



Collaborative Supervision: Increasing Teachers' Creativity in the Implementation of Multicultural-based Independent Curriculum

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Abstract

The study aims to describe the success of the collaborative supervision between the head of the madrasah and the teachers at five private madrasah tsanawiyah in Gresik. This research, a qualitative case study design, involved the head of the madrasah and the teachers of five private madrasah tsanawiyah. Instruments used include interviews, observations, and documentation. Data analysis techniques used are data condensation, data presentation, conclusion drawing, and verification. The research findings demonstrate the significant positive impact of collaborative supervision on teachers' creativity and professionalism and its direct correlation with students' improved learning quality and learning outcomes. Collaborative supervision has been successful in enhancing the creativity of teachers in the implementation of a multicultural-based independent curriculum. The implications of the findings provide a strong basis for educational institutions to consider implementing more effective collaborative supervision strategies in the context of a multicultural-based independent curriculum. The importance of considering cultural and multicultural contexts is also highlighted in designing educational supervision programmes and strengthening the inclusive learning environment.

Keywords: Collaborative supervision, independent curriculum, multicultural, teachers' creativity

1. Introduction

In today's era of freedom of learning, the task of teachers is crucial. A teacher does not only implement the curriculum but also acts as a facilitator to develop students'

interests and talents (Oyata et al., 2018). In carrying out the role, of course, a teacher needs extra energy and creativity to arouse the learning spirit of his/her pupils (Anwar, 2018). In fact, a teacher often gets bored when he teaches and when he does his duty. This boredom arises because the same activity is done over a long period of time (Tanjung & Namora, 2022). A teacher must be able to overcome boredom at once. If it is not overcome, it can interfere with his or her teaching performance (Anwar et al., 2023).

The change of curriculum is often tricky for teachers. Curriculum 2013, the previous one, had not been well known yet, but it was replaced by another curriculum. Some teachers felt they had fallen off the stairs. They need more time to learn, to train, and to apply a certain curriculum before it changes. It requires effort and patience so that its application conforms to the expectations of the graduate user (Sukenti & Tambak, 2019; Tambak et al., 2021). On the other hand, the head of the madrasah is also required to innovate the curriculum development so that it can improve students' learning performance through learning supervision (Suratman, 2021).

Currently, the Indonesian government govern the implementation of the Merdeka curriculum or independent curriculum. For some madrasahs, they choose a multicultural-based independent curriculum. It is a curriculum that accommodates social, cultural, religious, and political diversity in the learning process (Adla et al., 2020; Bahri, 2019; Futaqi, 2022; Izzah, 2020; Limbong et al., 2022). This curriculum is also in line with the government's vision to bring about a great, independent and competitive 2045 gold generation.

Implementing a multicultural-based Independent curriculum requires a professional, competent, and creative teacher. A teacher must be able to design, implement, and evaluate diverse, flexible and creative learning according to the characteristics and needs of different students. A teacher should also be able to emphasize some pivotal issues, such as appreciating diversity, developing critical thinking skills, fostering tolerance and empathy, building democratic citizenship, and involving students in teaching and learning (Hasanuddin et al., 2022).

One of the ways to enhance the creativity of teachers in implementing a multicultural-based independent curriculum is by conducting collaborative supervision (Apani, 2021). Collaborative supervision is a process of guidance and support carried out jointly by the head of the madrasah and the teachers to improve the quality of learning (Ditjen Vokasi, 2021). Collaborative supervision consists of five phases: planning, implementation, outcomes, feedback, and impact (Sergiovanni & Starratt, 1993; Jaya, 2020).

However, in practice, collaborative supervision still faces several obstacles (Pamungkas, 2023), including lack of time, resources, and adequate facilities to carry out collaborative surveillance; lack of skills and knowledge of the head of the madrasah and teachers on collaborative supervision; lack of awareness and commitment of the head of madrasah and teachers to conduct collaborative supervision; cultural, social and psychological barriers that

affect the process of collaborative monitoring; and lack of a sustained system of evaluation and development for collaborative supervision (Sukardi, 2014).

Some previous studies have been done related to the current research. Solehudin, (2020) investigated the influence of collegial supervision and collaborative partnership on the improvement of the professional competence of teachers at SDN 1 Sidaraja. Jokomarsono (2019) investigated the influence of collaborative supervision involving the cooperation between the principal and the teachers in improving the performance of teachers in teaching and learning. Winiharti et al. (2022) researched the impact of collaboration supervision that involves the cooperation between the head of the madrasah, supervisor and teachers on the improvement of the professional competence of the teachers at SD Negeri 10 Lumban in Samosir. Noor (2018) and Jamila (2020) focused on collaborative academic supervision involving cooperation between supervisors, the head of the madrasah and teachers for the supervision.

From the above previous studies, it can be reviewed that not many studies focus on the textual and contextual aspects of the independent curriculum. Therefore, the researchers were very interested in studying "Collaborative Supervision: Increasing Teacher's Creativity in the implementation of the multicultural-based independent curriculum". The researchers wanted to study collaborative supervision textually and contextually, particularly its role in enhancing the creativity and professionalism of teachers, as well as its impact on the quality of learning and students' learning outcomes.

2. Literature Review

Collaborative supervision is a process of mentoring the teacher by the head of the madrasah or other supervisors that requires cooperation, partnership and openness between the two parties (Guðjónsdóttir et al., 2017). The purpose of collaborative supervision is to improve the professional skills of teachers in organizing and implementing efficient and quality learning (Fauzi, 2020).

According to Sergiovanni & Starratt (1993), there are several collaborative supervision steps, namely planning, implementation, outcome, feedback, and impact. *The planning* step consists of (a) Establishing directions, targets and measures of success of collaborative supervision; (b) Forming a team consisting of the head of the madrasah or supervisor and experienced and skilled teachers (Huda, 2020); (c) Studying the needs and abilities of teachers and adapting to the multicultural-based independent curriculum; (d) Supervision Planning includes the necessary schedules, methods, techniques, tools and resources (Jasmani & Mustofa, 2013), (e) Coordinating and communicating to obtain approval and support.

The implementation step consists of (a) Conducting collaborative supervision as planned and advancing the principles of collaboration, collegiality, partnership, openness and flexibility, (b) observing, discussing, presenting, solving problems, and negotiating with supervised teachers, in order to help them improve the quality of teaching, creativity, and

professionalism (Syarifudin, 2023), (c) Motivating mentor teachers to use learning models that are consistent with the multicultural-based independent curriculum, (d) Providing constructive, objective, and data-based feedback to supervising teachers in order to appreciate success and advise on improvement (Sugi, 2020).

The outcome step consists of (a) Collecting and studying data obtained from collaborative supervision, both numerical and verbal data, to identify learning outcomes, quality of teaching and professional expertise of teachers being supervised (Amin, 2020), (b) Presenting cooperative supervisory results in written and oral form, which includes descriptions of processes, findings, conclusions and suggestions (c) Socializing the results of collaborative supervision to all stakeholders, including supervising teachers, head of the class, supervisors, and other interested parties, to obtain input, assessment, and follow-up (Fauzi, 2020).

The feedback step consists of (a) Reflecting together with the collaborative supervision team and the supervision teacher to assess the advantages and disadvantages of collaborative supervision that has been implemented, as well as to identify the obstacles and challenges faced (Nurhayati, 2019), (b) Using the results of reflection as material to improve future collaborative supervision plans, as well as to enhance the capabilities and performance of collaborative and mentored supervisory teams, (c) Building efficient and sustained cooperative and communication relationships between collaborative supervision teams and supervised teachers, to provide mutual assistance, encouragement and ideas (Suprpto, 2023).

The impact step consists of (a) Improving the professional skills of teachers in using learning models that are consistent with the multicultural-based independent curriculum, thereby enhancing student participation, collaboration and learning achievements, as well as developing a tolerant, appreciative and appreciative attitude to diversity, (b) Increasing the creativity of teachers in designing, implementing and evaluating learning that can be tailored to the needs, interests and talents of students, as well as with the multicultural-based independent curriculum, (c) Improving teacher professionalism in carrying out their duties and responsibilities, so as to improve the quality of education, and building a positive image of madrasah as an educational institution based on religious moderation (Sulistyorini, 2021). Here is a diagram of collaborative supervision steps summarized from various sources.

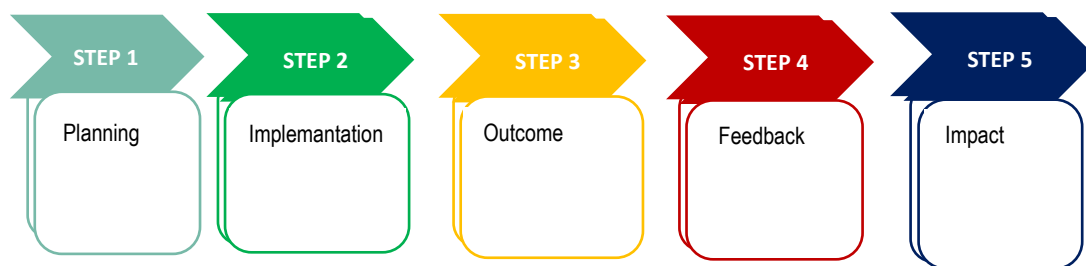


Figure 1: Collaborative supervision steps

Some factors affecting the success of collaborative supervision are (a) the level of participation and contribution of teachers in collaborative supervision, (b) the degree of confidence and openness between supervisors and teachers on collaborative supervision, (c) the level of understanding and application of the concept of a multicultural-based independent curriculum by teachers; (d) degree of innovation and creativity in the design, implementation and evaluation of learning; (e) the rate of teachers' satisfaction and motivation towards collaborative surveillance; (f) students' achievements and skills in learning, (g) students' awareness and tolerance of cultural diversity. Here is a diagram of the factors that influence the success of collaborative supervision summarized from various sources.



Figure 2: Factors that influence the success of collaborative supervision

Some evaluations of the impact of collaborative supervision on improving teachers' creativity and learning quality in a multicultural-based independent curriculum are (a) the level of satisfaction and involvement of teachers and students in the process of collective supervision, (b) the teacher's level of competence in material mastery, creativity development, and the application of multiculturally-based independent curriculum (Doe, 2004), (c) the quality of learning resulting from collaborative supervision, such as achieving competence, academic achievement, and student character development; (d) the degree of

cooperation, communication, and tolerance between teachers, supervisors, and students in a multi-cultural context (Glickman et al., 2007).

Here is a diagram of the evaluation of the impact of collaborative supervision on improving teachers' creativity and learning quality in the multicultural-based independent learning curriculum, summarized from various sources.

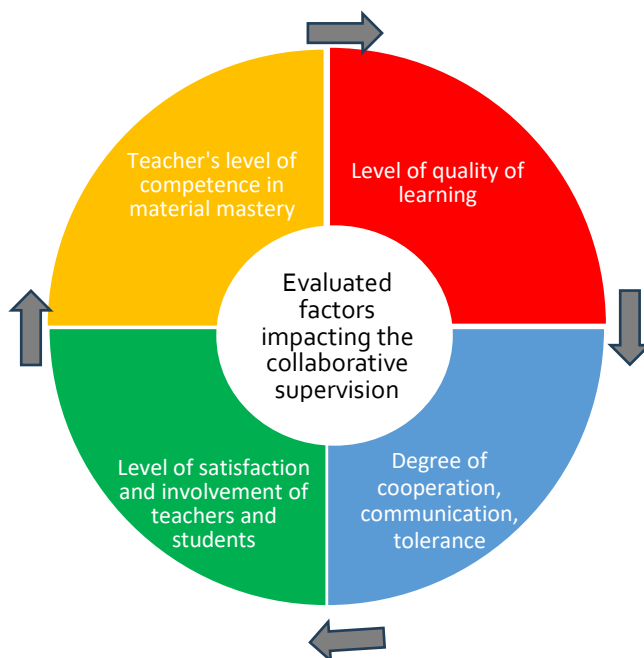


Figure 3: Evaluation of the impact of collaborative supervision

3. Research Methodology

The current study implemented a case study qualitative research design. The researchers chose the case study design to understand holistically and contextually the collaborative supervision carried out at five private madrasah tsanawiyah in Gresik. The participants in this study were the head of the madrasah tsanawiyah and teachers who were involved in the collaborative supervision of the five private madrasah tsanawiyah in Gresik. Those five madrasah tsanawiyah are 1) MTs Kanjeng Sepuh Sidayu, 2) MTs Al Muniroh Ujungpangkah, 3) MTs Nurul Huda Sidayo, 4) MTs YKUI Maskumambang, and 5) MTs Assa'adah 1 Bungah. The participants were selected using purposive sampling, which is a technique of sample selection based on specific considerations for the purpose of the study. The criteria used to select the participants are (a) The head of madrasah and teachers who have carried out collaborative supervision for at least one semester; (b) The head of madrasah and teachers who were willing to participate in the research and provided the necessary information; (c) The head of madrasah of and teachers with high creative abilities in implementing a multicultural-based independent curriculum. The total number of participants in this study was 10 educators.

The instruments used in this study were interviews, observations, and documentation. The interview guide contains questions that are relevant to the purpose of the research (Arikunto, 2010), about the processes, factors, and impact of collaborative supervision. The interviews were conducted face-to-face with the participants, the head of the madrasah and the teachers. The interviews were recorded using a voice recorder and then transcribed for analysis. Observations were carried out using prepared observation sheets. The observation sheets contained the observed aspects of activities, interactions and outcomes of collaborative supervision (Herdiansyah, 2017). Documentation was carried out by gathering documents relevant to research, i.e. on collaborative supervision and multicultural-based independent curriculum. Documents gathered include a collaborative supervision work plan, a report of the results of collaborative supervision, a lesson plan of the implementation of an independent curriculum, a portfolio of student learning outcomes, and an evaluation and reflection of learning. The documents were obtained from the participants, the head of the madrasah and the teachers, as well as from other reliable sources. The documents were stored and classified for analysis. The data analysis technique used in this study is qualitative data analysis, which was developed by Miles et al. (2014).

4. Results

4.1. The Process of Collaborative Supervision

The collaborative supervision process carried out by the head of madrasah tsanawiyah and teachers at five private madrasah tsanawiah in Gresik in improving the creativity of the teachers in the implementation of a multicultural-based independent curriculum is as follows.

4.1.1. Step of Supervision Plan

The planning step of collaborative supervision in madrasah tsanawiyah is through several considerations, among others as follows.

At MTs Kanjeng Sepuh Sidayu, the head of the madrasah and teachers prepare a collaborative supervision program (i.e. needs, potential, and challenges). The planning program also contains goals, targets, indicators, strategies, schedules, and evaluations.

At MTs Al Muniroh Ujungpangkah, the head of the madrasah and the teachers elaborate a supervisory program in collaboration, considering the vision, mission, and purpose of the madrasah, as well as the challenges and opportunities they have. The collaborative supervision programme covers objectives, targets, indicators, strategies, timetables and evaluations.

At MTs, Nurul Huda Sidayu, the head of the madrasah and the teachers developed a collaborative supervision program by considering the results of the analysis of needs, potential and problems faced by teachers in the application of a multicultural-based independent curriculum. The collaborative supervision programme covers objectives, targets, indicators, strategies, timetables and evaluations.

At MTs YKUI Maskumambang Gresik, the head of the madrasah and the teachers collaboratively compile supervisory programmes taking into account the vision, mission and purpose of the madrasah, as well as national education policies and standards. The collaborative supervision programme covers objectives, targets, indicators, strategies, timetables and evaluations.

At MTs Assa'adah 1 Bungah, the head of the madrasah and the teachers compile a collaborative supervision program considering the principles of participatory, democratic, collaborative, constructive and professional supervision of education. The collaborative supervision programme covers objectives, targets, indicators, strategies, timetables and evaluations.

4.1.2. Step of Supervision Implementation

The implementation step of collaborative supervision in madrasah tsanawiyah is through several stages, among others, as follows.

At MTs Kanjeng Sepuh Sidayu, collaborative supervision was implemented by using clinical techniques with some stages: 1) establishing supervision objectives, 2) enhancing teachers' creativity in the implementation of multicultural-based independent curriculum and preparing the students for the competition (Indonesian Science Competence), 3) determining teachers who will be guided, such as teachers of Mathematics, sains, physics, biology, social sciences, citizenship, English, Arabic, and Indonesian, 4) developing a supervisory plan, that includes: timetables, methods, instruments and criteria for the evaluation of supervisors. The methods used were observations, interviews and discussions. The instruments used were the observation sheets, interview guidelines, and discussion sheets. The criteria for supervisory evaluation include planning, implementation, evaluation and development of the teaching profession. 5) conducting class visits: observing learning processes, recording important things, giving feedback, interviewing teachers, and discussing supervision results, 6) preparing a supervisory report containing: observations, interviews, discussions, analyses, conclusions and suggestions for improvements.

At MTs Al Muniroh Ujungpangkah, the head of the madrasah and the teachers performed collaborative supervision using counselling techniques, which involved counselling and psychological support. It was implemented by the head of the madrasah, and the teachers conducted a deep talk, trying to understand and appreciate any thoughts, opinions and problems faced by teachers in the implementation of a multicultural-based independent curriculum. The head of the madrasah and the teachers also motivated each other and shared inspiration and encouragement to enhance the creativity of teachers.

At MTs Nurul Huda Sidayu, the head of the madrasah and the teachers performed collaborative supervision by using demonstration techniques, i.e. supervision techniques that involved giving examples of role models or simulations between the head of the madrasah and the teachers. Its implementation was carried out by demonstrating, observing, and imitating creative, innovative, and effective ways of implementing a

multicultural-based independent curriculum. The head of the madrasah gave feedback, corrections, and compliments to enhance the teacher's creativity.

At MTs YKUI Maskumambang Gresik, collaborative supervision was implemented by using observation techniques, which are supervisory techniques that involve observation, recording, and assessment of the teachers. The implementation was done in a way where the head of the madrasah monitored, recorded and evaluated the teachers' performance and the teachers' teaching results in the implementation of a multicultural-based independent curriculum. The head of the madrasah and the teachers discussed dialogue and debated the issues of a multicultural-based independent curriculum. The head of the madrasah also gave suggestions, critics, and advice to enhance the creativity of teachers.

4.1.3. Step of Supervision Outcome

The outcome step of collaborative supervision in madrasah tsanawiyah through several points, among others, is as follows.

At MTs Kanjeng Sepuh Sidayu, the head of the madrasah improved the teachers' understanding and skills in implementing a multicultural-based independent curriculum; the head of madrasah improved cooperation and communication between the head of madrasah and the teachers; the head of madrasah increased the motivation and confidence of the teachers in developing creativity in teaching, and the head of madrasah enhanced the quality of teaching adhering to the characteristics and needs of the students.

At MTs Al Muniroh Ujungpangkah, the head of madrasah increased the confidence and psychological well-being of teachers in the implementation of the multicultural-based independent curriculum; the head of madrasah improved the family relationship and harmony between the head of madrasah and the teachers; the head of madrasah enhanced the teacher's involvement and responsibility in developing teaching creativity, and the head of madrasah improved learning coherence and alignment with the vision, mission and purpose of the madrasah.

At MTs Nurul Huda Sidayu, the head of the madrasah improved the ability and skills of teachers in implementing a multicultural-based independent curriculum; the head of the madrasah enhanced cooperation and coordination between the head of the madrasah and teachers; the head of the madrasah enhanced the creativity and innovation of the teachers in preparing and implementing teaching; and the master increased the variation and interest in learning adhering to the interests and talents of students.

At MTs YKUI Maskumambang Gresik, the head of madrasah improved the accountability and transparency of teachers in the implementation of a multicultural-based independent curriculum; the head of madrasah performed improvements in supervision and evaluation between the head of madrasah and teachers; the head of madrasah increased the standards and quality of teaching and learning adhering to the national educational policies and standards, and the head of madrasah enhanced a complete and accurate learning reports and documentation.

At MTs Assa'adah 1 Bungah, collaborative supervision was implemented by enhancing the skills and knowledge of teachers in the implementation of a multicultural-based independent curriculum; the head of madrasahs enhanced participation and democracy between the head of madrasah and teachers; the head of madrasah improved the ideas and information of the teachers in the preparation and implementation of teaching and learning, and the head of madrasah improved the rationality of teachers in boosting teaching and learning.

4.1.4. Step Supervision Feedback

The feedback step of collaborative supervision in madrasah tsanawiyah is through several concerns as follows.

At MTs Kanjeng Sepuh Sidayu, the head of the madrasah and the teachers felt satisfied and happy with the implementation of collaborative supervision. The head of the madrasah and the teachers also felt that collaborative supervision is an effective way to enhance the creativity of teachers in implementing a multicultural-based independent curriculum.

At MTs Al Muniroh Ujungpangkah, the head of the madrasah and the teachers felt happy and comfortable. The school management could be built by the implementation of collaborative supervision. The head of the madrasah and the teachers also felt that collaborative supervision is a fun way to enhance the creativity of teachers in implementing a multicultural-based independent curriculum.

At MTs, Nurul Huda Sidayu, the head of the madrasah and the teachers felt inspired, stimulated and motivated by the collaborative supervision. the head of the madrasah and the teachers also felt that collaborative supervision is an efficient way to enhance the creativity of teachers in implementing a multicultural-based independent curriculum.

At MTs YKUI Maskumambang Gresik, the head of the madrasah and the teachers felt responsible, honest and disciplined with collaborative supervision. It was an effective way to enhance the creativity of teachers in implementing a multicultural-based independent curriculum.

At MTs Assa'adah 1 Bungah, the head of the madrasah and the teachers also felt that collaborative supervision was a democratic way to enhance the creativity of teachers in implementing a multicultural-based independent curriculum.

4.1.5. Step Supervision Impact

The impact step of collaborative supervision in madrasah tsanawiyah is through several issues as follows.

At MTs Kanjeng Sepuh Sidayu, some of the positive impacts for teachers were: the teachers became more creative, innovative and flexible in organizing and implementing learning; the teachers became more open, critical and reflective in evaluating and enhancing learning; and the teachers became more professional, competent and independent in developing themselves and their careers. Otherwise, the positive impact for students was

that the students became more active, enthusiastic, and participated in learning; the students became more critical, analytical, and creative in solving learning problems and tasks; and the students became increasingly tolerant, appreciating and appreciating cultural, religious, and tribal differences around them.

At MTs Al Muniroh Ujungpangkah, some of the positive impacts for teachers were that the teachers became more confident, courageous, and initiative in preparing and implementing learning; the teachers became more caring, empathic and responsive in embracing and adapting learning to the needs and characteristics of the students; the teachers became more dedicated, loyal and committed in serving and developing the madrasah. At the same time, the positive impact for students was that the students became more motivated, challenged, and interested in learning; the students became more independent, thinking and expressing themselves in developing their potential and talents.

At MTs Nurul Huda Sidayu, some of the positive impacts for teachers were the teachers became more skilled, competent and reliable in preparing and implementing learning; the teachers became more diverse, interesting and enjoyable in presenting and managing learning; the teachers became more advanced, performing and competitive in improving the quality of learning. At the same time, the positive impact for students was the students became happier, enthusiastic and passionate about learning; the students became more talented, creative and innovative in producing learning products and works; the students became more broad-minded, culturally and worthy in appreciating and appreciating the multicultural diversity around them.

At MTs YKUI Maskumambang Greek, some of the positive impacts for teachers were the teachers became more responsible, honest and disciplined in preparing and implementing learning; the teachers became more measured, controlled and evaluated in evaluating and enhancing learning; the teachers became more accurate, standardized and qualified in following and applying national educational policies and standards. For students, the positive impacts were the students being more focused, structured and organized in learning; the students becoming more objective, fair and valid in measuring and knowing learning outcomes; the students becoming more competent, qualified and nationally standardized in mastering and developing a multicultural-based independent curriculum.

At MTs Assa'adah 1 Bungah, some positive impacts on teachers were the teachers became more aware, knowledgeable and informed in preparing and implementing learning; the teachers became more engaged, appreciated and respected in discussions and dialogue with the head of the madrasah and other teachers; the teachers were more argumentative, rational, and critical in completing in learning. The positive impacts for students were that students became more open, thinking and expressing opinions in learning; the students were more appreciative, appreciating and appreciating the difference of ideas, information and experiences around them; and the students became more logical, analytical, and synthetic in solving problems and their learning.

4.2. Factors Affecting the Successful Supervision

The factors that influence the success of collaborative supervision in enhancing the creativity of teachers in the implementation of a multicultural-based independent curriculum at five private Madrasah Tsanawiyah in Gresik are as follows.

At MTs Kanjeng Sepuh Sidayu. The level of participation and contribution from the teachers in collaborative supervision at this madrasah is substantial. They exchanged experiences, educational materials, and instructional approaches that align with the multicultural-focused independent curriculum. The supervisor offered constructive feedback and provided support for the professional growth of the teachers. The teachers exhibited a high degree of confidence and openness towards both their supervisor and their colleagues. They successfully incorporated multicultural values into the learning process, including fostering an appreciation for diversity, enhancing communication abilities, and promoting tolerance. The teachers demonstrated a notable degree of ingenuity and originality in developing, executing, and assessing the learning process. They employed a captivating and diverse assortment of media, methodologies, and techniques to augment the creative aptitude of the students. The teachers experienced a sense of contentment and increased drive as a result of the collaborative supervision that was conducted. The students in this madrasah demonstrated a commendable level of accomplishment and proficiency in their learning. They exhibited a high level of engagement, originality, and self-reliance in their approach to learning. Additionally, they exhibited a notable degree of consciousness and acceptance towards cultural variety. They demonstrated the ability to show respect and value and work together with peers from diverse cultural backgrounds.

At MTs Al Muniroh Ujungpangkah. This madrasah has a high level of participation and contribution of teachers in collaborative supervision. The teachers shared experiences, learning resources and learning strategies that fit the multicultural-based independent curriculum. They had a moderate level of confidence and openness towards their supervisors and fellow teachers. The teacher's level of understanding and application of multicultural curriculum concepts is moderate. They merely integrated multicultural values into learning, but they needed to improve communication skills and tolerance. The teachers had a level of innovation and creativity in designing, implementing and evaluating learning. They used several interesting and varied media, methods and techniques to enhance students' creative abilities, but still required further diversification. The teachers felt quite satisfied and motivated by the collaborative supervision carried out. They felt that collaborative supervision has helped them improve the quality of learning and professional competence, still, they need further support. The students in this madrasah had a moderate level of achievement and learning ability. They were quite active, creative, and self-reliant in learning, but they still required more guidance. They also had a moderate level of awareness and tolerance of cultural diversity. They were fairly respectful, appreciative and collaborative with other students who differed from their cultural backgrounds, but still required further enrichment.

At MTs Nurul Huda Sidayu. This madrasah has a level of participation and contribution of teachers under collaborative supervision. The teachers shared experiences, learning resources and learning strategies that fit the multicultural-based independent curriculum. The teachers had a sufficient level of confidence and openness towards supervisors and fellow teachers. They had a moderate level of understanding and application of the concept of a multicultural-based curriculum. They sufficiently integrated multicultural values into learning, but still, they need to improve communication skills and tolerance. The teachers had a sufficient level of innovation and creativity in designing, implementing and evaluating learning. They used interesting and varied media, methods, and techniques to enhance students' creative abilities, but they still need to be enhanced. The teachers felt quite satisfied and motivated by the collaborative supervision carried out. They felt that collaborative supervision has helped them improve the quality of learning and professional competence. The students in this madrasah had a sufficient level of achievement and skill in learning, but they still needed to get more guidance. They were quite active, creative and independent in learning. They also had a moderate level of awareness and tolerance of cultural diversity. They were respectful, appreciative and cooperative with other students of different cultural backgrounds. Still, this needs to be enhanced.

At MTs YKUI Maskumambang Greek. The level of participation and contribution of teachers in collaborative supervision at this madrasah is significant. The teachers exchanged thoughts, educational materials, and pedagogical approaches. The supervisor offered valuable feedback and facilitated the growth of teachers' professional skills. The teachers exhibit high levels of confidence and openness when interacting with their supervisors and fellow teachers. Additionally, they demonstrate a strong understanding and application of multicultural-based independent curriculum concepts. They possessed the capability to incorporate multicultural values into the learning process, including the recognition and appreciation of diverse perspectives, the enhancement of communication abilities, and the fostering of tolerance. The teachers demonstrated a notable degree of ingenuity and originality in the development, execution, and assessment of learning activities. They employed a captivating and diverse array of media, methodologies, and techniques to augment students' creative aptitude. The teachers experienced satisfaction and motivation as a result of the collaborative supervision that took place. The students demonstrated a commendable level of achievement and proficiency in their learning endeavours. They exhibited a high level of activity, creativity, and independence in their approach to learning. Additionally, they possessed a profound level of consciousness and acceptance towards cultural diversity. They possessed the capability to demonstrate respect, admiration, and cooperation towards fellow students originating from diverse cultural backgrounds.

At MTs Assa'adah 1 Bungah. This madrasah has a moderate level of participation and contribution under collaborative supervision. The teachers shared experiences, learning resources and learning strategies that are in line with the multicultural curriculum. The supervisor provided constructive input and support to the development of teachers' professionalism. The teacher had a moderate level of confidence and openness to the

supervisor and fellow teachers. They had a moderate level of understanding and application of the concept of a multicultural-based independent curriculum. They merely integrated multicultural values into learning but still need to improve communication skills and tolerance. The teachers had a level of innovation and creativity in designing, implementing and evaluating learning. They used several interesting and varied media, methods and techniques to enhance students' creative abilities, but still require further diversification. The teachers felt quite satisfied and motivated with the collaborative supervision carried out. They felt that collaborative supervision had been enough to help them improve the quality of learning and professional competence, but still, they needed further support. The students had a moderate level of achievement and learning ability. They were quite active, creative and self-reliant in learning but still required more guidance. They also had a moderate level of awareness and tolerance of cultural diversity. They were fairly respectful, appreciative and collaborative with other students who differed from their cultural backgrounds. Still, they require further enrichment.

5. Discussion

In a growing educational context, collaborative supervision emerged as an important catalyst in enhancing teacher creativity and professionalism. This research on five private madrasah tsanawiyah in Gresik has shown the positive impacts of this approach on the implementation of a multicultural-based independent curriculum, reaffirming the importance of cooperation between the head of the madrasah and the teachers in the supervisory process. Collaborative supervisory measures (planning, implementation, outcome, inputs, impact) form a strong foundation for the development of teachers' creativity and improved teaching and learning quality.

The research resonates with Solehudin's findings (2020), which emphasize the importance of collegial supervision, accompaniment, and collaborative partnerships in improving teacher professional competence. Meanwhile, Jokomarsono (2019) and Noor (2018) identify effective collaborative supervision measures to improve teachers' performance. Winiharti et al. (2022) added evidence of the positive impact of cooperation between the head of the school, supervisors, and teachers on professional competence. Jamila (2020) developed a collaborative academic supervision model, showing adaptation and innovation in supervision practices to support high school teachers.

By comparing and contrasting the current research to those previous studies, it can be seen that collaborative supervision not only enhances the creativity and professionalism of teachers but also serves as a bridge between theory and practice, strengthening the implementation of innovative and multicultural curricula.

The current research found that a well-planned and the involvement of teachers in preparing collaborative supervision programmes contribute to the improvement of teacher creativity. This is in line with the findings of Rukayah (2018) that setting directions, targets and measures of success is an important step in ensuring its effectiveness.

The implementation of collaborative supervision through clinical techniques, deliberations, demonstrations, observations, and discussions provides an opportunity for teachers to enhance their creativity in teaching, in line with some other findings (Afrijawidiya et al., 2017; Dwikurnaningsih, 2020; Fauzi, 2020; Mudatsir et al., 2023; Nurcholih, 2017; Sutrisno, 2021; Triyanto et al., 2022) that emphasizes the importance of providing constructive, data-based material and the use of various approaches in the implementation of collaborative supervision. Thus, collaborative supervision successfully improves teacher understanding, skills, motivation and teacher professional skills as well.

The findings do not directly address the impact of collaborative supervision on students' awareness and tolerance of cultural diversity. However, a learning environment supported by effective collaborative supervision can create conditions that support students' consciousness and tolerance of cultural variation. These findings show the importance of effective collaborative supervision in supporting the development of teacher creativity and improving the quality of learning, which ultimately contributes to students' achievements and skills as well as the formation of attitudes of tolerance and appreciation of cultural diversity. It provides a strong basis for educational institutions to consider applying more effective collaborative supervision strategies as part of efforts to improve learning quality and create an inclusive and results-oriented learning environment.

The results of this research have important significance in the context of educational development, in particular, the application of a multicultural-based independent curriculum. The findings highlighted the importance of effective collaborative supervision in supporting the development of teachers' creativity and improving the quality of learning, which ultimately contributes to students' achievements and skills as well as the formation of tolerance and appreciation of cultural diversity.

In the theory of the factors that influence the success of collaborative supervision, the findings provide strong empirical support for several confirmed propositions, emphasizing the importance of factors such as teacher participation, trust and openness, understanding of curriculum concepts, innovation and creativity of teachers, and teacher satisfaction and open-mindedness. This provides a strong foundation for educational institutions to consider implementing more effective collaborative supervision strategies as part of an effort to improve the quality of learning and create an inclusive and results-oriented learning environment.

The level of cooperation, communication and tolerance between teachers, supervisors and students in a multicultural context, the findings show that all madrasas, whether they have achieved a good or excellent impact, have a good to a very good level of cooperation, communication and tolerances in a multi-cultural context. Therefore, there is no data to support the hypothesis that collaborative supervision has a negative or insignificant impact on this aspect.

The research findings provide an important contribution to strengthening the theory that collaborative supervision can be an effective tool in enhancing the creativity and quality

of teachers' learning, especially in the context of a multicultural-based independent curriculum. By understanding the factors that influence the success of collaborative supervision, educational institutions can develop more effective strategies to improve the overall quality of education. In addition, the findings also show the importance of considering cultural and multicultural contexts in designing and implementing educational supervision programmes.

6. Conclusion

The research shows that the collaborative supervision between the head of the school and the teachers has a significant role in enhancing the creativity and professionalism of teachers in the implementation of the multicultural-based independent curriculum. Some techniques were used: clinical techniques, counselling techniques, demonstration techniques, observation techniques, and discussion techniques. Effective collaborative supervision also has a positive impact on the quality of teaching and learning outcomes of students, as well as showing the variation of success in improving teachers' creativity and teaching quality. This research provides a strong basis for educational institutions to consider implementing more effective collaborative supervision strategies as an attempt to improve the quality of teaching and learning, to create a result-oriented learning environment, to improve the quality of education and to strengthen the effectiveness of learning in a multicultural-based cultural context.

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