Collaborative Supervision of Guidance and Counseling Services in Hybrid Mode; A Review of Theoretical Feasibility

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ARTICLE INFO	ABSTRACT
	Technological developments in guidance and counseling services mean that the monitoring process through supervision must also keep up with the times. It seems that implementing the collaborative model can also be applied in a more flexible mode to ensure supervision service efficiency. This article aims to reveal the feasibility and potential for developing a collaborative supervision model using a hybrid mode. The method used is a systematic literature review exploring the Scopus.com database. The keyword is "collaborative supervision with a hybrid mode in counseling services". The results found 27 articles that were relevant to various study themes. Data analysis shows little research on collaborative supervision in guidance and counseling services has not been done. However, findings related to the use of technology in increasing the efficiency of service supervision bring opportunities to collaborate on face-to-face direct supervision service modes and technology for long-distance counseling services. Future research should be able to explore and take advantage of these opportunities to complement guidance and counseling services with a monitoring system that is both credible and efficient.
	Keywords: Collaborative Supervision, Hybrid, Guidance and Counseling Services, Theoretical Feasibility

Introduction

Collaborative supervision in guidance and counseling services is essential in ensuring the quality and effectiveness of the guidance and counseling process. Collaborative supervision involves cooperation between the supervisor and counselor in analyzing and evaluating the counselor's skills, knowledge, and competencies (Austin & Hopkins, 2004a). Collaborative supervision focuses on counselors' professional development by identifying strengths and weaknesses in their practice. Through discussion and joint reflection, supervisors can provide constructive feedback to counselors to improve the quality of client interventions (Fine & Turner, 2014).

One of the goals of collaborative supervision is to improve counselor performance in providing effective services to clients. Supervisors and counselors work together to plan an inclusive and structured supervision program to ensure that counselors continue to develop the necessary skills and knowledge (Lenihan & Kirk, 1992). In collaborative supervision, the supervisor takes on the role of counselor, facilitator, and supporter. They act as mentors who guide counselors in evaluating and developing their skills. Supervisors also function as a source of knowledge and development that assists counselors in overcoming problems and challenges in guidance and counseling practice (Lau et al., 2019).

Collaborative supervision also includes elements of reflection and learning. Counselors are encouraged to reflect on their practice's approaches, methods, and strategies. Supervisors assist counselors in analyzing and understanding their experiences with clients, thereby identifying areas that need improvement or further development (Sofyan et al., 2024). Collaborative supervision in guidance and counseling services also involves supporting and building a strong relationship between the supervisor and counselor. In a safe and open environment, counselors feel more comfortable sharing their experiences, questions, and concerns with

supervisors. This strengthens collaboration and results in more productive knowledge exchange. Collaborative supervision is important in guidance and counseling services (Kuo et al., 2022a). With collaborative supervision, the quality and effectiveness of the guidance and counseling process can be improved through continuous professional development, targeted evaluation, reflection, and continuous support from the supervisor.

Innovation is considered an urgent need in the context of guidance and counseling services (Kurniati et al., 2021). Changing social dynamics, increasingly complex psychological challenges, and rapid technological developments, require improvements in the quality and effectiveness of supervision of guidance and counseling services. Supervision of guidance and counseling services is an important process that involves observation, evaluation and coaching for guidance and counseling professionals. Through supervision, they can obtain feedback, direction and support to develop their abilities and competencies in providing quality services (Gubi, 2007a). However, the responsibilities carried out by supervisors are not easy. They must have in-depth knowledge of guidance and counseling theory, intervention methods and techniques, and a good understanding of psychological issues that arise in the context of these services. Therefore, innovation in supervising guidance and counseling services is a must.

Innovation in the supervision of guidance and counseling services can be realized through several approaches. The use of technology in the supervision process can optimize efficiency and accessibility (Duan et al., 2019). By utilizing online platforms or special applications, supervisors and supervisees can communicate and share supervision materials effectively without meeting face to face. This is especially important given the geographic limitations or busy schedules that guidance and counseling professionals often face. A collaborative approach to supervision can increase the effectiveness of the learning process (H.-Y. Li et al., 2021). Actively involving supervisors in setting goals, planning and evaluating supervision steps can give them a sense of ownership of the process. This will motivate them to study more intensively and effectively. A collaborative approach can also involve participation from other stakeholders such as guidance and counseling participants, parents and teachers in carrying out supervision to obtain a broader perspective.

Supervision of guidance and counseling services must also integrate evidence-based approaches to ensure their effectiveness and sustainability (Kuo et al., 2022a). By utilizing research and evaluation results, supervisors can ensure that the methods and techniques used in guidance and counseling services are supported by strong empirical evidence. This will provide a stronger foundation for developing ongoing supervision and innovation programs. Innovation in the supervision of guidance and counseling services is an inevitable need. Adopting technological, collaborative and evidence-based approaches are some of the steps that can be taken to improve the quality and effectiveness of guidance and counseling services. By carrying out this innovation, it is hoped that a dynamic and adaptive supervision environment can be created in the face of continuous changes in the context of guidance and counseling services. (An et al., 2020a).

Supervision in guidance and counseling services is an important process that can help counselors improve their professional skills and increase the effectiveness of the services they provide to clients. In the increasingly developing digital era, alternative blended services have become an attractive solution for effective and efficient supervision processes. Blended services combine face-to-face services and information and communication technology (Orr et al., 2008a). In the context of supervision, this can mean face-to-face meetings between supervisors and counselors, complemented by technology such as video conferencing, email, or other communication applications. For several reasons, blended services can be an attractive alternative in guidance and counseling supervision. First, blended services allow supervisors and counselors to communicate in real-time without physically meeting in one location. This makes it easier for professionals involved in supervision who are in different places, for example supervisors in city A and counselors in city B (Khoiru Reza & Sugiyo, 2015). Using video conferencing, they can conduct supervision sessions in flexible times without having traveling, blended services also allow supervisors and counselors to store and access recordings of supervision sessions. For example, supervision sessions can be recorded via video conference and accessed again by supervisors and counselors for evaluation or progress monitoring purposes. This can allow counselors to review their practice and receive more in-depth supervisor feedback.

When using blended services in guidance and counseling supervision, several considerations need to be considered. First, it is important to ensure that the privacy and security of client data is maintained. Supervisors and counselors must take necessary steps to protect clients' personal information using technology. Second, blended services should not ignore the importance of in-depth face-to-face interactions between supervisors and counselors. While technology can help facilitate supervision, direct face-to-face interactions remain important in building strong relationships between supervisors and counselors (Nurismawan et al., 2022). Blended services provide an attractive alternative in supervising guidance and counseling services. By combining technology and face-to-face interaction, blended services can potentially increase the supervision process's flexibility, efficiency and effectiveness. However, it is important to pay attention to the privacy and security of client data and recognize the importance of in-depth face-to-face interactions between supervisors and counselors.

Innovations related to collaborative supervision in hybrid guidance and counseling services are significant in developing professionalism in this field (Austin & Hopkins, 2004a; Sommer & Cox, 2003). Technology is crucial in optimizing guidance and counseling services in an increasingly advanced digital era. Combining direct face-to-face sessions with technology via virtual platforms is an effective and efficient solution.

Collaborative supervision refers to an approach that involves active participation from all parties involved in the guidance and counseling process. In hybrid services, collaborative supervision includes collaboration between counselors, supervisors, and clients in using technology that suits their needs and preferences (Sofyan et al., 2024). Thus, collaborative supervision in hybrid services creates space for participation and shared thinking that mutually strengthen the guidance and counseling experience.

One example of implementing collaborative supervision in hybrid guidance and counseling services is using a virtual platform to hold supervision sessions. This virtual platform allows counselors and supervisors to communicate directly via video conference, chat, or phone calls (Duan et al., 2019). In collaborative supervision sessions, counselors can share experiences, get constructive feedback, and exchange ideas with supervisors and colleagues. Supervisors can also provide more timely and focused direction and guidance. In addition, collaborative supervision in hybrid services also involves active participation from the client. In guidance and counseling sessions, clients can use technology to interact with counselors and access relevant support resources. This allows clients to be more independent in the guidance and counseling process and expands their access to these services.

Another benefit of collaborative supervision innovation in hybrid guidance and counseling services is increased efficiency and flexibility (Duan et al., 2019). Using technology, supervision can be done in real-time, without gathering in the same place. This is especially advantageous when large geographic distances separate the counselor and supervisor. This flexibility also allows supervision to be carried out on a more manageable schedule, reducing time and space constraints that often become obstacles in traditional supervision processes. The innovation of collaborative supervision in hybrid guidance and counseling services is a positive step in developing this field. The use of technology expands the space for participation and shared thinking. In contrast, the combination of live face-to-face sessions and the use of virtual platforms strengthens efficiency and flexibility. By continuing to improve and develop this innovation, hybrid guidance and counseling services can significantly support individual growth and development.

Method

This article was prepared using the Systematic Literature Review (SLR) method, an approach used in academic research to systematically collect, evaluate and synthesize evidence from various relevant studies. This method aims to comprehensively understand the research topic being reviewed, using a transparent, structured and accurate approach. The SLR process begins with formulating specific research questions, which will become the basis for identifying relevant studies. After that, clear and well-defined steps were followed to search for, select, and evaluate the quality of appropriate studies. One of the important steps in SLR is designing and implementing a systematic search strategy. This involves identifying relevant sources of information, such as academic databases, journals, and conferences related to the research topic under review. The search was conducted using relevant keywords and a previously defined search strategy, to ensure no important studies were missed.

After the search, the second step in SLR is to select the studies found. This involves reviewing the abstract and title of the study to ensure their relevance to the research question that has been asked. Studies that meet the inclusion criteria will then be evaluated using exclusion criteria, such as methodological quality and validity of research results. Then, relevant data from the selected studies will be extracted and collected in a structured form. This process involves summarizing key information from each study including research design, sample population, work methods, and relevant results. These data will then be used to synthesize and reconstruct the findings of the analyzed studies. In the final stage of SLR, researchers will evaluate and restructure the findings from the studies analyzed. This involves identifying patterns, differences, and similarities in observed research results and analyzing possible influencing factors that may influence research results. The accuracy of these results can then be confirmed by conducting a review by another independent researcher. The SLR method is essential in creating a solid knowledge base and deepening understanding of a particular research topic. Using a transparent and structured approach, this method can provide a strong basis for providing practical recommendations and determining the direction of further research. The SLR steps taken follow figure 1.
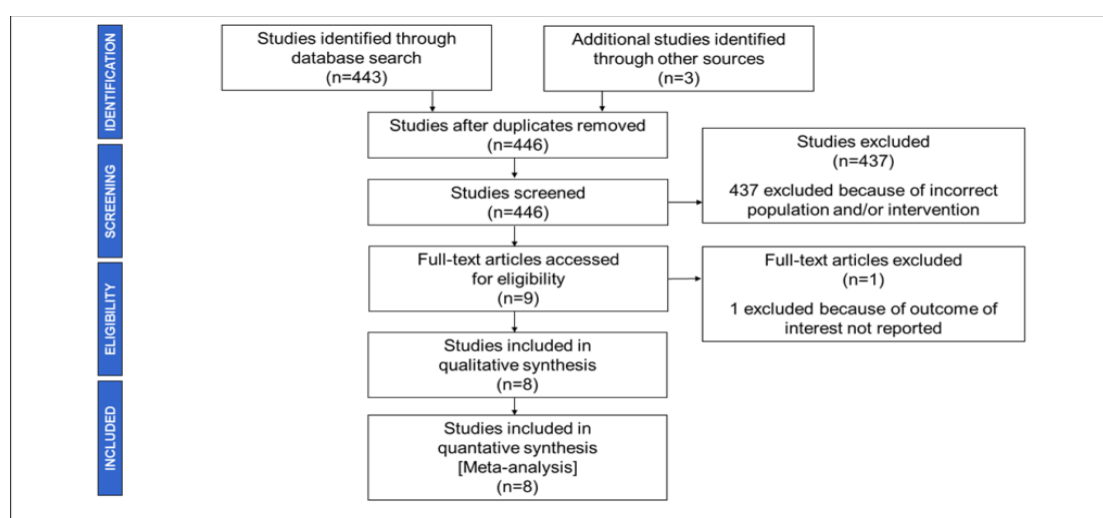
Figure 1. Step Systematic Literature Review

The steps as described in Figure 1 use the Scopus.com database. This process involves selecting keywords with the theme of supervision in counseling to obtain as much data as possible in publications on the scopus.com database. The results are then carried out a sorting process to select articles or publications that are relevant to the research theme. Further results can be seen in the results and discussion section.

Result and Discuss

This research was carried out through an exploration process on the reputable database scopus.com. The search keyword uses the diction "collaborative supervision with hybrid mode". The year range used was from 1992 to 2024. Initially 70 articles were found. After the filtering process was carried out, there were only 27 publications that were relevant to the theme of collaborative supervision with a hybrid mode in guidance and counseling services. The results are explained in table 1.

Table 1. Results of Analysis of Articles Relevant to the study of Collaborative Supervision with Hybrid Mode

No	Author	Title	Source	Study Theme
1	Bob, (1999)	Narrative Approaches To Supervision And Case Formulation	Psychotherapy	Supervision with a Narrative Approach
2	Zeligman, (2017)	Supervising Counselors-In-Training Through A Developmental, Narrative Model	Journal Of Creativity In Mental Health	Supervision with a Narrative and Developmental Approach
3	Glidden & Tracey, (1992)	A Multidimensional Scaling Analysis Of Supervisory Dimensions And Their Perceived Relevance Across Trainee Experience Levels	Professional Psychology: Research And Practice	Supervision with Multidimensional Scaling
4	Lau et al., (2019)	Using A Collaborative Model In Supervision With International Counseling Students	Journal Of Humanistic Counseling	Collaborative Supervision
5	Knutson & Koch, (2021)	A Cotherapy Supervision Approach Using Person-Centered Theory With A Gender Fluid Client	Clinical Case Studies	Supervision with Cotherapy
6	Burnett, (1999)	The Supervision Of Doctoral Dissertations Using A Collaborative Cohort Model	Counselor Education And Supervision	Collaborative Supervision Using the Cohort Model
7	Lose, (2007)	Exploring The Supervision Experience Of Some Mainstream Counsellors Who Integrate Prayer In Counselling	Counselling And Psychotherapy Research	Counselor Supervision Experience
8	Hill, (2001)	A Collaborative Pastoral Care And Counseling Supervisory Model.	Journal Of Pastoral Care	Supervision with a Pastoral Approach
9	Smith & Bird, (2014)	Fairy Tales, Landscapes And Metaphor In Supervision: An Exploratory Study	Counselling And Psychotherapy Research	Supervision with Fairy Tales, Landscape and Metaphor Models
10	Gopal et al., (2024)	Facilitating Faculty Development For Training In Multicultural Competence In Health Service	International Perspectives In	Supervision with a Multicultural Approach

No	Author	Title	Source	Study Theme
		Psychology Graduate Programs Through An International Collaboration	Psychology: Research, Practice, Consultation	
11	Fine & Turner, (2014)	Minding The Power In Collaborative Systemic Supervision	The Complete Systemic Supervisor: Context, Philosophy, And Pragmatics	Systemic Collaborative Supervision
12	Austin & Hopkins, (2004)	Supervision As Collaboration In The Human Services: Building A Learning Culture	Supervision As Collaboration In The Human Services: Building A Learning Culture	Collaborative Supervision
13	Li et al., (2021)	Supervisory Mindsets And Strategies Applied In Postmodern Narrative And Collaborative Approaches For Group Supervision	Bulletin Of Educational Psychology	Supervision with a Narrative Approach
14	Lin et al., (2020)	Exploration Of The Supervisory Experiences Of School Counseling Supervisors And The Perspectives On School Counseling Supervisory System Construction	Bulletin Of Educational Psychology	Supervision Experience and Supervision Model Construction
15	Kuo et al., (2022)	Do As I Say, Not As I Do: Therapist Evaluation Of A Practice And Supervision Aid	Proceedings Of The Acm On Human-Computer Interaction	Supervision with a Therapeutic Evaluation Approach
16	Rufo et al., (2012)	Health Supervision In The Management Of Children And Adolescents With Ibd: Naspghan Recommendations	Journal Of Pediatric Gastroenterology And Nutrition	Health Management Supervision
17	Kindsvatter & Desmond, (2013)	A Problem-Based Approach To Skill Acquisition And Cognitive Complexity With Pre-Practicum Supervisees	Clinical Supervisor	Cognitive Problems in Supervision
18	Stinson et al., (2023)	Cultivating A Relevant Supervisory Space: Culturally Expressive And Responsive Model For Supervision In Neuropsychology	Archives Of Clinical Neuropsychology	Supervision in a Cultural and Responsive Context
19	Branson et al., (2015)	Supporting Couples, Marriage, And Family Therapy Trainees In Need Of Performance Improvement: Implications For Counselor Educators And Supervisors	The Family Journal	Supervision in Relation to Support Systems and Performance Improvement
20	Gordon & Luke, (2012)	Discursive Negotiation Of Face Via Email: Professional Identity Development In School Counseling Supervision	Linguistics And Education	E-Mail Based Remote Supervision
21	Orr et al., (2008)	A Model For Collaborative Teaching Teams In Counselor Education	Counselor Education And Supervision	Collaboration in Counseling Services
22	D. Li et al., (2020)	Transitional Dynamics Of Three Supervisory Styles Using Markov Chain Analysis	Journal Of Counseling And Development	Analysis of Three Supervision Approaches Using the Markov Chain Approach
23	Mangione et al., (2011)	The Supervisory Relationship When Women Supervise Women: An Exploratory Study Of Power, Reflexivity, Collaboration, And Authenticity	Clinical Supervisor	Supervision by Female Supervisors
24	An et al., (2020)	Supervisor Style As A Predictor Of Counseling Supervision Relationship Quality And Supervisee Satisfaction: Perceptions Of U.S. And South Korean Supervisees	Asia Pacific Education Review	Supervision Style by Supervisor
25	Duan et al., (2019)	Telesupervision-Of-Supervision Across National Boundaries: United States And China	Journal Of Clinical Psychology	Teleconference Based Remote Supervision
26	Arczynski & Morrow, (2017)	The Complexities Of Power In Feminist Multicultural Psychotherapy Supervision	Journal Of Counseling Psychology	Multicultural Supervision

No	Author	Title	Source	Study Theme
27	Hutchby & Dart, (2018)	'Let's Check-In With Our Tummies': Orienting To Feelings-Talk In Group Supervision For Psychotherapy Counsellors	Discourse Studies	Supervision with a Talk In Group Approach

Table 1 explains the development of supervision in guidance and counseling services. Many supervision models were found with various objectives ranging from clinical supervision which tends to be therapeutic to post-modern approaches, multiculturalism, use of remote technology, use of technology, multidimensional and collaborative use. Even so, not many studies develop collaborative research in a more structured and systematic manner by utilizing technological media with various modes. There has not been a single model of collaborative supervision of guidance and counseling services that uses a hybrid mode. However, it was found that technology was used in remote supervision services to increase the efficiency of supervision services in guidance and counseling. This opens up opportunities for developing a collaborative supervision model with a hybrid guidance and counseling services mode.

Discussion

Providing effective guidance and counseling services is a critical component of supporting the holistic development of individuals. In this context, the role of the guidance and counseling teacher or counselor is paramount, as they serve as the primary facilitator in helping individuals achieve their full potential. However, the increasing complexity of educational challenges and the diverse needs of students have placed greater demands on the guidance and counseling teacher, requiring them to possess a comprehensive set of competencies.

As highlighted by (Setiawati et al., 2019), guidance and counseling activities involve a bilateral interaction between the guidance and counseling teacher and the counselee, where the teacher serves as the assisting party and the counselee as the assisted party. In this relationship, the guidance and counseling teacher must have certain capacities to determine the quality of their work. (Setiawati et al., 2019) These capacities include a deep understanding of the concepts and assessment prerequisites necessary to comprehend the conditions, needs, and problems of the individuals they serve. (Wijaya et al., 2019)

Collaborative supervision enables the exchange of knowledge and experience between supervisors and practitioners (Fine & Turner, 2014). Through discussion and joint reflection, supervisors can provide insight and deep understanding regarding the problems practitioners face in counseling services. Practitioners can also share their experiences and thoughts, enriching supervisors' knowledge and skills. In this case, collaborative supervision aims to improve practitioners' professional competence. Collaborative supervision also promotes the development of practitioners' interpersonal skills. Practitioners can obtain constructive feedback from supervisors and fellow practitioners in supervision sessions. Discussion and reflection together can help practitioners understand and overcome the psychosocial challenges faced by clients (Burnett, 1999). This can improve the practitioner's ability to foster a good therapeutic relationship with clients.

Collaborative supervision also plays a role in improving ethical counseling practices. In supervision sessions, supervisors can guide practitioners in dealing with ethical dilemmas that may arise in the counseling service process (Lenihan & Kirk, 1992). Practitioners can also learn from supervisors' experiences dealing with complex situations and formulating ethical decisions. Thus, collaborative supervision helps practitioners practice relevant ethical codes in their profession. No less important, collaborative supervision can also support practitioners' personal development. Through discussion and reflection, practitioners can better understand their strengths and weaknesses. Supervisors can help practitioners build better personal capacity and overcome personal barriers that may affect counseling services (Gubi, 2007a). Therefore, collaborative supervision plays an important role in practitioners' self-development. Collaborative supervision brings many benefits to guidance and counseling services. It involves collaboration between supervisors, practitioners, and clients to enhance the practitioner's knowledge, interpersonal skills, ethical professional practice, and self-development. With collaborative supervision, it is hoped that guidance and counseling services can provide optimal client benefits.

A collaborative supervision strategy is an important factor in hybrid innovation in guidance and counseling services (An et al., 2020a; Orr et al., 2008a). Collaborative supervision is an approach that involves collaboration between supervisors and counselors in the learning and development process. In the context of guidance and counseling services, collaborative supervision in a hybrid manner integrates traditional face-to-face supervision with digital technology that allows long-distance communication. Hybrid innovation in collaborative supervision in guidance and counseling services has several important factors that must be considered. First, there is adequate technological support. The success of hybrid collaborative supervision is highly dependent on adequate technological infrastructure, such as a stable internet connection, a communication platform that can be accessed by all parties involved, and the sophistication of the communication devices used.

Supervisor and counselor competency factors in adopting technology. To implement hybrid innovation in collaborative supervision, there is a need for understanding and skills in using relevant technology (Duan et

al., 2019; Ilfana et al., 2022; Khoiru Reza & Sugiyo, 2015; Sofyan et al., 2024). Supervisors and counselors must be able to utilize existing technological tools to facilitate collaboration, such as instant messaging applications, teleconferencing, or online document sharing platforms. In addition, there are factors for developing hybrid collaborative supervision content. The supervision content delivered must be relevant to the hybrid environment used, for example by considering the technological aspects involved. Supervisors and counselors must develop methods and strategies appropriate for collaborative supervision conditions involving technology, such as providing feedback via text messages or conducting online discussions.

Another important factor is effective cooperation and communication between supervisors and counselors. In hybrid collaborative supervision, communication is the key to success in ensuring the achievement of supervision goals. Supervisors and counselors need to actively involve themselves in discussions and collaboration using existing technology, and maintain open and continuous communication to overcome obstacles and challenges that arise (Gubi, 2007a; Stinson et al., 2023b). The role of supervisors who support and provide clear guidance in using technology is also an important factor in hybrid innovation in collaborative supervision. Supervisors need to provide clear direction regarding the use of technology that is part of this hybrid collaborative supervision and provide support in overcoming obstacles and technical problems that may arise. A collaborative supervision strategy is an important factor of hybrid innovation in guidance and counseling services. Factors such as technology support, competency in using technology, development of supervision content, communication between supervisors and counselors, and the supportive role of supervisors are key elements for the successful implementation of hybrid innovation in collaborative supervision.

Developing a hybrid model in collaborative supervision in guidance and counseling services is a vision that focuses on combining traditional and technological elements in the supervision process. Collaborative supervision in guidance and counseling is an approach that centers on learning by fellow practitioners (An et al., 2020a; Orr et al., 2008a). This model involves active participation and knowledge exchange between supervisors, practitioners and other supervision participants. The vision for developing this hybrid model aims to increase effectiveness and efficiency in guidance and counseling services. Collaborative supervision can become more affordable and more flexible by combining traditional elements such as face-to-face meetings and direct observation with technological approaches such as video conferencing and online-based applications.

The application of technology in collaborative supervision provides many benefits. First, using technology can overcome geographical, time and cost constraints (Hutchby & Dart, 2018; Kuo et al., 2022a). Supervisors and practitioners no longer need to travel far or spend a long time to meet in person. They can use video conferencing or online applications to virtually communicate and observe counseling sessions. This allows for supervision that is more accessible and can be carried out more regularly. Technology also allows for recording counseling sessions which can become material for joint analysis and reflection in the supervision process (Orr et al., 2008a; Stinson et al., 2023b). These recordings can be shared with supervisors and other supervisees, so they can provide more detailed and in-depth feedback. This process can encourage deeper reflection and a better understanding of strengths and weaknesses in guidance and counseling practice.

It should be remembered that the development of this hybrid model must be implemented carefully. Although technology can provide many benefits, it is still important to maintain the quality of the relationship between supervisors and practitioners. No technology can completely replace direct interaction between humans. Therefore, collaborative supervision in guidance and counseling services must prioritize the interpersonal elements and trust in face-to-face interactions. The vision for developing a hybrid model in collaborative supervision in guidance and counseling services aims to increase effectiveness and efficiency in the supervision process. By combining traditional and technological elements, collaborative supervision can be more affordable, flexible, and focused on continuous learning. However, it is important to remember that interpersonal interaction and trust remain the main things in this supervision process.

Conclusion

Innovation in developing collaborative supervision with a hybrid mode in guidance and counseling services has a very important role. Collaborative supervision in guidance and counseling is a process in which supervisors collaborate with counselors to improve the quality of services provided to clients. Hybrid mode is a combination of two modes of supervision delivery, namely face-to-face and online. The importance of innovation in developing collaborative supervision using hybrid modes can be seen from several perspectives. First, innovation can help expand the accessibility of supervision. Using hybrid mode, supervisors and counselors can supervise online, so they are not limited by geographical distance. This allows counselors in remote areas or far from the supervision center to receive quality supervision. In addition, online supervision can also reduce travel costs and save time for supervisors and counselors.

Innovation can also increase the effectiveness of supervision. Through communication technology, supervisors and counselors can easily communicate and collaborate in identifying problems, formulating solutions, and planning remedial actions. The hybrid mode also allows supervisors to use various tools and resources that can improve the quality of supervision, such as recordings of counseling sessions, self-assessments, and related reading materials. Apart from that, innovation in developing collaborative supervision using a hybrid mode

can also increase reflection and professional development of counselors. Through a collaborative approach, supervisors can encourage counselors to become more involved in the decision-making and problem-solving, enhancing their skills and knowledge. The hybrid mode also allows counselors to connect supervision with direct practice, so they can experience the direct impact of supervision on the quality of services they provide to clients. Innovation in developing collaborative supervision with a hybrid mode in guidance and counseling services has a very important role. This innovation can increase accessibility, effectiveness and professional renewal in supervision. Thus, it is hoped that applying this innovation will provide great benefits for developing guidance and counseling services and improve the quality of assistance provided to clients.

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