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A New Model of Website-Based Humanistic Academic Supervision to Improve The Teaching Quality of High School Teachers

Sophia Tri Satyawati*, Yari Dwikurnaningsih, Nabila, Yohana Putri Andianti
Master Program in Educational Administration, Faculty of Teacher Training and Education, Universitas Kristen Satya Wacana, Indonesia.
*****Corresponding Author. Email: sophia.trisatyawati@uksw.edu

Abstract: This study aims to develop, validate, and examine the acceptability of an academic supervision model that integrates a humanistic approach with a web-based platform to support high school teachers' well-being. Employing a mixed-methods design within a Research and Development (R&D) framework, the study included needs analysis, product design, expert validation, and field trials involving 20 teachers and one principal. Data were collected through in-depth interviews, document analysis, and questionnaires, and were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing or verification. The findings indicate a strong need for more dialogical, flexible, and collaborative supervision. The developed model received high validation scores from academic supervision experts (93.06%) and information technology experts (84.73%). The user acceptance test demonstrated an excellent result (94.92%), confirming that this model successfully fostered a more comfortable, meaningful supervision experience that also motivated teachers. This study contributes a practical, evidence-based supervision model that is replicable and demonstrates how technology can effectively support humanistic relationships to enhance teaching quality and teacher well-being in the digital era.

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Introduction

The continuous development of teacher professionalism is a fundamental pillar in efforts to improve the quality of education worldwide, as teaching quality directly correlates with student learning outcomes and the overall success of the education system (Hendriani, W., Lestari, S., & Cahyanti, 2023). In this context, academic supervision plays a crucial role as a formal mechanism to guide, evaluate, and enhance teachers' pedagogical competence and performance within educational institutions (Wiyono, 2020). In Indonesia, through various educational policies, the government has encouraged principals and supervisors to be more actively engaged in implementing academic supervision as an instrument for quality improvement. Academic supervision is not merely intended as an evaluative activity but also serves as a medium for mentoring, support, and professional development of teachers within the framework of achieving national education goals (Merdekawaty & Andriani, 2023).

A growing body of research consistently demonstrates that effective academic supervision can foster a positive learning environment, enhance motivation, and significantly influence teachers' well-being (Sewell, K. M., Janse van Rensburg, M., Peddle, M., Alschech, J., & Asakura, 2024). However, traditional supervisory practices, which are often directive, administrative, and judgment-focused, have been shown to cause anxiety, resistance, and even demotivation among teachers, thereby hindering its primary purpose of

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professional development (Farida, I., Setyaningsih, R., & Rohayati, 2022). In line with the global paradigm shift toward more humanistic approaches in human resource management, there is a pressing need to transform academic supervision from an inspection-based model to one that is collaborative and reflective (Hartati, 2024).

Although the urgency of adopting a humanistic approach to supervision has been widely acknowledged theoretically, its practical implementation continues to face significant challenges, creating a gap between ideals and realities (Warman, W., Hermansyah, H., Kusmiati, T., Nurlelawati, N., & Junainah, 2024). One of the main obstacles frequently encountered by principals as supervisors is limited time and heavy managerial workloads, which render the supervision process less optimal and often ceremonial (Syamsi, I., & Murtiningsih, 2021). On the other hand, teachers frequently feel pressured and uncomfortable due to face-to-face supervisory practices that can trigger performance anxiety and hinder authentic teaching practices (Martin, F., Sun, T., & Westine, 2021). This condition aligns with various studies that highlight the necessity of more humanistic and participatory supervision (Marno et al., 2024); (Suryani et al., 2024). This gap is further widened by the rapid development of information and communication technology (ICT), where many educational institutions have not fully leveraged the potential of digital platforms to create a more flexible, efficient, and well-documented supervision process (Suryani, A., Muna, W., & Wibowo, 2020).

Based on a preliminary study conducted with 25 high school teachers, an interesting paradox emerged: although 84% of teachers felt that the existing supervision process was comfortable and procedurally clear, 96% also expressed a strong need for more modern supervision features, such as digital feedback and flexible observation through video recordings. This finding indicates that while the current practice is considered “good,” there is a strong desire to transition to a “better” system that can address the challenges of the digital era. This paradox does not indicate a contradiction, but rather a transformation of professional expectations. Current supervision practices are considered comfortable because they stem from a sense of familiarity (familiarity effect). Teachers are accustomed to manual or face-to-face supervision mechanisms, which have been standard practice in schools for many years. There is procedural certainty, so teachers feel psychologically secure; they know what is expected and how assessments are conducted. Systems that do not pose a threat tend to be perceived as “good enough,” even if there are limitations in their effectiveness. Comfortable does not mean effective or future-proof. Teachers feel that the current supervision process is working well, but they also recognize its limitations, particularly in terms of speed of feedback, objectivity of observation, documentation of supervision results, and consistency of assessment between supervisors. The shifting demands of the digital age have encouraged teachers to want a more efficient and data-driven system. The desire for modernization reflects the aspiration to have a system that is more accurate, more flexible, more efficient, and more relevant to the digital work patterns of today's teachers. Thus, teachers do not want to be merely “comfortable,” but rather excel and develop. Teachers appreciate the convenience of the old system, but they also recognize the need to change in order to improve effectiveness, the quality of self-reflection, and professionalism.

To bridge this gap, this study adopts the theoretical framework of *Humanistic Academic Supervision*, grounded in the concepts of clinical and collaborative supervision proposed by Cogan (1973); Goldhammer (Glickman, C. D., Gordon, S. P., & Ross-Gordon, 2018), and (Arikunto, 2012). This approach positions teachers not as objects of evaluation, but as dignified professional partners with autonomy in their self-development process (Rothwell et al., 2021). It is based on the philosophical assumption of humanism that teachers

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are professional individuals with autonomy, intrinsic motivation, and the capacity for reflection and self-improvement when facilitated in a supportive and non-judgmental environment (Zepeda, 2019). The relevance of this theory is even stronger in the context of modern education, which requires teachers not only to act as transmitters of knowledge but also as designers of adaptive and innovative learning experiences—a demand that can only be met if teachers feel psychologically safe and supported in their growth (Nooteboom, A., de Boer, E., & Lazonder, 2021). Therefore, humanistic supervision is no longer merely an alternative, but rather a necessity to create a school ecosystem that promotes well-being and sustainable professional development (Karwati, L., Utami, S., Hidayat, T., & Nugraha, 2023).

At the core of this approach is a shift from an "inspection" paradigm focused on identifying mistakes to a reflective partnership cycle centered on objective, data-based dialogue. Conceptually, a humanistic approach to academic supervision is grounded in the principles of respect for human dignity, two-way communication, and an orientation toward reflection and teacher self-development. Supervision is no longer defined as a one-sided evaluative instrument but as a collaborative process between supervisors and teachers aimed at building a sustainable culture of professionalism (Nurdiyanti et al., 2021). This humanistic supervision model has become increasingly relevant alongside the modern educational paradigm that emphasizes dialogue, collaboration, and emotional support for teachers (Victorynie & Othman, 2023).

A review of previous studies reveals three major trends in academic supervision research over the past five years. The first trend focuses on the impact of supervision on teacher performance and competence, with many studies consistently showing a positive correlation between collaborative supervision and improvements in teaching practices and teacher self-efficacy (Fitria, H., Kristiawan, M., & Rahmat, 2022). The second trend examines the role of supervision in enhancing teacher well-being, where dialogical and supportive approaches have been shown to reduce stress and burnout while increasing job satisfaction (Sulla, F., & Valli, 2021). The third trend explores the integration of technology in supervision, highlighting the potential of digital platforms to improve efficiency, flexibility, and the quality of feedback through video-based observation and asynchronous communication (Maderick, J. A., Zhang, S., Hartley, K., & Marchand, 2020).

Several studies have tested the effectiveness of specific platforms, such as video-based reflection tools (Yusuf, M., & Atikoh, 2021) and learning management systems (LMS) for documentation (Bustami, Y., Riyati, 2021). Collectively, these findings confirm that effective supervision in the contemporary era must integrate humanistic principles with technological innovation. This implies that the use of information and communication technology (ICT) in education has opened new opportunities for academic supervision, including through the use of web-based platforms that allow supervision processes to be more flexible, well-documented, and efficient (Riadi, 2022). Furthermore, the model developed in this study integrates the humanistic approach with the use of a web-based platform built within the Google Workspace ecosystem. The use of this technology is intended not only to improve efficiency and flexibility but also to systematically facilitate asynchronous dialogue, digital documentation, and reflective practice—the very essence of the humanistic approach (Purnomo, A., & Lee, 2023). Thus, the conceptual framework of this research is a synthesis of humanistic pedagogical principles and technological innovation to create a supervision model that enhances teaching quality while promoting teacher well-being.

Based on the background and conceptual framework outlined above, this study aims to develop and test a humanistic web-based academic supervision model to improve the teaching quality of high school teachers. This study offers novelty by designing,

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implementing, and evaluating a supervision model that holistically integrates three main pillars: a humanistic approach, the use of accessible web-based technology (Google Workspace), and an explicit focus on enhancing teacher well-being. This integration is expected to address the paradox between teacher satisfaction with existing supervision practices and the urgent need for a more modern, humanistic, and collaborative model (Hasibuan, 2024); (Fujiono et al., 2023); (Harly et al., 2024). Unlike previous studies that often discuss humanistic supervision or technology-based supervision separately, this article presents a comprehensive, field-tested product design complete with practical implementation guidelines. The scientific contribution of this study is to provide an evidence-based intervention model that can be replicated by other educational institutions to transform traditional supervision practices into a more relevant, effective, and human-centered professional development process in the digital era.

Research Method

This study employed a mixed-methods approach combined with a Research and Development (R&D) strategy. This approach was selected because the primary objective of the research was to produce and test a product in the form of a Humanistic Web-Based Academic Supervision Model (Plomp & Nieveen, 2010). The R&D strategy adapted in this study followed the procedural model of (Borg, W. R., & Gall, 1983), which was modified into five main stages relevant to the context of educational product development, including: (1) research and preliminary information gathering, (2) planning, (3) development of the initial product prototype, (4) preliminary field testing and product revision, and (5) main product revision. The use of mixed methods within the R&D framework enabled the researchers to integrate rich qualitative data for needs exploration and model design with quantitative data for product validation and acceptability evaluation (Creswell, J. W., & Plano Clark, 2018). This approach is relevant as it allows the production of a model that is valid, practical, and adaptive to field needs.

The sources and types of data in this study consisted of primary and secondary data collected from various sources to ensure triangulation and richness of information. Qualitative primary data were obtained through semi-structured in-depth interviews with key stakeholders at SMA Negeri 1 Ampel, Boyolali Regency, Central Java, as well as through document analysis. Quantitative primary data were collected through structured questionnaires administered to experts for model validation and to users (teachers and the principal) to measure the acceptability level of the model after testing. Meanwhile, secondary data included internal school documents such as teacher profiles, previous supervision schedules, and observation instruments, which provided context for the initial needs analysis stage (Cohen, L., Manion, L., & Morrison, 2018).

Data collection techniques were systematically implemented at each stage of R&D. In the first stage (preliminary research), in-depth interviews and needs surveys were conducted to explore the perceptions, experiences, and expectations of teachers and the principal regarding supervisory practices. Interviews followed an interview guide developed based on the theoretical framework of humanistic supervision, while surveys were distributed using online questionnaires. Document analysis was conducted to review existing supervision records. In the product development stage, data were collected through expert validation questionnaires using a four-point Likert scale to assess the feasibility of the model in terms of both academic supervision substance and information technology aspects. Subsequently, during the field testing stage, model acceptability data were collected through user acceptability questionnaires, also employing a four-point Likert scale, completed by all

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participants after completing one full cycle of using the supervision model (Onwuegbuzie, A. J., & Johnson, 2021).

The unit of analysis in this study comprised stakeholders directly involved in the academic supervision process at SMA Negeri 1 Ampel, Central Java. Participants were selected purposively to ensure relevance and depth of information. The participants included one principal, five teachers serving as part of the school's supervisory team, and fourteen subject teachers from various disciplines, resulting in a total of 20 participants. The inclusion criteria for teacher participants were a minimum of three years of teaching experience and prior involvement in the school's academic supervision process. For model validation, two expert validators were involved, selected based on their expertise: one expert in Academic Supervision and one expert in Educational Information Technology.

Data analysis techniques were tailored to the type of data collected at each stage. Qualitative data obtained from interviews and document analysis were analyzed using the interactive model of (Miles, M. B., Huberman, A. M., & Saldaña, 2014), which comprises three concurrent flows of activity: (1) data reduction, referring to the process of selecting, focusing, simplifying, and transforming raw data; (2) data display, referring to presenting the reduced data in the form of narratives, matrices, or diagrams for easier interpretation; and (3) conclusion drawing/verification, referring to the process of interpreting and making meaning from the displayed data. Quantitative data obtained from expert validation and user acceptability questionnaires were analyzed using descriptive statistics. The Likert scale scores were converted into percentages using the formula (Total Obtained Score / Maximum Possible Score) × 100%, which were then categorized based on predetermined intervals to measure the level of model validity and acceptability quantitatively (Fraenkel et al., 2019).

As a guideline for interpreting the results of model validation and acceptability of the humanistic web-based academic supervision model, this study used the following percentage-based categorization:

Table 1. Categorization of Validation and Acceptability Results

Percentage	Category
88% – 100%	Excellent
71% – 87%	Good
54% – 70%	Fair
37% – 53%	Less than Fair
20% – 36%	Poor

Results and Discussion

Result

The findings of this study are presented systematically, following the five stages of the Research and Development (R&D) model adapted from (Borg, W. R., & Gall, 1983). The results from each stage are outlined sequentially, integrating both qualitative and quantitative data to address the research questions concerning the needs, validity, and acceptability of the model.

Stage 1: Research and Initial Information Gathering

At the initial stage, a needs analysis was conducted through a quantitative survey involving 25 teachers and in-depth qualitative interviews with 20 teachers and one principal. The quantitative survey on perceptions of existing supervisory practices revealed generally high levels of positive perception, with an overall average above 80%. The highest-scoring aspects included process comfort (84%), the presence of pre-conferences (84%), and

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instrument clarity (84%). However, positive perceptions declined with regard to the impact of supervision in improving teaching practices (76%) and the existence of follow-up programs (76%). Meanwhile, the needs survey for a new model indicated a very high demand, particularly for features such as digitally documented feedback and peer best practice sharing, both scoring 96%.

The quantitative results were deepened through qualitative interview data. In terms of well-being, most teachers acknowledged being accustomed to supervision as a routine agenda, yet they still experienced "nervousness and anxiety" due to concerns about mismatches between lesson plans (RPP) and classroom realities, as well as the feeling of being directly observed. One teacher remarked, *"This anxiety arises from the fear of mismatches between the lesson plan and what actually happens, and because of being directly supervised by the principal."* Regarding expectations, teachers consistently expressed the need for a more "friendly, anxiety-free" and "flexible" supervision model to address scheduling conflicts. Specifically, teachers hoped for a web-based platform to digitize and systematize the process. As one teacher stated, *"A web platform would be very helpful because everything would be digitized and well-systematized."*

Stage 2: Planning

Based on the findings of the first stage, a plan was developed to design a prototype product that meets three key criteria identified from the needs analysis: (1) More Humanistic, focusing on dialogue and well-being; (2) More Modern, by leveraging technology for documentation and flexibility; and (3) More Collaborative, by encouraging the sharing of best practices among peers. The design plan specified the use of the Google Workspace ecosystem (Sites, Forms, Docs, Calendar, Meet) as the main platform, due to its accessibility and familiarity among educators. The model's workflow was structured into five stages of a collaborative cycle: Planning (Pre-conference), Implementation (Observation), Learning Reflection, Feedback Discussion, and Follow-up Planning, with an added feature called "Best Practice Sharing Space."

Stage 3: Initial Product Development

At this stage, the planning results were materialized into a functional prototype product in the form of a website built using Google Sites. The website was structured with navigation that reflected the five stages of supervision. Each stage's page embedded relevant instruments and platforms: (1) A Planning Form via Google Forms for scheduling and determining observation focus; (2) A Google Drive folder for uploading and reviewing lesson plan drafts asynchronously using Google Docs; (3) A Supervision Calendar through Google Calendar for final scheduling; (4) A Self-Reflection Form using Google Forms; and (5) A Google Meet link for feedback discussion sessions. A dedicated "Best Practice Sharing" page was also created using Google Forms to facilitate the collection and dissemination of teachers' best teaching experiences. The user interface (UI/UX) was designed to be simple, intuitive, and accessible for users with varying levels of digital literacy.

The framework of the Humanistic Web-Based Academic Supervision Model is illustrated in the following figure:

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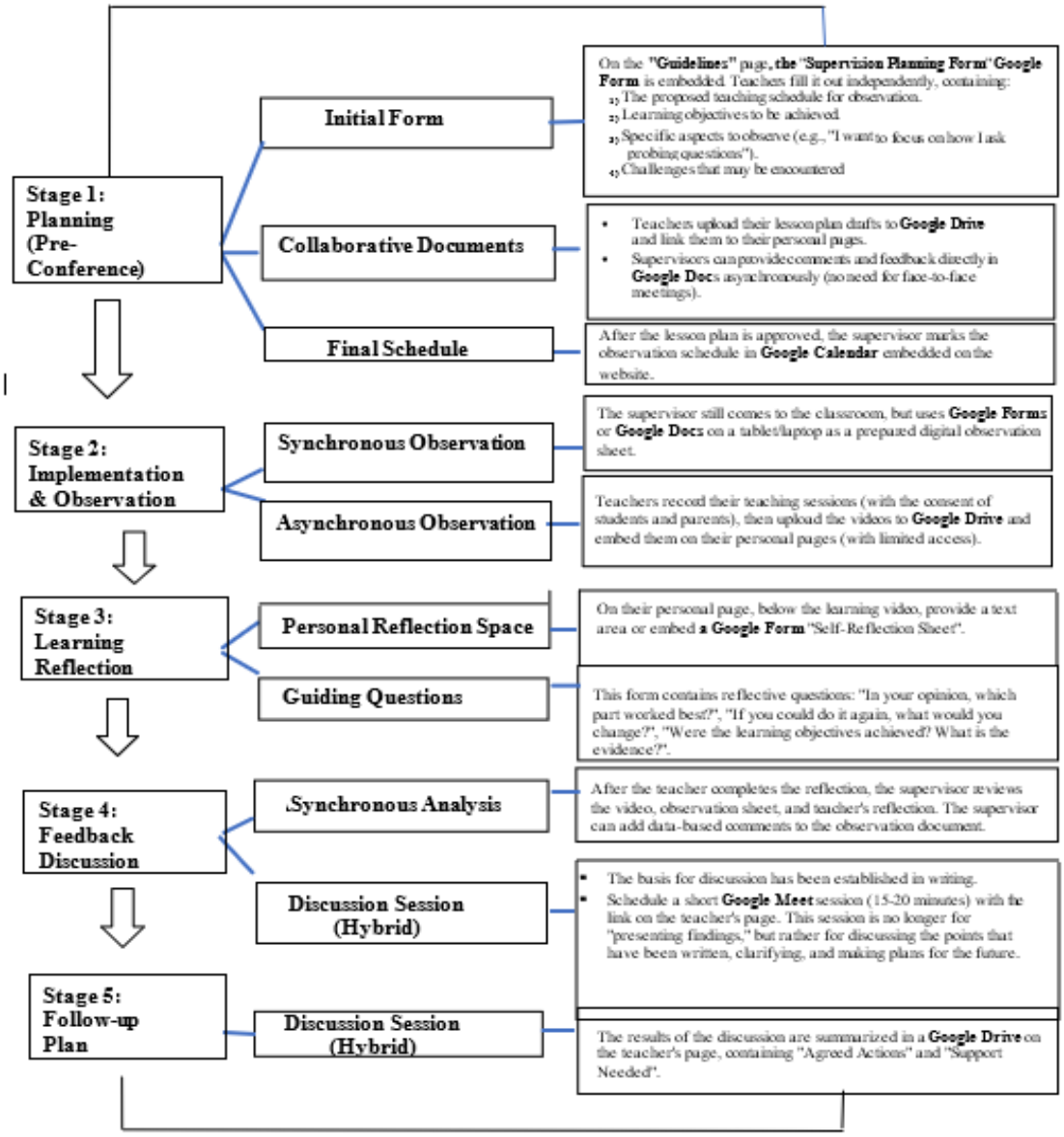

Figure 1. Humanistic Web-Based Academic Supervision Model

Based on this framework, the model was further developed into a web-based platform for the implementation of humanistic academic supervision, accessible through the following link: https://sites.google.com/view/tes-vincent/beranda

Stage 4: Initial Field Trial (Expert Validation) and Product Revisio

The prototype product was validated by two experts, namely an Academic Supervision expert and an Information Technology expert.

Table 2. Results of Expert Validation in Educational Supervision

No	Assessed Aspect	Purpose	Result	Category
1	Conceptual and Theoretical Aspect	To assess the alignment of the model with theoretical foundations and the principles of ideal academic supervision	93.75%	Excellent
2	Procedural and Pedagogical Aspect	To assess the feasibility and effectiveness of the proposed supervision stages	91.67%	Highly Feasible
3	Implementation and	To assess the potential success and positive impact	93.75%	Highly

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No	Assessed Aspect	Purpose	Result	Category
	Usefulness Aspect	of implementing the model in schools		Feasible
	Average Score		**93.06%**	**Excellent**

The quantitative validation from the Academic Supervision expert indicated an Excellent level of feasibility, with an overall mean score of 93.06%. The Conceptual and Theoretical Aspect scored 93.75%, the Procedural and Pedagogical Aspect scored 91.67%, and the Implementation and Usefulness Aspect scored 93.75%. Qualitative notes from the expert highlighted the strengths of the model in its humanistic approach, which positions teachers as professional partners, as well as its practicality and structured nature. However, the expert also pointed out its weaknesses, namely the dependence on stable internet connectivity and the digital literacy level of users.

Table 3. Results of Expert Validation in Information Technology

No	Assessed Aspect	Purpose	Result	Category
1	Interface and Navigation Design (UI/UX)	To assess the clarity, ease, and visual appeal of the supervision website	81.25%	Good
2	Functionality and Usability	To assess the effectiveness and suitability of the technologies used for each function in the supervision model	91.67%	Excellent
3	Technical and Security Aspect	To assess technical reliability, data security, and the potential for model development	81.25%	Good
	Average Score		**84.73%**	**Good**

The validation from the IT expert indicated a **Good/Valid** level of feasibility, with an overall mean score of 84.73%. The Functionality and Usability aspect scored the highest (91.67%), while the Interface Design (UI/UX) and Technical and Security aspects both scored 81.25%. Qualitative feedback noted that the model demonstrated strengths in its organized structure and effective link functionality. However, small improvements were recommended in UI/UX, including typographic consistency, color contrast optimization, increased white space, and clearer active-page indicators to enhance visual comfort and user experience. Based on feedback from both experts, minor revisions were made to the product before proceeding to user acceptance testing.

Stage 5: Main Product Revision (User Acceptance Trial)

Following the revision, the model was tested with 20 teachers and one principal at SMA Negeri 1 Ampel. User acceptance data were collected through quantitative questionnaires and qualitative feedback.

Table 4. Results of User Acceptance Trial

No	Assessed Aspect	Purpose	Result	Category
1	Ease of Use (Usability)	To assess how easy and practical the model is to use in daily practice	96.25%	Excellent
2	Usefulness	To assess the extent to which the model supports improved supervision practices	94.25%	Excellent
3	Humanistic Approach and Well-being	To assess whether the model creates a positive and supportive supervision experience	94.25%	Excellent
	Average Score		**94.92%**	**Excellent**

The results indicated an Excellent level of acceptance, with an overall mean score of 94.92%. Specifically, (1) Ease of Use (Usability) scored 96.25%, (2) Usefulness scored 94.25%, and (3) Humanistic Approach and Well-being scored 94.25%.

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Qualitative feedback from trial participants consistently emphasized that the most beneficial features were: (1) the section for uploading and reviewing lesson plans (RPP), (2) the option for both synchronous and asynchronous observation, and (3) more focused feedback sessions through Google Meet. Regarding difficulties, most respondents stated: *"All the features provided on the website are very easy to use because they are simple and do not require special skills."* However, a procedural improvement was suggested: *"There needs to be a set deadline for when lesson plans should be uploaded and when feedback from the principal is provided so that teachers can promptly revise their lesson plans."*

Nearly all participants (98%) stated that they would recommend implementing this model on a sustained basis in their schools due to its systematic procedures, ease of use, flexibility, and supervision experience that is more comfortable, respectful, and non-judgmental. Ultimately, this.

Discussion

Compared with previous studies (e.g., Maderick et al., 2020; Suryani et al., 2020), this study makes a more explicit contribution by addressing gaps that those studies left unresolved. Earlier research typically examined single digital features or general ICT management in supervision, without offering an integrated and operational model grounded in humanistic principles. The model developed in this study fills that gap by providing a complete, end-to-end supervision workflow that teachers and principals can implement directly. The operational integration of Google Workspace represents a clear advancement because it consolidates planning, observation, reflection, feedback, and follow-up into a coherent digital ecosystem that is accessible, low-cost, and familiar to users. This approach moves beyond prior tools by showing how technology can practically reinforce humanistic supervision, reducing anxiety, increasing flexibility, and supporting meaningful professional dialogue.

The findings of this study comprehensively address the main objectives of developing, validating, and testing the acceptability of a website-based humanistic academic supervision model. A key finding is the paradox between teachers' procedural satisfaction and their substantive needs, which the proposed model effectively resolves. The initial survey revealed a high level of teacher satisfaction (average >80%) with existing supervision practices, while simultaneously showing a very high need (>92%) for a new model that is more dialogical, flexible, and focused on well-being. This indicates that current practices have met administrative standards but have not fully addressed the psychological and professional needs of teachers in the modern era. This phenomenon aligns with Zepeda, (2019) argument that supervision focusing solely on procedural compliance often fails to generate meaningful changes in practice. Teachers may accept supervision as a routine, but the process does not always foster ownership of their professional development. Therefore, the need for a more humanistic model, as expressed by the participants, is crucial.

The interpretation of these findings within the theoretical framework of Humanistic Academic Supervision emphasizes that the paradigm shift from "inspection" to "reflective partnership" is central to the transformation desired by teachers. The high acceptability score on humanistic and well-being aspects (94.25%), where teachers felt more comfortable, valued, and less anxious, indicates that the developed model successfully operationalized the principles of collaborative supervision proposed by Cogan (1973); (Goldhammer, R., Anderson, R. H., & Krajewski, 1980); Glickman, C. D., Gordon, S. P., & Ross-Gordon (2018). The use of digital platforms in this model did not dehumanize the process; rather, it reinforced it. For example, asynchronous lesson plan (RPP) reviews and the option of video-based classroom observations provided a safe space for teachers to reflect without the

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pressure of direct monitoring—a condition that Nooteboom, A., de Boer, E., & Lazonder (2021) consider essential for fostering honest self-reflection. Thus, technology in this model functions not as a tool of control but as a facilitator of dialogue and professional autonomy, which is the very essence of a humanistic approach.

These findings reinforce and extend prior research. The high demand for digital feedback (96%) and best practice examples (96%) aligns with studies by Maderick, J. A., Zhang, S., Hartley, K., & Marchand (2020) and Yusuf, M., & Atikoh (2021), which highlighted the potential of technology to enhance teacher reflection and collaboration. However, this study goes further by not only testing a single technological feature but by integrating multiple tools (Google Workspace) into a holistic and systematic supervision workflow. Unlike Suryani et al. (2024), who focused more on managerial aspects of ICT use, this study explicitly measured and demonstrated the impact of technological integration on teachers' psychological aspects and well-being. The high acceptability score (94.92%) indicates that when technology is intentionally designed to support humanistic pedagogical principles, it can be well received and potentially overcome the resistance often associated with adopting educational technology (Purnomo, A., & Lee, 2023).

The main scholarly contribution of this article lies in presenting an empirically tested R&D model of academic supervision that bridges the gap between humanistic supervision theory and digital-era practice. This study not only confirms the need for more human-centered supervision (Fitria, H., Kristiawan, M., & Rahmat, 2022) but also provides a practical, replicable prototype built on platforms accessible to most educational institutions. Therefore, the contribution is both theoretical and practical: theoretically, it enriches the literature on how technology can strengthen rather than weaken humanistic relationships in supervision; practically, it offers operational guidance for principals and supervisors to transform their supervision practices into ones that are more relevant, efficient, and supportive of teacher well-being (Sulla, F., & Valli, 2021).

Nevertheless, this study has several limitations. First, the model was tested only in one school (SMA Negeri 1 Ampel) with a sample of 20 teachers and one principal. While the results are highly positive, generalizing these findings to other schools with different organizational cultures or digital literacy levels should be done cautiously (Gürkan, 2020). Second, this study measured only the acceptability and initial perceptions of the users. The long-term impact of the model on improving teaching quality and student learning outcomes has yet to be examined and requires further longitudinal research. Third, the model relies heavily on basic technological infrastructure such as stable internet connections, which may pose challenges in regions with limited access (Febriantoro, W., Supriyanto, A., & Ulfa, 2023).

From a practical standpoint, the model suggests the need for targeted training modules for supervisors, particularly in conducting humanistic pre- and post-conferences, facilitating reflective dialogue, and managing asynchronous digital observation using Google Workspace. Training in these areas would strengthen supervisors' ability to implement the model consistently while maintaining a supportive and non-judgmental climate for teachers. At the policy level, district education offices could integrate this model into their supervision standards by formalizing digital documentation procedures, incorporating humanistic supervision competencies into supervisor certification programs, and encouraging schools to adopt unified platforms such as Google Workspace. Such integration would not only streamline supervisory practices but also ensure greater alignment between policy directions and the psychological well-being needs of teachers(Aslan, 2020).

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Conclusion

This study successfully developed, validated, and tested the acceptability of a Website-Based Humanistic Academic Supervision Model that proved highly relevant and urgently needed by high school teachers. The main findings highlight teachers' strong demand for a supervision system that not only meets procedural standards but also substantively promotes dialogue, flexibility, collaboration, and psychological well-being. The model was deemed valid by academic supervision experts and IT experts, scoring "Very Good" (93.06%) and "Good/Valid" (84.73%), respectively. Furthermore, the field trial demonstrated a very high level of user acceptance (94.92%), confirming that technology integration through Google Workspace effectively facilitated humanistic supervision principles, reduced teacher anxiety, and improved teachers' perception of the usefulness of supervision.

The key contribution of this research lies in presenting an intervention model that bridges the gap between collaborative supervision theory and practical needs in the digital era. Conceptually, the study shows that technology can serve as an accelerator, rather than an inhibitor, of humanistic relationships in supervision if it is intentionally designed to support dialogue, reflection, and professional autonomy. Practically, this article produces a functional prototype ready for adaptation, offering a more efficient, well-documented, and humane alternative to traditional supervision practices.

Recommendation

Based on these findings, it is recommended that school leaders begin adopting a partnership-based supervision approach supported by accessible technology to enhance professional dialogue and teacher well-being. Teachers are encouraged to make continuous use of the web-based supervision model as a means of ongoing self-reflection, systematic improvement of lesson plans, and enhancement of their classroom practices. They should also engage actively in humanistic supervisory dialogues and participate in internal training on Google Workspace and reflective teaching practices to fully leverage the model's flexibility, digital documentation, and feedback features.

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