, serta meningkatkan kualitas pembelajaran yang berpihak pada peserta didik.

Kata Kunci: supervisi Cooperative Professional Development; coaching klinik; mutu pembelajaran; keterlibatan guru;

ABSTRAC

This study aims to describe the Cooperative Professional Development (CPD) supervision strategy through clinical coaching to improve the quality of teacher learning at SMAN 1 Bonepantai. This study uses a qualitative approach with a case study method. Data were collected through interviews, observations, and documentation with the principal, vice principal of the curriculum, and teachers participating in the clinical coaching. Then, they were analyzed interactively through the stages of collection, condensation, presentation, and conclusion drawing. The results show that the CPD supervision strategy was implemented through four stages: pre-observation, classroom observation, post-observation, and follow-up. The pre-observation stage involved discussions between teachers and the principal to determine the objectives, methods, media, and focus of learning development. Classroom observations were conducted collaboratively and supportively, emphasizing student engagement, classroom management, and the use of learning media. Post-observation provided space for reflection and constructive feedback, while follow-up was carried out through learning communities and the Teacher Learning Program. The impact of this strategy was seen in improved teaching

practices, method innovation, more active student involvement, and a conducive and interactive classroom atmosphere. Overall, CPD supervision through clinical coaching effectively builds a reflective and collaborative culture and improves the quality of learning in a student-centered manner.

Keywords: *Cooperative Professional Development supervision; clinical coaching; learning quality; teacher engagement;*

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INTRODUCTION

Educational supervision is widely recognized as a strategic mechanism for improving teachers' professional performance and enhancing the overall quality of teaching and learning in schools. Within contemporary educational management, supervision is no longer viewed merely as an administrative control function; rather, it represents a continuous, systematic, and developmental process that facilitates teachers' professional growth. Effective supervision encourages teachers to reflect critically on their instructional practices, engage in collaborative professional dialogue, and continuously improve their pedagogical competence. Consequently, educational supervision should function as a process of professional assistance rather than simply a means of evaluating teacher compliance with institutional regulations.

The paradigm of educational supervision has gradually shifted from an inspection-oriented approach toward a developmental model emphasizing collaboration, reflective practice, and professional learning. This transformation reflects the growing recognition that sustainable improvements in teaching quality cannot be achieved solely through periodic evaluations or administrative monitoring. Instead, meaningful instructional improvement requires continuous mentoring, constructive feedback, shared problem-solving, and opportunities for teachers to actively participate in their own professional development. Supervisors, therefore, are expected to serve as facilitators, mentors, and professional partners who assist teachers in identifying instructional challenges and designing effective solutions. Unfortunately, many schools continue to implement supervision primarily as an administrative requirement, focusing on document verification and occasional classroom observations with limited opportunities for reflective discussion or professional follow-up. Such practices often fail to produce substantial changes in classroom instruction because teachers receive little meaningful guidance for improving their pedagogical practices (Novariantry et al., 2025).

The effectiveness of educational supervision is closely associated with instructional quality, which remains one of the most critical indicators of educational success. High-quality instruction depends not only on teachers' mastery of subject matter but also on their ability to design meaningful learning experiences, implement appropriate pedagogical strategies, assess student learning effectively, and continuously adapt instructional approaches to accommodate diverse student characteristics and evolving curriculum demands. These competencies are essential for creating engaging learning environments that foster students' academic achievement and holistic development.

The importance of teacher competence is explicitly emphasized in Government Regulation No. 19 of 2005 concerning the National Education Standards, which stipulates that

teachers must demonstrate pedagogical, personal, social, and professional competencies. These four competencies constitute the foundation of teacher professionalism and provide a comprehensive framework for improving instructional effectiveness across all educational levels. Teachers who continuously develop these competencies are more capable of responding to educational reforms, integrating innovative teaching strategies, and meeting the increasingly complex learning needs of students (Tarigan, 2017). Consequently, educational supervision should be designed to facilitate the continuous enhancement of these competencies rather than merely assessing teachers' performance against predetermined standards.

Despite these expectations, the implementation of educational supervision in many Indonesian schools remains dominated by traditional supervisory practices. In many cases, supervisors occupy an authoritative position in which they primarily evaluate teachers' performance and identify instructional deficiencies. Such a top-down approach frequently creates anxiety among teachers, who perceive supervision as an evaluative process intended to identify mistakes rather than as an opportunity for professional learning. Moreover, traditional supervision often overlooks the diversity of teachers' experiences, competencies, instructional styles, and classroom contexts, resulting in generalized evaluations that do not adequately address individual professional needs. Consequently, teachers are less likely to engage openly in reflective discussions or implement meaningful instructional improvements following supervisory activities (Hidiya et al., 2020).

These limitations have encouraged the emergence of more collaborative supervision models that position teachers as active participants in their own professional development. One of the most promising approaches is Cooperative Professional Development (CPD), which integrates supervision with collaborative learning, reflective practice, and professional mentoring. Rather than emphasizing hierarchical evaluation, CPD promotes reciprocal communication between supervisors and teachers, encouraging both parties to collaboratively analyze instructional challenges, exchange professional experiences, and develop contextually appropriate teaching strategies. This collaborative orientation recognizes teachers as professionals capable of generating solutions through critical reflection and shared learning.

Previous studies have demonstrated the effectiveness of CPD in improving teachers' instructional competence. Hidiya et al. (2020), for example, reported that CPD-based supervision gradually enhanced teachers' capacity to implement problem-based learning by strengthening their critical thinking, creativity, instructional planning, and classroom management skills. The study further indicated that collaborative supervision fostered greater teacher confidence and encouraged experimentation with innovative teaching strategies. Similarly, Yusuf and Hidayati (2023) found that CPD transformed teachers' professional attitudes from passive acceptance of supervisory feedback toward active engagement in instructional improvement. Teachers became more willing to evaluate their own practices, participate in professional discussions, and collaboratively design learning innovations. As a result, instructional quality improved significantly because teachers assumed an active role in directing their own professional growth rather than functioning solely as recipients of supervisory evaluation.

Although existing studies have provided valuable insights into educational supervision and teacher professional development, several research gaps remain. Most previous investigations have concentrated on conventional supervision characterized by administrative control, hierarchical evaluation, and compliance monitoring. Comparatively fewer studies have examined collaborative supervision models that emphasize continuous mentoring, professional dialogue, and reflective learning. Furthermore, research on Cooperative Professional Development has largely focused on conceptual discussions or broad implementation outcomes, while relatively little attention has been devoted to examining the practical strategies through which CPD is implemented within specific school contexts. Consequently, empirical evidence regarding how CPD supervision is operationalized to improve instructional quality remains limited.

Preliminary observations and interviews conducted at SMAN 1 Bonepantai indicate that the school has adopted a Cooperative Professional Development model through a clinical coaching program. Although clinical coaching performs functions similar to educational supervision, it fundamentally differs from traditional supervisory approaches in both philosophy and practice. Rather than evaluating teachers' deficiencies, clinical coaching prioritizes mentoring, collaborative reflection, and professional empowerment. Teachers receive individualized assistance in identifying instructional challenges, implementing innovative teaching strategies, and evaluating the effectiveness of classroom practices. This supportive environment encourages teachers to become more open, confident, and motivated to improve their instructional performance.

The implementation of clinical coaching at SMAN 1 Bonepantai reflects the principles of Glickman's collaborative supervision theory, which conceptualizes school principals and teachers as equal professional partners engaged in continuous instructional improvement through dialogue, reflective inquiry, collaborative decision-making, and shared professional responsibility. The school's decision to replace conventional supervision with clinical coaching was motivated by the recognition that previous supervisory practices often generated teacher anxiety because they emphasized inspection and evaluation. Clinical coaching, by contrast, promotes a more humanistic, developmental, and empowering approach that supports teachers through authentic classroom observation, reflective professional conversations, collaborative lesson analysis, and systematic follow-up activities. Teachers are encouraged to formulate instructional improvement plans based on evidence gathered during classroom observations and constructive feedback, enabling sustainable changes to emerge through reflective professional learning rather than external pressure.

Considering these unique characteristics, SMAN 1 Bonepantai represents a highly relevant setting for investigating the implementation of Cooperative Professional Development-based supervision. Examining how CPD is strategically implemented within this context is expected to contribute not only to the theoretical development of collaborative educational supervision but also to provide practical recommendations for school leaders, supervisors, and policymakers seeking to establish sustainable supervision systems that enhance teachers' professionalism and improve the quality of classroom instruction. Accordingly, this study aims to explore the implementation strategies of Cooperative Professional Development-based supervision in improving the quality of teachers' instructional practices at SMAN 1 Bonepantai.

METHODS

This study was conducted at SMAN 1 Bonepantai, Bone Bolango Regency, Gorontalo Province, Indonesia, between February and April 2026. The research employed a qualitative approach using a case study design to obtain an in-depth understanding of the implementation strategies of Cooperative Professional Development (CPD)-based supervision through clinical coaching in improving the quality of teachers' instructional practices. A qualitative case study was considered appropriate because it enables researchers to explore complex educational phenomena within their real-life context and to capture participants' experiences, perceptions, and interactions comprehensively.

In qualitative research, the researcher serves as the primary research instrument responsible for planning, collecting, interpreting, and analyzing the data. Accordingly, the researcher acted as a participant observer throughout the study by engaging directly in the research setting while maintaining sufficient analytical distance to ensure objectivity. This role enabled the researcher to gain a deeper understanding of the implementation process of CPD supervision and the dynamics occurring during clinical coaching activities.

The study generated qualitative data obtained from key informants who were directly involved in the implementation of the clinical coaching program. The participants consisted of the school principal, the vice principal for curriculum affairs, and several subject teachers who actively participated in the Cooperative Professional Development program. These participants were selected purposively based on their roles, responsibilities, and experiences related to the implementation of CPD-based supervision, ensuring that the collected data reflected rich and relevant perspectives regarding the phenomenon under investigation.

Data were collected using three complementary techniques: semi-structured interviews, participant observation, and document analysis. Semi-structured interviews were conducted to explore participants' experiences, perceptions, and perspectives regarding the planning, implementation, challenges, and outcomes of CPD-based supervision. This interview format provided sufficient flexibility to allow participants to elaborate on issues emerging during the conversation while ensuring that all research objectives were adequately addressed.

Participant observation was employed to examine the implementation of clinical coaching activities in their natural setting. The observations focused on the interaction patterns between school leaders and teachers, collaborative discussions, reflective practices, feedback sessions, and follow-up activities designed to improve instructional quality. This technique enabled the researcher to compare participants' verbal explanations with their actual practices, thereby strengthening the credibility of the findings.

To complement the interview and observation data, document analysis was conducted using various institutional records related to the implementation of clinical coaching. These documents included supervision reports, coaching records, observation sheets, teachers' instructional improvement plans, meeting minutes, school policy documents, photographs of coaching activities, and other supporting documents. Document analysis provided additional evidence that enriched the understanding of the supervision process and facilitated data triangulation.

The collected data were analyzed using the interactive qualitative data analysis model developed by Miles, Huberman, and Saldaña. The analysis involved four interrelated stages: data collection, data condensation, data display, and conclusion drawing and verification. During the data condensation stage, the researcher organized, coded, categorized, and interpreted the data to identify emerging patterns and themes. Subsequently, the data were systematically presented through thematic descriptions to facilitate interpretation and comparison across participants. Finally, conclusions were continuously verified throughout the research process to ensure that the findings accurately represented the participants' experiences and were firmly grounded in the empirical data.

To enhance the trustworthiness and rigor of the study, data validity was established through source triangulation and methodological triangulation. Source triangulation involved comparing information obtained from different participants, including the school principal, vice principal, and teachers, while methodological triangulation was achieved by comparing findings derived from interviews, observations, and document analysis. The integration of multiple data sources and collection methods increased the credibility, dependability, and confirmability of the findings, thereby ensuring that the conclusions accurately reflected the implementation of Cooperative Professional Development-based supervision through clinical coaching at SMAN 1 Bonepantai.

RESULTS AND DISCUSSION

Results

1. Clinical Coaching Planning (Pre-Observation Stage)

The findings indicate that the pre-observation stage was implemented through an initial professional discussion between the school principal, acting as the coach, and the teacher before classroom observation took place. This preliminary meeting served as an essential planning phase in which both parties collaboratively established a shared understanding of the upcoming instructional observation. During this session, teachers explained the instructional objectives, learning methods, teaching media, assessment strategies, and challenges encountered during classroom instruction. Rather than functioning as an evaluative meeting, the pre-observation discussion was designed to create an atmosphere of mutual trust and professional collaboration.

Interview data revealed that the school principal deliberately fostered an informal and supportive environment to encourage teachers to communicate openly about their instructional experiences. The principal emphasized that clinical coaching was intended to assist teachers in improving their professional practice rather than evaluating or criticizing their performance. This supportive atmosphere enabled teachers to express their instructional concerns honestly without fear of negative judgment, thereby promoting meaningful professional dialogue.

Interviews with both the school principal and subject teachers further demonstrated that the focus of each coaching session was determined based on the individual professional needs of each teacher. Rather than applying standardized supervision criteria, teachers were actively involved in identifying aspects of instruction they wished to improve. These areas included classroom management, student engagement, instructional communication, technology integration, assessment practices, and the implementation of effective teaching strategies. Consequently, each coaching cycle was tailored to the specific developmental needs of

individual teachers, making the supervision process more relevant, personalized, and professionally meaningful.

Observation data confirmed that the pre-observation process was conducted in a highly collaborative and reflective manner. During the planning meetings, teachers and the coach jointly analyzed lesson plans, discussed anticipated classroom situations, identified potential instructional challenges, and agreed upon specific aspects of teaching that would become the focus of classroom observation. Rather than positioning the principal as an evaluator, the interaction reflected a professional partnership characterized by open dialogue, mutual respect, and shared responsibility for improving instructional quality.

Document analysis further supported these findings. Coaching records, observation planning forms, and meeting notes demonstrated systematic communication between teachers and the coach throughout the planning stage. The documentation showed that teachers actively participated in determining observation objectives and instructional improvement targets. This evidence indicates that clinical coaching at SMAN 1 Bonepantai emphasizes teacher empowerment through collaborative planning rather than compliance with administrative supervision procedures.

Overall, the integration of interview, observation, and documentary evidence suggests that the pre-observation stage functions as a critical foundation for the implementation of Cooperative Professional Development (CPD)-based supervision. The planning process not only prepares teachers and coaches for classroom observation but also establishes a collaborative professional relationship that encourages reflective practice, shared decision-making, and continuous instructional improvement. By involving teachers in determining the focus and objectives of supervision, the clinical coaching model creates a more supportive, context-sensitive, and teacher-centered approach to professional development.

Based on the findings obtained from interviews, observations, and document analysis, several key themes related to the Clinical Coaching Planning (Pre-Observation) stage at SMAN 1 Bonepantai were identified. These findings are summarized in the following context diagram.

Clinical Coaching Planning (Pre-Observation) Framework

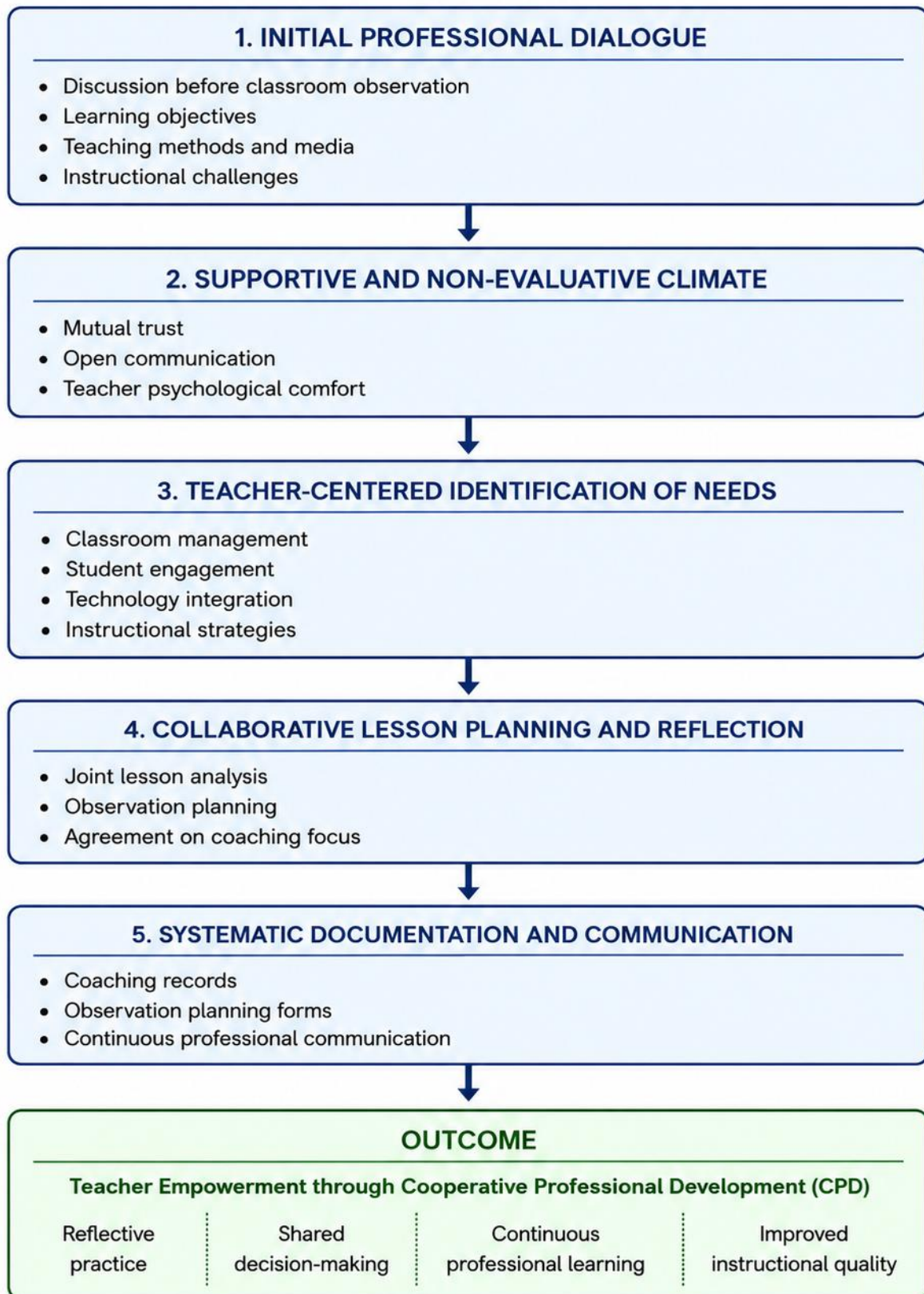


Figure 1. Clinical Coaching Planning (Pre-Observation Stage) at SMAN 1 Bonepantai

2. Observation Stage (Classroom Observation and Assessment of Teachers Participating in Clinical Coaching)

The findings from interviews, classroom observations, and document analysis indicate that the observation stage of clinical coaching at SMAN 1 Bonepantai was implemented systematically, collaboratively, and in accordance with the principles of Cooperative Professional Development (CPD). This stage constituted the core of the coaching process, providing authentic evidence of teachers' instructional practices while fostering professional dialogue between the coach and the teacher.

Interview data revealed that the school principal, vice principal for curriculum affairs, and participating teachers were actively involved in organizing the observation process. Prior to classroom visits, observation schedules were mutually agreed upon, administrative permissions were completed, and the observation objectives were clearly communicated to teachers. Such preparation ensured that classroom observations were perceived as professional learning opportunities rather than evaluative inspections.

Observation findings demonstrated that the coach focused on authentic classroom practices, including instructional delivery, teacher–student interaction, classroom management, student engagement, the utilization of instructional media and technology, questioning techniques, and assessment practices. Throughout the observation, the coach maintained a non-intrusive role, allowing the learning process to proceed naturally while objectively documenting evidence related to teaching effectiveness. Classroom observations further showed that teachers actively facilitated collaborative learning, guided student discussions, and encouraged active participation. The classroom environment was well organized, with seating arrangements supporting interaction and communication among students. Teachers consistently provided guidance to individual students and learning groups, creating an inclusive learning environment that promoted meaningful engagement.

Document analysis supported these findings by demonstrating the use of structured observation instruments and systematic coaching records. Observation notes documented teachers' instructional strengths, identified areas requiring improvement, and provided evidence-based recommendations for subsequent coaching sessions. Rather than emphasizing teachers' weaknesses, the documentation reflected a developmental perspective focused on continuous professional growth and instructional improvement.

The integration of interview, observation, and documentary evidence suggests that classroom observation in clinical coaching at SMAN 1 Bonepantai serves not merely as an evaluation of teaching performance but as a collaborative professional learning process. The observation stage enables coaches and teachers to jointly identify effective instructional practices, recognize opportunities for improvement, and formulate practical strategies to enhance classroom instruction. Consequently, this process strengthens teachers' reflective capacity, promotes continuous professional learning, and contributes to the sustained improvement of instructional quality.

Based on the findings obtained from interviews, observations, and document analysis, the key themes related to the Observation Stage of Clinical Coaching are summarized in the following context diagram.

Observation Stage of Clinical Coaching (Classroom Observation and Assessment) at SMAN 1 Bonepantai

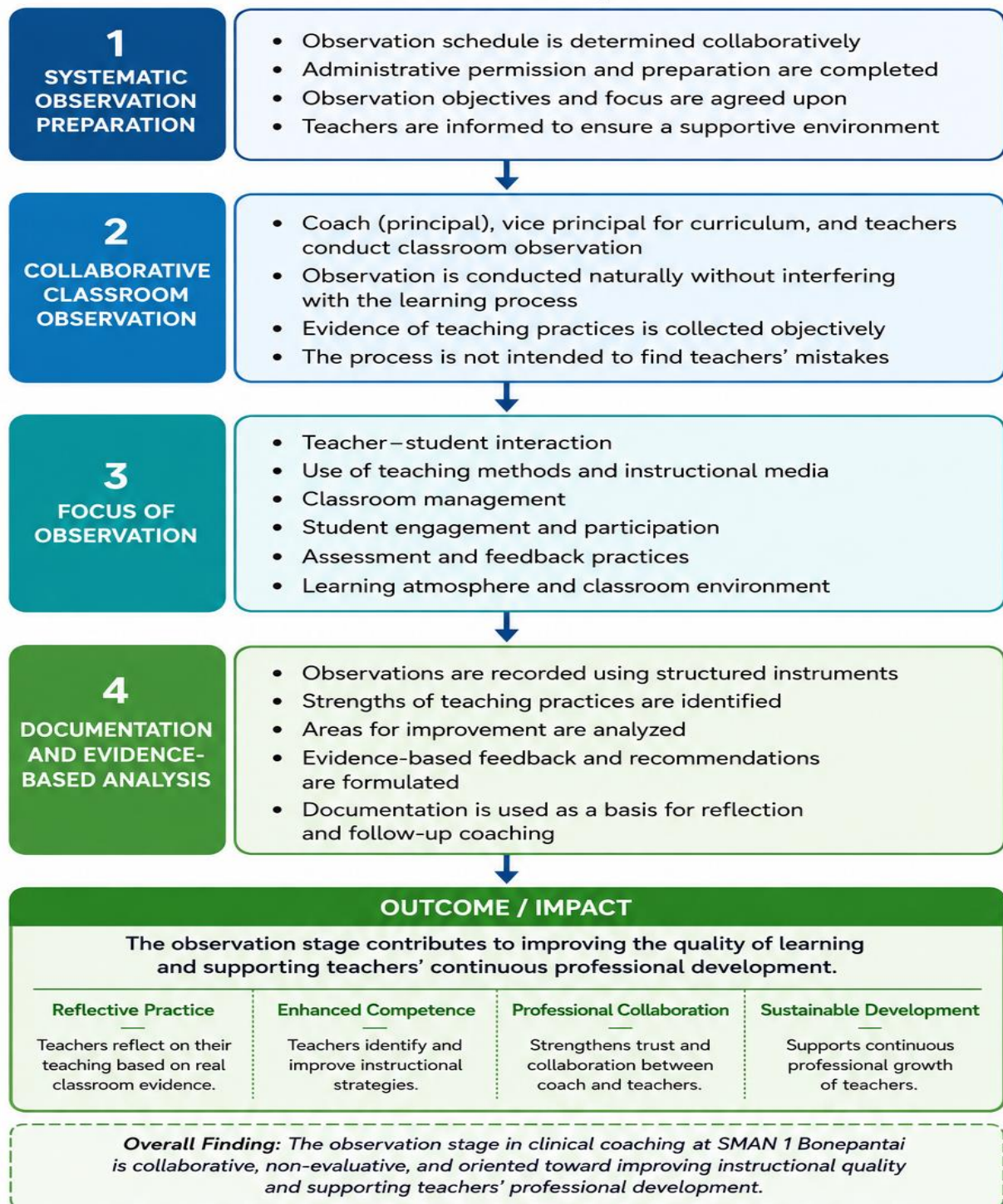


Figure 2. Observation Stage (Classroom Observation and Assessment of Teachers Participating in Clinical Coaching at SMAN 1 Bonepantai)

3. Post-Observation Stage of Clinical Coaching

The findings derived from interviews, classroom observations, and document analysis indicate that the post-observation stage of clinical coaching at SMAN 1 Bonepantai was implemented in a reflective, systematic, and collaborative manner. This stage served as a critical component of the Cooperative Professional Development (CPD) process by providing teachers with structured opportunities to reflect on their instructional practices and engage in professional dialogue with the coach.

Following the classroom observation, teachers were encouraged to share their experiences, perceptions, and reflections regarding the lesson they had delivered. Rather than beginning with evaluative comments, the coach first invited teachers to conduct self-reflection by identifying the strengths of their instruction, the challenges they encountered, and aspects they believed required further improvement. This reflective approach promoted teachers' professional autonomy and encouraged deeper awareness of their instructional practices.

Interview findings revealed that the feedback session was conducted in a relaxed, respectful, and supportive atmosphere. The school principal, acting as the coach, emphasized constructive dialogue rather than judgment, ensuring that teachers perceived feedback as professional guidance rather than performance evaluation. Such an approach fostered trust and openness, allowing teachers to discuss classroom experiences honestly and collaboratively.

Observation and documentation data further demonstrated that the coach provided evidence-based feedback using structured observation records collected during classroom visits. Feedback focused on instructional strengths, classroom management, student engagement, teaching strategies, instructional media, and opportunities for pedagogical improvement. Recommendations were formulated collaboratively, enabling teachers to participate actively in developing practical action plans for improving future instructional practices.

The post-observation conference also functioned as a follow-up mechanism for continuous professional learning. Teachers and the coach jointly identified priority areas for improvement, agreed on achievable instructional goals, and planned subsequent coaching activities. This collaborative reflection strengthened teachers' capacity for self-evaluation, enhanced instructional decision-making, and reinforced a culture of continuous professional development within the school.

The integration of interview, observation, and documentary evidence indicates that the post-observation stage was not merely a feedback session but a collaborative learning process that encouraged reflective practice, evidence-based professional dialogue, and sustainable instructional improvement. Through this approach, clinical coaching effectively supported teachers in transforming classroom observation findings into concrete strategies for improving the quality of teaching and learning.

Based on the findings obtained from interviews, observations, and document analysis, the key themes related to the Post-Observation Stage of Clinical Coaching at SMAN 1 Bonepantai are summarized in the following context diagram.

Post-Observation Stage of Clinical Coaching at SMAN 1 Bonepantai

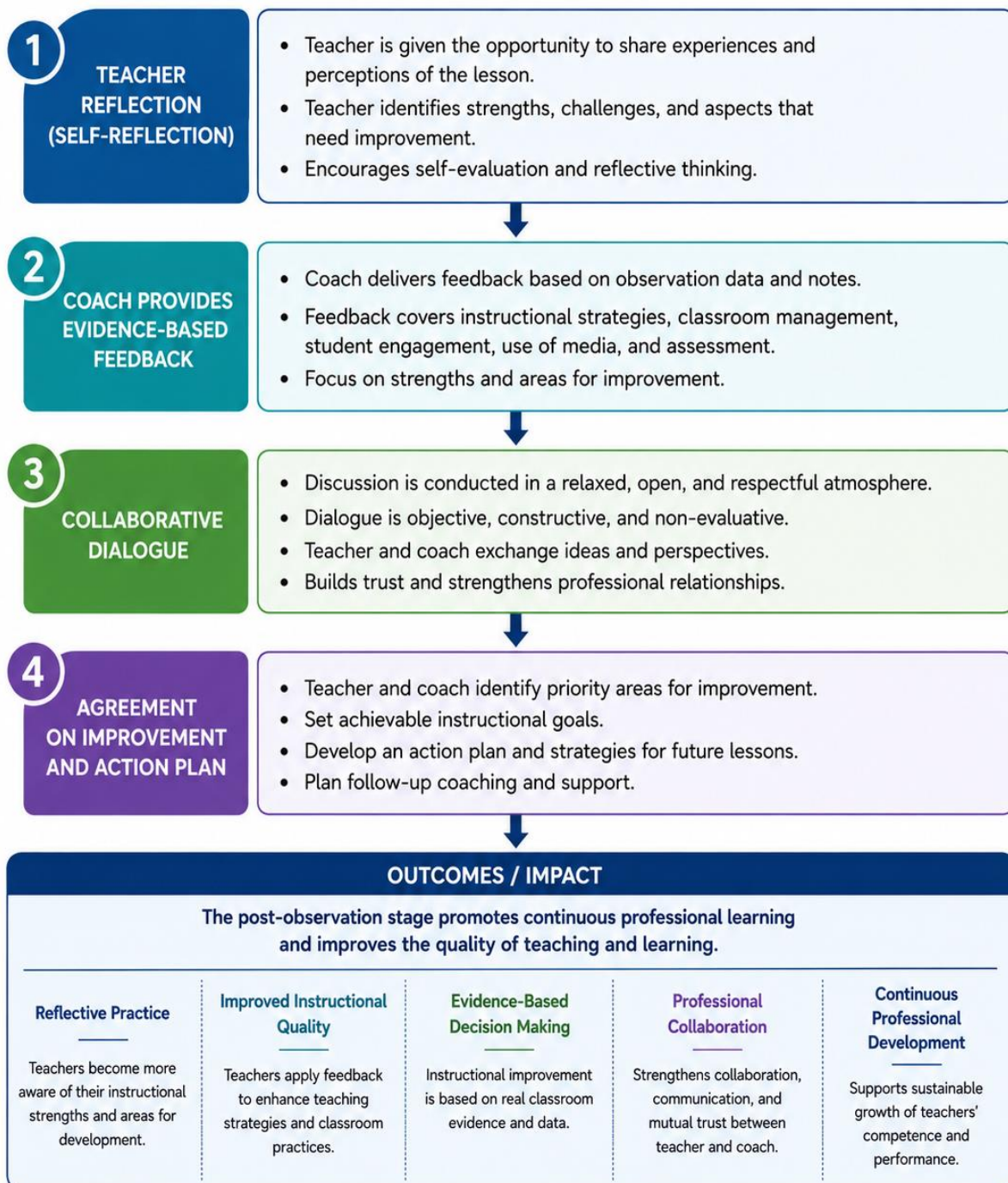


Figure 3. Post-Observation Stage of Clinical Coaching at SMAN 1 Bonepantai

4. Follow-Up Actions after Clinical Coaching

The findings from interviews, observations, and document analysis indicate that the follow-up stage of clinical coaching at SMAN 1 Bonepantai was implemented as a continuous and sustainable professional development process rather than as a one-time supervisory activity. Following the completion of the observation and post-observation feedback sessions, teachers received ongoing professional support designed to ensure that the recommendations generated during clinical coaching were translated into improved instructional practices.

Interview data revealed that the school implemented several follow-up strategies to strengthen teachers' professional competence. These strategies included continuous mentoring by the school principal and senior teachers, active participation in the school's professional learning community, and involvement in the Guru Belajar (Teacher Learning) Program through professional development activities such as training courses, workshops, in-service education programs, seminars, and webinars. Participation in these activities was tailored to the individual professional needs identified during the clinical coaching process, ensuring that each teacher received relevant learning opportunities aligned with their instructional challenges and development goals.

The findings further demonstrated that the school's professional learning community played a central role in sustaining instructional improvement. Rather than functioning solely as a discussion forum, the learning community provided a collaborative environment where teachers regularly exchanged teaching experiences, discussed classroom challenges, shared instructional innovations, and reflected collectively on their teaching practices. This collaborative learning culture enabled teachers to learn from one another, develop practical solutions to classroom problems, and continuously refine their instructional approaches.

Observation of the CERIA Professional Learning Community showed that teachers actively participated throughout the learning sessions. They engaged in professional discussions, documented important ideas, analyzed classroom experiences, and reflected critically on the implementation of teaching strategies. The learning sessions encouraged open dialogue and mutual support among teachers, creating an atmosphere that fostered collaborative learning and professional trust.

Document analysis reinforced these findings by showing records of teachers' participation in professional development activities, coaching follow-up plans, workshop attendance certificates, meeting minutes, and reflective notes produced during learning community meetings. The documentation also demonstrated that professional development activities were systematically integrated into the school's clinical coaching program, indicating that coaching was viewed as an ongoing cycle of continuous improvement rather than an isolated supervisory event.

The integration of interview, observation, and documentary evidence suggests that the follow-up stage represents a critical component of Cooperative Professional Development (CPD). Continuous mentoring, collaborative learning communities, and participation in structured professional development programs contributed significantly to sustaining changes in teachers' instructional practices. These follow-up activities strengthened teachers' reflective capacity, enhanced professional collaboration, increased instructional effectiveness, and fostered a culture of lifelong professional learning within the school.

Overall, the findings indicate that the success of clinical coaching at SMAN 1 Bonepantai was not solely determined by the quality of classroom observation or feedback but also by the systematic follow-up mechanisms that supported teachers in implementing instructional improvements. Through sustained mentoring, collaborative professional learning, and continuous competency development, teachers became more confident, innovative, collaborative, and motivated to improve the quality of teaching and learning.

Based on the findings obtained from interviews, observations, and document analysis, the key themes related to the Follow-Up Actions after Clinical Coaching at SMAN 1 Bonepantai are summarized in the following context diagram.



Figur 4. Follow-Up Actions after Clinical Coaching at SMAN 1 Bonepantai

Overall, the integration of these four stages forms an Integrated Clinical Coaching Supervision Model Based on Cooperative Professional Development (CPD), which positions supervision as a continuous process of teacher professional learning rather than a periodic evaluative activity. The model enhances teachers' pedagogical competence, fosters a reflective and collaborative professional culture, improves instructional practices, and ultimately contributes to the improvement of teaching and learning quality. The synthesis of the relationships among the research findings is presented in Figure 5.

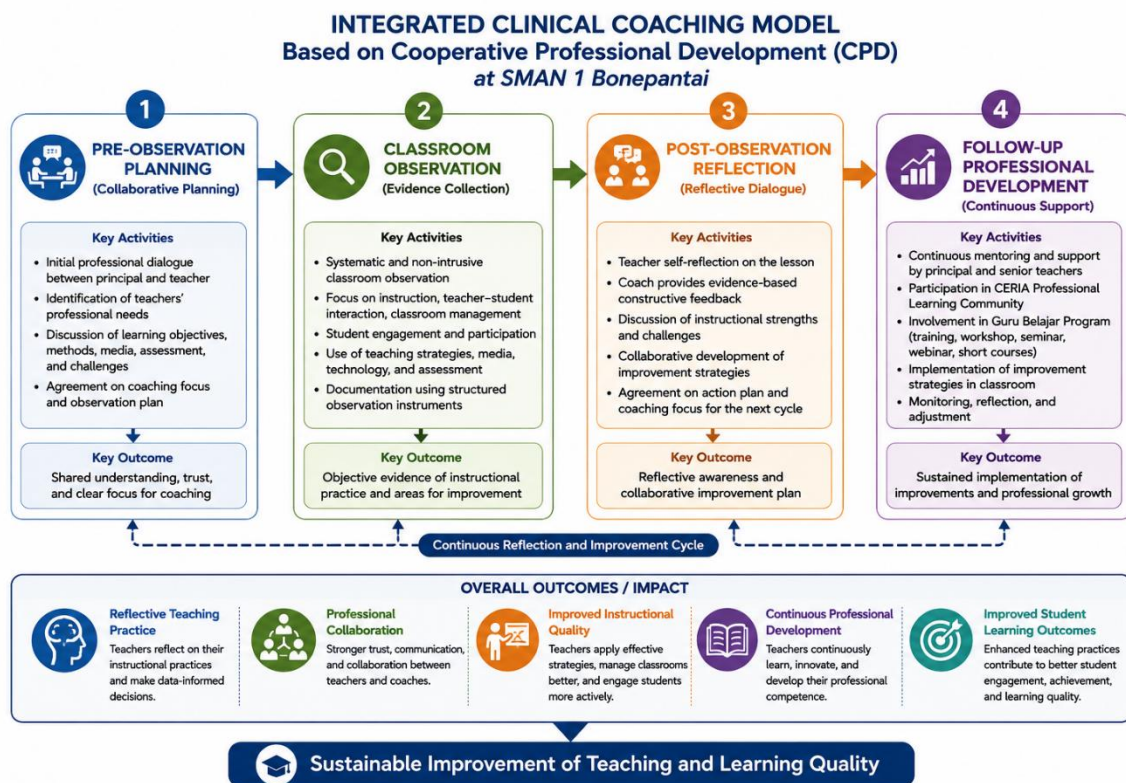


Figure 5. Integrated Model of Cooperative Professional Development (CPD)-Based Clinical Coaching for Improving Teacher Instructional Quality. At SMAN 1 Bonepantai

Discussion

1. Clinical Coaching Planning (Pre-Observation)

The findings indicate that the pre-observation stage of clinical coaching at SMAN 1 Bonepantai represents a collaborative planning process that establishes the foundation for effective teacher professional development. Rather than functioning merely as an administrative preparation, the pre-observation conference serves as a professional dialogue in which teachers and the school principal jointly identify instructional priorities, classroom challenges, and coaching objectives. This finding demonstrates that supervision is positioned as a developmental process rather than an evaluative mechanism.

From the perspective of Cooperative Professional Development (CPD), collaborative planning is essential because teachers learn most effectively when they actively participate in determining their own professional learning goals. This finding supports Glatthorn (1997), who argues that teacher professional development is a continuous collaborative process based on

reflection, collegial interaction, and shared responsibility. Likewise, Glickman et al. (2018) emphasize that developmental supervision should accommodate teachers' professional needs through dialogue, collaboration, and differentiated support rather than inspection. Collaborative planning also reflects the concept of adult learning (andragogy) proposed by Knowles et al. (2015), which suggests that adults are more motivated to learn when they participate in identifying their own learning needs and professional goals.

These findings are consistent with Yanti Yuni Astuti et al. (2026), who found that coaching-based supervision creates a more humanistic and collaborative supervisory climate by promoting reflective dialogue between teachers and coaches. Similarly, Faiqoh and Kusumaningsih (2025) reported that collaborative planning enhances mutual understanding regarding instructional objectives and classroom observation strategies. Moreover, Putra and Zahara (2025) found that teachers who feel respected during the planning process demonstrate greater openness to feedback and stronger motivation to improve instructional practices. The present study extends these findings by demonstrating that collaborative planning serves as the starting point of a continuous professional learning cycle that connects observation, reflection, and follow-up professional development.

2. Classroom Observation as Collaborative Professional Learning

The classroom observation stage revealed that observation was implemented as a collaborative professional learning activity rather than an inspection of teachers' performance. The principal assumed the role of a professional coach who objectively observed classroom instruction while maintaining a supportive and non-evaluative relationship with teachers. This approach reflects the central principle of clinical supervision that classroom observation should generate authentic evidence for professional learning rather than identify teachers' deficiencies.

According to Goldhammer, Anderson, and Krajewski (1993), classroom observation constitutes the core component of clinical supervision because it provides objective evidence for subsequent professional dialogue. Similarly, Sergiovanni and Starratt (2014) argue that effective supervision should prioritize instructional improvement rather than administrative accountability. The findings of this study demonstrate that classroom observation focused on teacher–student interaction, classroom management, instructional strategies, student engagement, assessment practices, and the integration of instructional technology, all of which represent essential dimensions of effective teaching.

The findings are consistent with Supardi (2023), who reported that systematic classroom observation enables teachers to reflect on authentic instructional practices. Likewise, Putra and Zahara (2025) emphasized that observation should focus on classroom interaction and student participation rather than merely evaluating teacher performance. Furthermore, Yanti Yuni Astuti et al. (2026) concluded that coaching-oriented supervision significantly improves teachers' professional competence through constructive dialogue and collaborative observation. The present study contributes additional evidence by demonstrating that classroom observation becomes substantially more meaningful when integrated into a CPD framework where observation serves as one component of continuous professional development rather than an isolated supervisory activity.

3. Post-Observation Conference as Reflective Professional Dialogue

The post-observation stage emerged as the most significant component of clinical coaching because it transformed classroom observation into meaningful professional learning. Rather than beginning with evaluative judgments, the principal first encouraged teachers to reflect on their instructional experiences before discussing observational evidence. This strategy strengthened teachers' reflective capacity and promoted autonomous professional growth.

This finding strongly supports Schön's (1983) theory of reflective practice, which argues that professionals improve their competence by critically examining their own experiences through reflection-on-action. Likewise, Knight (2007) emphasizes that instructional coaching should be built upon equality, dialogue, reflection, and partnership rather than authority and evaluation. The supportive atmosphere observed in this study enabled teachers to discuss instructional challenges openly and collaboratively formulate strategies for improvement.

The findings are consistent with Nurani et al. (2024), who argued that coaching-based feedback should begin by recognizing teachers' strengths before addressing areas requiring improvement. Similarly, Saputro and Soedjono (2026) demonstrated that reflective coaching enhances teachers' engagement, self-efficacy, and commitment to instructional improvement. Moreover, Costa and Garmston (2016) explain that reflective questioning encourages teachers to construct their own professional knowledge instead of relying solely on external recommendations. Therefore, the post-observation conference functions not only as a feedback session but also as a reflective learning process that empowers teachers to become self-directed learners.

4. Follow-Up Professional Development as Sustainable Teacher Learning

The findings indicate that the effectiveness of clinical coaching depends on systematic follow-up activities after observation and reflective feedback. Rather than terminating supervision after the post-observation conference, SMAN 1 Bonepantai sustained teachers' professional learning through continuous mentoring, participation in the CERIA Professional Learning Community, and involvement in the Guru Belajar Program.

These findings are highly consistent with DuFour and Eaker (1998), who argue that sustainable school improvement occurs when teachers participate in Professional Learning Communities (PLCs) characterized by collaboration, collective inquiry, and continuous improvement. Likewise, Fullan (2007) emphasizes that educational change becomes sustainable only when professional learning is embedded within the daily culture of schools. Through collaborative learning communities, teachers continuously exchange instructional experiences, solve classroom problems collectively, and develop innovative teaching practices.

These findings also support Hipjiah et al. (2024), who reported that learning communities strengthen collaborative learning and reflective practice among teachers. Similarly, Musyadad et al. (2022) found that structured professional development programs significantly improve teachers' instructional competence and motivation. In addition, Supardi (2023) concluded that integrating coaching with collaborative learning communities creates a sustainable culture of instructional improvement. The present study extends previous research

by demonstrating that follow-up activities function as the connecting mechanism between coaching recommendations and their implementation in classroom practice.

CONCLUSION

This study concludes that the implementation of Cooperative Professional Development (CPD)-based clinical coaching at SMAN 1 Bonepantai has transformed academic supervision from a traditional evaluative activity into a collaborative and sustainable professional learning process. The clinical coaching cycle consists of four interconnected stages: pre-observation planning, collaborative classroom observation, reflective post-observation conferences, and systematic follow-up professional development. Each stage contributes to strengthening teachers' reflective practice, pedagogical competence, instructional decision-making, and professional collaboration.

The pre-observation stage establishes mutual trust and identifies teachers' professional needs through collaborative dialogue, ensuring that coaching is responsive to individual instructional challenges. Classroom observation functions as an evidence-based process that objectively documents instructional practices without emphasizing fault-finding, thereby creating opportunities for meaningful professional reflection. The post-observation conference facilitates constructive dialogue and evidence-based feedback that encourages teachers to critically evaluate their instructional practices and formulate realistic improvement strategies. Finally, systematic follow-up through mentoring, professional learning communities (CERIA), and the Guru Belajar Program sustains instructional improvement by embedding continuous professional learning into the school's organizational culture.

A major contribution of this study is the development of an integrated CPD-based clinical coaching model, which positions supervision as a continuous cycle of professional learning rather than a periodic administrative evaluation. This model demonstrates that effective supervision requires sustained collaboration, reflective dialogue, evidence-based feedback, and continuous professional support to improve instructional quality. The findings therefore extend existing knowledge on clinical supervision by integrating coaching principles with Cooperative Professional Development into a comprehensive framework for teacher professional growth.

Practically, the study provides an alternative supervision model for school leaders seeking to improve instructional quality through collaborative and teacher-centered approaches. Schools are encouraged to strengthen professional learning communities, establish systematic coaching mechanisms, and integrate reflective supervision into school improvement programs. Future studies are recommended to examine the effectiveness of this model across different educational contexts and educational levels using mixed-method or longitudinal research designs to evaluate its long-term impact on teacher performance and student learning outcomes.

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