

Dialogical-transformative academic supervision model in vocational high school: Systematic literature review

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ABSTRACT

Background: Academic supervision at vocational high schools is primarily defined by administrative and compliance-focused methods, which restrict opportunities for teacher reflection, pedagogical innovation, and ongoing professional growth. This circumstance results in a discordance between supervisory techniques and the evolving requirements of vocational education and industry.

Purpose: This study seeks to create a dialogic-transformative academic supervision model by including reflective practice, transformative learning, self-determination theory, and instructional leadership in the realm of vocational education.

Method: Utilizing the PRISMA framework, this investigation implemented a systematic literature review (SLR). A total of 327 articles were identified, with 16 articles being selected based on the inclusion and exclusion criteria. To develop a conceptual framework and supervision model, data were analyzed using thematic synthesis, axial coding, and open coding.

Findings: The findings show that supervision techniques are fundamentally constrained and hinder reflective and transformative learning. Professional dialogue underpins the study's dialogic-transformative supervision paradigm, which has four interrelated dimensions: reflective, transformational, motivating, and structural. This model theoretically and practically improves vocational school teacher professional development and learning quality through a cycle of reflection, change, and implementation.

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INTRODUCTION

Vocational schools are increasingly recognized as essential intermediaries between education and employment, with connections, matchmaking, and job preparedness central to their function in the contemporary economy (Voeller, 2023; Iliescu et al., 2025). Recent studies indicate that effective collaboration with industry and the labour market improves graduates' employability, mitigates skills gaps, and bolsters job readiness through organized

work experiences, internships, and pertinent degree-based apprenticeships (Voeller, 2023; Chigbu & Nekhwevha, 2022). The scientific literature underscores that vocational learning is intrinsically intricate and multifaceted, necessitating coordinated governance, industry collaboration, and learner-centered design to reconcile the tension between immediate work tasks and broader competencies such as problem-solving, adaptability, and professional identity (Wu & Sarker, 2022; Minalla, 2021).

The complexity is further underscored by research on work-integrated learning, which highlights that learning transpires across classroom, workplace, and community environments, necessitating alignment of assessment and pedagogy to mirror real-world tasks and the dynamic requirements of the labour market (Voeller, 2023; Wu & Sarker, 2022). In this context, learning quality serves as a crucial mediator of program success: superior learning design, rigorous assessment of vocational outcomes, and evidence-based, context-sensitive curricula are consistently linked to improved employment outcomes, enhanced human capital, and greater job stability for graduates (Jatmiko, 2023; Wang et al., 2024). Recent cross-journal syntheses emphasize that attaining work readiness through effective connections, managing the intricacies of vocational education, and prioritizing the quality of learning are interconnected challenges. These elements collectively shape the alignment between training and the labour market (Voeller, 2023; Yershova & Bazyl, 2021).

A recent cross-national review of vocational education in Scopus-indexed journals over the past five years has produced significant criticism: supervision in numerous vocational education settings is still primarily focused on administration and compliance, rather than pedagogical transformation, frequently disregarding opportunities for practitioner reflection and professional roles (Mahir et al., 2019; Wahyuni, 2021). Research conducted in a variety of contexts suggests that supervision frequently prioritizes procedural conformity, auditing, and standardized outcomes at the expense of reflective practice, dialogic feedback, and iterative improvement of teaching methods. This constrains teachers from acting as active learning designers and as critical agents in shaping curricula to meet the changing needs of the industry (Harjanti et al., 2023; Lim et al., 2023). Teachers are frequently positioned as objects of policy enforcement in these environments, rather than as subjects who generate knowledge about effective vocational learning, collaboration, and sustainable workplace relevance. This diminishes the professional autonomy, inquiry-based experimentation, and continuous improvement cycles that are essential for high-quality outcomes (Nguyen et al., 2022; Pratama et al., 2023). Although previous studies consistently acknowledge the importance of reflective and collaborative supervision, existing approaches remain theoretically fragmented and predominantly emphasize technical compliance rather than transformative professional learning in vocational education contexts. As a result, this administrative orientation impedes the development of learning environments that are

capable of accommodating the intricacies of job-oriented competencies, industry partnerships, and student-centered inquiry, all of which are consistently recognized as essential for sustainable employment outcomes, strong work readiness, and meaningful linkage and matching efforts (Triyono et al., 2023; Inderanata & Sukardi, 2023).

The literature consistently demonstrates that the teacher's role as a subject is essential for the restoration of supervision from a compliance regime to a reflective, collaborative, and evidence-based accountability system. This role is capable of diagnosing learning needs, co-constructing authentic tasks, and guiding learners through the interconnected pathways of skills, assessment, and professional identity in the modern economy (Bano et al., 2022; Sariwulan et al., 2020). However, prior studies have largely examined teacher agency, reflective supervision, and professional learning as separate constructs, resulting in limited conceptual integration regarding how these dimensions collectively support sustainable instructional transformation in vocational education. In general, this recent body of work illustrates that it is essential to address supervision as a participatory, reflective, and active governance practice in order to realize the strategic potential of vocational education and guarantee that learning quality remains a critical factor in student employability and long-term success (Suryati et al., 2024).

A compelling case study from a modern vocational school demonstrates the interaction between instructional leadership, transformative learning, Self-Determination Theory (SDT), and reflective practice, which results in a shift in the supervision framework from compliance to professional development. In this instance, teachers implemented structured reflective cycles that were integrated into routine supervision. These cycles included post-lesson discussions, video-stimulated reflections, and collaborative inquiry teams, which transformed supervision from a punitive checklist to a formative dialogue that prioritized practitioner agency and enhanced learning (Yuliza & Musa, 2023; Karaköse et al., 2023). By allowing educators to critically evaluate long-held assumptions about teaching practices, reimagine professional identities, and adopt new approaches that are in alignment with industry changes, this reflective attitude supports transformative learning. This results in sustainable shifts in pedagogy and the co-design of curriculum at the school-industry interface (Fazilah et al., 2023; Dahalan et al., 2023).

Schools foster autonomy-supportive leadership and classroom conditions that satisfy the fundamental psychological needs of teachers for autonomy, competence, and relatedness, which in turn support intrinsic motivation, risk-taking in teaching experiments, and persistence in the implementation of innovative tasks such as teaching factories and workplace-integrated projects (Joseph, 2025). This approach is based on SDT. Lastly, instructional leadership in schools serves as a catalyst for these processes by facilitating professional learning networks that connect supervisory feedback to concrete classroom

practices and student learning outcomes, distributing leadership responsibilities, and modeling reflective supervision. This ensures that quality learning remains the primary objective of supervision and that accountability is aligned with teaching excellence (Rollnik-Sadowska & Grabińska, 2024; Yulianto et al., 2023). Teachers become active subjects who co-create knowledge, reflect deeply, and foster transformative vocational learning that aligns with evolving labor market demands when supervision is reframed as a collaborative learning endeavor, grounded in SDT, and supported by leadership (Mohanty & Christopher, 2024; Nicol, 2023). Nevertheless, the existing literature has not sufficiently explained how instructional leadership, reflective practice, transformative learning, and self-determination theory can be systematically integrated into a coherent supervision framework specifically designed for vocational school contexts.

Integrating four theoretical perspectives—reflective practice, transformative learning, self-determination theory, and instructional leadership—provides a comprehensive conceptual framework for better academic supervision. Reflective practice involves professional teacher reflection, which allows critical evaluation of teaching practice (Schneider et al., 2024). This reflection is the start of transformative learning, when teachers improve teaching techniques and also develop better pedagogical practices. Despite the growing body of research on academic supervision, reflective practice, transformative learning, self-determination theory, and instructional leadership, previous studies have predominantly examined these perspectives in isolation and within general educational settings rather than vocational education contexts. Existing supervision literature remains largely fragmented, focusing either on administrative compliance, teacher reflection, leadership practices, or motivational aspects separately, with limited attention to how these dimensions interact systematically to support sustainable professional learning and instructional transformation in vocational schools (Machost & Stains, 2023; Coffeng et al., 2023; Arinaitwe, 2021). Furthermore, few studies have proposed an integrative supervision framework that positions professional dialogue as the central mechanism for connecting reflective practice, teacher agency, intrinsic motivation, and instructional leadership within industry-oriented learning environments. Consequently, there remains a significant theoretical and contextual gap in developing a dialogical-transformative academic supervision model specifically designed to address the complexity, collaborative nature, and evolving workforce demands of vocational education.

This study addresses several unresolved gaps in the academic supervision literature. Previous studies have predominantly examined reflective practice, transformative learning, teacher motivation, and instructional leadership as separate perspectives, resulting in fragmented and largely compliance-oriented supervision frameworks, particularly in vocational education contexts. In addition, few studies have developed supervision models

specifically designed for the collaborative and industry-oriented characteristics of vocational high schools. Unlike prior research that focuses on isolated dimensions of supervision and teacher development, this study employs a Systematic Literature Review (SLR) to synthesize empirical and theoretical findings and develop a dialogical-transformative academic supervision model integrating reflective practice, transformative learning, self-determination theory, and instructional leadership into a unified framework for sustainable teacher professional development in vocational education. This study addresses three primary inquiries: (1) what are the attributes and constraints of prevailing academic supervision practices; (2) how can the four theoretical perspectives be integrated into a reflective and transformative supervision framework; and (3) how can a dialogic-transformative supervision model be developed to facilitate the ongoing professional development of teachers in vocational schools.

METHODS

This study employed a Systematic Literature Review (SLR) approach to analyze, synthesize, and develop a dialogical-transformative academic supervision model grounded in prior research findings (Yuliza & Musa, 2023). The SLR approach was selected because it provides a comprehensive, transparent, and replicable method for synthesizing evidence and examining complex educational phenomena.

A comprehensive literature search was performed in multiple esteemed databases, specifically Scopus, Web of Science, and ERIC. The selected publication year range was 2010–2025 to guarantee the study's relevance and originality. The search strategy employs a combination of keywords utilizing Boolean operators, encompassing terms pertinent to academic supervision, instructional leadership, teacher reflection, transformative learning, and self-determination-based teacher motivation: (“academic supervision” OR “instructional supervision”) AND (“instructional leadership”) AND (“reflective practice” OR “teacher reflection”) AND (“transformative learning”) AND (“teacher motivation” OR “self-determination”). The search procedure is tailored to the specific characteristics of each database to ensure optimal and relevant results. To ensure the quality and relevance of the literature, the following selection criteria were used as shown in [table 1](#).

The literature selection procedure adhered to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, encompassing identification, screening, eligibility assessment, and inclusion. The preliminary search revealed 327 articles. Following the elimination of duplicates and the evaluation of titles and abstracts, 114 papers were retained for comprehensive assessment. Additionally, according to the established inclusion and exclusion criteria, 16 qualifying publications were selected and examined in this study. The literature selection flowchart is illustrated in [Figure 1](#) PRISMA Protocols.

The literature was evaluated for synthesis quality using many criteria: journal prestige, methodological transparency, alignment of objectives, methodology, and outcomes, and contribution to theoretical or practical advancement. Articles were subsequently categorized into high, medium, and low quality, with only high and medium grade articles utilized in the primary analysis.

Table 1.

Literature Inclusion and Exclusion Criteria

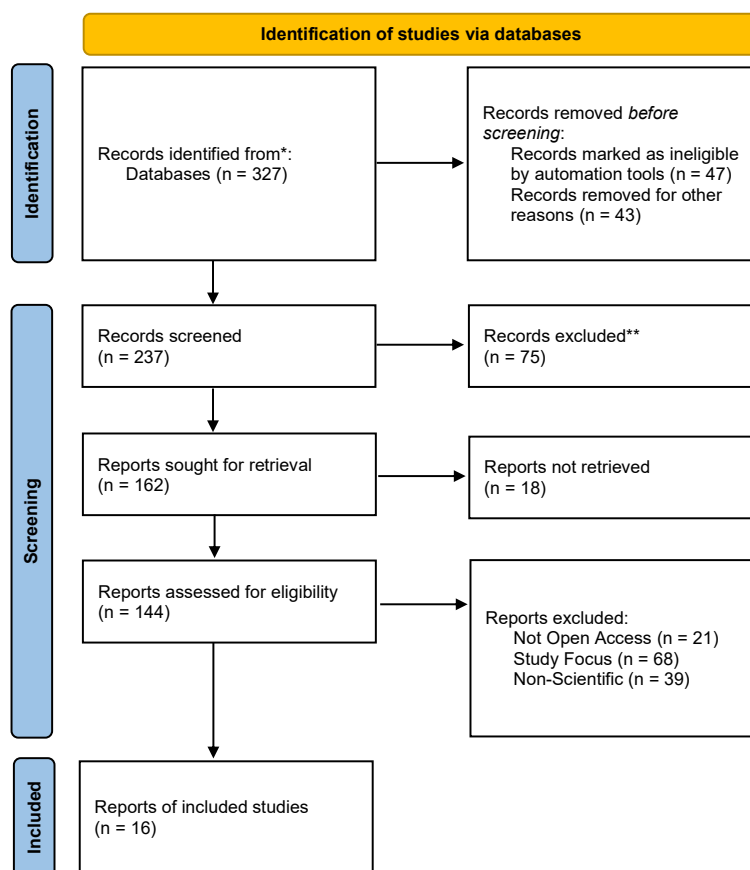
Aspect	Inclusion Criteria	Exclusion Criteria
Publication Type	Peer-reviewed journal articles	Non-scientific articles (opinions, blogs, unreviewed proceedings)
Indexing	Indexed in reputable national/international databases	Not indexed or sources are not credible
Study Focus	Academic supervision, instructional leadership, teacher professional development	Not relevant to teacher supervision or development
Language	Indonesian or English	Languages other than Indonesian/English
Year of Publication	2010–2025	Outside the year range
Access	Full-text available	Full text not available
Duplication	—	Duplicate articles from different databases

The data analysis was performed qualitatively in three phases. Initially, open coding was employed to discern essential notions pertaining to academic supervision, reflection, motivation, and instructional leadership. Secondly, axial coding is employed to categorize concepts into interconnected dimensions, including reflective, transformational, motivational, and structural aspects. Third, thematic synthesis will merge these categories into fundamental themes that underpin the development of a dialogic-transformative supervision paradigm (Lochmiller, 2021).

To ensure the validity and reliability of the research, several strategies were employed, including source triangulation through various reputable databases, an audit trail documenting the selection and analysis process, peer debriefing through discussions with educational practitioners, and expert judgment to validate the resulting model (Abdul Raof & Musta'amal, 2021). This approach ensures that the research findings are not only conceptually sound but also credible and have practical relevance in the context of academic supervision in vocational high schools.

Figure 1.

PRISMA Protocols



RESULT AND DISCUSSION

This study performed data extraction from selected literature via a Systematic Literature Review to systematically outline the characteristics, constraints, and theoretical basis of academic supervision in vocational education. This extraction sought to highlight major findings, research deficiencies, and avenues for the development of more pertinent and contextual supervision models. The data were categorized into various critical areas, encompassing supervisory practices in vocational high schools, the function of instructional leadership, the application of technology, and the theoretical frameworks supporting reflective and transformational supervision. This research, by providing findings in tabular form, aided literature mapping and reinforced the argumentative foundation for the suggested dialogic-transformative supervision paradigm.

Table 2.

Scientific Paper Extraction Results

Author	Aspect	Findings	Limitation
Purba et al. (2025)	Pedagogical Competence of	Supervision improves pedagogical	Feedback is still general and superficial; it doesn't

Author	Aspect	Findings	Limitation
	Vocational Teachers	competence, material mastery, curriculum development, industry integration, and learning strategies.	address student characteristics, assessment, and ICT integration; the sample is limited.
Suyatno et al. (2023)	Student Learning Readiness	Supervision improves teacher competence, which impacts student learning readiness (directly and indirectly).	The sample is limited (3 schools); professional competencies have no direct impact.
Dionne et al. (2024)	Internship Supervision Function (VET Internships)	Supervision includes support, evaluation, theory-practice mediation, collaboration, and internship management; predominantly focused on evaluation.	Weak theory-practice mediation; inconsistent collaboration; minimal theoretical foundation.
Muthumuni & Mokoena (2024)	Instructional leadership	Principals play a crucial role in monitoring and improving the quality of learning.	Workload overload; time constraints; low leadership competency; limited resources
Posangi et al. (2025)	Use of ICT in supervision	ICT is beginning to be used for observation, documentation, and feedback.	Low infrastructure; low digital literacy; insufficient training
Siliņa-Jasjukeviča et al. (2025)	Transformative learning	Critical reflection transforms professional perspectives and identities.	Not specific to the context of vocational supervision
Machost & Stains (2023)	Reflective practice	The cyclical model (act–reflect–plan–evaluate) enhances teacher reflection.	Implementation is often limited to the technical level
Rispel (2021)	Critical pedagogy	Supervision as a dialogic space, based on critical awareness and social justice.	Lack of operationalization in the vocational school context
Inderanata & Sukardi (2023)	Communities of practice	Learning through collaboration and social practice.	Collaboration is often inconsistent
Huffhines et al. (2023)	Reflective supervision	Safe relationships enhance reflection and well-being.	Requires supervisor time and capacity

Author	Aspect	Findings	Limitation
Coffeng et al. (2023)	Transformational leadership	Leadership supports change and reflective practice	Implementation depends on the leadership's capacity
Arinaitwe (2021)	Activity theory	Supervision as a means of resolving systemic conflicts (school-industry)	Complex and difficult to implement immediately
Gradovski (2021)	Dialogic supervision	Dialogue-based supervision, multi-perspectives, and knowledge co-construction	Requires high facilitation skills
Paksuniemi et al. (2021)	Digital dialogic supervision	Digital platforms support collective dialogue and reflection	Dependence on technological readiness
Baxan et al. (2020)	Dialogic supervision in teacher education	Dialogue enhances reflection and agency	More focus on teacher education, not vocational schools
Vatne & Søndena (2020)	Wellbeing & identity	Dialogue enhances well-being and professional identity	Risk of emotional and relational conflict
Flåm (2016)	Dialogic supervision practice	Dialogue contracts, structures, and facilitation are necessary	Complex implementation
Ulland et al. (2013)	Context adaptation	Dialogic models are flexible across contexts	Needs to adapt to local culture

Characteristics and Limitations of Academic Supervision in Vocational Schools

The literature consistently indicates that academic supervision in vocational education is predominantly characterized by administrative, compliance-oriented, and evaluation approaches rather than developmental activities. Supervisory efforts primarily concentrate on overseeing the learning process, ensuring compliance with curriculum standards, and assessing teacher performance, with a significant emphasis on procedural responsibility ([Suyatno et al., 2023](#); [Muthumuni & Mokoena, 2024](#); [U-Sayee & Adomako, 2021](#)). In this context, supervision is frequently regarded as a quality control mechanism rather than a vehicle for professional development, primarily concentrating on the verification of learning implementation instead of fostering reflective practice or pedagogical innovation. While several studies recognize the significance of supervision in enhancing instructional competence and curriculum development, its primary focus continues to be evaluative and compliance-oriented ([Suyatno et al., 2023](#); [Purba et al., 2025](#)).

In practice, oversight in vocational schools typically adheres to structured and documentation-centric protocols. The literature indicates that the supervision process typically focuses on the evaluation of lesson plans, teaching modules, and assessment papers, supplemented by systematic classroom observations that emphasize observable teaching behaviors (Suyatno et al., 2023; Purba et al., 2025). Although these techniques are crucial for upholding educational standards, they frequently restrict opportunities for dialogic interaction, collaborative reflection, or professional research. In workplace-based learning environments like internships, supervision primarily concentrates on monitoring and evaluation, with a somewhat less focus on bridging theoretical knowledge and practical application (Dionne et al., 2024). Consequently, supervision is predominantly procedural and episodic, rather than continuous and reflective.

Although designed to enhance teaching quality, the literature underscores the significant limitations of existing supervision approaches. Feedback given during supervision is sometimes vague and superficial, especially on student attributes, assessment formulation, and the incorporation of digital technology (Purba et al., 2025). Moreover, supervision seldom promotes substantial teacher reflection or professional discourse, leading to restricted teacher involvement in instructional decision-making. Structural problems further impede efficacy, encompassing supervisor workload, time limitations, insufficient training, and inadequate collaboration between educational institutions and industrial partners (Arinaitwe, 2021). Moreover, insufficient ICT infrastructure and limited digital proficiency obstruct the adoption of more innovative and adaptive supervisory methods (Posangi et al., 2025). These factors cumulatively diminish supervision to a mere administrative task instead of a transformative professional development process.

The implications of these constraints are substantial for vocational education's instructional and learning processes. Teaching practices that are less adaptive, less innovative, and less aligned with the evolving demands of industry and the labor market are more likely to be the result of supervision that is primarily administrative and minimally dialogue-based. The relevance of vocational teaching is further restricted by the weak mediation between school-based learning and workplace contexts, and the absence of reflective dialogue impedes continuous pedagogical improvement (Arinaitwe, 2021; Dionne et al., 2024). Consequently, teaching practices may become stagnant, and opportunities to cultivate higher-order competencies, including adaptability, professional identity, and problem-solving, may not be fully realized. These results indicate that the current supervision practices are structurally discordant with the requirements of vocational education, emphasizing the necessity of a more transformative, reflective, and dialogic supervision model.

Integration of Theoretical Perspectives in the Development of Dialogic-Transformative Academic Supervision

The literature posits that professional dialogue is a critical mechanism that facilitates the process of teacher professional development, with reflection serving as a key foundation. Teachers develop through reflection-in-action and reflection-on-action, specifically reflection during and after learning practices, from a reflective practice perspective (Schneider et al., 2024). Research has demonstrated that teachers' pedagogical awareness and capacity to critically evaluate their practice are enhanced by supervision that offers dialogic spaces, such as post-observation discussions and reflective queries (Mohamed et al., 2022; Machost & Stains, 2023). This contemplation extends beyond technical enhancements and functions as an entryway to more fundamental transformations. In-depth reflection within the transformative learning framework allows teachers to undergo a paradigm shift by engaging in experiences that challenge established assumptions (disorienting dilemmas). This process promotes the adoption of more contextual and learner-centered learning practices (Siliņa-Jasjukeviča et al., 2025).

Nevertheless, the intrinsic motivation of instructors is essential for the sustainability of these pedagogical modifications. According to Self-Determination Theory, professional engagement is most effective when the requirements for autonomy, competence, and relatedness are satisfied (Coffeng et al., 2023). Teachers are able to establish positive relationships with their supervisors, receive meaningful feedback, and feel appreciated as professionals through dialogic and supportive supervision. This fosters an environment in which educators are more inclined to engage in reflective practices, experiment, and preserve innovation in their educational practices. Consequently, the motivational dimension functions as an internal force that ensures the transformation that emerges from the reflection process remains sustainable.

Conversely, the structural context in which surveillance takes place has a significant impact on its efficacy. The instructional leadership perspective underscores the critical role of school leadership in the establishment of a learning vision, the provision of professional support, and the development of a reflective and collaborative school culture (U-Sayee & Adomako, 2021; Arinaitwe, 2021). Teachers are able to share their experiences, express their ideas, and ruminate on their practice without fear in an environment that promotes psychological safety, thereby enhancing the quality of professional dialogue. Additionally, the sustainability of the supervision ecosystem is facilitated by the presence of learning communities and collaboration with industry.

Overall, the literature synthesis shows that these four dimensions are interrelated and form a cohesive system. Reflection facilitated through professional dialogue is the initial trigger for pedagogical transformation, intrinsic motivation maintains the sustainability of

change, while instructional leadership and school culture serve as a support system that enables consistent practice. Thus, this synthesis produces an initial conceptual framework for dialogic-transformative academic supervision that integrates the reflective, transformational, motivational, and structural dimensions as a basis for developing a more relevant supervision model in the context of vocational education.

Dialogic-transformative supervision model

The dialogic-transformative supervision model that was devised in this study is a unified, interrelated framework that incorporates four critical dimensions: reflective, transformational, motivational, and structural. The reflective dimension positions professional dialogue as the primary space for teachers to critically evaluate learning practices, in accordance with the concept of reflective practice, which emphasizes reflection as the foundation of professional learning (Machost & Stains, 2023; Huffhines et al., 2023). The transformational dimension is characterized by a reorientation of pedagogical paradigms that results in a change in perspective (transformative learning) through in-depth reflection (Boylan et al., 2023; Ghorbani et al., 2023). The motivational dimension is founded on Self-Determination Theory, which underscores the significance of autonomy, competence, and connectedness in the preservation of sustainable change (Fisher et al., 2019). At the same time, the structural dimension underscores the importance of school culture and instructional leadership in fostering reflective and collaborative supervision practices (Arinaitwe, 2021). A system of mutual reinforcement is established by these four dimensions, which facilitates the continuous professional development of educators.

This model's operational mechanism focuses on professional discussion as the essence of the supervision process. Research indicates that a dialogic approach facilitates the exchange of viewpoints, collective reflection, and the co-construction of knowledge, hence transforming learning practices (Flåm, 2016; Cuenca, 2018). This paradigm posits that dialogue initiates critical reflection on learning processes, subsequently leading to pedagogical change via a transformative learning process. This process is enhanced by instructors' intrinsic motivation, which flourishes in a supportive and collaborative setting (Huffhines et al., 2023). The resultant modifications are subsequently executed in educational methodologies and reassessed through an ongoing cycle of reflection. This reflection-transformation-implementation model illustrates that supervision is cyclical and dynamic, rather than linear, in enhancing the quality of learning.

The execution of the dialogic-transformative supervision paradigm occurs in four primary phases: pre-supervision, dialogic supervision, reflection, and follow-up. The pre-supervision phase concentrates on establishing objectives and recognizing learning requirements, whereas the dialogic supervision phase highlights observation and data-

informed discourse that fosters collaborative reflection (Machost & Stains, 2023; Mohamed et al., 2022). The reflection stage enables educators to rigorously assess the strengths and shortcomings of their methodologies, while the follow-up stage guarantees the execution of modifications via collaboration and professional learning communities (Arinaitwe, 2021; Siliņa-Jasjukeviča et al., 2025). The efficacy of this model is marked by enhanced teacher reflective capacity, the adoption of innovative and contextual learning techniques, and the establishment of a culture of professional discourse within educational institutions (Huffhines et al., 2024; Buus et al., 2022). This model offers theoretical contributions via cross-perspective integration, practical contributions as an operational framework for supervision, and contextual contributions pertinent to the requirements of vocational education, particularly in vocational schools.

The results of this study confirm and expand upon prior research about academic supervision in vocational education. This study's results align with prior research, confirming that supervision techniques remain predominantly characterized by compliance-driven administrative and evaluative methods (Suyatno et al., 2023; Muthumuni & Mokoena, 2024). These findings align with international research emphasizing the deficiencies in reflective and dialogic components of educational supervision (Dionne et al., 2024). This study further illustrates that these limits are not solely technical implementation challenges, but rather indicate a disjunction between theoretical dimensions that have been examined only superficially. This study synthesizes reflective, transformational, motivational, and structural perspectives, thereby enhancing prior research that typically delineates professional reflection, transformational learning, and instructional leadership into a more holistic and contextual framework (Machost & Stains, 2023; Boylan et al., 2023). This work theoretically contributes significantly to the discourse on academic supervision by establishing an integrative link among hitherto independent elements. The combination of these data indicates that reflection functions as both an assessment of practice and a catalyst for educational reform, sustained by teachers' intrinsic motivation within the context of Self-Determination Theory (Nicol, 2023). Moreover, our findings underscore that instructional leadership functions not just in an administrative capacity but also as a supportive framework that fosters a culture of reflection and psychological safety inside educational institutions (Huffhines et al., 2023). This study not only validates current theory but also enhances it by illustrating the interdependence of concepts within the realm of vocational education supervision, a topic that has thus far been little examined in an integrated fashion.

From a practical perspective, the resulting dialogic-transformative supervision model offers strategic implications for principals and supervisors in designing more effective and relevant supervision practices. The research findings emphasize the need for supervision to shift from a control-based approach to a dialogic approach based on reflection and

collaboration, where teachers are positioned as active participants in their professional development. Furthermore, strengthening supervisor capacity, policy support, and technology integration are also crucial factors in optimally implementing this model. Thus, this research provides a concrete practical contribution to improving the quality of academic supervision, making it more adaptive, contextual, and oriented toward improving the quality of learning in vocational high schools.

CONCLUSION

This study indicates that academic supervision procedures in vocational high schools predominantly employ an administrative approach, failing to effectively promote reflection and change of learning practices (RQ1). This study, through theoretical synthesis, determined that the amalgamation of reflective, transformational, motivational, and structural dimensions is essential for developing a more effective supervision framework (RQ2), which is subsequently embodied in the dialogic-transformative supervision model as the principal contribution of this research (RQ3). This model underscores that professional conversation is a fundamental mechanism for fostering reflection, instructional transformation, and the sustainability of teacher professional development. It is advised that supervisory procedures at vocational high schools adopt a more dialogic, collaborative, and reflective approach, bolstered by robust instructional leadership and a nurturing school culture. Future study must empirically evaluate the efficacy of this paradigm across diverse vocational high school settings to ascertain its influence on learning quality and student outcomes.

DECLARATIONS

Author Contribution

Haryadi, E. R., Conceptualization, Writing - Original Draft, Editing and Visualization; Writing - Review & Editing, Formal analysis, and Methodology.

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Conflict of Interest

The authors declare no conflict of interest.

Declaration of AI Use

Consensus AI was used to collect and identified relevant research under author supervision.

Additional Information

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