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Clinical Supervision in Teachers' Professional Development: An Integrative Framework

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Abstract. Clinical supervision has increasingly been positioned as an approach to support teacher professional development; however, previous studies have examined its stages, implementation mechanisms, contextual conditions, and professional outcomes from relatively fragmented perspectives. This study aims to analyze the role of clinical supervision in teacher professional development and to synthesize the relationships among the supervision cycle, developmental mechanisms, implementation conditions, and professional outcomes. This study employed a Systematic Literature Review (SLR) with thematic-narrative synthesis following the PRISMA 2020 framework. Relevant literature published primarily between 2020 and 2026 was identified through Scopus, ERIC, Google Scholar, Garuda, and SINTA using keywords related to clinical supervision and teacher professional development. Selected studies were assessed using the JBI Critical Appraisal Tools and analyzed through thematic coding and cross-study comparison. The findings indicate four interconnected domains: clinical supervision cycle, developmental mechanisms, enabling and constraining conditions, and professional development outcomes. The supervision cycle consists of planning, observation, evidence analysis, feedback, and follow-up, while reflection, professional dialogue, coaching, and collaborative improvement function as mechanisms linking supervision to professional learning. Trust, supervisor competence, teacher engagement, institutional support, time, and workload influence the quality of implementation. Professional outcomes include competence, instructional improvement, self-efficacy, and professional identity. Based on these findings, the study proposes an Integrative Clinical Supervision-Professional Development Framework as a conceptual synthesis of existing evidence. The framework should be understood as an interpretive-conceptual framework requiring further empirical validation rather than as a validated causal model.

Keywords: Clinical Supervision; Teacher Professional Development; Teacher Professionalism; Professional Learning

Abstrak. *Supervisi klinis semakin dipandang sebagai salah satu pendekatan untuk mendukung pengembangan profesionalisme guru. Namun, penelitian terdahulu cenderung membahas tahapan, mekanisme pelaksanaan, kondisi kontekstual, dan outcome profesional secara terpisah. Penelitian ini bertujuan menganalisis kontribusi supervisi klinis terhadap pengembangan profesionalisme guru serta mensintesis hubungan antara siklus supervisi, mekanisme pengembangan, kondisi implementasi, dan outcome profesional. Penelitian menggunakan pendekatan Systematic Literature Review (SLR) dengan teknik sintesis tematik-naratif berdasarkan kerangka PRISMA 2020. Literatur yang terutama diterbitkan pada periode 2020-2026 ditelusuri melalui Scopus, ERIC, Google Scholar, Garuda, dan SINTA menggunakan kata kunci yang berkaitan dengan supervisi klinis dan pengembangan profesional guru. Artikel terpilih dinilai menggunakan JBI Critical Appraisal Tools*

dan dianalisis melalui pengodean tematik serta perbandingan lintas penelitian. Hasil sintesis menunjukkan empat domain yang saling berkaitan, yaitu clinical supervision cycle, developmental mechanisms, enabling and constraining conditions, dan professional development outcomes. Siklus supervisi meliputi perencanaan, observasi, analisis bukti, umpan balik, dan tindak lanjut, sedangkan refleksi, dialog profesional, coaching, dan perbaikan kolaboratif menjadi mekanisme yang menghubungkan supervisi dengan pembelajaran profesional. Kepercayaan, kompetensi supervisor, keterlibatan guru, dukungan institusional, waktu, dan beban kerja menjadi kondisi yang memengaruhi kualitas implementasi. Outcome profesional meliputi kompetensi, perbaikan pembelajaran, self-efficacy, dan identitas profesional. Berdasarkan temuan tersebut, penelitian ini merumuskan Integrative Clinical Supervision-Professional Development Framework sebagai sintesis konseptual dari bukti penelitian terdahulu. Kerangka tersebut merupakan kerangka konseptual yang masih memerlukan validasi empiris lebih lanjut dan bukan model kausal yang telah tervalidasi.

Kata Kunci: *Supervisi Klinis; Pengembangan Profesional Guru; Profesionalisme Guru; Pembelajaran Profesional.*

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INTRODUCTION

Teachers' professionalism is one of the key factors in improving the quality of education, as teachers are not only responsible for delivering the curriculum (Munawwir dkk., 2025), but also designing learning experiences (Mawikere, 2023), managing classroom interactions (Kesawan dkk., 2024), carry out an evaluation (Fathma dkk., 2026), and to reflect on learning practices on an ongoing basis (Rahayu & Saskia, 2025). Changes in pupils' characteristics, developments in educational technology, the demand for increasingly adaptive learning, and the need for pupil-centred learning are further broadening the scope of requirements for teachers' professional competences (Huplan dkk., 2025; Sustiana dkk., 2025). In this context, teachers' professional development cannot be achieved solely through ad hoc training; rather, it requires a continuous process of guidance based on real-world teaching practice. Clinical supervision is a particularly relevant approach, as it places teaching practice at the centre of systematic observation, reflection, feedback and improvement.

Unlike supervision, which is primarily focused on administrative oversight, clinical supervision positions teachers as the focus of professional development through a more collaborative relationship between the supervisor and the teacher (Arifin dkk., 2023; Mujahidin dkk., 2025). This process generally involves initial planning or a preliminary meeting, classroom observation, data analysis, a debriefing meeting, and follow-up. Research (Koh dkk., 2022), shows that the implementation of clinical supervision through these five stages can serve as a collaborative and reflective professional development process. The findings indicate that the strength of clinical supervision lies not only in the act of observation, but in how the evidence gathered from observation is used in reflective discussions and followed up through ongoing professional development. The study (Choy-Brown dkk., 2022) showed a similar pattern, although challenges were identified, such as a lack of self-confidence among teachers, supervisory relationships that

remained rigid, and discussions between headteachers and teachers that were not yet entirely balanced.

The contribution of clinical supervision to teachers' professionalism may encompass a broader range of aspects than simply improving teaching skills. A review (Chaula dkk., 2024) shows that the practice of clinical supervision is linked to the development of teachers' professional competences through a process comprising pre-observation, classroom observation, supervision and feedback. In another study,(Göker, 2020) found that adjustments in clinical supervision practices are associated with indicators of teachers' professional identity development, including self-efficacy, respect for the profession, commitment, and a positive perception of the teaching profession. These findings suggest that clinical supervision can be understood as a process of professional learning that has the potential to influence teachers' competences, teaching practices, reflection and professional identity.

The contribution of clinical supervision to teachers' professional development does not occur automatically, but is influenced by the quality of the supervisor–teacher relationship, the competence in providing feedback, teacher engagement, organisational support and follow-up. Research (Hamdi dkk., 2024; Syahputra dkk., 2024) shows that clinical supervision encourages reflection, constructive feedback and innovation in learning. Meanwhile,(Ibrahim dkk., 2026) emphasises that overly rigid supervision can limit teachers' openness and professional dialogue. Consequently, the effectiveness of clinical supervision depends on the implementation mechanisms and supportive contextual conditions.

Study (Bhattacharjee & Sarkar, 2024) An analysis of 45 articles identified key elements of clinical supervision, including systematic stages, a harmonious supervisor–teacher relationship, an individualised approach, and ongoing follow-up. Although previous research has demonstrated the contribution of clinical supervision to teachers' professionalism, it has largely focused on diverse aspects, such as the stages of supervision, competencies, reflection, professional identity and learning innovation. Therefore, a study is required that integrates the supervision cycle, development mechanisms, supporting conditions and teachers' professional achievements.

In light of this gap, this study aims to conduct an integrative analysis of the relationship between clinical supervision and teachers' professional development through a systematic synthesis of previous research. Specifically, this study identifies: (1) the main stages and characteristics of the clinical supervision cycle; (2) the mechanisms linking the supervision process to teachers' professional development; (3) the conditions that support or hinder the implementation of supervision; and (4) the forms of professional outcomes produced. This study subsequently formulates the Integrative Clinical Supervision-Professional Development Framework as the conceptual framework resulting from the synthesis. This framework is not intended as a new theory or a validated model, but rather as an effort to integrate previously scattered findings regarding the supervision cycle, feedback and reflection, conditions for implementation, and the development of teachers' professional competences and identity. The study's contribution lies in its attempt to explain how, through what mechanisms, and under what conditions clinical supervision can support the development of teachers' professionalism.

METHODS

This study employs a Systematic Literature Review (SLR) approach with a thematic-narrative synthesis, based on the PRISMA 2020 guidelines, to identify, evaluate and integrate research on clinical supervision and teacher professionalism (Page dkk., 2021). The study focuses on the stages

of supervision, mechanisms of professional development, contextual conditions and professional outcomes. Three research questions are posed: (1) what are the main stages and characteristics of clinical supervision; (2) what mechanisms and contextual conditions influence its contribution to teachers' professionalism; and (3) how are the relationships between these components synthesised into an integrative conceptual framework.

The literature review was conducted using Scopus, ERIC, Google Scholar, Garuda and SINTA, employing keywords related to clinical supervision, teacher professional development and teacher professionalism, along with their Indonesian equivalents. The review prioritised publications from 2020 to 2026, whilst earlier publications were considered where conceptually relevant. Articles were selected if they discussed clinical supervision in formal education and were related to teachers' professional development, such as competencies, feedback, coaching, learning improvement, or professional identity. Opinion pieces, editorials, non-scholarly publications, duplicates, articles without the full text, and irrelevant articles were excluded.

The article selection process follows the PRISMA 2020 stages, comprising identification, screening, eligibility and inclusion (Page dkk., 2021). Duplicate articles were removed, after which the titles and abstracts were screened against the inclusion criteria. Articles that met the criteria were reviewed in full and assessed for methodological quality using the JBI Critical Appraisal Tools, in accordance with the study design. The assessment covered the appropriateness of the design, data sources, data collection and analysis procedures, transparency of reporting, and the alignment of conclusions with the evidence. The data extracted included publication details, research context and design, participants, stages of clinical supervision, professional development mechanisms, facilitating and hindering factors, outcomes, and study limitations. The number of articles at each stage is presented in a PRISMA flowchart.

The data were analysed using thematic-narrative synthesis through coding, grouping and cross-study comparison to identify patterns and relationships between findings (Purssell & Gould, 2021). The synthesis identified four main domains: the clinical supervision cycle (planning, observation, analysis of evidence, feedback and follow-up); developmental mechanisms (evidence-based feedback, professional dialogue, reflection and coaching); enabling and constraining conditions (trust, supervisor competence, teacher engagement, institutional support, time and workload); and professional development outcomes (competence, improvements in learning, reflection, self-efficacy and professional identity). These four domains are integrated into the Integrative Clinical Supervision–Professional Development Framework to explain the relationships between the supervision process, developmental mechanisms, implementation conditions, and professional outcomes. This framework is a conceptual synthesis of the literature, not an empirically validated causal model.

RESEARCH FINDINGS AND DISCUSSION

Results

Stages and Key Characteristics of Clinical Supervision in the Development of Teachers' Professionalism

The results of the literature review indicate that clinical supervision in the development of teachers' professionalism takes place through a cycle comprising planning, observation, analysis of evidence, provision of feedback, and follow-up (Setyowati dkk., 2023; Yuliana & Ernawati, 2022). The planning stage, or initial conference, is used to establish a common understanding between the supervisor and the teacher regarding the objectives of the supervision, the focus of the

observation, and the aspects of learning to be examined. The observation stage then yields evidence regarding the teaching practices taking place in the classroom. This evidence forms the basis for analysis and for providing feedback during the debriefing conference, which is subsequently followed by follow-up actions to improve teaching practices. Study (Yunus dkk., 2025) shows that the clinical supervision process comprises an initial meeting, classroom observation, data analysis, a debriefing session and follow-up. Meanwhile, another study by (Murtafi'ah & Rosid, 2024) It also follows a similar pattern through the stages of planning, observation, follow-up meetings and follow-up. Therefore, the key characteristics of clinical supervision lie in its systematic, evidence-based, dialogic and ongoing nature.

The findings indicate that clinical supervision differs from supervision that is solely focused on examining or assessing teachers' performance (Choy-Brown dkk., 2022). Observation in clinical supervision is not regarded as an end in itself, but as a source of evidence used to inform a process of reflection and improvement. A review by (Chaula dkk., 2024) indicates that the practices of pre-observation, classroom observation and feedback provision in clinical supervision are linked to the development of teachers' professional identity, including self-efficacy, respect for the profession and commitment to the teaching profession. Therefore, the clinical supervision cycle can be understood as a framework that links actual teaching practice with teachers' professional learning processes.

Mechanisms and Conditions Affecting the Development of Teacher Professionalism through Clinical Supervision

The findings of the synthesis indicate that the relationship between clinical supervision and the development of teachers' professionalism operates through several key mechanisms, namely evidence-based feedback, professional dialogue, reflection, coaching and collaborative improvement planning (Hinojosa, 2022). Feedback is more meaningful when it is based on concrete observational evidence and delivered in a way that enables teachers to understand both the strengths and the areas of learning that need improvement (Hinojosa, 2022). Study findings (Windsor dkk., 2022) shows that the findings of the observations are used as the basis for reflective discussions and feedback sessions to support improvements in teachers' practice. In line with this,(Hinojosa, 2022) indicates that clinical supervision provides teachers with the opportunity to reflect on their teaching practice, receive constructive feedback, and develop innovative teaching approaches. These findings suggest that the mechanism for professional development lies not merely in observation, but in the process of transforming evidence of learning into knowledge and action for improvement (Mok & Staub, 2021).

In addition to this mechanism, the findings of the synthesis indicate that the contribution of clinical supervision is influenced by relational and institutional factors (Cansoy dkk., 2025; Widyasari & Husain, 2025). Trust between supervisors and teachers, supervisors' competence, teachers' openness, involvement in the supervision process, institutional support, availability of time, and workload are factors that can either strengthen or constrain the professional development process (Mundir dkk., 2026). Research (Widyasari & Husain, 2025) This indicates that a lack of self-confidence amongst teachers and a supervisory relationship that remains rigid can hinder the development of open professional dialogue. These circumstances suggest that clinical supervision does not automatically lead to professional development simply because all its stages have been carried out. The quality of the relationship, the supervisor's ability to provide feedback, and organisational support are key factors that determine the quality of the supervision process.

The Relationship between Clinical Supervision, Development Mechanisms and Professional Outcomes within an Integrative Framework

The findings of the synthesis indicate that the development of teacher professionalism can be understood as an outcome arising from the interplay between the clinical supervision cycle, development mechanisms and implementation conditions. Outcomes identified in the literature include pedagogical and professional competences, improvements in teaching practice, reflective capacity, pedagogical innovation, self-efficacy and professional identity (Sari dkk., 2021). As for the study (Lailiyah dkk., 2025; Rafiqie dkk., 2025) demonstrates the contribution of clinical supervision to the development of teachers' professional competences and culture, whilst (Chaula dkk., 2024) demonstrates its association with the development of professional identity, self-efficacy, respect for the profession, and commitment. The study (Imamah dkk., 2025) It also shows that clinical supervision can support reflection on teaching practice and the development of innovative teaching approaches. Thus, the research findings indicate that the outcomes of clinical supervision are not limited to improving technical teaching skills, but also encompass the development of teachers' reflective capacity and professional identity.

Taken as a whole, the research findings indicate that the contribution of clinical supervision to the development of teachers' professionalism occurs through mechanisms that link supervisory experiences with professional learning (Lailiyah dkk., 2025). The cycle of planning, observation, analysis of evidence, feedback and follow-up provides a framework for teachers to gather information about their teaching practice. This information is then processed through professional dialogue, reflection, coaching and planning for improvement, thereby supporting the development of competences, teaching practice, self-efficacy and professional identity (Chaula dkk., 2024; Lailiyah dkk., 2025). However, this process is influenced by the conditions under which it is implemented, particularly the trust between supervisors and teachers, the competence of supervisors, teacher engagement, institutional support and the availability of time (Widyasari & Husain, 2025). Thus, the findings of the synthesis indicate that clinical supervision contributes to teachers' professionalism not merely through the existence of supervisory activities, but through a reflective and collaborative process that transforms evidence of teaching practice into continuous professional learning.

Based on the overall findings, this study identifies conceptual relationships between four main domains, namely the clinical supervision cycle, developmental mechanisms, enabling and constraining conditions, and professional development outcomes. The clinical supervision cycle provides a structural framework for the process through planning, observation, analysis of evidence, feedback and follow-up. This process is linked to developmental mechanisms such as reflection, professional dialogue, coaching and planning for improvement. Contextual conditions act as factors that can either strengthen or constrain the implementation of these mechanisms, whilst professional outcomes represent the developments reported in the literature. The relationships between these domains can be formulated as follows:



Figure 1. An Integrative Model of Clinical Supervision and the Development of Teachers'

Professionalism: The entire process takes place within the context of Enabling and Constraining Conditions, namely trust, supervisor competence, teacher engagement, institutional support, time and workload. This framework suggests that clinical supervision is best understood as a cycle of professional learning rather than merely a mechanism for monitoring teachers' performance. The relationships between these components are neither linear nor deterministic, as the quality of the outcomes is influenced by the relational and institutional conditions within which supervision takes place. Consequently, the findings of this synthesis form the basis for the development of the Integrative Clinical Supervision-Professional Development Framework, which positions the supervision cycle as the core process, development mechanisms as the connecting elements, contextual conditions as factors that either enhance or constrain the process, and professional development as the outcome.

Discussion

Stages and Characteristics of Clinical Supervision in the Development of Teacher Professionalism

The research findings indicate that clinical supervision is a systematic, reflective, collaborative and ongoing process. The cycle of planning, observation, analysis of evidence, feedback and follow-up demonstrates that clinical supervision should not be understood as an inspection of teachers' performance, but rather as a process of professional learning that uses actual teaching practice as a source of reflection. These findings are consistent with (Chaula dkk., 2024; Setyowati dkk., 2023) which demonstrates that the five stages of clinical supervision namely, the initial meeting, classroom observation, data analysis, feedback meeting and follow-up are carried out as a participatory and evidence-based professional development process.

These findings also reinforce the results (Lailiyah dkk., 2025) which indicates that the practice of clinical supervision is linked to the development of teachers' professional competences, including their ability to understand subject matter, organise learning, deliver interactive lessons, and evaluate learning outcomes. Thus, the findings of this study demonstrate that the key characteristics of clinical supervision lie not merely in the number or comprehensiveness of the

stages, but in the interconnection between them. Planning determines the focus of observation; observation generates evidence; analysis interprets the evidence; feedback transforms the evidence into professional reflection; and follow-up channels that reflection into corrective action (Syuhadak, 2025).

This perspective is important because supervision that is limited to observation and assessment does not fully reflect the principles of clinical supervision. The results of the study (Jiono dkk., 2025) This indicates that teachers may still experience a lack of self-confidence when being supervised and that overly rigid relationships and discussions dominated by the supervisor can limit the supervision process. Therefore, the clinical supervision cycle must be built upon a professional relationship that enables teachers to be involved in determining the focus, understanding the evidence from observations, and formulating improvement measures (Aulia & Alimulloh, 2026; Jiono dkk., 2025). These findings reinforce the role of clinical supervision as an approach to professional development that positions teachers not merely as the subjects of supervision, but as partners in the process of professional learning.

Mechanisms and Conditions Affecting the Development of Teacher Professionalism

The research findings indicate that the impact of clinical supervision on the development of professionalism does not primarily occur through observation, but rather through mechanisms that link observational evidence to the teacher's learning process. Evidence-based feedback, professional dialogue, reflection, coaching and improvement planning are the key mechanisms in this process. These findings are consistent with (Gulo dkk., 2026) which shows that clinical supervision provides teachers with the opportunity to reflect on their teaching practice, receive constructive feedback, and develop innovative teaching approaches. Clinical supervision can therefore be understood as a process that transforms teaching experience into a source of professional learning.

These findings are also supported by research (Chaula dkk., 2024), which indicates that adjustments made during pre-observation, classroom observation and the provision of feedback are linked to indicators of teachers' professional identity development, including self-efficacy, respect for the profession, commitment and a positive perception of the teaching profession. This suggests that supervisory mechanisms have an impact not only on the technical aspects of teaching, but also on psychological dimensions and professional identity. Teachers who are given the opportunity to understand their practice through evidence and dialogue have greater scope to develop an awareness of their strengths and areas for personal development.

However, the findings of the synthesis also indicate that this mechanism is highly dependent on the conditions under which it is implemented. Trust between supervisors and teachers, the competence of supervisors, teachers' openness, their involvement in the supervision process, institutional support, the availability of time, and workload can either enhance or constrain the development process (Cansoy dkk., 2025; Widyasari & Husain, 2025). Findings (Jiono dkk., 2025) For example, it shows that a rigid supervisory relationship and the headteacher's dominance in discussions can hinder teachers' openness. Consequently, clinical supervision cannot be regarded as a mechanism that automatically enhances professionalism. Its contribution depends on the quality of interactions and organisational conditions that enable reflective and collaborative processes to take place.

These findings also clarify the position of this research in relation to previous systematic reviews. The review (Mulyani & Astutik, 2026; Zahiq & Kusuma, 2025) A review of the literature on clinical supervision highlights the importance of systematic stages of supervision, a harmonious

relationship between the supervisor and the teacher, an approach that takes the teacher's characteristics into account, and ongoing follow-up. This study expands upon this synthesis by linking these elements into a more explicit mechanism: namely, that the supervision cycle provides the structure, whilst reflection, dialogue, feedback and coaching serve as the mechanisms that translate this structure into professional learning. Thus, the study's contribution is not merely to confirm the importance of clinical supervision, but to clarify the process that links supervision to teachers' professional development.

The Integration of Clinical Supervision, Development Mechanisms and Professional Outcomes

The research findings indicate that the development of teacher professionalism is a multidimensional outcome. This outcome is evident not only in improvements in pedagogical and professional competence, but also in improvements in teaching practice, reflective ability, innovation, self-efficacy and professional identity (Lailiyah dkk., 2025). These findings are consistent with (Chaula dkk., 2024), which demonstrates the relationship between clinical supervision practices and indicators of teachers' professional identity development, as well as (Arifin dkk., 2023; Syahputra dkk., 2024) which links clinical supervision to the development of professional competence. Consequently, teachers' professionalism in the context of clinical supervision should not be understood merely as mastery of technical competences, but as the development of teachers' capacity to understand, evaluate and continuously improve their professional practice.

These findings have conceptual implications for our understanding of clinical supervision. Whilst previous research has tended to emphasise specific stages of supervision or specific outcomes in isolation (Mulyani & Astutik, 2026), The findings of this research synthesis indicate a relationship between processes, mechanisms, conditions and outcomes. The supervision cycle provides a formal structure; the mechanisms of reflection, dialogue, feedback and coaching act as links; relational and institutional conditions determine the quality of implementation; whilst competence, learning improvement, self-efficacy and professional identity constitute the outcomes arising from this process. These relationships form the basis for the Integrative Clinical Supervision Professional Development Framework formulated in this study.

The framework contributes primarily at a conceptual level. This study does not suggest that the framework constitutes a proven causal model or one that can be directly generalised to all educational contexts. Rather, the framework is the result of a synthesis of patterns emerging from previous research. This point is important because the studies analysed originate from different contexts and research designs. Therefore, the relationship between the supervision cycle and professional outcomes must be understood as a contextual one, influenced by the quality of development mechanisms and implementation conditions.

In practical terms, these findings suggest that headteachers or supervisors need to shift the focus of supervision from mere inspection towards evidence-based professional development. Classroom observations should be followed by reflective dialogue, constructive feedback, coaching and concrete follow-up actions. Teachers also need to be involved in determining the focus of supervision and formulating their professional development needs. At the institutional level, time allocation, a culture of collegiality, supervisor competence, and a safe environment for receiving feedback are crucial conditions for the sustainability of this process. Thus, clinical supervision can function as part of a system of continuous professional development, rather than as a stand-alone administrative activity.

The results of all the findings indicate that the primary contribution of clinical supervision to teachers' professionalism lies in its ability to establish a cycle of professional learning. This cycle begins with the identification of a focus and the observation of practice, followed by the analysis of evidence and reflective dialogue, and is then translated into improvement through coaching and follow-up. This process takes place within relational and institutional contexts that determine the quality of its implementation. Therefore, the Integrative Clinical Supervision–Professional Development Framework developed in this study offers a way of understanding clinical supervision not as a linear monitoring activity, but as a reflective, collaborative, contextual and continuous process of professional development.

CONCLUSION

Clinical supervision is a process of professional development that takes place through a cycle of planning, observation, analysis of evidence, feedback and follow-up. This cycle forms the basis for teachers' reflection and the improvement of teaching practice through professional dialogue, coaching and collaborative planning for improvement. Thus, clinical supervision is geared towards the continuous improvement of professional practice.

The contribution of clinical supervision to teachers' professionalism is influenced by the trust between the supervisor and the teacher, the supervisor's competence, the teacher's engagement, institutional support, time, and workload. The identified outcomes include enhanced competence, improved teaching practice, reflective capacity, innovation, self-efficacy, and professional identity. Based on this synthesis, this study formulates the Integrative Clinical Supervision–Professional Development Framework, which integrates the clinical supervision cycle, development mechanisms, enabling and inhibiting conditions, and outcomes of teachers' professional development.

This study is limited to a literature synthesis encompassing a variety of designs, contexts, instruments, and outcome indicators. Consequently, the resulting framework constitutes a conceptual synthesis rather than an empirically validated causal model. Further research is required to test this framework through quantitative and qualitative approaches, as well as comparative studies across educational levels and contexts, to assess the relationships between its components and its application.

Statement on the Use of Artificial Intelligence (AI)

The authors used AI tools during the language revision stage to improve expression, correct grammatical errors, and enhance continuity between paragraphs. All AI-assisted revisions were examined by the authors to ensure that they preserved the intended scholarly meaning. The research evidence, analytical judgments, and conclusions were developed by the authors, who retain responsibility for the accuracy and integrity of the manuscript.

Author Contribution Statement

Ade Mamah Suryamah developed the research concept, carried out data collection and analysis, and prepared the manuscript draft. Siti Elya Fitrianingsih contributed to organising the research materials, examining the data, and revising the presentation of the findings. Syamsul Arifin reviewed the literature and helped develop the theoretical discussion. Rijal Firdaos provided methodological guidance and critically assessed the consistency between the research objectives, analysis, and conclusions. Uyu Muawanah contributed to interpreting the findings and reviewing

the manuscript for substantive clarity. All authors read and approved the final manuscript and agreed to take responsibility for their contributions.

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Conflict of Interest Statement

The authors declare that they have no competing interests, whether financial or otherwise, that could reasonably call into question the impartiality of the research or its presentation.

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