

Clinical Supervision to Overcome Teachers Experiencing Demotivation

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ABSTRACT

Teacher demotivation is a common challenge in many educational institutions. Increasing administrative burdens, demands for technology, curriculum changes, and a lack of professional support have led some teachers to experience decreased teaching enthusiasm, boredom, and reduced creativity in learning. These conditions have the potential to impact the quality of the teaching and learning process and the achievement of educational goals. This study aims to analyze the conditions of teacher demotivation, the implementation of clinical supervision, and the role of clinical supervision in addressing teacher demotivation. The study used a qualitative approach with a case study type. Data were obtained through observation, interviews, and documentation involving the principal, vice principal for curriculum, and teachers who were the targets of clinical supervision. Data analysis was carried out through data reduction, data presentation, and drawing conclusions. The results showed that teacher demotivation was characterized by decreased teaching enthusiasm, the emergence of boredom, and reduced creativity in learning. Clinical supervision was implemented through initial meetings, classroom observations, feedback discussions, and follow-up with a collaborative and humanistic approach. The implementation of clinical supervision has been proven to help teachers identify problems, increase self-confidence, obtain constructive feedback, and revitalize work motivation. The implications of this research indicate that clinical supervision can be an effective coaching strategy in supporting teachers' psychological well-being, improving professionalism, and maintaining the quality of learning sustainably in the school environment.

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1. INTRODUCTION

Teachers are the primary factor in determining the quality of learning in schools. Various educational management theories explain that highly motivated teachers are more creative, productive, and able to create an effective learning environment (Azizah & Ayu, 2025; Indrawan, 2025; Kadir, 2025). Motivation is a driving force for teachers to carry out their duties optimally, develop competencies, and adapt to changes in educational policies (Putri & Haifaturrahmah, 2025; Rudiansyah et al., 2024). However, conditions in the field demonstrate a gap between theory and reality. Many teachers still experience demotivation due to high administrative burdens, increasingly complex work demands, a lack of recognition for performance, and minimal professional support from schools.

Several studies also show that demotivated teachers tend to exhibit decreased enthusiasm for teaching, less active self-development, and experience burnout. However, theoretically, a supportive work environment and ongoing development should be able to maintain teacher motivation (Jaya, 2025). This situation raises questions about how schools can help demotivated teachers regain their enthusiasm and commitment to their duties. Therefore, a coaching strategy is needed that is not only evaluative but also provides mentoring that can help teachers rediscover their motivation and professionalism, one of which is through clinical supervision.

The phenomenon of teacher demotivation is currently an increasingly common problem at various levels of education. Continuous changes in the curriculum, demands for technology in learning, and increasing administrative tasks leave some teachers feeling overwhelmed (Rosyada et al., 2024; Yahya & Martha, 2025). Furthermore, not all schools have a mentoring system capable of helping teachers face these challenges. In daily practice, we still find teachers who teach merely to fulfill their obligations, lack enthusiasm for developing learning materials, rarely attend training, and even exhibit a passive attitude during the learning process (Adzimah et al., 2024; Aprilia et al., 2022). This condition is not always caused by a lack of teacher skills, but is often influenced by psychological factors, the work environment, relationships with school leaders, and a lack of appreciation for their work.

From an Islamic perspective, every individual is encouraged to remain optimistic and not give up when facing various challenges in work and life. Allah SWT says in Surah Az-Zumar, verse 53, which means, *"O My servants who have transgressed (by wrongdoing) their own selves, do not despair of Allah's mercy. Indeed, Allah forgives all sins."* This verse conveys the message that every problem has a solution and every individual needs to continuously strive to improve themselves (Kirana & Sulidar, 2024). In the educational context, teachers experiencing demotivation require support and coaching to return to optimal performance. One form of such coaching is clinical supervision, conducted by the principal through mentoring, evaluation, and constructive feedback. Thus, clinical supervision can be a means of re-motivating teachers, thereby improving the quality of teaching and professionalism.

On the other hand, supervision conducted in schools is often perceived as merely an assessment activity, creating fear and discomfort among teachers (Diannita, 2022; Mujahidin et al., 2025). As a result, the goal of supervision as a development tool has not been fully achieved. Based on these conditions, a more humanistic, collaborative, and problem-solving-oriented approach to supervision is needed, so that teachers feel supported, not judged. Clinical supervision is a relevant alternative to address this need.

Various previous studies have discussed clinical supervision and teacher work motivation from various perspectives. This indicates that clinical supervision is considered an important approach to improving teacher quality and the learning process. Sastradiharja (2022) found that clinical supervision had a positive influence on teacher motivation and performance. The study Suherman (2023) also shows that clinical supervision can improve the quality of learning because teachers receive constructive feedback. However, most research still focuses on improving teacher competence, performance, or professionalism in general. Studies specifically examining how clinical supervision is used to address teacher demotivation are still relatively limited, primarily using qualitative approaches that explore teachers' direct experiences. Therefore, this study aims to fill this research gap by focusing on the role of clinical supervision in helping teachers experiencing demotivation through a qualitative approach. This

research offers a novel approach in viewing clinical supervision not only as a tool for improving teacher competency but also as a strategy for addressing psychological and professional challenges experienced by teachers, particularly demotivation. While supervision is often understood as merely observing and evaluating learning, the clinical supervision process possesses dialogic, reflective, and collaborative characteristics that have the potential to revitalize teacher motivation. Clinical supervision provides an opportunity for teachers to express their difficulties, receive appropriate feedback, and receive professional support from the principal or supervisor.

Through this process, teachers not only improve their teaching practices but also gain renewed confidence and enthusiasm in carrying out their duties. This research also uses a qualitative approach, allowing for a more in-depth description of teachers' experiences of dealing with demotivation and the process of change that occurs after participating in clinical supervision. This approach allows researchers to understand meanings, perceptions, and experiences that cannot be measured solely through statistics. The novelty of this research lies in its focus: clinical supervision as a solution to teacher demotivation, and its efforts to understand this process through the real-life experiences of teachers in the field.

Based on the various problems outlined, this study aims to examine the role of clinical supervision in addressing teacher demotivation. A thorough understanding of the clinical supervision process is necessary for schools to implement appropriate coaching strategies tailored to teacher needs. The focus of this study is formulated in the following research question: What are the conditions of demotivation experienced by teachers in schools? This question is important to answer because teacher motivation is closely related to the quality of learning and the achievement of educational goals. The tentative argument in this study is that clinical supervision conducted collaboratively, openly, and continuously can help teachers identify problems they face, find appropriate solutions, and rebuild their self-confidence and work motivation. Therefore, this study is expected to provide a clearer picture of the effectiveness of clinical supervision as a coaching strategy for teachers experiencing demotivation in the school environment.

2. METHODS

This research was conducted at Fazza Islamic Junior High School in Situbondo as the primary research location. This school was chosen based on the phenomenon of teachers experiencing decreased motivation in carrying out their teaching duties, thus requiring attention and guidance from the school administration. In qualitative research, the location was chosen not because of the large number of respondents, but because it was able to provide in-depth information consistent with the focus of the study. The unit of analysis in this study was the clinical supervision process carried out by the school to address demotivated teachers. The focus of the research looked not only at the administrative implementation of supervision but also at how this mentoring process helped teachers rediscover their passion for teaching and improve their professionalism. This study sought to understand the experiences, perspectives, and interactions between the principal, teachers, and related parties in implementing clinical supervision.

This research used a qualitative approach with a case study approach. This qualitative approach was chosen because this research aimed to understand in-depth the phenomena occurring in the school environment, specifically related to teacher demotivation and efforts to address it through clinical supervision. Sources of information for this study were obtained from several informants who were considered to understand and were directly involved in implementing clinical supervision in the school. The key informants consisted of the principal, the vice principal for curriculum, and the teachers who were the targets of clinical supervision. The principal was selected because of his or her crucial role in planning, directing, and evaluating the implementation of supervision at the school. The vice principal for curriculum was selected because of his or her involvement in managing academic activities and his or her understanding of learning conditions and teacher performance.

Meanwhile, the teachers were selected because they directly experienced the clinical supervision process and could provide information on the impact of supervision on their work motivation.

Data collection in this study was conducted through observation, interviews, and documentation. Observations were used to directly observe school conditions, learning activities, and the implementation of clinical supervision. Interviews were conducted with the principal, the vice principal for curriculum, and the teachers to gather information about the causes of demotivation, the implementation of clinical supervision, and its impact on teacher motivation. Documentation was used to supplement the data through various documents such as supervision programs, activity schedules, supervision reports, and other documentation. The collected data were then analyzed using an interactive analysis model that includes data reduction, data presentation, and conclusion drawing. In the process, researchers used content analysis to understand information from interviews and documents, discourse analysis to see patterns of informants' understanding of clinical supervision, and interpretation analysis to interpret the experiences and views of informants.

3. FINDINGS AND DISCUSSION

Teacher Demotivation at Fazza Islamic Middle School Situbondo

In this study, teacher demotivation is understood as a condition where teachers experience a decline in enthusiasm, passion, and drive in carrying out their teaching duties. Demotivation is not always evident in the form of rejection of work, but rather in a decreased passion for preparing lessons, reduced creativity while teaching, and low participation in self-development activities. The research found that teacher demotivation arises from various factors, both stemming from workload and the work environment. Nevertheless, the teachers continue to strive to carry out their duties and responsibilities as educators in accordance with applicable school regulations.

Based on interviews, the Principal of Fazza Islamic Middle School, Situbondo, explained that some teachers exhibited decreased work enthusiasm due to the numerous tasks they must complete simultaneously. He stated, "Sometimes teachers feel tired because in addition to teaching, they also have to complete various school administration tasks. This situation makes some teachers appear less enthusiastic than usual." A similar sentiment was echoed by another teacher, who said, "I continue to carry out my teaching duties, but there are times when I feel bored because of the large amount of work. As a result, I am not able to maximize my efforts in preparing more engaging lessons." From the interviews, the researchers observed that the demotivation experienced by teachers was largely influenced by work pressure, which led to physical and mental exhaustion. This condition indirectly impacted teachers' enthusiasm for developing more creative and innovative learning.

The researchers' observations also revealed several signs of demotivation in some teachers. During school activities, some teachers were more focused on completing administrative tasks than discussing learning development. On several occasions, the researchers also found that the teaching methods used tended to be consistent over time and lacked significant variation. Furthermore, some teachers' participation in professional development activities was still limited. However, this was not the case for all teachers, as some remained active and demonstrated high enthusiasm for their duties. Based on these observations, the researchers concluded that the demotivation was not due to a lack of teacher ability, but rather to boredom and high work pressure.

Based on the interviews and observations, it was understood that teacher demotivation at SMP Islam Fazza Situbondo was characterized by decreased work enthusiasm, reduced creativity in teaching, and a feeling of boredom due to the numerous work demands. Even though teachers continue to carry out their duties, their enthusiasm and passion aren't always optimal. In other words, the demotivation experienced by teachers is more related to the working conditions they face than a lack of commitment to the profession.

Teacher demotivation tends to arise when the workload increases and is not balanced with adequate support. The more tasks to be completed, the greater the likelihood of teachers experiencing burnout and decreased motivation. Conversely, teachers who receive support, good communication,

and opportunities to express their difficulties are more likely to maintain their work enthusiasm. These findings indicate that teacher motivation is significantly influenced by the work environment and the type of guidance provided by the school. Therefore, efforts are needed to help teachers overcome these conditions to maintain enthusiasm and the quality of learning.

Implementing Clinical Supervision to Address Teacher Demotivation

Clinical supervision is implemented as one of the school's efforts to foster and support teachers experiencing decreased work motivation. Documentation data, including supervision programs, supervision schedules, learning observation sheets, supervision notes, and follow-up reports, demonstrates that clinical supervision serves not only as an assessment activity but also as a means of ongoing development. The documentation demonstrates that supervision is implemented through several stages: an initial meeting to identify problems faced by teachers, classroom observations, discussions of observation results, and the development of follow-up actions to improve learning. The available documentation also indicates that the school strives to create a more open supervision environment so that teachers can communicate their challenges without feeling pressured. This approach demonstrates that clinical supervision is aimed at helping teachers find solutions to problems encountered in the learning process.

Current Supervision Stage	Activity Types	Supporting Documents
Initial Meeting	Identifying teacher problems and needs	Supervision program, supervision schedule
Classroom Observation	Observing the learning process	Learning observation sheets
Feedback Discussion	Communicating observation results and joint reflection	Supervision results notes
Follow-up	Preparing improvements and mentoring teachers	Follow-up reports

Initial meetings are used to understand teachers' conditions, classroom observations are conducted to obtain a concrete picture of the learning process, and feedback discussions serve as a means to provide constructive feedback. Furthermore, follow-up is carried out to ensure that supervision results are not merely evaluated but can be translated into tangible improvements. The availability of complete documentation demonstrates that clinical supervision has been systematically designed and is part of the school's teacher development program.

Clinical supervision is implemented with an approach that emphasizes mentoring rather than assessment. The available documentation demonstrates the school's efforts to understand teachers' needs before providing input or recommendations for improvement. This is evident in the problem identification and joint reflection stages outlined in the supervision report. In other words, clinical supervision is not conducted to find fault with teachers, but to help them find solutions to the difficulties they face in learning. These findings also demonstrate that the school strives to build a more open relationship between supervisors and teachers so that the coaching process can be more effective. Simply put, clinical supervision is used as a means to support teachers in regaining their confidence and motivation in carrying out their duties as educators.

Clinical supervision is implemented in a phased, planned, and sustainable manner. All documents demonstrate a link between problem identification, learning observations, feedback, and follow-up improvements. This pattern demonstrates that the school focuses not only on the final results of supervision but also pays attention to the mentoring process experienced by teachers. Furthermore, the documents show that each supervisory finding is always followed by recommendations and corrective measures tailored to the teacher's needs. Therefore, clinical supervision at SMP Islam Fazza Situbondo tends to be implemented using a collaborative coaching

model oriented toward teacher development. This pattern indicates that the success of supervision is determined not only by observation activities but also by consistent communication, reflection, and follow-up to help teachers overcome their demotivation.

Factors Supporting and Inhibiting the Success of Clinical Supervision

The success of clinical supervision is influenced by a number of factors that both support and hinder its implementation. This data was obtained from the school's supervision program, activity schedule, supervision reports, evaluation meeting minutes, and teacher coaching follow-up documents. These documents demonstrate that the school has endeavored to implement clinical supervision in a planned and sustainable manner. The principal acts not only as an assessor but also as a mentor, helping teachers find solutions to the challenges they face. Furthermore, the existence of a well-structured supervision schedule and follow-up reports demonstrates that these activities are conducted systematically. However, several documents also note obstacles in implementation, such as conflicting school schedules, time constraints, and teachers' demanding workloads. These conditions contribute to the effectiveness of clinical supervision in schools.

Table 2. Supporting and Inhibiting Factors for the Success of Clinical Supervision Based on Documentation Results

Findings	Category
The clinical supervision program is developed periodically every semester.	Supporters
A clear and planned supervision schedule is available.	Supporters
Supervision results reports and follow-up coaching are available.	Supporters
The principal regularly monitors learning.	Supporters
Evaluation meetings are held to discuss teacher progress.	Supporters
Some supervision schedules are delayed due to school activities.	Obstacles
Teachers have additional duties besides teaching.	Obstacles
Time constraints in implementing supervision.	Obstacles
Intensive mentoring cannot be provided to all teachers.	Obstacles
The school's busy schedule impacts supervision implementation.	Category

Based on the table, it appears that supporting factors are primarily related to program planning and the school's commitment to implementing supervision. Meanwhile, inhibiting factors are largely related to technical aspects of implementation that arise during daily school activities.

The success of clinical supervision is greatly influenced by support from the school, particularly the principal, as the primary supervisor. Available documentation indicates that the school has a robust supervision system in place, from planning to follow-up. This demonstrates the school's commitment to helping teachers improve their work quality and teaching motivation. On the other hand, several obstacles identified in the documentation indicate that supervision implementation does not always go according to plan. Time constraints and the sheer number of school activities often require adjustments to the supervision schedule. In other words, the data demonstrates that clinical supervision does indeed receive strong support from the school, but its effectiveness is still influenced by the conditions and dynamics of ongoing activities. Therefore, the success of supervision is determined not only by a sound program but also by the school's ability to manage the various obstacles that arise during its implementation.

When schools have a clear program, a regular schedule, and consistent follow-up, supervision tends to be more effective and beneficial for teachers. Conversely, when schedules conflict with other activities or teachers have a heavy workload, the supervision process is less than optimal. Interestingly, most of the obstacles identified stemmed not from a lack of support for supervision, but rather from technical issues and time constraints. This indicates that schools and teachers generally have a positive attitude toward clinical supervision. Therefore, the pattern emerging from these findings leads to the conclusion that successful clinical supervision will be more easily achieved if

existing supporting factors are continuously strengthened and any technical obstacles that arise are managed effectively through more effective coordination and planning.

Discussion

The results of this study indicate that teacher demotivation is characterized by a decline in teaching enthusiasm, feelings of boredom, and reduced creativity in the learning process. These findings align with research conducted by Desiyanti (2022), which explains that high workloads, administrative pressure, and a lack of support in the workplace can lead to decreased teacher motivation. This condition was also found in this study, where some teachers felt burdened by tasks outside of teaching activities. These findings indicate that teacher motivation is influenced not only by individual abilities but also by the work environment they face every day. The implication of this finding is that the quality of learning can decline if demotivation is allowed to persist for an extended period. In other words, teacher motivation plays a crucial role in maintaining the quality of the teaching and learning process. The higher the teacher's motivation, the greater the opportunity for active and meaningful learning for students.

Further findings indicate that clinical supervision is one of the efforts schools undertake to support teachers experiencing demotivation. The results of this study indicate that supervision is not only carried out as an assessment activity but also as a process of mentoring and coaching. These findings align with research by Firmansyah (2024), which explains that clinical supervision helps teachers identify learning problems and collaboratively find solutions. Implementing clinical supervision has a positive impact, increasing teacher confidence and reinvigorating enthusiasm for improving teaching. This occurs because clinical supervision provides a space for teachers to discuss, express difficulties, and receive constructive feedback. When teachers feel heard and supported, they tend to be more open to making changes and improving their performance.

The research also shows that the success of clinical supervision is supported by several factors, such as support from the principal, good communication between supervisors and teachers, and post-supervision follow-up. These findings align with research by Asyifah (2024), which states that a positive relationship between supervisors and teachers is one of the keys to successful clinical supervision. In this study, the principal's support was evident through ongoing mentoring and opportunities for teachers to share the challenges they face. The implication of this is the creation of a more comfortable and open work environment. Teachers no longer view supervision as a daunting activity but rather as a means for learning and development. This indicates that the function of clinical supervision is not only related to improving teaching competence but also plays a role in building teacher motivation and confidence.

On the other hand, this study found several factors that hinder the implementation of clinical supervision, such as time constraints, busy school schedules, and the large number of additional tasks teachers must complete. This finding is also echoed in Zarlis's (2024) research, which states that time constraints are often a major obstacle to implementing supervision in schools. This obstacle arises because schools must run various programs simultaneously, limiting the time available for intensive supervision. As a result, the ongoing mentoring process cannot always be implemented as planned. This situation can reduce the effectiveness of clinical supervision because teachers do not have sufficient opportunities for reflection and continued mentoring. Therefore, better time management and planning are needed to ensure optimal clinical supervision.

Overall, the results of this study indicate that clinical supervision plays a crucial role in addressing teacher demotivation. These findings support previous research explaining that clinical supervision not only serves to improve teachers' professional competence but also helps strengthen their work motivation. Clinical supervision can foster better communication, increase self-confidence, and help teachers find solutions to problems they face. However, if it's not implemented consistently, it can have less-than-optimal consequences, such as reduced coaching effectiveness and slowing down the desired changes.

4. CONCLUSION

This study demonstrates that clinical supervision plays a crucial role in helping address teacher demotivation. The study's key findings demonstrate that teacher demotivation is characterized by a decline in teaching enthusiasm, boredom, and reduced creativity in the learning process. These conditions are influenced by various factors, such as administrative burdens, additional tasks, and busy school activities. Through clinical supervision, teachers have the opportunity to express their difficulties, receive constructive feedback, and receive mentoring tailored to their needs. An important lesson from this study is that teachers not only require performance evaluation but also ongoing support, communication, and coaching to maintain their motivation and work enthusiasm. Therefore, clinical supervision can be an effective strategy for revitalizing teacher motivation.

This study contributes to scientific knowledge by broadening the understanding of clinical supervision, particularly in the context of addressing teacher demotivation. Clinical supervision has been primarily studied as an effort to improve teacher competence and professionalism. However, this study demonstrates that clinical supervision also has a broader function, namely as a mentoring tool that can help teachers overcome work motivation issues. From a methodological perspective, the use of a qualitative approach with a case study provides a more in-depth overview of the experiences of teachers, principals, and vice principals in implementing clinical supervision. This research also enriches the study of educational supervision by presenting a case study, thus providing a reference for other schools facing similar issues related to teacher motivation and professional development.

However, this study still has several limitations. The study was conducted in only one school, so the results obtained may not reflect the conditions of all schools, each with its own distinct characteristics. Furthermore, the study focused solely on clinical supervision in relation to teacher demotivation, thus failing to examine other factors that may influence teacher work motivation more broadly. The use of qualitative methods also emphasizes a deeper understanding of the phenomenon at hand rather than generalizing the results. Therefore, it is recommended that future research involve more schools, at different educational levels, and employ a mixed-methods approach to obtain a more comprehensive picture of the effectiveness of clinical supervision in improving teacher motivation and performance. Thus, the findings can further enrich studies in the field of educational supervision.

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