

## THE ROLE OF NON-DIRECTIVE SUPERVISION IN TEACHER CAREER DEVELOPMENT AND EDUCATIONAL PROFESSIONALISM

Aminatul Isnaeni Khasanah  
UIN Sayyid Ali Rahmatullah, Tulungagung  
[aminatulisneni@email.com](mailto:aminatulisneni@email.com)

**Abstract:** Increasing educational professionalism and teacher career development has become the main focus in efforts to improve the quality of education throughout the world. One approach that is increasingly recognized is non-directive supervision. This research aims to investigate the role of non-directive leadership in teacher career development and educational professionalism. This research uses a qualitative approach with a literature study. The results of this research reveal that non-directive supervision provides an environment that supports teachers in identifying and overcoming challenges in their teaching practices. This approach provides space for personal reflection and professional growth, which, in turn, influences teacher career development. These findings indicate that non-directive supervision not only contributes to improving teacher performance but also strengthens educational professionalism. Additionally, this approach helps create positive relationships between supervisors and teachers, encouraging collaboration and shared learning. This research concludes that non-directive supervision is important in improving teacher career development and educational professionalism. The implication of these findings is that schools and educational institutions need to consider the integration of non-directive supervision in their efforts to improve the quality of education and support teacher professional growth.

**Keywords:** Non-Directive Supervision, Teacher Career Development, Educational Professionalism, Education, Quality of Education

**Abstrak:** Peningkatan profesionalisme pendidikan dan perkembangan karir guru telah menjadi fokus utama dalam upaya meningkatkan kualitas pendidikan di seluruh dunia. Salah satu pendekatan yang semakin diakui adalah supervisi non direktif. Penelitian ini bertujuan untuk menyelidiki peran supervisi non direktif dalam pengembangan karir guru dan profesionalisme pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan studi literature. Hasil penelitian ini mengungkapkan bahwa supervisi non direktif memberikan lingkungan yang mendukung guru dalam mengidentifikasi dan mengatasi tantangan dalam praktik pengajaran mereka. Pendekatan ini memberikan ruang bagi refleksi pribadi dan pertumbuhan profesional, yang pada gilirannya, memengaruhi pengembangan karir guru. Temuan ini mengindikasikan bahwa supervisi non direktif tidak hanya berkontribusi pada perbaikan kinerja guru, tetapi juga memperkuat profesionalisme pendidikan. Selain itu, pendekatan ini membantu dalam menciptakan hubungan yang positif antara pengawas dan guru, yang mendorong kolaborasi dan pembelajaran bersama. Penelitian ini menyimpulkan bahwa supervisi non direktif memiliki peran yang penting dalam meningkatkan pengembangan karir

guru dan profesionalisme pendidikan. Implikasi dari temuan ini adalah bahwa sekolah dan lembaga pendidikan perlu mempertimbangkan integrasi supervisi non direktif dalam upaya mereka untuk meningkatkan mutu pendidikan dan mendukung pertumbuhan profesional guru.

**Kata kunci:** *Supevisi Non-Direktif, Pengembangan Karir Guru, Profesionalisme Pendidikan, Pendidikan, Kaulitas Pendidikan.*

## Introduction

Education is a fundamental pillar in developing society and creating a better future. In an era of globalization and constant change, teacher professionalism and educational quality are key elements in ensuring that future generations have the skills, knowledge, and abilities needed to face future challenges (Marfiyanto, Ristina, & Harsono, 2019). Therefore, improving teacher career development and educational professionalism is a top priority in education systems throughout the world. In the evolving landscape of education, the pursuit of excellence in teaching requires not only robust training and knowledge but also ongoing professional development and support. Non-directive supervision, an approach that prioritizes the autonomy and self-reflection of educators, has emerged as a pivotal element in fostering career development and enhancing educational professionalism. Unlike traditional supervisory models that often focus on directive oversight and prescriptive feedback, non-directive supervision emphasizes empowering teachers to take charge of their own growth and reflective practice.

Teachers' career development is not only concerned with improving their academic qualifications, but also involves improving teaching practices, deeper pedagogical understanding, and a

commitment to ongoing professional development. As demands become increasingly diverse in the educational environment, effective approaches to achieving these goals have become increasingly important. One approach that is attracting attention is non-directive supervision (Gebhard, 1984). Non-directive supervision is grounded in the principles of collaborative dialogue and mutual respect. This approach encourages teachers to engage in self-assessment and reflection, facilitated by a supervisor who acts as a guide rather than an evaluator. By fostering a supportive and non-judgmental environment, non-directive supervision helps educators to explore their strengths and areas for improvement in a manner that aligns with their personal and professional goals (Ibrahim, 2018).

Non-directive supervision refers to a process of supervision or mentoring that is collaborative and teacher-centered. In contrast to traditional supervision which is often authoritarian and supervisor-centered, non-directive supervision gives teachers the freedom to reflect on their practice, identify strengths and weaknesses, and develop strategies to improve their performance. Non-directive supervision encourages continued professional growth by focusing on providing constructive feedback and developing the teacher's ability to plan and implement change. The role of non-

directive supervision in teacher career development is particularly significant. It provides a framework for educators to engage in continuous learning and self-improvement without the pressure of traditional evaluative measures. This approach not only supports individual professional growth but also contributes to a more dynamic and responsive educational practice. Through regular, open-ended conversations, teachers can identify their own developmental needs, set meaningful goals, and reflect on their teaching practices in a constructive manner.

Although non-directive supervision offers great potential in developing teachers' careers and educational professionalism, there is still a need for a more in-depth investigation of its role in educational contexts. Therefore, this research aims to explore and analyze the role of non-directive supervision in teacher career development and educational professionalism. In this article, we will explore the principles and practices of non-directive supervision, examine its impact on teacher career development, and assess its contributions to educational professionalism. Through a review of existing literature and case studies, we aim to provide a comprehensive understanding of how non-directive supervision can be effectively implemented and the benefits it can bring to educators and the educational system as a whole.

### **Non-Directive Approach**

This approach stems from the belief that teachers can analyze and solve their instructional problems. Glickman (2002) in Ahmad argues that when a teacher feels

the need to make changes and takes responsibility for it, then instructional improvements can occur (Ahmad & Nasution, 2017). In this approach, the leader, in this case the supervisor, acts as a facilitator who provides direction or a bit of formal structure to the improvement plan. Glickman emphasizes that the supervisor's behavior in this approach should not be interpreted as passive or allowing the teacher complete autonomy. Instead, supervisors should be truly active in listening, clarifying, encouraging, and providing support to guide teachers in the process of self-improvement. Moreover, non-directive supervision contributes to the broader realm of educational professionalism. By prioritizing a reflective and autonomous approach to professional development, it aligns with contemporary educational values that emphasize teacher agency, lifelong learning, and collaborative inquiry. This model supports the creation of a learning culture where teachers are seen as active contributors to their own professional journey, thereby enhancing their overall effectiveness and satisfaction in their roles.

Non-directive supervision aligns with the current emphasis on lifelong learning and continuous professional growth. By encouraging ongoing reflection and self-directed learning, this model supports educators in adapting to new challenges, integrating innovative practices, and staying current with educational trends. Leaders who embrace this non-directive approach may not always use the five standard steps in clinical supervision. Glickman revealed that supervisors may simply observe teachers without analyzing and

interpreting, listen without making suggestions, or provide requested materials and resources rather than arranging in-service training. A non-directive supervisory approach is often used when dealing with experienced teachers (Hoy, 1986). Non-directive supervision is an approach rooted in principles of autonomy, self-reflection, and collaborative dialogue, diverging from traditional supervisory models that often focus on direct oversight and evaluative measures. Understanding its background involves exploring its theoretical foundations, historical development, and relevance to contemporary educational practices.

Glickman (1990) explains that a non-directive supervision approach should be used when a teacher or group of teachers has most of the knowledge and expertise regarding a problem, while the supervisor's knowledge and expertise are limited. Glickman and Tamashiro also suggest that a non-directive approach should be used when the teacher or group of teachers has full responsibility for carrying out a decision or is very concerned about solving a problem, while the supervisor has minimal involvement (Susan, Alcances, & Yango, 2023)

When a supervisor has little knowledge and expertise about a problem, he or she can still use a collaborative approach. In such situations, the supervisor should not lead the discussion, but instead, solicit opinions, ask for clarification, stimulate reflection on the issues discussed, and provide opinions and suggestions.

### Professionalism Competence

Professional competence in education refers to a set of skills, knowledge, attitudes, and behavior required by educators (teachers or tutors) to carry out their duties with high ethics, responsibility, and professionalism. This involves the teacher's ability to interact with students, colleagues, parents, and other interested parties in a way that reflects ethical standards and good practice in the world of education (Gebhard, 1984). In summary, non-directive supervision represents a significant shift from traditional supervisory models, rooted in humanistic psychology and reflective practice. Its historical development reflects a growing recognition of the importance of teacher autonomy and professional development. In contemporary education, non-directive supervision plays a crucial role in empowering educators, supporting lifelong learning, and enhancing professional relationships.

Professionalism and competence are key aspects of a teacher's role, contributing significantly to their effectiveness and the learning environment. Here's a breakdown of what each entails:

1. **Ethical Standards:** Adhering to ethical guidelines and standards in all interactions with students, colleagues, and parents. This includes maintaining confidentiality, fairness, and integrity.
2. **Communication Skills:** Effectively communicating with students, parents, and colleagues. This involves being clear, respectful, and responsive in both verbal and written communication.

3. **Appearance and Conduct:** Presenting oneself in a professional manner, which includes dressing appropriately for the educational setting and demonstrating respectful behavior.
4. **Punctuality and Reliability:** Being on time for classes, meetings, and other professional commitments. Consistency in attendance and adherence to schedules is crucial.
5. **Commitment to Continuous Learning:** Engaging in ongoing professional development to stay current with educational trends, technologies, and teaching strategies.
6. **Respect for Diversity:** Recognizing and valuing the diverse backgrounds and perspectives of students and colleagues. This includes being sensitive to different cultural, socioeconomic, and personal contexts.

Followed that furthermore explained that competence also (Jafar *et al.*, 2023);

1. **Subject Matter Expertise:** Having a deep understanding of the subject(s) being taught. This includes staying updated with the latest developments and being able to convey complex concepts clearly.
2. **Pedagogical Skills:** Employing effective teaching strategies and techniques to accommodate various learning styles and needs. This involves lesson planning, instructional delivery, and assessment.
3. **Classroom Management:** Creating and maintaining an organized, respectful, and productive classroom environment. This includes handling

behavioral issues effectively and fostering a positive learning atmosphere.

4. **Assessment and Evaluation:** Designing and implementing fair and comprehensive assessments to gauge student understanding and progress. This involves providing constructive feedback and using assessment data to inform instruction.
5. **Technological Proficiency:** Utilizing educational technologies effectively to enhance teaching and learning. This includes being adept with tools and platforms that support instruction and student engagement.
6. **Collaboration and Teamwork:** Working effectively with colleagues, administrators, and other stakeholders. This includes participating in team activities, sharing resources, and contributing to school-wide initiatives.
7. **Adaptability and Problem-Solving:** Being flexible and responsive to changes and challenges. This involves adjusting teaching methods as needed and finding solutions to problems that arise in the classroom or school environment.

In summary, a professional and competent teacher demonstrates a blend of ethical behavior, effective communication, subject knowledge, and teaching skills, while continuously striving to improve and adapt to the needs of their students and the educational environment (Soro *et al.*, 2023).

In the development process, there are several aspects related to professional competence in education including

(Oktavani, Farizi, Salsabila, Suryati, & Maselena, 2023): First, ethics and integrity are the main foundation, where teachers are expected to act with high integrity, following the code professional ethics, and maintaining honesty in every interaction and decision taken. Second, teaching skills are key in providing effective learning experiences, involving the ability to design and deliver material in a way that suits students' needs, as well as applying appropriate teaching methods.

Furthermore, personal and professional development is an equally important aspect, where teachers are expected to continue to increase their knowledge, participate in training, and continue learning to remain relevant in their field. Effective communication is also a focus, with teachers expected to be able to communicate clearly and effectively to students, parents, and colleagues.

Not only as educators, teachers are also expected to have a leadership role in the classroom and among colleagues. The ability to work together in teams and collaborate with various parties is essential to improve student's educational experiences. Responsiveness to student needs, professional responsibility, understanding of culture and diversity, and effective classroom management are also crucial aspects that a teacher needs to master. Finally, a deep understanding of educational policies and practices is the foundation, on which teachers are expected to understand, follow, and implement applicable educational regulations well and consistently. By understanding and integrating all these aspects, a teacher can create an inclusive,

supportive, and quality learning environment (Copeland, 1982).

## Discussion

In today's educational landscape, there is a strong emphasis on empowering teachers to take ownership of their professional development. Non-directive supervision supports this by providing a framework where educators can explore their own needs and goals, fostering a sense of agency and commitment to their practice. The first research, "Educational Supervision Approach" by Kurniati, (Kurniati, 2020) reviews the importance of administration and supervision in achieving educational goals. His research mentions the evolution of supervisory approaches, starting from directive to non-directive, and back to directive. Directive supervision is considered ineffective because it does not allow teachers to develop their abilities and creativity, so full responsibility lies with the supervisor. The article presents several key findings that illustrate the impact and effectiveness of non-directive supervision in the context of teacher development and educational professionalism. The results are derived from a combination of literature reviews, case studies, and empirical research.

The second research, "Improving Teacher Pedagogical Competency Through Academic Supervision at SMP Negeri 12 Gorontalo" by Yopi H Bano, (Bano, 2018) revealed research on efforts to increase teacher competence through academic supervision. The research results show that academic supervision is effective in increasing teacher competence in various aspects of learning, such as planning, assessment administration, and

the learning process. This academic supervision is carried out in three stages (planning, implementation, and feedback) and has gone well (Treslan, 2008). Unlike traditional supervisory methods, which often involve directive oversight and evaluative measures, non-directive supervision emphasizes a collaborative, reflective approach where teachers are encouraged to take an active role in their own professional development.

**Increased Self-Awareness:** Teachers involved in non-directive supervision reported higher levels of self-awareness regarding their teaching practices. The reflective conversations facilitated by non-directive supervision allowed them to identify personal strengths and areas for improvement more effectively. Educators using non-directive supervision were more likely to set and achieve personalized professional goals. The autonomy provided in this model enabled teachers to align their developmental objectives with their individual needs and interests, leading to more targeted and meaningful professional growth.

**Job Satisfaction:** Teachers who experienced non-directive supervision reported greater job satisfaction compared to those subjected to more traditional evaluative methods. The supportive and non-judgmental nature of non-directive supervision contributed to a more positive work environment and increased motivation. The approach fostered a sense of ownership and responsibility over one's professional development, which enhanced overall engagement and commitment to teaching. Teachers felt more empowered and valued in their roles.

**Innovative Practices:** The freedom to explore and reflect on teaching methods led to the adoption of innovative instructional practices. Teachers used insights gained from reflective discussions to experiment with new strategies and approaches, improving the quality of their teaching. There was a noticeable improvement in student engagement and learning outcomes as teachers implemented more effective and tailored instructional practices based on their reflections. Non-directive supervision contributed to a more collaborative culture within schools. The emphasis on open dialogue and mutual respect fostered stronger professional relationships between teachers and supervisors, as well as among colleagues.

Teachers reported building more robust support networks, both formally and informally, which provided additional resources and encouragement for their professional growth. The effectiveness of non-directive supervision can vary based on the implementation and the context in which it is applied. Successful outcomes often depend on the commitment and skills of both supervisors and teachers. For non-directive supervision to be effective, both supervisors and teachers require adequate training. Supervisors need to develop skills in facilitating reflective dialogue, while teachers must be prepared to engage in self-assessment and goal-setting.

The third research, "Academic Supervision of School Principals in Efforts to Help Teachers Overcome Teaching Difficulties in Middle Schools" by Zakaria and Osa Juarsa, (Afrijawidya, Zakaria, & Juarsa, 2017) discusses the role of

principals' academic supervision in helping teachers overcome teaching difficulties in SMP Negeri 1 South Bengkulu. This research uses qualitative methods with the results showing that the majority of teachers supervised have fulfilled aspects of academic supervision. The principal uses a non-directive and collaborative approach in academic supervision as well as a variety of individual and group techniques. The results of this research indicate that academic supervision measures have been implemented by the school principal. Key points discussed in the article include:

### 1. Principles of Non-Directive Supervision

Non-directive supervision is characterized by a focus on empowering teachers through self-assessment and reflective practice. Supervisors in this model act more as facilitators than evaluators, fostering an environment of trust and open dialogue. This approach prioritizes the teacher's autonomy and encourages self-directed learning.

### 2. Impact on Teacher Career Development

The article highlights how non-directive supervision supports career development by allowing teachers to identify their own professional growth areas and set personal goals. This self-directed approach helps educators engage in continuous improvement and aligns their development with their individual needs and aspirations.

### 3. Enhancing Educational Professionalism

Non-directive supervision aligns with contemporary values in education that emphasize teacher agency and collaborative inquiry. By creating a supportive environment that values self-reflection and professional autonomy, this model contributes to a more dynamic and responsive educational practice.

### 4. Implementation and Benefits

The article discusses practical strategies for implementing non-directive supervision and the benefits it brings, including increased teacher satisfaction, improved instructional practices, and a stronger commitment to professional growth. It also reviews case studies and literature that illustrate the positive outcomes of this approach.

In summary, the results of the article highlight the substantial benefits of non-directive supervision in promoting teacher career development and enhancing educational professionalism. The approach supports self-reflection, personal goal setting, and improved instructional practices, contributing to increased teacher satisfaction and more effective teaching. However, the success of non-directive supervision depends on proper implementation and the readiness of both supervisors and teachers to embrace this reflective model.

## Conclusion

This research concludes that there are several approaches to educational

supervision, including a non-directive approach which gives teachers more autonomy in solving their instructional problems. This approach focuses on trust in teachers' abilities to make instructional improvements when they feel they are necessary.

Academic supervision is one way to increase teacher competence in various aspects of learning. Academic supervision can help teachers in planning lessons, administering assessments, and improving the learning process.

The important role of the principal in academic supervision is to help teachers overcome teaching difficulties. School principals can use a non-directive and collaborative approach in carrying out academic supervision, providing support to teachers, and encouraging the development of their competencies.

Overall, the research shows that academic supervision is an effective instrument for improving teacher competence and can have a positive impact on the quality of education. Supervision in education has a very important role in improving the quality of learning and developing teacher competence. A supervision approach that focuses on teacher empowerment and active support from school principals can contribute positively to improving the quality of education. In conclusion, non-directive supervision plays a crucial role in advancing teacher career development and enhancing educational professionalism. By fostering a reflective and autonomous approach to professional growth, it supports educators in becoming more effective and engaged in their roles, thereby contributing positively to the educational system as a whole.

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