



Implementation of a Collaborative Approach in Class Supervision as an Effort to Improve Learning at SMKN 2 Bontang

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ABSTRACT

This study examines the implementation of a collaborative approach in classroom supervision as an effort to improve the quality of learning at SMK Negeri 2 Bontang. This study used a descriptive qualitative method with interview, observation, and document study techniques. Educational supervision conducted with a collaborative approach positions teachers as active professional partners in the supervision process, not merely objects of supervision. The supervision process involves joint planning, direct classroom observation, reflection, and follow-up supported by two-way communication, mutual trust, and appreciation between the parties involved. The implementation of collaborative supervision can improve teachers' pedagogical competence, build self-confidence, teaching motivation, and strengthen a collegial work culture and continuous reflection. There are supporting and inhibiting factors for the implementation of classroom supervision with a collaborative approach in schools.

INTRODUCTION

Education is a systematic effort designed to develop the quality of human resources so they can compete optimally in the future. The educational process plays a vital role in a nation's progress, as it serves as the gateway to prosperity and well-being. Without adequate and quality education, Indonesia will increasingly fall behind in various aspects of development. One key element in improving the quality of education is the availability of competent and dedicated teaching staff (Andriani & Hidayat, 2023).

Appropriate supervision can improve the competence of educators, thereby creating a more dynamic and innovative learning environment for students. Academic supervision is an effort to improve the quality of education in schools. Academic supervision not only plays a role in overseeing teaching and learning activities but also serves as a means of developing teacher professionalism (Amri et al., 2022). Through this supervision, teachers have the opportunity to improve their competencies, from academic knowledge and classroom management to skills in implementing effective learning methods. Thus, teachers can create more meaningful and high-quality learning experiences for students.

Collaborative supervision is a form of supervision conducted through a dialogic approach between supervisors and teachers, to build a shared understanding in improving learning practices. This approach to educational supervision emphasizes the importance of open dialogue, partnerships, and active participation between supervisors (e.g., principals or supervisors) and teachers in order to improve the quality of classroom learning processes and outcomes. Teachers are not positioned as objects of supervision, but rather as partners who play a vital role in their own professional development. The supervision process is conducted in an atmosphere of openness, mutual trust, and respect, with the primary focus being on joint reflection, problem-solving, and democratic decision-making. This type of supervision is suitable for teachers with a high level of independence and professionalism, as they are actively involved in setting goals, planning, and evaluating learning outcomes (Sudjana, 2009).

Improving the quality of learning is one of the primary goals of school management, particularly at the Vocational High School (SMK) level, which demands graduates possess adequate academic competencies and work skills. Learning must be dynamic, adapting to changing times and adapting to changing student cultures. At SMK Negeri 2 Bontang, the learning challenge lies not only in the availability of facilities and infrastructure, but also in the effectiveness of the teaching and learning process implemented by teachers, tailored to student profiles and the needs of the workplace.

According to Purwaningsih et al. (2023), the principal's implementation of academic supervision to improve teacher performance at SD 1 Barongan was quite effective through the preparation, implementation, evaluation, and follow-up of supervision carried out through a collaborative approach with meetings and class visits, showing quite effective results. Based on the research results, it

is hoped that the principal will increase the frequency of academic supervision to further optimize teacher performance improvement.

Class supervision as part of educational management plays an important role in ensuring that the quality of learning is maintained. According to Wiles and Bondi (2011), supervision is often seen as a purely administrative activity and is of a purely administrative nature. *top-down*. Consequently, it has little direct impact on improving teacher performance and learning quality. To address this issue, a collaborative approach to classroom supervision has been developed as an alternative solution. This approach emphasizes a partnership between supervisors and supervised teachers in designing, implementing, and reflecting on the learning process together.

Good supervision begins with thorough planning. Planning includes identifying problems, setting goals, creating a supervision schedule, and developing supervision instruments based on previous evaluations. Academic supervision is systematically planned at the beginning of each school year, involving the principal, vice principal for curriculum, and senior teachers. (Fauziah et al., 2020)

Academic supervision implemented using a collaborative approach emphasizes a partnership between the principal and teachers, where both parties exchange knowledge and work together to find solutions to problems. This approach is expected to enable the principal to foster, nurture, and guide teachers, creating a comfortable and harmonious working environment. Supervision is conducted directly through classroom visits and indirectly through administrative checks on learning.

As research conducted by (Solehudin, 2020), the collaborative supervision approach implemented successfully increased teachers' professional competence, as shown by an increase in the average teacher competency score in developing learning materials from 52.27 (poor category) before supervision, to 70.45 (quite good) in cycle 1 and increasing again to 88.64 (good) in cycle 2.

Research conducted by (Ardhi Wibowo, Nurul Aslamiyah, 2023) illustrates that supervision with a collaborative approach positively contributes to improving teaching quality. Similarly, (Maizah et al., 2023) found that collaborative learning improves teachers' pedagogical skills, teaching motivation, and discipline in carrying out their duties. Thus, the main goal of supervision, namely significantly improving teacher performance and contributing to improving the quality of learning in schools, will be achieved (Windarta, 2021).

Through a collaborative approach, teachers feel more valued, supported, and have room for professional development. Implementing a collaborative approach in classroom supervision is expected to create a more open, dialogic, and reflective learning environment, as well as increase teacher motivation and performance. Thus, the quality of learning at SMK Negeri 2 Bontang can be continuously improved.

Based on the above, the researcher is interested in knowing how class supervision is implemented using a collaborative approach, what are the

supporting and inhibiting factors and exploring recommendations that are effectively implemented at SMK Negeri 2 Bontang.

LITERATURE REVIEW

Educational supervision is a series of activities undertaken to help teachers improve their professional skills and the quality of learning through coaching, guidance, and evaluation. According to Glickman, Gordon, and Ross-Gordon (2014), supervision is a collaborative effort designed to improve teaching by fostering professional communication between supervisors and teachers. Supervision is not simply oversight, but rather a constructive and ongoing process of mentoring to improve the quality of education.

A collaborative approach is a form of supervision that emphasizes cooperation between supervisors and teachers as equal partners. In this approach, supervisors do not assume an authoritarian stance, but rather act as facilitators, guides, and dialogue partners. Marzano and Simms (2013) describe this approach as a form of transformation in school organizational culture that leads to professionalism and openness.

Characteristics of a collaborative approach:

- Open and participatory dialogue.
- Decisions are taken together.
- Focus on reflection and problem solving.
- Independent development of teacher capacity.

According to Pajak (2001), the main principles of collaborative supervision include:

- A working relationship of mutual trust.
- Two-way communication.
- Commitment to teacher development.
- Reflection on learning practices.
- Focus on student learning outcomes.

The collaborative approach aims to create a professional atmosphere conducive to improving the quality of teaching. The benefits of this approach include:

- Increase teacher motivation and confidence.
- Cultivating a culture of mutual learning among educators.
- Helping teachers plan more innovative learning strategies.
- Improve teacher performance and student learning outcomes.

The context of vocational high schools (SMK) is unique due to its vocational and applied nature. Therefore, collaborative supervision is highly suitable for implementation because:

- Enables vocational teachers to share best practices.
- To be a space for reflection and innovation in project-based or industry-based teaching.
- Encourage teachers to prepare teaching modules and lesson plans as a team based on the needs of the world of work.

A study by Setiawan & Mulyasa (2021) showed that vocational schools that implemented collaborative supervision showed significant improvements in the planning and implementation of competency-based learning.

METHODOLOGY

This study uses a qualitative approach with a descriptive method, a case study research type at SMKN 2 Bontang in July 2025. In this study, data sources come from primary data and secondary data. Primary data in this study with interviews, observations, and document studies. Data collection techniques with purposive sampling techniques with respondents. In-depth interviews were conducted with the principal and representatives of normative adaptive and productive teachers.

The analysis used the interactive analysis model of Miles and Huberman (1980), which includes three stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, collected data is selected, focused, and simplified according to the research objectives. In the data presentation stage, the reduced data is presented in narrative form, tables, or charts to facilitate understanding. In the conclusion drawing stage, this process is carried out by identifying patterns, themes, and meanings contained in the presented data. The conclusions drawn are provisional and will be verified through data triangulation to ensure the validity of the findings. The validity of research results is carried out by triangulation, namely comparing the results of several data collection techniques.

RESULTS AND DISCUSSION

Implementation of Class Supervision with a Collaborative Approach

The implementation of classroom supervision with a collaborative approach at SMK Negeri 2 Bontang in 2024 is a strategic effort to improve the quality of learning through active involvement between supervisors, in this case the principal as the main supervisor, and teachers as the targets of supervision in an atmosphere of professional partnership. This collaborative approach emphasizes two-way communication, mutual trust, and cooperation in planning, implementing, and reflecting on learning. The stages of supervision at SMK Negeri 2 Bontang are:

1. Collaborative Supervision Planning

This stage begins with open communication between the supervisor (principal) and the teacher to agree on the supervision objectives, implementation schedule, and observation focus based on the specific behavioral targets to be observed. The focus could relate to learning methods, differentiation approaches, the use of digital media, or the implementation of the independent curriculum.

The planning stage is conducted based on existing performance practices in the teachers' lounge. Initially, teachers must create a performance plan by selecting key indicators for classroom management and positive discipline, based on their chosen criteria. Supervisors and teachers develop classroom

observation instruments that are not intended to be judgmental but rather serve as a tool for collective reflection.

2. Implementation of Collaborative Observation

Classroom observations are conducted in a supportive, stress-free environment, and with a spirit of collaborative learning. Supervisors are present in class to objectively record the learning process, focusing on agreed-upon aspects using a pre-established format. In a collaborative approach, observations are not intended to find fault with the teacher, but rather to identify strengths and areas for improvement.

From the results of interviews conducted with teachers as representatives of existing subjects, the majority said the implementation of supervision with a collaborative approach went according to the existing agreement, the learning process became more active, open communication occurred, made the class livelier, created a strong collegial work culture - teachers felt supported and able to learn from other teachers. However, there were still some who thought the implementation of supervision was not optimal and student activeness was not comprehensive.

3. Reflection and Follow-up

At this stage, teachers are given the opportunity to reflect on their own experiences, analyzing what worked and what needs improvement. The principal, acting as observer, only shared these reflections in a class setting in large forums and did not personally share them with each target teacher. Feedback was provided informally in a relaxed, non-patronizing setting.

4. Impact of Collaborative Approach

The collaborative approach of supervision implemented at State Vocational High School 2 Bontang has had a positive impact on improving teachers' pedagogical competence, particularly in designing active and contextual learning. Teachers feel valued and supported, the atmosphere is relaxed and free from pressure, and they feel like they are teaching as usual, not being monitored or assessed. This creates a healthy and productive work climate.

This approach also strengthens synergy among teachers across departments, increases awareness of learning quality, and fosters a culture of continuous reflection. The principal, as the primary supervisor, consistently emphasizes the importance of reflection for change and as a form of improvement. Ultimately, this approach contributes to improving educational quality and student learning outcomes.

Supporting and Inhibiting Factors for Collaborative Supervision Approaches

The following are several supporting and inhibiting factors in implementing supervision with a collaborative approach at State Vocational School 2 Bontang:

1. Supporting factors

a. Collaborative and open attitude from supervisors and teachers

The supervisor's ability to work collaboratively in an atmosphere of mutual trust, respect, and accountability to achieve learning objectives.

Teachers, as targets of supervision, are ready to accept input, criticism,

and new ideas, and are willing to share information and experiences and receive reflection.

b. Effective communication

The principal and teachers try to establish good and relaxed communication, even though the atmosphere is formal, they are able to create a conducive environment.

c. Shared understanding of the purpose of supervision, and support from the school

Before conducting supervision, the principal instructed that the primary goal of supervision was to build a conducive and respectful atmosphere, with the primary focus being improving the quality of learning based on previously agreed-upon indicators. This ensured that the supervision objectives were focused and achieved.

d. The principal and supervisor as working partners create a collaborative atmosphere of mutual respect. There is training or workshops that equip teachers and supervisors with reflective and coaching skills.

Before conducting observations at SMK Negeri 2 Bontang, an IHT was first held regarding learning, including supervision and also in-depth material from fellow driving teachers, thus opening up insights for teachers regarding new knowledge related to supervision, especially coaching techniques.

e. There is feedback from the supervisor

The principal provides feedback after conducting supervision both formally in large and non-formal forums, especially for teachers who really need feedback information as soon as possible.

2. Factors Inhibiting Collaborative Supervision Approaches in Schools

The following are several inhibiting factors or obstacles that exist at State Vocational School 2 Bontang in implementing supervision with a collaborative approach:

a. Time constraints

The heavy workloads of teachers and school leaders can make it difficult to allocate time for in-depth and reflective supervision. Effective collaboration between teachers, principals, and students, the primary subjects of supervision, requires significant time, given that students have diverse characteristics and needs.

b. Lack of Understanding of Collaborative Supervision

Supervision is often viewed as a means for superiors to evaluate their subordinates/teachers, the targets of supervision. This misconception hinders the success of collaborative supervision.

c. Lack of supervisory preparation

Some teachers are sometimes unprepared to supervise due to unresolved administrative issues. This happened to one teacher, where the principal, acting as supervisor, was ready to be in class, but the teacher he was supposed to supervise wasn't there yet.

d. There is a fear of being judged

The misunderstanding that supervision is an assessment event for teachers makes teachers feel a little afraid, thus inhibiting openness during joint reflection.

The implementation of classroom supervision using a collaborative approach at SMK Negeri 2 Bontang reflects a positive transformation in educational supervision practices, which have often been perceived as merely an assessment process. The collaborative approach adopted by the principal as the primary supervisor demonstrates a paradigm shift toward participatory, reflective coaching that empowers teachers as equal partners.

1. Collaboration as the Key to Improving the Quality of Learning

The implementation of supervision at SMK Negeri 2 Bontang shows that teacher involvement in the planning and implementation of supervision has a positive impact on improving professionalism and comfort in teaching. The partnership atmosphere built through two-way communication, the development of joint observation instruments, and collective reflection can create more active and contextual learning conditions. This aligns with the theory of Glickman et al. (2014) which states that effective supervision is based on professional collaboration.

2. Impact of Collaborative Supervision on Teachers and School Climate

Teachers at SMK Negeri 2 Bontang feel more valued and motivated because this approach doesn't pressure or judge one-sidedly, but rather fosters a culture of reflection and mutual learning. Interviews indicate that teachers feel more open to trying new learning strategies, discussing topics across subjects, and developing more innovative modules.

Furthermore, the relaxed yet structured supervision atmosphere creates a healthy work climate, thereby strengthening solidarity among teachers across departments. This aligns with Marzano & Simms' (2013) findings that coaching and collaboration-based development foster a strong professional culture within the learning community.

3. Obstacles in Implementing Collaborative Supervision

Although collaborative supervision generally works well, several challenges still arise in the field. These include time constraints due to the busy workloads of teachers and principals, a lack of understanding of the concept of collaborative supervision on the part of some teachers, and administrative unpreparedness that impacts the readiness of supervision implementation.

These constraints emphasize that successful collaborative supervision requires systemic support such as time management, ongoing training, and strengthening teachers' perceptions of the purpose of supervision. As Zepeda (2012) notes, successful supervision depends heavily on the readiness of all parties to understand their respective roles and the awareness that supervision is a tool for quality improvement, not a personal assessment.

4. Recommendations for Strengthening Collaborative Supervision Practices

To overcome these obstacles, several strategic steps need to be taken, including:

- Strengthening understanding through IHT and intensive mentoring.
- Flexible yet consistent supervision scheduling.

- Involvement of driving teachers as collaborative facilitators.
 - Providing more personal and structured feedback so that teachers feel fully supported.
5. Contribution to the Quality of Education
- The implementation of collaborative supervision at SMK Negeri 2 Bontang has contributed to improving the quality of learning, both in terms of teacher competency and student achievement. This supervision serves as a strategic tool to ensure that learning aligns with the principles of the Independent Curriculum, which emphasizes differentiation, active student participation, and character building through an inclusive learning environment.

CONCLUSIONS AND RECOMMENDATIONS

The collaborative approach to classroom supervision at SMK Negeri 2 Bontang was implemented to improve the quality of learning at the school. This approach positions teachers as active professional partners in the supervision process, not simply as objects of supervision. Through two-way communication, joint planning, and constructive reflection, the collaborative approach creates a supportive, open supervision climate that encourages continuous improvement.

Implementing this approach has been proven to build teacher confidence, increase teaching motivation, and strengthen a culture of mutual learning among educators. However, its success is greatly influenced by supporting factors such as openness, two-way communication, mutual trust and respect, feedback, and a clear understanding of the objectives of supervision. Conversely, challenges such as time constraints, lack of preparation, lack of understanding, and fear are considered obstacles to a collaborative approach in schools.

From these results, several recommendations can be given, namely:

1. Actively involve teachers from the planning, implementation, to supervision reflection stages.
2. Teachers and supervisors together determine the focus of the observation, prepare the instruments, and hold post-observation discussions.
3. Using the approach coaching (for experienced teachers) and mentoring (for novice teachers) by involving colleagues
4. There is follow-up on supervision results by forming regular discussion forums between teachers to discuss learning practices, supervision results, and improvement plans.

FURTHER STUDY

In general, the main limitations of this study include the limited duration and scope of the study, the non-representative sample, the reliance on subjective data, and the specific internal conditions of the school. These are important considerations for future researchers to expand, extend, and deepen the research to obtain a more comprehensive and more widely generalizable picture.

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