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Teacher Voice from Digital Screens: Perception Analysis and Readiness for Online Clinical Supervision

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ABSTRACT

This study aims to analyze teacher perception, teacher readiness, as well as supporting and inhibiting factors in the implementation of online clinical supervision at MTs Hikmatul Hasanah. The research uses a qualitative approach with a case study design. Data were collected through observation and semi-structured interviews involving madrasah heads, madrasah deputy heads for curriculum, academic supervisors, and teachers who had participated in online clinical supervision. Data analysis is carried out through the process of data condensation, data reduction, data presentation, and data verification by utilizing content analysis, discourse analysis, and interpretive analysis. The results of the study showed that teachers have a positive perception of online clinical supervision because it provides ease of communication, time flexibility, efficiency of implementation, and ease of documentation of supervision results. Teachers' readiness in facing digital-based supervision is in the category of being quite good, which is shown by the ability to use supervision support technology, openness to feedback, and willingness to adapt to change. Supporting factors for the implementation of online clinical supervision include madrasah policy support, technology training, mentoring, availability of digital facilities, and good communication between supervisors and teachers. The inhibiting factors include limited internet networks, differences in digital competencies, limitations in technological devices, and reduced intensity of face-to-face interactions. The findings of the study show that teachers' positive perceptions correlate with increased readiness to participate in digital-based clinical supervision. Therefore, the success of online clinical supervision requires adequate technological support, strengthening digital competencies, and communicative and reflective professional relationships.

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Introduction

Clinical supervision is theoretically seen as a professional coaching approach that is able to

improve the quality of learning through direct interaction, reflection, observation, and constructive feedback between supervisors and teachers. Clinical supervision theory emphasizes the importance of intensive interpersonal communication so that supervisors can deeply understand the teacher's learning practices, while the teacher has the opportunity to reflect on the strengths and weaknesses of his or her teaching process. However, the development of digital technology and changes in post-pandemic educational work patterns have driven the transformation of supervision into an online format that reduces the intensity of direct contact (Ramadhan et al., 2026). In many educational institutions, supervision is carried out through digital platforms, video conferences, learning recordings, and electronic documents. This condition raises questions about the effectiveness of interpersonal relationships that have been at the core of clinical supervision. Some teachers consider online supervision to be more flexible and efficient, while others feel that the interaction built is less profound than face-to-face supervision. These differences in perceptions show that there is a gap between the ideal concept of clinical supervision that emphasizes interpersonal closeness and the reality of implementation that is increasingly dependent on digital technology. Thus, there is a need to examine how teachers perceive online clinical supervision and the extent to which they are ready to accept the transformation of the supervision model in the context of modern education (Zamroni et al., 2022).

The implementation of online clinical supervision in various schools and madrasas shows different dynamics according to the readiness of human resources and technological infrastructure. The success of online supervision is not only determined by the availability of technological devices, but also influenced by teachers' digital competence, supervisors' ability to utilize online media, and organizational culture that supports learning innovation (Novita, 2026). In practice, there are still teachers who have difficulty using video conferencing applications, uploading digital learning tools, and understanding the mechanism of virtual classroom observation. In addition, limited internet networks, low digital literacy, and the perception that online supervision only serves as administrative control often reduce the effectiveness of its implementation. On the other hand, there are schools that have successfully implemented online clinical supervision because they are supported by clear institutional policies, adequate technology training, and open communication between teachers and supervisors. These differences in conditions show that teacher readiness is an important factor in determining the success of digital-based clinical supervision. Therefore, understanding teachers' perceptions and readiness for online clinical supervision is important to explain why the implementation of digital supervision can be successful in some educational institutions but faces obstacles in others (Saputra et al., 2026).

Previously, education supervision has been studied in a digital context, but there are still study spaces that have not been explored in depth (Mundiri & Sholehah, 2020). Most of the research focuses on the effectiveness of the use of technology in the supervision process, improving teacher competence through online supervision, or the influence of supervision on the quality of learning (Zain, 2026). Several studies have found that technology-based supervision can improve time efficiency, expand the scope of coaching, and facilitate documentation of supervision results (Rozi & Hasanah, 2021). Other research shows that the success of online supervision is influenced by digital literacy factors, organizational support, and supervisor communication skills (Sikana & Zulfa Arina, 2026). However, studies that specifically analyzed teachers' perceptions as key actors and assessed their readiness to receive online clinical supervision were still relatively limited. Many studies have highlighted more of the principal's perspective or the effectiveness of the system than the subjective experience of teachers as supervised parties. Based on these conditions, this study puts itself in a position to fill the research gap by simultaneously exploring teachers' perceptions and readiness for the implementation of online clinical supervision as an increasingly relevant phenomenon in the transformation of digital education.

The novelty of this research lies in the effort to integrate the analysis of teacher perception

and teacher readiness in one framework of online clinical supervision studies. Some previous studies tend to separate the discussion of teachers' attitudes towards technology from the readiness to implement supervision programs, so that the relationship between the two has not been comprehensively described. This study not only identifies how teachers view online clinical supervision in terms of its benefits, challenges, and effectiveness, but also examines their readiness from the dimensions of digital competence, psychological readiness, technical readiness, and organizational readiness. This approach allows for a more complete picture of the factors that affect teachers' acceptance of technology-based supervision transformation. In addition, this study views teachers as not just objects of supervision, but subjects who have a voice, experience, and interpretation of changes in the supervision system that take place through digital media. Thus, this study offers a new perspective in the study of educational supervision by placing the voice of teachers as the center of analysis to understand the successful implementation of online clinical supervision.

This study aims to analyze teachers' perceptions and readiness towards the implementation of online clinical supervision in an increasingly digitized educational environment. The transformation of supervision from a conventional model to a digital model requires a deeper understanding of teacher acceptance as a party who directly experiences the process. Based on these objectives, this research was formulated through several research questions, namely: What is the teacher's perception of the implementation of online clinical supervision? What is the level of readiness of teachers in facing digital-based clinical supervision? What factors affect this perception and readiness? This question becomes important because the success of supervision depends not only on the design of the system, but also on the acceptance and readiness of the individuals involved in it. The argument put forward in this study is that positive perceptions of online clinical supervision will correlate with higher levels of readiness, while negative perceptions tend to generate resistance to the implementation of digital supervision. In addition, digital competence, organizational support, and experience in using technology are suspected to be factors that strengthen teacher readiness. Therefore, this study seeks to test these arguments in order to produce a more comprehensive understanding of the success of online clinical supervision in the context of 21st century education.

Research Methods

This study uses a qualitative approach with a case study design (*Case Study*) (Sain, 2026). The qualitative approach was chosen because the research aims to deeply understand teachers' perceptions and readiness for online clinical supervision based on their experiences, views, and interpretations in a real-world context (Hasanah et al., 2026). The case study design allows researchers to comprehensively explore the phenomenon at one specific location so that the characteristics, dynamics, and factors that affect the implementation of online clinical supervision can be understood in more depth. The focus of the research is directed at how teachers interpret the change in supervision from conventional models to digital-based models and their readiness to face this transformation.

This research was carried out at MTs Hikmatul Hasanah which is located in Tigasan Kulon Village, Leces District, Probolinggo Regency, East Java. This location was chosen because the madrasah has utilized digital technology in various educational activities, including the implementation of learning supervision. In addition, there is a diversity of teachers' digital skills levels that allow for rich data on their perceptions and readiness for online clinical supervision. The selection of the location is also based on the consideration that research on online clinical supervision at the tsanawiyah level madrasah in rural areas is still relatively limited, so this research is expected to make an empirical contribution to the development of technology-based educational supervision practices (Shofuro & Manshur, 2025). The sources of information in this study consist of respondents, namely teachers who have participated in online clinical supervision, as well as informants who include madrasah heads, deputy madrasah heads for curriculum, academic supervisors, and several teachers who have special experience related to the implementation of online supervision (Aisyah, 2021).

Data collection was carried out through observation and semi-structured interviews. Observation is used to directly observe the implementation of online clinical supervision, including the use of digital media, communication patterns between supervisors and teachers, and various conditions that support or hinder the supervision process. Meanwhile, interviews were conducted with teachers, madrasah heads, and supervisors to obtain more in-depth information about their experiences, perceptions, readiness, challenges, and expectations for the implementation of online clinical supervision. The use of the two data collection techniques is intended to obtain more comprehensive data and increase the depth of information obtained from the field (Abdurrahman, 2025).

Data analysis is carried out in stages through the process of data condensation, data reduction, data display, and data verification. Data condensation is carried out by selecting and focusing information that is relevant to the research objectives. Furthermore, the data was reduced by grouping into specific themes related to teachers' perception and readiness for online clinical supervision. The data that has been grouped is then presented in the form of a descriptive narrative and thematic matrix to facilitate interpretation. The final stage is the verification of the data through drawing conclusions based on the patterns found during the study. In this process, this study uses content analysis (*Content Analysis*) to identify key themes, discourse analysis (*Discourse Analysis*) to understand the constructs of meaning constructed by the informant, as well as interpretive analysis (*interpretive analysis*) to interpret the relationship between perception, readiness, and social context that influence the implementation of online clinical supervision at MTs Hikmatul Hasanah (Khofsah, 2026).

Results and Discussion

1. Teachers' Perceptions of the Implementation of Online Clinical Supervision

Teachers' perceptions of the implementation of online clinical supervision in this study refer to the way teachers understand, assess, and interpret the supervision process carried out through digital media. The perception includes teachers' views on the objectives of supervision, the benefits obtained, the effectiveness of implementation, the convenience of using technology, and the challenges faced during the supervision process. Based on the results of research at MTs Hikmatul Hasanah, teachers' perceptions of online clinical supervision were formed through their experience in participating in supervision activities carried out using digital communication applications, electronic delivery of learning tools, and the implementation of follow-up discussions through online platforms. Most teachers view online clinical supervision as an innovation that facilitates coordination and saves time, although some teachers still feel limited in interaction compared to face-to-face supervision. Thus, teachers' perceptions of online clinical supervision are not only influenced by the technical aspects of the use of technology, but also by their experience during the supervision process.

Table 1. Teachers' Perceptions of the Implementation of Online Clinical Supervision

Aspects Perception	Key Findings	Data Source	Researcher Interpretation
Supervision Efficiency	Supervision can be done without having to wait for a face-to-face meeting	Informant Interview 1	Online supervision improves the efficiency of supervision implementation
Communication Flexibility	Feedback can be provided faster and more flexibly	Informant Interview 1	Technology accelerates teacher development process
Supervision Documentation	Stored supervision results are more	Informant Interview 2	Digital media supports the management of supervised

	structured and easily accessible		documentation
Interpersonal Interaction	Interaction is felt to be less profound than face-to-face	Informant Interview 2	Technology has not completely replaced direct communication
Technology Utilization	Teachers are able to use messaging applications, video conferencing, and digital documents	Observations	Teachers have adapted to digital-based supervision
Feedback Speed	Supervisors can comment directly on digital documents	Observations	Online supervision accelerates the learning improvement process
Limitations of Discussion	Discussions are shorter and tend to focus on the technical aspects	Observations	The depth of professional reflection still needs to be strengthened
Overall Perception	Teachers receive online supervision as a necessity and a form of technological adaptation	Interviews and Observations	Teachers' perceptions tend to be positive with several notes related to interpersonal interaction

The results of the interview with Informant 1 (Indonesian language teacher) showed that online clinical supervision provides convenience in the communication process with supervisors because it can be done without having to wait for a direct meeting schedule. The informant stated that the use of digital media makes the process of providing input faster and more flexible so that teachers can immediately make learning improvements. Meanwhile, Informant 2 (social studies subject teacher) revealed that online supervision helps teachers obtain documentation of supervision results in a more structured manner, but the interaction that exists is felt to be less in-depth than when supervision is carried out face-to-face. Based on the results of the two interviews, the researcher interpreted that teachers in general have a positive perception of the efficiency and flexibility aspects of online clinical supervision, but still consider interpersonal communication as an important element that has not been completely replaced by digital technology. This shows that teachers' acceptance of online supervision takes place selectively, i.e. accepting the benefits of technology while being aware of its limitations.

The results of the observation showed that during the implementation of online clinical supervision, teachers and supervisors utilized various digital media to support the supervision process, such as instant messaging applications, video conferencing, and online-based documents (Stuart, 2026). Teachers are seen to be able to send learning tools, recordings of teaching activities, and learning reports according to a predetermined schedule. In addition, the feedback process takes place faster because supervisors can comment directly on the digital documents submitted by teachers. However, the researchers also found that discussions that took place through online media tended to be shorter and focused on the technical aspects of learning compared to face-to-face supervision which allowed for more in-depth dialogue. Based on the results of these observations, the researcher interpreted that digital technology is able to improve the efficiency of supervision implementation, but it has not been able to completely replace the quality of interpersonal interaction that is the main characteristic of clinical supervision (Ni'am et al., 2025).

Based on the results of interviews and observations, it can be reiterated that teachers' perceptions of online clinical supervision at MTs Hikmatul Hasanah tend to be positive. Teachers consider that online supervision provides convenience, time flexibility, acceleration of communication, and ease of documentation of supervision results. However, they also suggest that the interpersonal relationship between teachers and supervisors is more limited than direct supervision. In other words, teachers accept online clinical supervision as a

necessity as well as a form of adaptation to educational technology developments, but still expect more intensive interaction to support the professional development process (Faujiyah et al., 2024).

The pattern seen from the research data shows that teachers' positive perceptions of online clinical supervision are more influenced by the practical benefits felt during the implementation of supervision, especially related to time efficiency, ease of access, and communication flexibility. Conversely, less positive perceptions emerged when teachers compared the quality of online interactions with face-to-face interactions. These findings show a striking pattern between acceptance of technological innovation and the need for interpersonal communication in educational supervision. Thus, the success of online clinical supervision is determined not only by the sophistication of the technology used, but also by the ability of the supervisor to build professional relationships that remain warm, communicative, and reflective even though it is done through digital media (Razaq, 2026).

2. Teachers' Readiness to Face Digital-Based Clinical Supervision

Teachers' readiness in facing digital-based clinical supervision in this study is interpreted as the ability and readiness of individual teachers to adapt to the use of technology in the learning supervision process. These readiness include aspects of digital competence, technical readiness in operating supporting devices and applications, psychological readiness to receive online evaluations, and professional readiness in adjusting to changes in supervision patterns from conventional to digital. Based on the findings at MTs Hikmatul Hasanah, teachers' readiness can be seen from their ability to use digital communication media, send learning devices electronically, participate in virtual meetings, and receive feedback from supervisors through online platforms. Although the level of readiness of each teacher varies, in general, teachers show a willingness to adapt to a technology-based supervision system as part of the demands of current educational development.



Figure 1. Construction of Teacher Readiness in Facing Digital-Based Clinical Supervision

The results of the interview with Informant 3 (Mathematics subject teacher) showed that

he felt quite ready to take part in online clinical supervision because he had been used to using various digital learning applications since the distance learning period. The informant stated that the use of technology in supervision is no longer a new thing so that it does not experience significant difficulties in the implementation process (Benny et al., 2026). Meanwhile, Informant 4 (a teacher of Akidah Akhlak subject) revealed that at first he felt less confident when he had to take part in online supervision due to limited technological capabilities, but through the training and mentoring provided by the madrasah, he began to be able to adjust to the demands of digital supervision. Based on the results of the two interviews, the researcher interpreted that teachers' readiness was not only influenced by their previous technical skills, but also by the experience of using technology and institutional support provided during the adaptation process. Thus, teacher readiness is the result of an interaction between individual factors and work environment factors (Wibowo et al., 2025).

The results of the observations showed that most teachers were able to operate digital devices used in supervision, such as smartphones, laptops, video conferencing applications, and document sharing platforms. Teachers are seen to be active in sending learning administration digitally, following online supervision schedules, and responding to feedback provided by supervisors through electronic media. The researchers also found that some teachers still need help when dealing with certain technical constraints, such as internet network problems or the use of more complex application features. However, these obstacles do not interfere with the implementation of overall supervision because teachers show a willingness to learn and find solutions when experiencing difficulties. Based on the results of these observations, the researcher interpreted that the readiness of teachers at MTs Hikmatul Hasanah is in the category of quite good because it is supported by adequate basic technological skills and an adaptive attitude to change (Muslimin et al., 2024).

Based on the results of interviews and observations, it can be emphasized that teachers at MTs Hikmatul Hasanah in general have the readiness to face digital-based clinical supervision. This readiness is reflected in the ability to use supervision support technology, willingness to follow online supervision procedures, and the ability to receive and follow up on input provided digitally. Although there are still some technical obstacles and differences in the level of technology mastery between teachers, these conditions are not the main obstacles in the implementation of supervision. In other words, teachers' readiness is more shown through the willingness to adapt and openness to change than just mastering technology.

The pattern that emerged from the research data showed that the level of teacher readiness tended to increase along with the experience of using technology and the support provided by the madrasah. Teachers who have more experience in the use of digital media show a higher level of confidence in following online supervision. On the other hand, teachers who initially have limited digital competencies can improve their readiness through continuous training, mentoring, and practice. These findings show that readiness for digital-based clinical supervision is not a fixed condition, but rather a process that develops through experience, learning, and organizational support. Therefore, the success of online clinical supervision requires continuous efforts to strengthen the digital competence and professional readiness of teachers in the face of the transformation of technology-based education (Zahra et al., 2026).

3. Supporting and Inhibiting Factors for the Implementation of Online Clinical Supervision

The supporting and inhibiting factors for the implementation of online clinical supervision in this study refer to various conditions that affect the success and obstacles of the implementation of digital-based supervision at MTs Hikmatul Hasanah. Supporting factors include internal and external aspects that help the effective implementation of supervision, such as the availability of technological facilities, teachers' digital competence, madrasah policy support, and good communication between supervisors and teachers. On the other hand, inhibiting factors include various obstacles that reduce the effectiveness of supervision, such as limited internet networks, differences in technological abilities between teachers, obstacles in digital devices, and reduced intensity of direct interaction. In the context of this study,

supporting and inhibiting factors are understood as elements that directly or indirectly affect teachers' perception and readiness to participate in online clinical supervision.

Table 2. Supporting and Inhibiting Factors of Online Clinical Supervision

Factors	Key Findings	Data Source	Researcher Interpretation
Madrasah Policy Support	Madrasah leaders support the implementation of online supervision	Informant Interview 5	Institutional support strengthens the implementation of digital supervision
Technology Training	Teachers receive training on the use of digital applications	Informant Interview 5	Training improves teacher competence and readiness
Teacher Assistance	Teachers get help when experiencing technical difficulties	Informant Interview 5	Assistance accelerates the digital adaptation process
Availability of Technology Facilities	Internet access and school computer devices available	Observations	Infrastructure supports the implementation of online supervision
Supervisor-Teacher Communication	Coordination is carried out through online communication groups	Observations	Intensive communication streamlines supervision
Teachers' Digital Competencies	Teachers' digital capabilities continue to evolve	Interviews and Observations	Digital competence is the main capital of online supervision
Internet Network Quality	Internet connection is often unstable during video conferencing	Informant Interview 6	Technical barriers reduce communication effectiveness
Device Limitations	Some teachers have limited devices	Observations	Device limitations hinder the supervision process
Variations of Digital Capabilities	The level of mastery of technology between teachers is different	Observations	Digital supervision adaptation takes place unevenly
Reduced Direct Interaction	More limited face-to-face communication intensity	Interviews and Observations	The quality of interpersonal coaching needs to be strengthened

The results of the interview with Informant 5 (Deputy Head of Madrasah for Curriculum) show that the support of madrasah leaders is an important factor in the success of online clinical supervision. The informant explained that the madrasah provides training on the use of technology and provides assistance to teachers who have difficulties in using digital applications. Meanwhile, Informant 6 (science subject teacher) revealed that the main obstacle that is often faced is the quality of the internet network which is not always stable, especially when the implementation of supervision is carried out through video conference. According to the informant, these conditions sometimes cause the communication process to be less smooth and hinder the delivery of feedback optimally. Based on the results of these two interviews, the researcher interpreted that the success of online clinical supervision was strongly influenced by the balance between institutional support and the readiness of the technological infrastructure. When institutional support is going well, technical barriers can be minimized even if they are not completely eliminated (Irawan et al., 2024).

The results of observations show that madrassas have provided basic facilities that support

the implementation of online clinical supervision, such as internet access, computer devices in the school environment, and the use of digital applications that are relatively easy for teachers to operate. The researcher also observed that there was quite intensive communication between supervisors and teachers through online communication groups to coordinate supervision schedules and follow-up supervision results (Nurhamidah et al., 2025). However, during the observation process, several obstacles were found, such as internet connection disruptions, limited personal devices owned by some teachers, and differences in the level of technology mastery that caused the adaptation process to take place unevenly. Based on the results of these observations, the researcher interpreted that the supporting factors came more from institutional aspects and teachers' commitment to adapt, while the inhibiting factors generally came from technical aspects and infrastructure limitations that could not be fully controlled (Firmansyah et al., 2025).

Based on the results of interviews and observations, it can be emphasized that the implementation of online clinical supervision at MTs Hikmatul Hasanah is supported by the commitment of madrasah leaders, the availability of basic technology facilities, teachers' digital capabilities that continue to develop, and communication between supervisors and teachers (Fitria & Slamet, 2024). On the other hand, the implementation of supervision also faces several obstacles, especially related to the quality of the internet network, the limitations of technological devices, and the variety of digital abilities among teachers. In other words, the success of online clinical supervision depends not only on the individual readiness of the teacher, but also on the support of the system and the technical conditions surrounding it.

The pattern that emerged from the research data showed that supporting factors and inhibiting factors interacted with each other in determining the effectiveness of online clinical supervision. Madrasah policy support, technology training, and good communication tend to strengthen teacher readiness and increase acceptance of digital supervision. On the other hand, obstacles stemming from limited infrastructure and technical constraints have the potential to reduce the effectiveness of the supervision process if not handled appropriately. These findings show that the success of online clinical supervision is not solely determined by the use of technology, but by the ability of educational institutions to create a supportive, adaptive, and sustainable digital ecosystem for all madrasah residents (Zahrani et al., n.d.).

The results of the study showed that teachers at MTs Hikmatul Hasanah had a positive perception of the implementation of online clinical supervision. The teacher assessed that digital-based supervision provides ease of communication, time efficiency, and ease of documentation of supervision results. These findings are in line with research that states that the use of technology in educational supervision can increase the flexibility of supervision implementation and expand communication access between supervisors and teachers. From the perspective of clinical supervision, the condition suggests that technology can serve as a means to maintain the professional coaching process even if it is not done face-to-face. However, the study also found that some teachers still felt a decrease in the depth of interpersonal interaction during online supervision. These findings differ from the assumption of some of the literature that considers technology to be able to replace all communication functions in supervision. Implicitly, online clinical supervision needs to be understood not as a total replacement for conventional supervision, but as a model of supervision that requires a special communication strategy so that the reflective relationship between supervisors and teachers is maintained.

The findings regarding teachers' readiness in facing digital-based clinical supervision show that most teachers have a good enough ability to adapt to the use of technology. These results support various studies on educational digital transformation that explain that the experience of using technology over the past few years has improved teachers' digital literacy. This readiness can be seen from the ability of teachers to use communication applications, send learning tools digitally, and receive feedback through online media. From the perspective of technology acceptance theory, this condition shows that the perception of the ease of use and benefits of technology affects the level of user acceptance. In other words, the higher the perception of benefits felt by teachers, the higher their readiness to participate in online

clinical supervision. The practical implication is that educational institutions need to continue to strengthen teachers' digital competence because technological readiness is not formed automatically, but through a continuous process of learning, experience, and mentoring.

The study also found that institutional support is one of the main factors influencing the successful implementation of online clinical supervision. The findings are in line with various studies on changes in educational organizations that affirm the importance of leadership and policy support in the innovation adoption process. At MTs Hikmatul Hasanah, support in the form of training, technical assistance, and the provision of digital facilities has been proven to help teachers adapt to the new supervision system. This condition shows a cause-and-effect relationship between organizational support and individual readiness. The stronger the support provided by the madrasah, the higher the level of teachers' readiness to accept change. Functionally, institutional support plays a role as a capacity booster for teachers in facing digital transformation. Conversely, when such support is not available, online clinical supervision has the potential to lead to resistance, technological anxiety, and decreased effectiveness of professional coaching.

On the other hand, this study identified obstacles in the form of limited internet networks, differences in digital skills between teachers, and reduced intensity of direct interaction during the supervision process. These findings are consistent with various studies that highlight the digital divide as a key challenge in the implementation of educational technology. From the perspective of the social structure of the organization, these obstacles are not solely caused by individual factors of teachers, but also by the condition of the infrastructure and access to available technology. This suggests that the effectiveness of online clinical supervision is influenced by the relationship between personal capacity and environmental support. If one of these elements is not met, the implementation of supervision will experience dysfunction in the form of communication delays, misunderstandings of information, and a reduction in the quality of professional reflection which is the main goal of clinical supervision.

Overall, the results of the study show that teachers' positive perceptions of online clinical supervision correlate with higher levels of readiness to follow the digital-based supervision process. The relationship shows that perception and readiness are two aspects that affect each other in the process of accepting educational innovations. These findings reinforce the view that the success of online clinical supervision is determined not only by the presence of technology, but also by the psychological, social, and institutional factors that shape teachers' experiences in using it. The implication of these findings is the need to develop an online clinical supervision model that is not only oriented to technical aspects, but also pays attention to the quality of interaction, professional mentoring, and strengthening digital culture in the madrasah environment. Thus, online clinical supervision can function optimally as a means of improving teacher professionalism as well as being part of a sustainable educational transformation.

Conclusion

This study shows that teachers at MTs Hikmatul Hasanah generally have a positive perception of the implementation of online clinical supervision. Digital-based supervision is seen as able to provide ease of communication, time flexibility, implementation efficiency, and ease of documentation and follow-up of supervision results. In addition, most teachers also showed good readiness in facing digital-based supervision transformation, which was characterized by the ability to use supporting technology, willingness to follow online supervision procedures, and openness to feedback provided through digital media. These findings indicate that positive perceptions of online supervision contribute to increasing teachers' readiness to accept and adapt technology-based educational supervision innovations.

The success of the implementation of online clinical supervision is not only determined by the availability of technology, but also influenced by institutional support, the digital

competence of teachers, the quality of communication between supervisors and teachers, and adequate infrastructure conditions. Although there are still obstacles in the form of limited internet networks, variations in digital capabilities, and reduced intensity of face-to-face interactions, these obstacles can be minimized through training, mentoring, and strengthening digital culture in the madrasah environment. Therefore, online clinical supervision needs to be developed as a supervision model that is not only oriented to technical aspects, but also able to maintain humanistic, reflective, and collaborative professional relationships to support continuous improvement of the quality of learning.

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