

Clinical Supervision Model: Efforts to Improve the Performance of Islamic Religious Education Teachers in Indonesia

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ABSTRACT

This study seeks to develop an effective clinical supervision model to enhance the performance of Islamic Religious Education (PAI) teachers in primary schools within Agam District, addressing challenges in classroom practices and improving learning quality. Using a qualitative approach with a development research design, the study began with a comprehensive needs analysis. Data were collected through interviews, observations, and document analyses involving Islamic Education teachers in Agam District. Identified needs guided the formulation of objectives for the clinical supervision model. The developed clinical supervision model is grounded in moral and ethical principles, including fairness and equality, as foundational to the supervision process. Key components of the model include supervision methods, evaluation tools, training strategies, and communication mechanisms tailored to address teachers' challenges. By focusing on tailored supervision strategies, the model emphasizes practical support for teachers, fostering professional growth and ethical conduct. It highlights the importance of structured and supportive oversight in achieving higher teaching standards and improved classroom outcomes. The study provides an effective clinical supervision model designed to support the performance of Islamic Education teachers in Indonesia, particularly in the Agam District. The model holds the potential to significantly enhance the quality of Islamic Education by addressing practical challenges faced by teachers, ensuring better educational outcomes for primary school students.

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1. INTRODUCTION

Implementing the clinical supervision model in Indonesia's education system is closely tied to the diverse competencies possessed by Islamic Religious Education (IRE) teachers (Suyadi 2019). As a subject that plays a central role in shaping students' moral, spiritual, and character values, IRE requires teachers who are academically competent and possess strong pedagogical skills (Fauziah, Saddhono, and Suryanto, 2023). However, the reality on the ground shows that many IRE teachers are still not

optimal in designing learning plans that meet the needs of students in the modern era, particularly in utilizing technology as part of the learning process (Watkins et al. 2019). This deficiency is often exacerbated by the lack of practice-based continuous training, causing teachers to rely on traditional methods that are less relevant to the dynamics of today's education. Studies conducted in various schools also reveal that supervisory systems are often limited to formality and evaluation without providing sustained guidance or mentoring (Gøtzsche-Astrup 2018). This situation not only affects teacher performance but also results in subpar learning quality for students, thereby hindering the achievement of national educational goals. In this context, clinical supervision emerges as an innovative solution that not only evaluates teacher performance but also helps them identify weaknesses and develop skills through a structured and improvement-oriented approach (Wardani, Suwandi, and Ulya, 2023).

Efforts to enhance the performance of IRE teachers reflect a paradigm shift in Indonesia's educational supervision system, transitioning from a top-down approach to a more collaborative model (Borders, 2019). Clinical supervision, as one of the modern approaches, has gained significant attention, particularly because it emphasizes the importance of partnership between supervisors and teachers. In practice, clinical supervision involves in-depth dialogues to jointly analyze teachers' strengths and weaknesses, creating a conducive environment for professional learning (Alshehry, Almazan, and Alquwez 2020). This phenomenon reflects a growing awareness among educators and policymakers of the need for a more humane and empowering approach to supervision (Syahbudin et al. 2023). Furthermore, in this digital era, clinical supervision also leverages technology as a supportive tool, such as video recordings of teaching processes for evaluation, online platforms for training, and learning management systems to track teachers' progress continuously (Dewi 2020). This transformation underscores the urgent need for a supervision system that goes beyond evaluation to actively support teachers in addressing the challenges of 21st-century education. Clinical supervision is not merely a technical effort to improve performance but also a part of a broader cultural shift in education, fostering inclusivity and responsiveness to the needs of both teachers and students (Tambak et al., 2021).

Previous research on clinical supervision in Islamic Religious Education (IRE) highlights the potential of group counseling approaches, particularly those aimed at promoting religious moderation, as a valuable framework for enhancing students' understanding of balanced religious perspectives within their communities (Arifin et al., 2023). *First*, the findings propose a clinical supervision model specifically designed to support IRE teachers in integrating religious moderation into their teaching practices (Syahbudin et al., 2023). *Second*, the findings highlight a lack of guidance for school principals regarding the learning process and teaching skills of educators, which prevents teachers from achieving significant improvements in their competencies and professional development (Dewi 2020). *Third*, the findings suggest that the field should prioritize experimental research designs capable of establishing causality (Gøtzsche-Astrup 2018). *Fourth*, the findings emphasize the importance of clinical supervision based on multicultural values to enhance pedagogical, personality, social, and professional competencies (Arifin et al., 2023). *Fifth*, the findings indicate that clinical supervision is widely regarded as an educational process; however, doctoral students in counseling often lack a relevant background in pedagogy. In response to calls to incorporate learning theories and principles into supervision instruction, 7 evidence-based science on learning principles as well as examples from 1 doctoral supervision course, are described (Borders 2019).

This study explores the challenges supervisors face in conducting clinical supervision of Islamic Religious Education (IRE) teachers in elementary schools in Agam District (Islami, Sidiq, and Kurniawan 2023). Specifically, the research seeks to identify obstacles such as a lack of knowledge about clinical supervision methods, limited time and resources, and heavy workloads, which hinder the effective implementation of supervision. Through this exploration, the study aims to provide a deeper understanding of these constraints and assess the global relevance of clinical supervision practices within the context of IRE (Pakdaman et al., 2021). By identifying solutions to these challenges, the study

hopes to contribute not only to improving education in Agam District but also to enhancing global discussions on teacher supervision in religious education, ultimately fostering better educational practices in IRE worldwide. In addition to identifying and understanding these constraints, the study also aimed to broaden the horizons of the global relevance of clinical supervision practices in the context of Islamic Religious Education. This includes considering its impact on students' development as responsible citizens, especially in the face of contemporary challenges in education and social realities in society. Thus, this research not only focuses on formulating a solution in the form of an effective clinical supervision model, but also broadens the view of the importance of Islamic Religious Education in addressing current global challenges. Through this holistic approach, it is hoped that a model of clinical supervision can be created that is not only locally relevant but also has a significant impact in improving the quality of Islamic religious education globally.

2. METHODS

This study employs a qualitative approach with a development research design to create an effective clinical supervision model aimed at enhancing the performance of Islamic Religious Education (IRE) teachers in Indonesia. The methodology emphasizes transparency in participant selection, data collection tools, and analysis methods to ensure valid and reliable results.

The research begins with a comprehensive needs analysis, utilizing in-depth interviews, direct observations, and document analysis of current IRE supervision practices. Participants are selected representatively, including school principals, supervisors, and IRE teachers from elementary schools across Indonesia. Criteria for participant selection include geographic diversity, experience levels, and school contexts to capture a wide range of perspectives. Principals and supervisors provide insights into policy implementation, while teachers share their experiences and challenges in the supervision process.

Data collection involves three primary techniques:

1. **In-Depth Interviews:** Conducted with principals, supervisors, and teachers to explore their views on supervision effectiveness and professional development needs.
2. **Direct Observations:** Classroom observations provide insights into the practical implementation of supervision and identify barriers not evident in interviews.
3. **Document Analysis:** Supervision reports, lesson plans, and performance records are reviewed to assess the alignment of supervision practices with educational standards.

Thematic analysis is employed to analyze data, identifying key themes related to challenges, needs, and opportunities in clinical supervision. To ensure validity, triangulation is used by comparing data across interviews, observations, and document reviews, enhancing credibility. Key findings are further validated through consultations with participants and educational supervision experts, ensuring the developed model addresses real needs and is contextually relevant. This process ensures that the resulting clinical supervision model effectively supports the improvement of IRE teachers' performance, contributing to higher-quality Islamic education in Indonesia.

3. FINDINGS AND DISCUSSION

3.1 Implementation of Clinical Supervision in Agam

Information on the implementation of the clinical supervision model by the teachers' working groups (KKG) was obtained through in-depth interviews with informants, especially those directly involved in the clinical supervision process. In addition, data was also collected through direct observation in schools and documentation studies (Arvisais and Guidère 2020). All this information shows that supervision activities are conducted through several stages. First, the preparation stage

involves collecting data about the teachers in their assigned area by holding meetings to listen to their needs and issues. This forms the basis for developing the supervision program. Supervision also involves establishing the essential conditions needed to achieve the school's educational goals. Second, the development of the supervision program involves the participation of teachers and school principals, with visit schedules adjusted according to the academic calendar. This program is carefully and systematically developed to achieve significant changes in teacher competencies (Kabir et al. 2020). Third, the socialization stage involves introducing the vision, mission, and supervision program to the teachers through forums and other meetings. Supervisors also remind teachers to always be ready for informal supervision and to prepare mentally, physically, administratively, and in terms of classroom instruction, as supervision can occur at any time (D. Pal and Vanijja 2020).

Before commencing supervisory tasks, supervisors classify the problems faced by teachers and school principals in their assigned areas. After that, they determine the appropriate type of supervision to help address these problems. It is important for supervisors to understand the characteristics of individual teachers in order to provide appropriate guidance. Supervisors must master approaches, methods, and supervision techniques appropriate to the situations they encounter, considering the goals to be achieved, relevant materials, characteristics of students, and necessary facilities and infrastructure (Bernard and Luke 2015).

Supervisors also need to understand needs and motivation theory to be able to address various issues wisely. An effective supervisor will engage in the teacher's learning process and use a combination of formal and informal supervision to build a culture that supports professional development. The goal is to make teachers feel comfortable and energised during the supervision process.

Table 1. Overview of the Supervision Cycle

Cycle	Description
Pre Cycle	The observation stage is crucial, as it is conducted collaboratively between the clinical supervisor and teacher, focusing on agreed-upon aspects with systematic recording. Instruments like checklists or rubrics are used. The supervisor remains objective and non-disruptive. Unexpected events are noted for post-observation discussion for feedback and improvement planning.
Preliminary Cycle	The initial meeting between supervisor and teacher establishes a supportive environment. Discussion includes lesson planning and agreed-upon observation focus and instruments.
Second Cycle Observation	Classroom observation occurs during the 3rd to 4th hour, fostering an enthusiastic learning atmosphere with effective use of media. The supervisor and teacher agreed on observation instruments.
Third Cycle Feedback Discussion	Post-observation feedback discussion allows teacher input and data analysis for improvement planning. Supervisor reinforces performance and provides solutions tactfully. Good communication and openness enhance professionalism.

Based on the results of the analysis, a report on the supervision outcomes is prepared, explaining to what extent the supervisor has succeeded in improving the pedagogical and professional competence of teachers in the supervised schools (Ahsanul Khaq, 2019). Based on a comprehensive evaluation of all clinical supervision activities conducted over a specific period, targeted follow-up actions are implemented to improve the quality of supervision in the following year. This process is strengthened by the collaborative role of Teacher Working Groups (*Kelompok Kerja Guru*, or KKG), which play a complementary role to the supervisor's work. KKGs provide an essential platform for teachers to engage in reflective discussions, share best practices, and receive peer support, thereby addressing specific challenges identified during supervision more effectively. These groups facilitate ongoing professional development by helping teachers adapt their teaching strategies, overcome obstacles in classroom management, and enhance their instructional techniques in line with the goals

of Islamic education. By utilizing KKGs, supervisors are able to foster a more holistic and supportive environment for teacher development, as these groups create a space where teachers can not only receive additional guidance but also actively contribute to each other's growth. Supervisors adopt a variety of methods and techniques tailored to each school, taking into account the unique context of the institution and the specific needs of each teacher. This adaptive approach ensures that clinical supervision is both responsive and relevant, allowing supervisors to address diverse educational challenges effectively.

Overall, this integrated approach combines structured clinical supervision with the supportive framework of KKGs and not only enhances teacher competency and performance but also promotes a collaborative and reflective professional culture. Such an approach ultimately contributes to the improvement of Islamic Religious Education quality by ensuring that teachers are well-prepared, confident, and capable of delivering effective and meaningful educational experiences for their students. The activity is carried out by supervisors using different methods and techniques in each school, adjusted to the school's situation and the needs of each teacher (Fitri and Asrizal 2023). This includes analyzing the school's development needs, preparing work programs, assessing the performance of principals, teachers, and other educational staff, coaching, monitoring school activities, processing and analyzing monitoring data, evaluating the supervision process and outcomes, preparing supervision outcome reports, developing quality improvement plans, and following up on supervision outcomes to plan for the next supervision period (Ulfat 2020).

All of these activities are systematically organized and implemented in periodic cycles, which constitute a series of supervision tasks to enhance teachers' pedagogical competence. Supervisory activities encompass several specific elements, namely: first, direct interaction between the supervisor and the teacher during the supervision process (Saputra, Dylan, and Carmelo 2023). Second, focusing on the actual behaviors exhibited by the teacher in the classroom. Third, careful observation by the supervisor. Fourth, detailed descriptions of observation results according to agreements between the teacher and the supervisor (Elbasani 2017). Fifth, joint assessment between the supervisor and the teacher of the teacher's actual performance. And sixth, focusing observations according to the teacher's needs and requests.

One of the important competencies for a supervisor is academic supervision competence, which is directly related to coaching teachers to improve the quality of the learning process in the classroom (Thomas et al., 2018). The clinical supervision model is considered most suitable for achieving this because it involves multiple cycles, including the introductory cycle, classroom observation, and feedback discussion. Clinical supervision is deemed more effective than other supervision models because it involves direct interaction between the supervisor and the teacher and focuses on the individual needs and development of the teacher.

Supervisors must reflect noble character traits in their behavior, such as humility, politeness, friendliness, and humility (Munir 2017). They must be able to interact with anyone in various situations with wisdom and respect. This is important so that supervisors can build harmonious relationships with all parties in the school and provide effective guidance to teachers to improve the quality of learning (Nuruddin, Wardatul Jannah, and Martini, 2023). It is important for supervisors to have a strong understanding of leadership theory because their main task is to lead and coach teachers directly or indirectly (Ahmad and Chowdhury 2019). An effective leader must be able to create a harmonious relationship with subordinates, so their presence carries inherent credibility. This allows supervisors to provide guidance to teachers with styles and techniques that suit the individual character of the teachers being coached, thus ensuring that what is conveyed can provide tangible benefits in enhancing the pedagogical and professional competence of Islamic Education teachers (N. E. Pal et al. 2020).

Clinical supervision is part of academic supervision, where the approach emphasizes more on discovering the cause and effect of weaknesses that occur in the teaching and learning process. In clinical supervision, the supervisor acts like a doctor seeking an initial diagnosis of the teacher to choose the appropriate techniques and approaches in addressing existing weaknesses or deficiencies (Amin,

Abdelmageed, and Farhat, 2021). Therefore, an accurate initial diagnosis is crucial for the supervisor to provide effective guidance to the teacher. In clinical supervision (Hasan, Mitschke, and Ravi 2018), guidance is provided through three cycles: the introductory cycle, the cycle of direct observation of the teacher's teaching in the classroom, and the cycle of feedback discussion between the supervisor and the teacher (Ghosh et al. 2017). Feedback discussions are conducted immediately after the teacher finishes teaching to address identified weaknesses and solve existing problems so that the quality of teaching in the next session can be improved (Harvey et al., 2020). Supervisors have been practicing clinical supervision for a long time, although the term is not yet common among them (Elbasani and Puto, 2017). They have been providing guidance to teachers in developing various curriculum documents and providing feedback after observing in the classroom. However, the term clinical supervision has not been explicitly used. It is hoped that with this research, supervisors can better understand the concept of clinical supervision and improve the effectiveness of academic supervision activities by applying the clinical supervision model.

3.2 Problems of Clinical Supervision

It is important to acknowledge that there are still shortcomings in the proper understanding of the stages and processes of clinical supervision implementation by supervisors (Mariño et al., 2017). One of the main obstacles is the lack of awareness of the importance of the clinical supervision approach in the professional development of teachers and the improvement of teaching quality (Alwi, Iqbal, and Nabihah, 2023). Many supervisors may only view supervision as a routine task that must be carried out without fully understanding its objectives and methods.

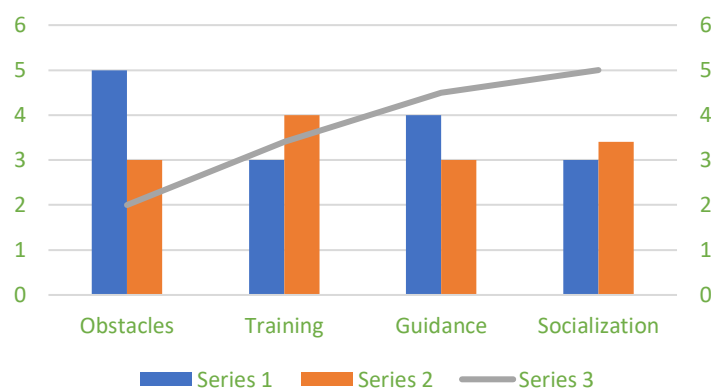


Figure 1. Components of Clinical Supervision Implementation

Supervisors face significant challenges in implementing clinical supervision, largely due to inadequate training and guidance (Rohmah, Azza, and Dewi, 2023). Many revert to traditional supervision methods that emphasize administrative tasks rather than focusing on teacher development (Sundler et al. 2019). Clinical supervision is complex, requiring skills in observation (Faizal 2024), analysis, feedback, and follow-up, which are often lacking among supervisors (Tjabolo and Otaya 2019). This shortfall highlights the urgent need for more structured training programs and mentorship opportunities to help supervisors grasp the importance of clinical supervision in enhancing teacher professionalism and improving educational quality (Pecukonis, 2021). In Agam District, the situation is further complicated by the overwhelming number of teachers each supervisor must oversee, far exceeding recommended ratios. This excessive workload diminishes the effectiveness of supervision and contributes to a decline in both guidance and the overall quality of education.

Islamic Education teachers, facing a lack of effective support from supervisors, often turn to Teacher Working Group (KKG) forums for their professional development needs (Sawaluddin, 2022). A prevailing misconception among teachers is that supervision is primarily an evaluative and

authoritative process, which creates a barrier between them and their supervisors (Dogra et al., 2021). This misunderstanding leads to reluctance and fear among teachers (Chan 2013), who perceive supervision as a stressful assessment rather than a collaborative effort to improve teaching quality (Ozga et al. 2020). The current lack of effective mentoring and guidance from supervisors, compounded by limited training and resources, exacerbates these issues (Suradi 2022). As a result, the potential benefits of clinical supervision are not fully realized, further hindering the professional growth of teachers and the overall improvement of educational standards (Lapitan et al. 2021).

To address the current issues and significantly enhance the quality of clinical supervision (Leyerzapf and Abma 2017), there needs to be a concerted effort to effectively communicate the value and benefits of clinical supervision to both supervisors and teachers (Ryan 2017). This effort should focus on demystifying clinical supervision, shifting perceptions from viewing it as a mere form of oversight to recognizing it as a vital process for professional development and instructional improvement (Pellas and Boumpa, 2017). Establishing a supportive environment where teachers feel comfortable and encouraged to engage in the supervision process is crucial (Franken and Vermeer 2019). This includes addressing and mitigating any baseless fears and anxieties that teachers might have regarding supervision. Supervisors must receive comprehensive training that not only covers the theoretical aspects of clinical supervision but also provides practical skills in observation, feedback, and follow-up (Widiyatmoko and Shimizu, 2018). This training should be designed to enhance supervisors' abilities to support teachers effectively, helping them develop more effective teaching strategies and improve their administrative skills (Asmir, 2024).

Fostering a culture of continuous collaboration between supervisors and teachers is essential for the success of the supervision process (Rahmat and Yahya, 2022). This involves setting up regular, structured mentoring sessions where supervisors provide constructive feedback and support tailored to each teacher's needs. These sessions should be designed to help teachers refine their teaching practices, address specific challenges (AlMahmoud et al. 2017), and set achievable goals for professional growth. Adequate resources, including access to training materials, technology, and administrative support, are necessary to facilitate this process (Hartutik et al., 2023). Stakeholders, including educational institutions and local governments, must prioritize and invest in the development and training of supervisors, ensuring they have the skills and resources needed to perform their roles effectively. In addition, recruiting highly qualified Islamic Education teachers as supervisors, and providing them with thorough and ongoing training, can significantly improve the effectiveness of the supervision process. By implementing these strategies, educational institutions can enhance the overall quality of teaching and foster a more productive and supportive educational environment (Satibi et al., 2022).

Education and socialization forums for Islamic Education teachers play a crucial role in enhancing their comprehension of their professional responsibilities and facilitating collaboration among educators, supervisors, and other stakeholders (Suseno et al., 2022). These forums serve as valuable platforms for teachers to exchange experiences, gain insights, and stay informed about recent advancements in the field of Islamic education (Gearan and Fox, 2020). By fostering an environment where teachers can engage in meaningful discussions and share best practices, these forums contribute to a more comprehensive understanding of teaching strategies and administrative requirements. Through active participation in these forums, teachers can better align their practices with current educational standards and methodologies, leading to significant improvements in the overall quality of Islamic education in schools (Van Boxtel, 2017). These forums help build a supportive network among teachers, enabling them to address challenges collectively and benefit from the collective expertise of their peers and mentors. This collaborative approach enhances individual teaching practices and promotes a culture of continuous professional development (Nelson and Piatak, 2021). As a result, the initiatives facilitated through these forums can lead to more effective teaching, improved administrative skills, and a stronger commitment to delivering high-quality Islamic education. By prioritizing and expanding these forums, educational institutions can create a more

dynamic and responsive educational environment that better supports the professional growth of Islamic Education teachers and contributes to the advancement of Islamic education standards.

3.3 Development of Islamic Education Supervisors

The development of Islamic Education supervisors is a pivotal aspect in improving the quality of Islamic education. This study highlights how structured coaching and professional development programs for supervisors can address challenges in supervisory practices while contributing to the broader international discourse on teacher supervision and Islamic education (Franken 2018). Supervisors in Agam Regency have benefited from programs designed to strengthen their technical competencies, enhance interpersonal skills, and improve communication abilities. These initiatives focus not only on equipping supervisors with the necessary tools to evaluate and guide teachers effectively but also on fostering an environment of mutual respect and collaboration between supervisors and teachers. This approach reflects global trends in teacher supervision, which increasingly emphasize the importance of relational and participatory methods in promoting professional growth (Aşlamacı and Kaymakcan, 2017).

The findings from this study contribute significantly to the international debate on teacher supervision by showcasing how Islamic Education supervision practices can balance tradition and modernity (Finn et al., 2018). In many Islamic educational contexts, supervision is deeply rooted in hierarchical and authoritative models. However, this research demonstrates that introducing a democratic and inclusive supervision approach can be more effective in addressing contemporary educational challenges. For instance, supervisors in Agam Regency have adopted clinical supervision methods that prioritize teacher involvement and active participation, aligning with global best practices that promote teacher autonomy and reflective practices. This shift toward participatory supervision underscores the potential for Islamic Education systems to adapt to modern pedagogical trends while remaining grounded in their unique cultural and religious values.

Another significant contribution of this study is its emphasis on integrating supervision with continuous professional development. By implementing structured coaching programs, supervisors in Agam are better prepared to mentor teachers in both instructional and administrative capacities. These programs include practical training in lesson planning, classroom management, and the use of innovative teaching strategies. This aligns with international findings that stress the importance of providing supervisors with ongoing professional learning opportunities to ensure they remain responsive to the evolving needs of teachers and students (Martin et al., 2022). Additionally, the study highlights the role of supervision in addressing administrative challenges, such as the provision of guideline books for teachers to streamline instructional planning. This dual focus on pedagogical and administrative support is a model that can be adapted in other contexts to improve the overall effectiveness of teacher supervision globally (Crafoord and Fagerdahl 2017).

The research also contributes to the international conversation about how to address systemic issues, such as the shortage of supervisors. In Agam Regency, the integration of Islamic Education Teacher Work Groups (KKG) with clinical supervision has proven to be a practical solution. These groups allow teachers to collaborate and share best practices while receiving targeted guidance from supervisors. This model addresses the supervisor shortage by fostering peer-to-peer learning, which is an increasingly recognized strategy in international educational systems facing similar constraints (Marzuki and Rusmono, 2020). Using collaborative networks such as KKG also aligns with global trends that emphasize community-based professional development to enhance teacher performance and improve educational outcomes (Baker et al., 2023).

This study contributes significantly to the global discourse on Islamic education by demonstrating how supervisory practices can bridge the gap between traditional religious education and modern pedagogical requirements (Crafoord and Fagerdahl, 2017). Supervisors in Agam Regency play a vital role in preserving Islamic values within the educational process while simultaneously adopting contemporary teaching methods that meet international standards. This balanced approach

refutes the perception that Islamic education is resistant to modernization, instead presenting it as a dynamic and innovative field (Martin et al., 2022). The findings offer a crucial perspective for Muslim-majority countries seeking to reform their educational systems while staying true to their religious and cultural identity. In summary, the development of Islamic Education supervisors in Agam Regency provides valuable insights with both local relevance and global implications. The focus on participatory supervision, ongoing professional development, and collaborative networks enhances the quality of Islamic education in the region while addressing broader challenges in teacher supervision. By showcasing how Islamic education systems can evolve to meet contemporary demands without compromising their unique identity, this study serves as a useful reference for policymakers and education practitioners around the world (Bernal-Munera 2023).

4. CONCLUSION

This research offers comprehensive insights into the implementation of clinical supervision by Islamic Religious Education (IRE) supervisors in primary schools in Agam District. It highlights essential aspects, including the stages, methods, and strategies employed by supervisors to enhance teacher performance and professional growth. A significant finding is the substantial impact of clinical supervision in improving teacher competency, fostering adherence to established guidelines, and supporting continuous professional development. The study also underscores the critical role of clinical supervision in elevating the quality of Islamic education, linking supervision practices to better educational outcomes for students. However, one of the prominent challenges identified is the inadequate training and preparation of supervisors, which hampers the overall effectiveness of the supervision process. Addressing this gap is vital for ensuring that supervisors can provide meaningful and impactful support to teachers. Based on these findings, the study recommends targeted improvements in supervisor training programs, emphasizing the need for systematic and continuous professional development tailored to the evolving demands of the educational landscape. Additionally, the research encourages the refinement of clinical supervision practices, suggesting more structured approaches to ensure that teachers receive consistent and constructive feedback. It also advocates for the integration of modern educational strategies with traditional Islamic values to create a more dynamic and responsive framework for teacher supervision and support. The study contributes valuable recommendations for policymakers, educators, and supervisors seeking to improve the quality of Islamic Religious Education and professionalize teacher supervision practices. Future research could build on these findings by exploring the long-term effects of clinical supervision on teacher performance and its adaptability to various educational contexts. Investigating its scalability and application in different regions could further enrich the discourse on effective teacher supervision. Overall, this research provides a deeper understanding of the potential of clinical supervision to empower teachers, enhance the quality of Islamic education, and ultimately improve educational outcomes for students in primary schools.

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