

Reflective and Collaborative Classroom Observation Management in Enhancing Teacher Professional Performance: A Descriptive Qualitative Study at SMAN 3 Banyuasin III

Listriasydy¹

¹Universitas PGRI Palembang, Indonesia

*Corresponding author: listriasydy@gmail.com

Abstrak

Penelitian ini menganalisis penerapan manajemen observasi kelas sebagai strategi untuk meningkatkan kinerja guru di SMAN 3 Banyuasin III. Dengan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan analisis dokumen. Hasil menunjukkan bahwa observasi kelas yang sistematis, transparan, dan kolaboratif melalui tahapan perencanaan, pelaksanaan, dan tindak lanjut mampu memperkuat kompetensi pedagogik, tanggung jawab profesional, dan efektivitas pembelajaran. Tahap perencanaan yang jelas mengurangi kecemasan guru dan meningkatkan kesiapan mengajar, sementara tahap pelaksanaan yang dialogis memberikan umpan balik konstruktif. Tindak lanjut melalui refleksi, diskusi kelompok, dan pelatihan internal memperkuat pengembangan profesional serta budaya kolaboratif. Kepala sekolah berperan penting sebagai pemimpin pembelajaran untuk memastikan supervisi berjalan reflektif, partisipatif, dan berkelanjutan. Penelitian ini menegaskan bahwa manajemen observasi kelas bukan sekadar alat evaluasi administratif, tetapi instrumen pengembangan yang meningkatkan motivasi, kepercayaan diri, dan inovasi guru, serta memberikan kontribusi praktis dan teoritis bagi penguatan supervisi akademik yang humanis dan berorientasi mutu pendidikan.

Kata kunci: Observasi kelas, Kinerja guru, Supervisi akademik, Pengembangan profesional, Pembelajaran kolaboratif.

Abstract

This study examines the implementation of classroom observation management as a strategy to enhance teacher performance at SMAN 3 Banyuasin III. Using a descriptive qualitative approach, data were collected through classroom observations, semi-structured interviews, and document analysis. Findings indicate that systematic, transparent, and collaborative classroom observations conducted in planning, implementation, and follow-up stages strengthen pedagogical competence, professional responsibility, and teaching effectiveness. Clear planning reduces teacher anxiety and improves lesson readiness, while dialogic implementation provides constructive feedback. Follow-up through reflective meetings, group discussions, and internal training fosters professional development and a collaborative culture. School principals play a key role in ensuring reflective, participatory, and sustainable supervision. The study concludes that effective classroom observation management serves not only as an administrative evaluation tool but also as a professional development instrument, enhancing teacher motivation, confidence, and instructional innovation, contributing both theoretically and practically to humanistic, collaborative, and quality-focused academic supervision.

Keywords: Classroom observation, Teacher performance, Educational supervision, Professional development, Collaborative learning

1. INTRODUCTION

Teachers are the main component who directly contributes to the success of education in schools. The quality of education does not only depend on the curriculum and learning facilities but also on the teacher's ability to design and implement effective and meaningful learning. Therefore, improving teacher competency is a vital priority in the development of human resources in the field of education. One approach to support this is through the

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implementation of academic supervision, where class observation functions as the main instrument for monitoring and developing teacher performance (Sahertian, 2021).

In practice, class observation activities are often misinterpreted as an evaluation process that pressures teachers, rather than a means of professional development. However, if conducted in a focused and collaborative manner, class observation can become a medium for reflection and self-development for teachers to improve the teaching and learning process. Therefore, class observation management must be implemented with the principles of openness, two-way communication, and continuous development between the principal and the teachers.

Recent scholarship increasingly frames classroom observation as a structured professional learning mechanism rather than a compliance-based supervisory routine. Studies conducted over the past few years demonstrate that supervision models emphasizing dialogue, coaching, and formative feedback are more effective in improving instructional practices than traditional evaluative approaches (Glickman et al., 2022; Sullivan & Glanz, 2020). When observation is positioned as part of a developmental cycle, teachers tend to respond more positively and demonstrate measurable growth in pedagogical competence (Darling-Hammond et al., 2021).

Instructional leadership research also highlights the importance of principals' capacity to provide actionable and specific feedback following classroom visits (Zepeda, 2021). Feedback that is clear, evidence-based, and collaboratively discussed has been associated with higher levels of teacher reflection and instructional refinement (Knight, 2022). Furthermore, schools that institutionalize structured pre-observation and post-observation conferences report stronger professional dialogue among teachers and administrators (Kraft & Gilmour, 2021).

Another important dimension concerns trust and relational climate. Trust between principals and teachers significantly shapes how supervision is perceived and enacted in practice (Bryk & Schneider, 2020). In environments where trust is well established, classroom observation is more likely to be interpreted as supportive rather than judgmental (Tschannen-Moran, 2021). Conversely, when supervision lacks transparency and collaborative communication, teachers may resist feedback or perceive it as administrative control (Birioukov, 2022).

Recent perspectives on collaborative professionalism further suggest that sustainable instructional improvement depends on shared responsibility and reflective practice (Hargreaves & O'Connor, 2020). Within this framework, classroom observation becomes a catalyst for collective learning rather than an isolated managerial task. Additionally, contemporary leadership studies emphasize that effective principals integrate supervision into broader school improvement strategies aligned with long-term professional development goals (Leithwood et al., 2020).

These recent findings strengthen the argument that classroom observation management should be designed as a systematic, participatory, and development-oriented process. By situating supervision within a culture of trust and collaboration, schools can transform observation activities into meaningful opportunities for improving teacher performance and instructional quality

In the modern education era, teachers are faced with the challenge of adapting to technological developments and the increasingly diverse needs of students. The school principal as an instructional leader is required to create a culture of supervision that supports innovation and collaboration within the school environment (Mulyasa, 2022). Academic supervision carried out with a participatory approach will be more effective in boosting teachers' work enthusiasm and professionalism.

The novelty of this research lies in the emphasis on class observation management as a reflective and collaborative developmental activity aimed at improving teacher professionalism. Systematic implementation of class observation is expected not only to produce evaluation reports but also to encourage the creation of an improved quality of the learning process. Based on this background, this study focuses on the main question: How can the implementation of class observation management improve teacher performance at SMAN 3 Banyuasin III?

2. METHOD

This study uses a descriptive qualitative approach, with the aim of obtaining an in-depth understanding of the class observation management process in improving teacher performance at SMAN 3 Banyuasin III. This approach was chosen because it can describe phenomena contextually and naturally according to field conditions without variable manipulation.

1. Location and Research Subjects

The research was conducted at SMAN 3 Banyuasin III, South Sumatra, which is known to be active in the routine implementation of academic supervision. The research subjects included the school principal as the supervision executor, the deputy principal for academic affairs, and several teachers who participated in the class observation. Informant selection was carried out using *purposive sampling*, which is based on their role and direct involvement in the implementation of class observation activities.

2. Type and Data Sources

The research data consists of primary and secondary data. Primary data was obtained from in-depth interviews with the school principal and teachers, along with direct observation of the supervision implementation. Meanwhile, secondary data was obtained through analysis of school documents such as observation result reports, follow-up plans, and supervision administrative archives.

3. Data Collection Techniques

Data collection was carried out through the following techniques: a) Direct observation, to obtain a real picture of the class observation management practices. b) Semi-structured interviews, used to explore the perceptions and experiences of teachers and the principal regarding the effectiveness of academic supervision. c) Documentation study, aimed at examining relevant documents such as supervision result records and teacher development plans.

4. Research Instruments

The main instrument of this research was the researcher himself as the data collector, supported by interview guidelines, observation sheets, and field notes. The interview guidelines were compiled based on the academic supervision theory by Sahertian (2021), while the observation sheets were adapted to the educational management standards applicable in the school.

5. Data Analysis Techniques

Data analysis followed the interactive model of Miles and Huberman (2019) which includes three stages:

- a. Data reduction, which is selecting data relevant to the research focus.
- b. Data presentation, carried out in the form of a narrative description to facilitate interpretation.
- c. Conclusion drawing and verification, which is the process of testing findings with theory and field facts.

6. Data Validity Test

Data validity was maintained through the technique of source and method triangulation, which is comparing the results of interviews, observations, and supporting documents. In addition, a *member check* process was carried out to ensure that the researcher's interpretation aligned with the perception of the informants (Sugiyono, 2022).

By using this approach, the research is expected to provide a comprehensive overview of the practice of class observation management at SMAN 3 Banyuasin III and its contribution to the improvement of teacher professionalism and performance.

3. RESULT AND DISCUSSION

Result

This research answers the main question, namely how the application of class observation management can improve teacher performance at SMAN 3 Banyuasin III. Based on the results of observation, interviews, and documentation, it was found that class observation management is implemented through three main stages: planning, implementation, and follow-up, which are integrated into the effort to improve teacher professionalism.

1. Planning Stage

The planning stage is carried out by establishing a clear schedule, observation indicators, and evaluation instruments. The principal plays an active role in designing observation instruments that focus on four main aspects: learning planning, teaching skills, teacher-student interaction, and learning outcome assessment. Teachers are given initial socialization so that they understand the purpose and benefits of the observation. This step is in line with the findings of Mulyasa (2022) and Sahertian (2021) that transparency and open communication are key factors for the success of academic supervision. Research by Lestari & Sari (2021) and Fauzan (2020) also supports that supervision based on participatory planning can increase teacher confidence. Similar results were found by Nasution (2022) and

Hapsari (2023) which showed that teacher involvement in observation planning increased their pedagogical readiness.

2. Implementation Stage

The implementation of observation at SMAN 3 Banyuasin III is carried out openly by the principal together with the deputy principal for academic affairs. Observation focuses on learning strategies, media use, and active student participation. The results of the observation are systematically recorded to be used as material for reflection. This approach supports the research results of Susanto (2020), Kurniawan (2021), and Rahayu (2022) which emphasize the importance of collaboration in academic supervision to create a reflective culture in schools. Furthermore, the findings of this study are in line with the results of studies by Putra (2022), Utami (2021), and Rahmadani (2023) who stated that open and dialogic supervision is able to strengthen teacher motivation in implementing innovative learning methods. Wijaya & Fitri (2020) also affirm that a constructive observation approach directly influences the improvement of teacher discipline and professional responsibility.

3. Follow-up Stage

The follow-up stage is carried out through reflective meetings between the principal and the teachers. Teachers are given the opportunity to convey obstacles and receive suggestions for self-development. The reflection results are then used as a basis for follow-up programs such as internal training, group discussions, and peer coaching. This approach is consistent with the views of Purwanto (2023), Yuliana (2022), and Rukmana (2021) who affirm that post-observation reflection is a crucial element in improving teachers' pedagogical ability. Research by Handayani & Sitorus (2021) shows that reflective supervision contributes to the increase in teaching creativity and learning innovation. The results of this study are also reinforced by Siregar (2023) who found that principals who actively provide constructive feedback motivate teachers to innovate. In addition, this research affirms the importance of open communication between the principal and the teachers to create a mutually supportive learning atmosphere. Several teachers admit that the reflective observation approach makes them more courageous to try new methods in learning.

Discussion

Overall, the results of this study support the theory of professional development-based academic supervision, where class observation is not merely an assessment tool, but a reflective means oriented towards improving teacher competence. The implementation of observation that is transparent, participatory, and collaborative is proven to create a harmonious work environment and foster a culture of continuous learning in the school.

However, not all previous research results are in line with these findings. For example, Harahap (2019) found that academic supervision often does not have a significant impact because teachers view it as a form of administrative control. Wibowo (2020) also showed that the lack of principal readiness in providing feedback hinders the effectiveness of observation. Meanwhile, Ningsih (2021) highlighted that teacher resistance to criticism can reduce the success of reflective supervision.

This research provides a new contribution that the effectiveness of class observation management greatly depends on the leadership factor of the principal, a culture of open communication, and the sustainability of the reflection process. These findings enrich the literature on academic supervision and provide a practical basis for schools in developing more collaborative and quality-oriented teacher development programs.

4. CONCLUSION

This research concludes that class observation management has a very important and strategic role in improving teacher performance at SMAN 3 Banyuasin III. The results show that the class observation management process, implemented through three main stages, namely planning, implementation, and follow-up, contributes significantly to the improvement of teacher professionalism, motivation, and quality of learning.

In the planning stage, the principal's involvement in designing a clear schedule, instruments, and observation indicators proved to create a sense of fairness and readiness among teachers. The implementation stage is carried out openly, collaboratively, and based on reflective dialogue, so that teachers feel valued as learning partners, not just objects of assessment. Meanwhile, the follow-up stage through joint reflection activities, internal training, and group discussions proved effective in strengthening pedagogical competence and fostering a culture of continuous learning in the school.

These findings affirm that professionally and communicatively managed class observation can increase teacher confidence, encourage them to innovate, and improve learning strategies according to student needs.

The practical implication of these research results is that the principal needs to position himself as an instructional leader who not only monitors but also guides and supports teachers' professional development through continuous reflective supervision. In addition, it is important for the school to build an observation system that is scheduled, documented, and oriented towards quality improvement, not just administrative formality. The results of this study also strengthen the view that open communication between the principal and the teachers is the key to creating a school climate conducive to collaboration and learning innovation.

The recommendation for future research is to broaden the focus of study to various educational levels and include other variables such as transformational leadership, work motivation, and organizational culture, in order to obtain a more comprehensive understanding of the factors that influence the effectiveness of class observation management. Thus, this research provides theoretical and practical contributions in strengthening the concept of academic supervision that is humanistic, collaborative, and oriented towards continuous teacher professional development and quality improvement in education.

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